Humanities Curriculum Committee
Proposals for Committee Review (Full review)

November 12, 2018
# 2 New Courses:

**FAH408H1: Women in the Ancient World**

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

**Description:**

This seminar is a comprehensive exploration of women, both their myth and their reality, in classical antiquity (Greece and Rome). By examining extant visual and literary representations, the course aims to unravel the hidden history of women, obscured by selective bias of official records. Students learn thus how the representations of women in the visual art of Greece and Rome often give us access beyond the official history; at the same time, they learn in what way these representations are also a construct of gender ideals. The course content is organized both by subject matter (divine figures, heroines, amazons, courtesans, etc.) and theme (festivals, drama, religious participation, daily life, marriage, etc.) and offers theoretical and methodological insight during each topic. The students will also read key texts from modern gender theory along with relevant primary and secondary literature on women and gender in the ancient world. This course requires extensive research and presentation skills and includes field trips to the galleries and store rooms of the ROM to investigate and handle Greek pottery fragments.

**Prerequisites:**
- FAH207H1/FAH310H1/FAH311H1

**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:** extensively;
- **Other:** none

**Rationale:**

An advanced course for students who are interested in either/both ancient art/history and gender theory. This course is designed to stimulate the discussion surrounding women and gender on a wider register and stands to complement the dearth of gender-related courses in the Department of History of Art's curriculum.

**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:
   Women and Gender Studies, Classics

Estimated Enrolment:

Instructor:

**FAH468H1: Urban Islam**

Contact Hours:
   *Lecture:* 24

Description:

By challenging essentialist questioning of Islamic urbanism, this course considers the inter-animated and complex web of forces that drive cities forward by identifying repertoires of underlying logic. Through a deep and historically situated reading of Medieval Mecca, Madina, Damascus, Jerusalem, Baghdad, Cairo, and Cordoba, we will map and encode history on the urban scale to reveal what makes a city "Islamic." Visual mapping skill cultivation for communication purposes (both digital and analogue) will be taught throughout to enhance understandings of urban complexity in rich historical contexts.

Prerequisites:
   FAH215H1/FAH216H1/FAH318H1/FAH319H1/FAH327H1/FAH328H1

Corequisites:

Exclusions:

Recommended Preparation:
   FAH265H1/FAH326H1

Breadth Requirements:
   Creative and Cultural Representations (1)

Distribution Requirements:
   Humanities

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

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

Rationale:

Provides a foundational course in the history of medieval Islamic urbanism for students pursuing medieval or early modern studies in art history, islamic studies, history anthropology, political science and architecture.

Consultation:

Resources:
<table>
<thead>
<tr>
<th><strong>Budget Implications:</strong></th>
<th>The academic unit will provide the resources required for this course from existing budget.</th>
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</thead>
<tbody>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td>This course overlaps slightly with NMC396Y1 Islamic City which explores the city in a broad temporal and geographic scope with a sociological and archaeological focus. This seminar focuses on an in-depth examination of the earlier period through the close study of a small selection of cities in the Central Arabian lands with a focus on the history of urban morphology and with an emphasis on visual mapping skills.</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td>Near and Middle Eastern Civilizations, Medieval Studies, Architecture and Urban Studies, Religious Studies</td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td></td>
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<tr>
<td><strong>Instructor:</strong></td>
<td>4</td>
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2 New Courses:

CLA210H1: Greek and Roman Archaeology

Contact Hours:
Lecture: 36

Description:
A survey of the practices and theory of archaeology in the Classical Mediterranean, from the Greek Bronze Age through the Roman Empire. This course introduces students to the archaeological record of the Greco-Roman past, as well as the means by which we access it. Students will develop essential skills to recognize and analyze ancient material culture in preparation for upper level classes, or for fieldwork. No previous knowledge of the discipline is required.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Living Things and Their Environment (4)

Distribution Requirements:

Competencies:

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

Experiential Learning:
Research: none; Other: none

Rationale:
This 200-level course is intended to accommodate the research and teaching interests of permanent faculty in the Department of Classics and to provide useful preparation for students taking upper level courses in ancient history offered by the department. A number of faculty in the Department are currently engaged in archaeological field projects around the Mediterranean and it is thought that this course will better prepare the department's undergraduate majors and minors for fieldwork.

Consultation:
Planning for this course began in part as a result of the Department of Classics' last external program review which noted that the Department's growing strengths in the area of Mediterranean archaeology were significantly underutilized in both the graduate and undergraduate programs. Plans already underway to add an undergraduate introduction to Greek and Roman archaeology were significantly delayed by the departure of our Greek archaeologist (Dimitri Nakassis) but with the successful hiring in 2017 of his replacement (Sarah Murray), the creation of this course was identified as the most pressing change needed in our undergraduate program. That resolution gained impetus last year with the initial approval by governance of the Mediterranean Archaeology Collaborative Specialization (MACS). Classics is one of the five PhD programs participating in that collaborative specialization and it is anticipated that this
course will provide valuable TA training for the department's MACS students.

This course has consistently been identified as a desideratum by our undergraduate majors and minors and by the senate of our undergraduate student union (CLASSU). Last year as Undergraduate Coordinator I conducted formal consultation with the senate of CLASSU, whose members again identified this course as a top priority. That was supported too by surveys conducted in sections of our first year introductory course, CLA160. More than 200 students were polled in order to gauge their interest in a proposed Greek and Roman Archaeology course as well as six additional courses. Nearly 20% of respondents indicated as top preference Greek and Roman Archaeology and a majority indicated some interest in taking the course.

Adding this course was identified as a top priority at an initial faculty meeting dedicated to revisiting and updating our undergraduate course offerings in September 2017. Professors Murray and Bernard subsequently drafted a syllabus for the course as well as the course description. The title and course description were subsequently discussed at a second faculty meeting in late January before being formally approved at a Department Curriculum Meeting and then a full Departmental Meeting in May 2018.

Resources:
This course will be staffed with existing tenure-stream faculty in the Department of Classics with undergraduate appointments on the St. George campus. That pool currently includes four members of the Archeology Centre and the Mediterranean Archaeology Collaborative Specialization (MACS), including the primary instructors for this course, Seth Bernard and Sarah Murray, as well as Ben Akrigg and Ephraim Lytle. The course will require no special lab equipment or computing resources. The course will utilize TAs. It is anticipated that these will be primarily graduate students in the Department of Classics, especially PhD students participating in the recently created Mediterranean Archaeology Collaborative Specialization (MACS) and/or MA students in the field of Ancient History and Material Culture.

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

Overlap with Existing Courses:
It is not anticipated that the content for this course will overlap in any significant way with any course offered by another department, including ANT200Y1: Introduction to Archaeology and FAH207H1: Greek and Roman Art and Archaeology. As shown by the descriptions for those courses, their focuses are different than that proposed for this course, which is historically contingent and intended as preparation for the upper level courses in ancient history offered in the Department of Classics. Although there is likely to be little or no overlap in content, the designers of and primary instructors for this course, Sarah Murray and Seth Bernard, nevertheless have consulted with members of the Archaeology Centre whose primary appointments are in other departments including Art, Anthropology and NMC and there seems to exist consensus that the content of this course will not overlap with any currently offered courses and that this course will be a welcome addition to the university's undergraduate course offerings related to archaeology. Initial discussions suggest that this course will be accommodated by future revisions to the ARH program.

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

Estimated Enrolment:
Fewer than 150

Instructor:
Primary instructors are Seth Bernard and Sarah Murray, if needed Ben Akrigg, Ephraim Lytle

CLA215H1: Classical Warfare

Contact Hours:
Lecture: 36

Description:
An introduction to the military history of ancient Greece and Rome from the 8th century BCE to the 7th century CE, with an emphasis on the political, social and economic implications of warfare and military institutions.
Classics (FAS), Department of

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
  Society and its Institutions (3)

Distribution Requirements:

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:
This course has developed in response to perceived needs to update the department's undergraduate course offerings so as to better reflect the changing teaching and research interests of its faculty and to create 200-level courses capable of attracting new enrolments. By far the most popular 200-level course currently offered by the department is CLA204H1 (Mythology). We offer four sections of this course every year during the Winter session and they are usually fully enrolled with caps of approximately 300. Although the enrolments are welcome this course creates staffing pressures and it is hoped that some of those pressures might be relieved by creating different but similarly well-enrolled 200 level courses. It has long been understood that there exists interest among our undergraduate population in a course on ancient warfare but such a course has been kept on the shelf primarily due to concerns about staffing. Sarah Murray, who joined the department last year, has successfully taught a class on ancient warfare elsewhere and is eager to offer such a course here. As to academic relevance it is hoped that the course will (like Myth) have a wide appeal but its focus will be on the social and institutional contexts of classical warfare and as such will serve as a useful introduction to methods and theories in the study of Ancient History.

Consultation:
The question of adding new 200-level courses was discussed at an initial faculty meeting dedicated to revisiting and updating our undergraduate course offerings in September 2017. Subsequent to that meeting as Associate Chair Undergraduate I solicited opinions and proposals from all interested faculty in the department and I also met with the senate of the department's undergraduate student union (CLASSU), which reported on suggestions forwarded by its membership. I subsequently distilled all of those suggestions into course titles and calendar descriptions for seven new 200-level course proposals. Surveys were distributed to students in both sections of our first-year course, CLA160. In all just over 200 students were asked to indicate their interest in taking one or more of the proposed 200-level courses. More than half of all these students expressed some interest in taking this course. In late January 2018, that survey data and various proposed changes to the curriculum were discussed at a second faculty meeting and it was decided that we should proceed with adding a 200-level course on Classical Warfare. The title and course description were approved at a Department Curriculum Meeting and then a full Departmental Meeting in May 2018.

Resources:
The primary instructor for this course will be Sarah Murray, with Ben Akrigg and Christer Bruun also willing to teach it. The course will require TA support, which will be provided by departmental MA and/or PhD graduate students in the field of Ancient History and Material Culture. We anticipate being able eventually to offer the course in the summer, when it will be taught by a graduate student instructor, ideally an advanced PhD student with research interests related to ancient warfare and experience acting as a TA for the course.

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

<table>
<thead>
<tr>
<th>Overlap with Existing Courses:</th>
<th>None</th>
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<tbody>
<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td>N/A</td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>150</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Sarah Murray; Ben Akrigg; Christer Bruun</td>
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6 New Courses:

**DRM254H1: Design and Production I**

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<tr>
<th>Impact on Programs:</th>
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<tr>
<td>This proposal triggers modifications in the unit's program(s)</td>
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<table>
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<tr>
<th>Contact Hours:</th>
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<tr>
<td>Lecture: 36 / Tutorial: 12</td>
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**Description:**

A practical and theoretical introduction to the fundamentals of theatrical performance design. This course touches on theatre architecture, conceptual approaches to theatrical design and spatial considerations of live performance. Students will work on case studies and practical projects geared toward understanding theatre terminology, design, and production processes. Students will also explore concrete aspects of technical theatre production, particularly as they pertain to theatrical design elements.

Applications are required in order to enroll in this course. First-round applications are due in March, and second-round applications are due in August. Please consult the [CDTPS Application Guidelines](#) for specific procedures and deadlines.

**Prerequisites:**

An interview in April or in August. Students can apply directly out of high school.

**Corequisites:**

DRM100Y1/DRM101Y1/UNI102Y1 or DRM220Y1/DRM230Y1

**Exclusions:**

VPDB03H3/VPDC03H3

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

**Experiential Learning:**

*Research:* notably; *Other:* none

**Rationale:**

The introduction of a semester course teaching the fundamentals of design arises from the clearly recognized need for a half credit (0.5 FCE) introductory course that will allow students to master the terminology and conceptual frameworks and the terminology that are essential for design and production. It provides an entry point and levels the ground for the students interested in these two fields of study and practice. The course introduces practical elements into its pedagogy, but does not demand the students’ involvement in the actual productions.

**Consultation:**

Curriculum Change Task Force meetings; consultation with undergraduate faculty and technical staff.

**Resources:**

Existing resources at the CDTPS.
### DRM354H1: Design II

**Contact Hours:**
- **Practical:** 72

**Description:**
An intermediate-level investigation of various aspects of theatrical performance design, with a focus on scenic and costume design, though also considering the impact of projections and lighting. Using skills developed through practical study in the Design Studio, the students form the core of the design team for Drama productions.

Applications are required in order to enroll in this course. Please consult the [CDTPS Application Guidelines](#) for specific procedures and deadlines.

**Prerequisites:**
- DRM100Y1/ DRM101Y1/ UNI102Y1; DRM254H1/DRM254Y1; Minimum CGPA of 2.7 or permission of the Drama Centre.

**Corequisites:**
- DRM220Y1/ DRM230Y1 or any course from Group A

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

**Experiential Learning:**
- *Research:* notably; *Other:* notably;
  - *Nature of "Other" Experiential Learning:* Distinctive Practicals or Laboratories

**Rationale:**
This is a semester-long sequence (0.5 FCE) to the introductory DRM254H1. By the time they take DRM354H1, the students who decide to continue their education in design would acquire the fundamentals of design and production and will be well prepared to engage in practical projects as assistants to designers working on the CDTPS’s Mainstage production, while developing their intermediate-level knowledge in seminars and lectures.

Consultation:
Curriculum Change Task Force meetings; consultation with undergraduate faculty and technical staff.

Resources:
Existing resources at the CDTPS.

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:
10

Instructor:
Snezana Pesic - Lecturer

### DRM355Y1: Production II

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

**Contact Hours:**
*Practical:* 144

**Description:**
An intermediate-level investigation of various aspects of theatrical production, including stage management, lighting, sound and video, with some exploration of how these elements relate to theatrical design concepts. Using skills developed through practical study in the Helen Gardiner Phelan Playhouse, the students form the core of the production team for Drama productions.
Applications are required in order to enroll in this course. Please consult the CDTPS Application Guidelines for specific procedures and deadlines.

**Prerequisites:**
DRM100Y1/ DRM101Y1/ UNI102Y1; DRM254H1/DRM254Y1; Minimum CGPA of 2.7 or permission of the Drama Centre.

**Corequisites:**
DRM220Y1/ DRM230Y1 or any course from Group A

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

### Experiential Learning:
- **Research:** notably; **Other:** notably;
  - **Nature of "Other" Experiential Learning:** Distinctive Practicals or Laboratories

### Rationale:
This course is a production sequence to DRM254H1 and relies on the fundamentals of design and production that students acquire in the introductory course. The benefit of having this new course as a year-long course on an intermediate level is that students develop their practical knowledge of various aspects of production at the rising levels of complexity as the year progresses, from the shows directed by their fellow students in the fall to the Mainstage production directed by a professional director.

### Consultation:
Curriculum Change Task Force meetings; consultation with undergraduate faculty and technical staff.

### Resources:
Existing resources at the CDTPS.

### 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:
- Drama Major, Drama Specialist, Drama Minor

### Estimated Enrolment:
12

### Instructor:
Post for a Sessional Lecturer

### DRM400H1: Advanced Performance

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

#### Contact Hours:
- **Practical:** 48
- **Tutorial:** 12

#### Description:
Advanced Performance builds on the training sequence of DRM200Y1 and DRM300Y1 by developing students’ acting and performance skills in monologues, extensive collaborative scene work, and preparations for auditions. The work focuses on the particulars of character development and the emotional and technical aspects of the actor’s craft. Applications are required in order to enroll in this course. Please consult the CDTPS Application Guidelines for specific procedures and deadlines.

#### Prerequisites:
Specialist or Major in Drama with a minimum CGPA of 2.7; DRM220Y1/ DRM230Y1; DRM300Y1; and permission of the Drama Centre.

#### Corequisites:

#### Exclusions:

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12
**Recommended Preparation:**

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

**Distribution Requirements:**  
Humanities

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

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

**Rationale:**  
Students interested in acting need an advanced course. In the recent curriculum change this role was assigned to Mainstage Performance (DRM403Y1) but the course cannot perform the training function well enough as its focus is on the in-depth preparation of the students for the main production and requires their advanced skills in acting which can only be mastered in a course devoted to it.

**Consultation:**  
Curriculum Change Task Force meetings; consultation with undergraduate faculty and technical staff.

**Resources:**  
Existing resources at the CDTPS.

**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:**  
Drama Major, Drama Specialist

**Estimated Enrolment:**  
15

**Instructor:**  
Post for a Sessional Lecturer

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### DRM413H1: Advanced Voice and Movement

**Contact Hours:**  
- *Practical:* 48  
- *Tutorial:* 12

**Description:**  
Voice and Movement is a skill-developing companion to the DRM400 training for performers. It exposes students to a wide range of voice and movement techniques and explores a heightened use of physicality, voice and speech.

**Prerequisites:**  
Minimum CGPA of 2.7; DRM220Y1/ DRM230Y1; DRM300Y1; acceptance into DRM403Y1 or permission of the Centre

**Corequisites:**  
DRM403Y1 or permission of the Centre


Drama, Theatre and Performance Studies (FAS), Centre for

Exclusions:

Recommended Preparation:

Breadth Requirements:
  Creative and Cultural Representations (1)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  On 200 and 300 levels, voice and movement are the integral components of performance courses as they introduce students to the basic principles of voice and movement and their use in performance. On a 400 level, the skills developed in these courses need to be developed alongside Mainstage Performance (DRM403Y1) as they are essential to support the performers’ awareness, understanding and practice of performance craft. This course combines the 400 level voice and movement training of DRM401H1 and DRM411H1 into one half (05. FCE) course.

Consultation:
  Curriculum Change Task Force meetings; consultation with undergraduate faculty and technical staff.

Resources:
  Existing resources at the CDTPS.

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:
  Drama Major, Drama Specialist

Estimated Enrolment:
  15

Instructor:
  Post for a Sessional Lecturer

DRM455H1: Advanced Production

Contact Hours:
  Practical: 72

Description:
  An advanced-level exploration of production skills and techniques, delving deeper into specific areas of specialization and with more opportunity for independent work. Students are expected to participate in Drama Centre productions in senior creative and leadership roles. Applications are required in order to enroll in this course. Please consult the CDTPS Application Guidelines for specific procedures and deadlines.

Prerequisites:
  Minimum CGPA of 2.7; DRM220Y1/ DRM230Y1; DRM355Y1; and permission of the Drama Centre.
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: extensively; Social and Ethical Responsibility: none

Experiential Learning:
Research: notably; Other: notably;
Nature of "Other" Experiential Learning: Distinctive Practicals or Laboratories

Rationale:
A sequence to DRM355Y1, this semester course focuses on independent production projects and provides students with professional-level skills. In our previous configuration the fourth-year course was a year course combining design and production and making an advanced instruction in both fields very difficult.

Consultation:
Curriculum Change Task Force meetings; consultation with undergraduate faculty and technical staff.

Resources:
Existing resources at the CDTPS.

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:
Drama Major, Drama Specialist

Estimated Enrolment:
8

Instructor:
Post for a Sessional Lecturer

5 Course Modifications:

DRM354Y1: Production and Design II: Design

Title:
Production and Design II : Design

Contact Hours:
Previous: Lecture: 48 / Practical: 24
New: Lecture: 72 / Practical: 72

Description:
An intermediate-level investigation of various aspects of theatrical performance design theatre production, with a focus on scenic and costume design. Using skills developed through practical study working extensively in the Design Studio Helen Gardiner Phelan Playhouse, the students form the core of the design production team for Drama productions. Applications are required in order to enroll in this course. Please consult the CDTPS Application Guidelines Deadline is April 10th; see application website for specific procedures and deadlines details.

**Prerequisites:**
- DRM100Y1/DRM101Y1/UNI102Y1; DRM254H1/DRM254Y1; UNH02Y1; Minimum CGPA of 2.7 or permission of the Drama Centre. See online application for details.

**Recommended Preparation:**
- **Previous:** DRM254Y1
- **New:**

**Rationale:**
This course title and description have been simplified to remove 'production' because production is not taught in this course.

**Consultation:**

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

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**DRM368H1: Collective Creations**

**Title:**
- **Previous:** Collective Creations
- **New:** Devised Theatre

**Description:**
- **Previous:**

A hands-on exploration of fundamental building blocks of collective creation, or ‘devised theatre,’ examining techniques and exercises by its leading practitioners. Combining research, improvisation and design elements, students define a topic of investigation and shape the resulting discoveries into a workshop presentation at the end of the course. < / p>

- **New:**

An in-depth study of devising theatre in a group context. This course offers an intensive exploration of the history and practice of devised theatre within the late 20th and early 21st centuries that will culminate in a number of in-class and public performances. < / p>

**Prerequisites:**
- DRM100Y1/DRM101Y1/UNI102Y1; Minimum CGPA of 2.7; DRM200Y1 UNH02Y1 or permission of the Drama Centre. any 4.0 FCE

**Rationale:**
This course was called 'Collective Creations', but the content is similar to our former offering of 'Devised Theatre' at the 400 level. This course belongs at a 300 level instead.

**Consultation:**

**Resources:**
### DRM403Y1: Advanced Performance: Mainstage

<table>
<thead>
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<tbody>
<tr>
<td><strong>Previous:</strong> Advanced Performance : Mainstage</td>
</tr>
<tr>
<td><strong>New:</strong> Mainstage Performance</td>
</tr>
</tbody>
</table>

**Description:**

This course, taught each year by a different visiting professional theatre director, offers upper-level theatre and performance studies students the opportunity to explore acting in a full-length production. Plays are selected to challenge students in a variety of diverse ways, exposing them to a full spectrum of theatre and performance genres and possibilities. Applications are required in order to enroll in this course. Please consult the [CDTPS The Application Guidelines](#) Deadline for specific procedures and deadlines is March 10th.

**Prerequisites:**

Specialist or Major in Drama with a minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1, 1 FCE from DRM368H1/DRM375H1/DRM376H1/DRM377H1/DRM378H1; An audition in April.

**Corequisites:**

DRM400H1, DRM401H1, DRM413H1 (or permission of the Centre).

**Rationale:**

The 'Advanced Performance' has been removed from the title to avoid confusion with our other 'Advanced Performance' courses at the 400 level. We have changed the co-requisite to reflect new course offerings in performance, voice and movement.

**Consultation:**

**Resources:**

### DRM454H1: Advanced Production and Design

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<th>Title:</th>
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<tbody>
<tr>
<td>Advanced Production and Design</td>
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**Contact Hours:**

**Previous:** Practical: 36 / Tutorial: 24

**New:** Lecture: 36 / Practical: 36

**Description:**

An advanced-level Continues the exploration of theatrical design skills and production techniques, delving deeper into specific areas of specialization. Students are given an opportunity to use their knowledge and with more opportunity for independent work from previous production courses on an advanced level. Students are expected to participate in Drama Centre productions in senior creative and leadership roles. Applications are required in order to enroll in this course. Please consult Focus also includes the [CDTPS Application Guidelines](#) for specific procedures and deadlines integration of digital technology into theatrical performance.

**Prerequisites:**

Minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM354H1/DRM254Y1 or DRM354Y1
### DRM454Y1: Advanced Production and Design

**Title:**
Advanced Production and Design and Production

**Description:**
An advanced-level course continues the exploration of design and production skills and techniques, delving deeper into specific areas of specialization. Students are given an opportunity to use their knowledge and with more opportunity for independent work skills from previous production courses on an advanced level. Students are expected to participate in Drama Centre productions in senior creative and leadership roles. Focus also includes the integration of digital technology into theatrical performance. Applications are required in order to enroll in this course. Please consult the CDTPS The Application Guidelines. Deadline is March 10th for specific procedures and deadlines and an interview in April.

**Prerequisites:**
- Minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM354H1/DRM354Y1/DRM355Y1; DRM254Y1 or DRM354Y1; and permission of the Drama Centre

**Rationale:**
Rearranged the title order to be consistent with the 200 and 300 level titles. Minor edits to the description and pre-requisites.

**Consultation:**

**Resources:**

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**Rationale:**
This course will focus specifically on ‘Design’ which is reflected in the new title and description.

**Consultation:**

**Resources:**
11 New Courses:

EAS202H1: Modern Chinese Culture

Contact Hours:
- Lecture: 24

Description:
This course surveys major developments in Chinese culture in the modern era, placing them in their historical and political contexts. The specific content of the course varies depending on its instructor.

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: notably
- Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

Experiential Learning:
- Research: none; Other: none

Rationale:
This course is intended for teaching by sessional instructors for whom we have short notice as to their appointment. It will allow us to offer a course without impinging on offerings by permanent faculty, thus creating more choices for students. Permanent faculty would not normally teach these courses as we encourage them to diversify their own offerings with more specific course proposals and to offer them on a rotating basis. These, more generic, courses are meant for faculty for whom we do not have time to put in new courses proposals before they come to teach with us, but they could be taught by permanent faculty if needed.

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:
### EAS203H1: Modern Japanese Culture

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

**Description:**  
This course surveys major developments in Japanese culture in the modern era, placing them in their historical and political contexts. The specific content of the course varies depending on its instructor.

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

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

**Rationale:**  
This course is intended for teaching by sessional instructors for whom we have short notice as to their appointment. It will allow us to offer a course without impinging on offerings by permanent faculty, thus creating more choices for students. Permanent faculty would not normally teach these courses as we encourage them to diversify their own offerings with more specific course proposals and to offer them on a rotating basis. These, more generic, courses are meant for faculty for whom we do not have time to put in new courses proposals before they come to teach with us, but they could be taught by permanent faculty if needed.

**Consultation:**

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

**Overlap with Existing Courses:**  
The EAS Undergraduate Coordinator will review the syllabus for this course to ensure that it does not overlap significantly with any of our other courses. The specific content of the course will be described through the subtitle and supplemental description available on the Timetable listings.
# EAS204H1: Modern Korean Culture

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

**Description:**
This course surveys major developments in Korean culture in the modern era, placing them in their historical and political contexts. The specific content of the course varies depending on its instructor.

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

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

**Rationale:**
This course is intended for teaching by sessional instructors for whom we have short notice as to their appointment. It will allow us to offer a course without impinging on offerings by permanent faculty, thus creating more choices for students. Permanent faculty would not normally teach these courses as we encourage them to diversify their own offerings with more specific course proposals and to offer them on a rotating basis. These, more generic, courses are meant for faculty for whom we do not have time to put in new courses proposals before they come to teach with us, but they could be taught by permanent faculty if needed.

**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:
45-80

Instructor:
TBA

EAS263H1: Classical Japanese Literature

Contact Hours:
Lecture: 24

Description:
This course examines canonical literary works written in classical and sinicist Japanese (bungo and kanbun), including poetry, narrative, and theatre, produced from the Nara Period to the Edo Period (roughly 8th to 19th Centuries), with an emphasis on rhetoric, media, performance, reception history, canon formation and gender relations. Themes include: orality and literacy; masculine and feminine discourses; image and text; poetry and narrative; (auto)biography and fiction; intertextuality and authorship; the supernatural and realistic; establishment and resistance; and the centre and periphery. All readings will be in English.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:
EAS103H1, EAS245H1, EAS246H1

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
This course would fill the historical gap in the current course offerings in Japanese literature (as all but one of the existing courses cover the modern era exclusively), complement the currently available courses on premodern Japanese history (EAS245H; EAS246H; EAS378H; EAS477H), and parallel the survey courses on premodern Chinese literatures (EAS256H; EAS257H). It is also expected to incite more interest in Classical Japanese language courses (EAS363H and EAS365H).

Consultation:
### Resources:
The University of Toronto Libraries already have a wide range of books on the subject. Some additional items (newest publications of translations from the Japanese and scholarly works) may be requested.

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

### Overlap with Existing Courses:
None known.

### Programs of Study for Which This Course Might be Suitable:
- Literature and Critical Theory
- Medieval Studies
- Book and Media Studies
- Drama, Theatre and Performance Studies

### Estimated Enrolment:
80

### Instructor:
Atsuko Sakaki

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## EAS278H1: Approaches to Korean Cinema

### Contact Hours:
- **Lecture:** 36

### Description:
This course explores the postwar development of film in Korea with a focus on the analysis of film form, genre and historical 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:
This course adds a Korea-specific film course to the department's currently existing courses on Japanese and Chinese film cultures. The course builds on faculty research expertise and responds to increasing student demand for courses on Korean film, media, and popular culture.

### Consultation:
Consultations are underway.
East Asian Studies (FAS), Department of

**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:**

CIN

**Estimated Enrolment:**

45-80

**Instructor:**

Michelle Cho

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**EAS285H1: Revolutions in Modern China**

**Contact Hours:**

*Lecture:* 24

**Description:**

This course offers an interdisciplinary treatment of the Chinese people’s protracted struggle to transform the world's oldest empire and to create a revolutionary society, with a special focus on the myriad revolutions, uprisings, and protests that had radically remade the country’s social fabric in the tumultuous twentieth century. First-person accounts, classic and revisionist scholarly works, and literary and visual materials will be used to examine China’s multifaceted transformations both chronologically and thematically, in their socioeconomic, cultural, political, and global contexts.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

EAS105H1, HIS280Y1

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

This proposed 200-level course provides a survey of major revolutionary and contentious political movements in modern and twentieth-century China, a very important topic that has not received adequate coverage in UofT’s undergraduate curriculum. The course builds on and extends from my own scholarly and pedagogical interests, which are on the history of China’s Cultural Revolution (1966-1976) and the Maoist Communist era (1949-1976). I will
serve as the background of and transition to my higher-level offerings such as EAS357 (Mao’s China and Beyond), EAS364 (The Cultural Revolution), EAS454 (Advanced Topics in Modern Chinese History), CAS320 (Comparative Asian Modernities), and CAS430 (Nationalism, State-Making, and Revolution in Asia). In addition, the proposed course will provide more detailed treatment of the important historiographical issues covered in the first-year survey course EAS105 (Modern East Asia).

**Consultation:**
I have consulted with my history colleague Prof. Yvon Wang who offers HIS328 (Modern China) and HIS280 (History of China), both of which are broader than my proposed course. HIS328 covers Chinese history from the late imperial time (17th century) to the 21st century, while HIS280 covers the entire five millennia of Chinese civilization and history. By examining the history of revolutions and rebellions mostly in the twentieth century, my proposed course has a more in-depth focus as well as limited temporal and analytical scope. Prof. Wang and I have reached agreements as to how to minimize overlapping of content while enhancing our respective historiographical and intellectual interests.

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

**Overlap with Existing Courses:**
There may be partial overlapping with HIS328 (Modern China) and HIS280 (History of China), but not enough to warrant exclusions. See below for further details.

**Programs of Study for Which This Course Might be Suitable:**
East Asian Studies, History, Anthropology, Sociology, Political Science, etc.

**Estimated Enrolment:**
80

**Instructor:**
Yiching Wu

---

**EAS370H1: Media, Cultural Citizenship, and the Korean Diaspora**

**Contact Hours:**

* Lecture: 24

**Description:**

This course explores how cultural and ethnic identity in diaspora is constructed in media texts, and how the politics of national identity target various publics. We will examine the work of particular filmmakers, diasporic Korean celebrities in Korea, and digital platforms for producing public visibility, such as YouTube.

**Prerequisites:**
EAS105H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

 Humanities
East Asian Studies (FAS), Department of

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:
Provides students opportunity for critical exploration of areas of interest. Fills gap in EAS curriculum and complements other courses offered by faculty members in Korean studies.

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:
45

Instructor:
Michelle Cho

EAS463H1: Democratic Struggles in Korea

Contact Hours:
- Seminar: 24

Description:
This seminar examines resistance, struggles, strikes and movements seen as constituting a troubled history of democracy across Korea’s long 20th century.

Prerequisites:
- EAS209H1, EAS271H1

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Humanities

Competencies:
- Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
East Asian Studies (FAS), Department of

<table>
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<tr>
<th>Quantitative Reasoning:</th>
<th>none</th>
<th>Social and Ethical Responsibility: extensively</th>
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**Experiential Learning:**
- **Research:** none; **Other:** none

**Rationale:**
Deals with one of the BIG questions of global history in the 20th century from the perspective of Korea. Student demand for more advanced level courses in EAS about Korea.

**Consultation:**

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

**Overlap with Existing Courses:**
No overlap.

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

**Estimated Enrolment:**
20

**Instructor:**
Andre Schmid

---

**EAS486H1: Readings in Mahā yā na Sūtra Literature**

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

**Description:**
This seminar explores the key literary, doctrinal and ritual innovations of the Mahā yā na Buddhist tradition as it unfolded in the first few centuries of the Common Era. The semester will begin with a consideration of the origins of the Mahā yā na in early India, and end in medieval Mahā yā na communities of East Asia and Tibet. Along the way we will conduct close readings of several important Mahā yā na works (sūtras, commentaries, ritual manuals) in order to explore key elements in the development of the Great Vehicle as it was transmitted and transformed across Buddhist Asia.

**Prerequisites:**
EAS209H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

**Competencies:**
East Asian Studies (FAS), Department of

*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:**

This course addresses the form of Buddhism that has been most widely practiced across East Asia, and complements other EAS offerings in premodern East Asian cultures in general and Buddhism specifically.

**Consultation:**

The course is taught by a faculty member cross-appointed between EAS and REL who coordinates their offerings in consultation with both departments.

**Resources:**

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

**Overlap with Existing Courses:**

There are no current offerings on Mahāyāna Buddhism in other departments.

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

Religion

**Estimated Enrolment:**

20

**Instructor:**

Amanda Goodman

---

**EAS488H1: Fandom, Transmedia, and the Korean Wave**

**Contact Hours:**

*Seminar:* 24

**Description:**

This course investigates the transmedia forms and reception contexts of what is now known as hallyu or "the Korean wave." Topics include fan subjectivity and the "global popular," across a broad array of texts, including music, feature films, television dramas, fan blogs, and internet video. This seminar considers how popular media shape collective identity, and explores the connections between activism, mass media, commodity culture, and their corresponding affective registers, bridging fan studies, media studies, and contemporary Korean cultural studies.

**Prerequisites:**

EAS209H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities
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<th>Competencies:</th>
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<td>Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably</td>
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<tr>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: slightly</td>
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<th>Experiential Learning:</th>
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<td>Research: none; Other: none</td>
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<th>Rationale:</th>
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<tr>
<td>This course will add a theoretical/critical lens to a subject matter that is increasingly popular among students. Complements our 200-level East Asian popular culture course by focusing specifically on Korea.</td>
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<th>Consultation:</th>
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<td>Resources:</td>
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<td>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</td>
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<th>Overlap with Existing Courses:</th>
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<tr>
<td>No overlap.</td>
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<th>Programs of Study for Which This Course Might be Suitable:</th>
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<th>Estimated Enrolment:</th>
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<tr>
<th>Instructor:</th>
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<tr>
<td>Michelle Cho</td>
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### EAS489H1: Advanced Topics in Asian Media Studies

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<th>Contact Hours:</th>
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<td>Seminar: 24</td>
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<th>Description:</th>
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<tr>
<td>Topics include: histories of media infrastructures, material culture, geopolitics of colonialism, imperialism, and regionalism, institutional histories of media production, analyses of popular and industrial media practices, questions of interface, platforms, circulation, and reception, and the constitutive role of media in shaping notions of modernity, publicity, and politics.</td>
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<th>Prerequisites:</th>
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<td>EAS209H1</td>
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<th>Corequisites:</th>
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<th>Exclusions:</th>
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<th>Recommended Preparation:</th>
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<th>Breadth Requirements:</th>
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<td>Creative and Cultural Representations (1)</td>
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<th>Distribution Requirements:</th>
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<tr>
<td>Humanities</td>
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</table>
## East Asian Studies (FAS), Department of

### 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:
Upper-year advanced seminar that fills gap in our course offerings and will prepare a number of our undergrads for more advanced study at the graduate level. Covers more than one region so will be of wide interest to our students.

### Consultation:
Consultations are underway.

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

### Overlap with Existing Courses:
No known overlap.

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

### Estimated Enrolment:
20

### Instructor:
Michelle Cho

### 3 Course Modifications:

#### EAS330H1: Narrative Strategies in Modern Japanese Fiction

**Prerequisites:**
- **Previous:** EAS105H1 and at least one (0.5 credit) course in literature
- **New:** EAS105H1 and EAS263H1 / EAS230H1/EAS235H1/EAS256H1/EAS257H1/EAS284H1/EAS284Y1. Victoria College Literature and Critical Theory students should contact the professor to seek approval to enrol in the course without the prerequisites.

**Rationale:**

**Consultation:**

**Resources:**

#### EAS444H1: The City, Body and Text in Modern Japanese Literature

**Prerequisites:**
- **Previous:** EAS209H1 & at least one course in literature, cinema, or visual art
- **New:** EAS105H1 and EAS263H1 / EAS230H1/EAS235H1/EAS256H1/EAS257H1/EAS284H1/EAS284Y1/EAS309H1/EAS327H1/EAS334H1/EAS334Y1/EAS366H1/EAS380H1/EAS397H1. Victoria College Literature and Critical Theory students should contact the professor to seek approval to enrol in the course without the prerequisites.

**Rationale:**

**Consultation:**

**Resources:**
### EAS456H1: Japan as seen by ?: Reference, Apparatus, Operation

**Prerequisites:**
- EAS209H1. Victoria College Literature and Critical Theory students should contact the professor to seek approval to enrol in the course without the prerequisite.

**Rationale:**

**Consultation:**

**Resources:**

### 2 Retired Courses:

#### EAS464H1: The Korean War

**Rationale:**

#### EAS465H1: Domesticity and Family in 20th Century East Asia

**Rationale:**
2 Course Modifications:

**ENG296Y0: Topics in English Literature**

**Description:**

Content varies with Instructor. *Offered by the Summer Abroad program, usually in Oxford, England.*

**Rationale:**

**Consultation:**

**Resources:**

**ENG297Y0: Topics in English Literature**

**Description:**

Content varies with Instructor. *Offered by the Summer Abroad program, usually in Siena, Italy.*

**Rationale:**

**Consultation:**

**Resources:**

2 Retired Courses:

**ENG210Y0: The Novel**

**Rationale:**

We have replaced ENG210Y0 and ENG220Y0 with ENG296Y0 and ENG297Y0 to offer more flexibility in our summer abroad course offerings.

**ENG220Y0: Shakespeare**

**Rationale:**

We have replaced ENG210Y0 and ENG220Y0 with ENG296Y0 and ENG297Y0 to offer more flexibility in our summer abroad course offerings.
3 Minor Program Modifications:

German Studies Major

Completion Requirements:

(7 full courses or their equivalent)

1. GER100Y1, GER200Y1, GER300Y1, GER400H1
2. GER150H1 (to be taken within the first two years of studies) or GER310H1
3. GER205H1 (to be taken within the first three years of studies), GER305H1
4. At least 1.5 additional F.C.E. in GER courses on the 300-level
5. At least 0.5 additional F.C.E. in GER courses on the 400-level
6. No more than 1.5 F.C.E. courses taught in English
7. Up to 1 F.C.E. in identified or preapproved cognate courses may count toward the program

Please note: (a) GER150H1 must be taken within the first two years of study; (b) GER205H1 students must complete GER300Y1 (typically it is taken during the second year of study); (c) completion of GER205H1 is a prerequisite for taking ANY 300-level literature topic courses taught in German, concurrently with GER200Y1; (d) completion of students must complete GER305H1 is a prerequisite for taking ANY 400-level literature topic courses taught in German; (e) 300-level courses may be replaced by 400-level courses (inquire in advance); (f) all majors should schedule an appointment with the Undergraduate Coordinator for personalized counselling as early in their studies as possible; (f) students with prior German knowledge are required to contact the department to take a placement test and to see the adviser.

Description of Proposed Changes:
Housekeeping changes.

Rationale:

Impact:
None of the changes will impact students or other academic units/divisions.

Consultation:
2018-09-20: meeting with Martha Harris (Manager, Faculty Governance & Curriculum)
2018-10-11: meeting with undergraduate representatives

Resource Implications:

German Studies Minor

Completion Requirements:

(4 full courses or their equivalent)

1. GER100Y1, GER200Y1, GER300Y1
2. The remainder of the four courses or equivalent must have a GER designator, but cannot be GER400H1 or GER401H1
3. No more than 0.5 F.C.E. may be taken in English
Note: (a) Students registered for a German Specialist or Major may not simultaneously be registered for a German Minor program; (b) students with prior German knowledge are required to take a placement test and to see the adviser; (c) the exclusion of GER400H1 and GER401H1 does not apply if the student's entry level is post-GER100Y1.

**Description of Proposed Changes:**

#2 mentions a course that we are presently introducing.

**Rationale:**

**Impact:**

no impact

**Consultation:**

**Resource Implications:**

---

**German Studies Specialist**

**Completion Requirements:**

(10 full courses or their equivalent)

1. GER100Y1, GER200Y1, GER300Y1, GER400H1
2. GER150H1 (to be taken within the first two years of studies) or GER310H1
3. GER205H1 (to be taken within the first three years of studies), GER305H1
4. At least 2.5 3.5 additional F.C.E. in GER courses on the 300-level
5. At least 1 4.5 additional F.C.E. in GER courses on the 400-level
6. No more than 3 2 F.C.E. courses taught in English
7. Up to 2 3 F.C.E. in identified or preapproved Preapproved cognate courses may count toward the program

Please note: (a) GER150H1 must be taken within the first two years of study; (b) GER205H1 students must be taken prior to completing GER300Y1 (typically it is taken during the second year of study); (c) completion of complete GER205H1 is a prerequisite for before taking ANY 300-level literature topic courses taught in German (i.e. typically in the second year, concurrently with GER200Y1); (d e) completion of students must complete GER305H1 is a prerequisite for before taking ANY 400-level literature topic courses taught in German; (e d) 300-level courses may be replaced by 400-level courses (inquire in advance); (f e) all specialists should schedule an appointment with the Undergraduate Coordinator for personalized counselling as early in their studies as possible; (f) students with prior German knowledge are required to contact the department to take a placement test and to see the adviser.

**Description of Proposed Changes:**

For the most part, the changes represent minor clarifications, e.g. the slightly more detailed notes. In addition, #4 was changed to accommodate the change in #6.

**Rationale:**

General housekeeping. Giving our students more choices.

**Impact:**

The changes will not impact our students and/or other academic units/divisions.

**Consultation:**

Over the past year (since Fall 2017), the Undergraduate Curriculum Committee convened several times to evaluate our present offerings and to propose modifications. In Sept. 2018, the UCC proposed a number of changes, among them adding GER201H1, GER301H1 and GER401H1, followed by consultation with Governance and Curriculum (Martha Harris). These were approved in the department on 4 Oct 2018. On 11 Oct 2018 we had a meeting with undergraduate
representatives and graduate students to get additional feedback and to make sure that none of the proposed changes would be perceived as problematic.

**Resource Implications:**

### 3 New Courses:

**GER201H1: Intermediate German 1b**

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

This course is equivalent to the Spring Term of GER200Y1. It further expands on basic grammar and vocabulary, practice in comprehension, composition, and conversation. The Department reserves the right to place students in the appropriate language course on the 200- and 300 levels.

**Prerequisites:**

German placement test

**Corequisites:**

**Exclusions:**

GER200Y1

**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:**

Mirroring what we already do at the 100-level with GER101H1 and GER100Y1, this will enable us to place students who enter our program with German pre-knowledge much more accurately.

GER201H1 and GER301H1 are being introduced alongside GER200Y1 and GER300Y1 respectively – the same way that GER101H1 is part of GER100Y, i.e. they are all the winter sections / second half of yearlong-courses already offered. The reason we’re adding them is to enable us to better place incoming students with prior German knowledge and students returning from studying in German-speaking countries based on a placement test. This has been a successful practice for many years at the 100-level. These courses will be able to host students who are at a level somewhere in between our offered full-year language courses. No additional instructor is required.

**Consultation:**

Over the past year (since Fall 2017), the Undergraduate Curriculum Committee convened several times to evaluate our present offerings and to propose modifications. In Sept. 2018, the UCC proposed a number of changes, among them...
Germanic Languages & Literatures (FAS), Department of

adding GER201H1, GER301H1 and GER401H1, followed by consultation with Governance and Curriculum (Martha Harris). These were approved in the department on 4 Oct 2018. On 11 Oct 2018 we had a meeting with undergraduate representatives and graduate students to get additional feedback and to make sure that none of the proposed changes would be perceived as problematic.

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:

GER301H1: Intermediate German 2b

Contact Hours:
  Practical: 48

Description:

  This course is equivalent to the Spring Term of GER300Y1. It further expands on basic grammar and vocabulary, practice in comprehension, composition, and conversation at the intermediate level. The Department reserves the right to place students in the appropriate language course on the 200- and 300 levels.

Prerequisites:
  German placement test

Corequisites:

Exclusions:
  GER300Y1

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:
  Mirroring what we already do at the 100-level with GER101H1 and GER100Y1, this will enable us to place students who enter our program with German pre-knowledge much more accurately.
GER201H1 and GER301H1 are being introduced alongside GER200Y1 and GER300Y1 respectively – the same way that GER101H1 is part of GER100Y, i.e. they are all the winter sections / second half of yearlong-courses already offered. The reason we’re adding them is to enable us to better place incoming students with prior German knowledge and students returning from studying in German-speaking countries based on a placement test. This has been a successful practice for many years at the 100-level. These courses will be able to host students who are at a level somewhere in between our offered full-year language courses. No additional instructor is required.

Consultation:
Undergraduate Curriculum Committee / Department Meeting

Resources:
n.a.

Overlap with Existing Courses:
none

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:

GER401H1: Advanced German 2

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

Contact Hours:
Practical: 48

Description:
This is a course for advanced learners of German reviewing complex features of the language and introducing them to aspects of German stylistics. The emphasis lies on oral and written communication.

Prerequisites:
GER400H1

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

Competencies:
Communication: notably; Critical and Creative Thinking: slightly; Information Literacy: none
Quantitative Reasoning: none; Social and Ethical Responsibility: none
Experiential Learning:
   \textit{Research}: none; \textit{Other}: none

Rationale:
   This is a continuation of content from where the current GER400H1 leaves off. It reflects a demand by our program students over the years and we expect a healthy enrolment. This course will also allow students to complete our program on a B2-level (Common European Framework of Reference for Languages).

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:

5 Course Modifications:

\textbf{GER100Y1: Introduction to German I}

\textbf{Title:}
   Introduction to German \footnote{1}

\textbf{Rationale:}
   Course titles were changed to more accurately reflect the progression from GER100Y1/101H1 to GER200Y1/201H1 to GER300Y1/301H1 to GER400H1/401H1.

Consultation:

Resources:

\textbf{GER101H1: Introduction to German}

\textbf{Title:}
   Introduction to German \footnote{b}

\textbf{Description:}

This course is intended for students with some prior knowledge of German. It is equivalent to the Spring Term of GER100Y1. The emphasis is on comprehension, speaking, reading, writing, vocabulary and basic grammar.

\textbf{Rationale:}
   Course titles were changed to more accurately reflect the progression from GER100Y1/101H1 to GER200Y1/201H1 to GER300Y1/301H1 to GER400H1/401H1.

Consultation:
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**GER200Y1: Introduction to German II**

| Title: | Previous: Introduction to German II  
New: Intermediate German 1 |

| Rationale: | Course titles were changed to more accurately reflect the progression from GER100Y1/101H1 to GER200Y1/201H1 to GER300Y1/301H1 to GER400H1/401H1. |

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**GER300Y1: Intermediate German**

| Title: | Intermediate German 2 |

| Rationale: | Course titles were changed to more accurately reflect the progression from GER100Y1/101H1 to GER200Y1/201H1 to GER300Y1/301H1 to GER400H1/401H1. |

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<th>Resources:</th>
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**GER400H1: Advanced German**

| Title: | Advanced German 1 |

| Rationale: | Course titles were changed to more accurately reflect the progression from GER100Y1/101H1 to GER200Y1/201H1 to GER300Y1/301H1 to GER400H1/401H1. |

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4 New Courses:

HPS240H1: The Influence of the Eugenics Movement on Contemporary Society

**Contact Hours:**

| Lecture: 24 | Tutorial: 10 |

**Description:**

This course explores present-day topics such as reproductive issues (including “designer babies” and genetic counselling), gender, racism/colonialism, disability and euthanasia through the lens of the history of eugenics. A “scientific” movement which became popular around the world in the early twentieth century, eugenics was based on the principle that certain undesirable human characteristics were hereditary and could be eliminated by controlled reproduction. It resulted in the enactment of laws in numerous places, including Canada, authorizing coerced reproductive sterilization of certain individuals, and other measures intended to “improve” humanity. Today, we see its influences woven through contemporary debates, a number of which we will consider.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: notably; Other: none

**Rationale:**

This course will assist students in developing their critical thinking, analytical and communication skills in learning about an influential historical movement and its significant effects on today’s society. It will also provide them with tools to begin to think historically about difficult contemporary subjects such as genetic counselling and selective abortion. It is relevant to students in the undergraduate history of science stream at the IHPST, Department of History, Life Sciences (because of its strong history of medicine component), as well as students at various other departments.

**Consultation:**

The idea of this course has been discussed with the IHPST DUS, as well as faculty who teach eugenics at the graduate level within the IHPST. All consulted consider this course a valuable addition to the IHPST’s offerings.

**Resources:**

- Teaching assistants

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
History & Philosophy of Science & Technology (FAS), Institute for the

Overlap with Existing Courses:
There do not appear to be any other such undergraduate courses offered at U of T, although there is some discussion (one week) of the history of eugenics in HPS319H1, History of Medicine II.

Programs of Study for Which This Course Might be Suitable:
IHPST, History, Life Sciences

Estimated Enrolment:
120

Instructor:
Marga Vicedo

HPS272H1: Science and Religion

Contact Hours:
Lecture: 24

Description:
This course introduces to the central topics arising from the encounter between modern science and religion. It aims to integrate historical and philosophical perspectives about science and religion. Did modern science arise because of Christianity or despite of it? Are science and religion necessarily in conflict? Have they factually always been in conflict throughout history? Are proofs of God's existence obsolete? Has science secularized society? What role should religions play in liberal democracies?

Prerequisites:
None

Corequisites:

Exclusions:
HPS326H1

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
HPS326 has been taught for more than 15 years. The faculty member who proposed the course initially has retired. The field of science and religion has undergone some significant changes to justify the offering of an accessible general overview of the central topics in a way that integrates historical and philosophical perspectives. Over time, HPS326 has been taught more and more as 200-level course and in line with this development it would be appropriate to change it to a 200-level course. This change will allow the IHPST to increase the offering in the field of science and religion. The IHPST holds a faculty line for science and religion and has the resources to build a curriculum in this area.
**Consultation:**
- Not required

**Resources:**
- Teaching Assistants

**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:**
- HPS, Philosophy, Religion, and many other departments and units across U of T

**Estimated Enrolment:**
- 100

**Instructor:**
- Yiftach Fehige

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### HPS325H1: Modern Science and Holy Texts

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

**Description:**

This course explores interdisciplinary topics related to the encounter between modern science and texts accepted as holy by religious communities, such as the Bible in Christianity. What role did holy texts play in the emergence of modern science? Did modern science change the way religious communities interpret their holy texts? What to do with claims such as that the Quran contains quantum physics? Does modern science exhibit the same kind of rationality that we find in rabbinical Judaism? Do holy texts only exist to assist humanity's attempts at understanding the meaning of the world, while modern science actually explains the world? What role do texts play in modern science compared to holy texts in religious communities? And, what has modern science to say about the very idea of holy texts?

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

**Experiential Learning:**
- *Research:* none; *Other:* none
Rationale:
The field of science and religion is among the fastest growing in the history and philosophy of science. The IHPST has only one course that exposes students to the field. The focus is in history of science and religion and designed to provide students with an overview. This course brings together in more integrated form historical and philosophical perspectives on a very important aspect of the encounter between science and religion, namely the importance of holy texts in religions that shape societies around the globe.

Consultation:
None required

Resources:
Teaching assistants

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:
HPS, Philosophy, Religion and many other departments and units across U of T

Estimated Enrolment:
100

Instructor:
Yiftach Fehige

HPS402H1: Animals and Transnational History of Science

Contact Hours:
Seminar: 24

Description:
Nonhuman animals are central to the production of scientific facts and artifacts. They also exhibit little innate respect for anthropogenic political boundaries, making their study an effective way into transnational histories of science and technology. This advanced seminar will revisit classic themes in the history of science and technology—the rise of the laboratory; the development of natural history; experimental systems; categories of race, gender, and sex—from the perspective of nonhuman animals. Doing so will allow us to examine what technoscientific practice looks like when mice, monkeys, and Drosophila flies take center stage; and to bring nonwestern species, knowledges, practices, and places into existing narratives about the history of science and technology in the “West.”

Prerequisites:
Any 300-level HPS course or permission of the instructor

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and Its Institutions (3)

Distribution Requirements:
Humanities
Competencies:

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

Experiential Learning:
Research: notably; Other: none

Rationale:
Scholarship in the history of science and technology (and history more broadly) has expanded over the last several decades to include nonhuman animals in historical accounts of human cultures, knowledges, and epistemologies. At the same time, it has developed a trenchant critique of the eurocentrism that has governed the field for much of its existence. This course will broaden the IHPST’s pedagogical offerings by exposing advanced undergraduate students to some of the critical ways in which scientific theory and practice since circa 1800 has been built upon engagement with other species and other creatures. Importantly, it will do so by pushing beyond the geographical boundaries of the West to incorporate parts of the global south, non-western knowledge practices, and non-western epistemologies. The aim is to open new, non-eurocentric and more-than-human approaches for students to explore in the course of their studies in the history and philosophy of science.

Consultation:

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

Overlap with Existing Courses:
Daniel Bender teaches an undergraduate course at UTSC, HISC03H3, “History of Animals and People.” This is a broad introduction to animal studies and nonhuman creatures in human cultures and history. While there may be a little overlap with Prof. Bender’s offering, my course will be grounded in a different literature (nonhuman animals in the historiographies of science and technology), and will focus on sites of technoscientific practices and production rather than cultural history at large, distinguishing it from his. No other courses on the history of nonhuman animals are offered at the St. George campus.

Programs of Study for Which This Course Might be Suitable:
HPS majors and minors; History majors and minors. It might also be suitable for anthropology students as some of the literature included in the course will come from multispecies ethnographies.

Estimated Enrolment:
25

Instructor:
Rebecca Woods

1 Retired Course:

HPS326H1: History of Science and Religion

Rationale:
HPS326 has been taught for more than 15 years. The faculty member who proposed the course initially has retired. The field of science and religion has undergone some significant changes to justify the offering of an accessible general overview of the central topics in a way that integrates historical and philosophical perspectives. Over time, HPS326 has been taught more and more as 200-level course and in line with this development it would be appropriate to change it to a 200-level course. This change will allow the IHPST to increase the offering in the field of science and religion.
8 New Courses:

**HIS108Y1: What is History?**

**Contact Hours:**

- Lecture: 48
- Tutorial: 20

**Description:**

This course offers an introduction to history as a discipline - to the history of the discipline itself, to the questions, categories, and methodologies that constitute it, and how they have evolved in varied times and places, and to the methodologies students need to acquire to engage in historical inquiry and writing. The course will be part methodological workshop, part epistemological reflection.

**Prerequisites:**

None

**Corequisites:**

None

**Exclusions:**

Any 100-level HIS course, with the exception of AP, IB, CAPE, or GCE transfer credits.

**Recommended Preparation:**

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: extensively;
- Other: none

**Rationale:**

Faced with changes in student populations and increasingly diverse forms of preparation, along with changes in the discipline of History itself (increasingly varied methodological approaches and areas of study), this course proposes to prepare undergraduates in the early phase of their studies to think about history critically, and to offer them conceptual, epistemic, ad technical tools to succeed in their subsequent coursework.

**Consultation:**

I have consulted with History's acting chair Carol Chin, along with members of the Undergraduate Program Committee.

**Resources:**

- Powerpoint projector / AV

**Budget Implications:**

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

**Overlap with Existing Courses:**

None: This course fills a gap I History's course offerings; discipline-specific in conception, no similar courses are offered I other departments or programs.

**Programs of Study for Which This Course Might be Suitable:**
## HIS268H1: Law and History

**Contact Hours:**
- Lecture: 24 / Tutorial: 10

**Description:**

The Federal Interpretation Act of Canada states that the ‘law is always speaking’. If the law is always speaking, then it must be speaking in present tense. But if it only speaks in present tense, does it have a past? How might we consider the field of law from different historical angles? This course will introduce students to different historical approaches to and uses of law. Using examples from a wide array of legal traditions (e.g. Common Law, Civil Law, Indigenous Law, Islamic Law), the course will help students gain a greater appreciation for the function, study, and development of law across different times and places.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**

The proposed course will contribute to the development of a history minor in law and history, as well as set the stage for a potential graduate JD/PhD program.

**Consultation:**

I have consulted Criminology, Socio-Legal Studies and Ethic, Society and Law (Trinity)

**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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History (FAS), Department of

History; other humanities/social science disciplines in which the modes of critical thinking and historical analysis are pertinent (English; Anthropology; Sociology; Renaissance Studies; Book and Media Studies; etc.)

**Estimated Enrolment:**
- 100

**Instructor:**
- Paul Cohen

---
There are few departments that offer courses like this. The Faculty of Law directs its courses to a graduate JD population, and only a few colleagues offer courses on legal history. Moreover, their framework emphasizes the legal rather than the historical.

**Programs of Study for Which This Course Might be Suitable:**
- Criminology; Ethics, Society and Law; Near and Middle Eastern Studies; Sociology

**Estimated Enrolment:**
100

**Instructor:**
Anver M. Emon

### HIS329H1: Central Middle Ages (900-1200)

**Contact Hours:**
- Lecture: 24

**Description:**
A chronological survey from 900, with the foundation of Cluny by the Duke of Aquitaine, the last waves of Vikings, and the decline and end of the Carolingian Empire, up to 1200, with the Battle of Bouvines, the more formal organization of the first universities and the construction of the Gothic cathedrals. The main question will be: what happens when there is no real central power? Why did the term “Feudalism,” now nicknamed the F word by medievalists, was judged inappropriate to describe the situation?

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This course will discuss a key formative period of medieval Europe

**Consultation:**
I consulted the three other medievalists teaching at UTSG: Shami Ghosh, Nick Everett and Mark Meyerson

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

**Overlap with Existing Courses:**
HIS321 goes up to the 10th century ad HIS322 starts in 1100. One of the most interesting questions for medievalists, however, is to try to understand what happened precisely during the 10th and 11th centuries.

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

**Estimated Enrolment:**
40

**Instructor:**
Isabelle Cochelin

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**HIS352H1: A History of Women in Pre-colonial East Africa**

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

**Description:**
This course examines the lived experience of women in societies, communities and polities of varying sizes across territories that cover eight contemporary East African states. It encompasses the period from 1000 B.C to the end of the nineteenth century. Topics covered are clustered under four broad themes: a) Ecology, work in commodity production, wealth and exchange relations; b) “Institutional” power, ideology and structures; c) “Creative” power particularly in the areas of healing, resistance/contestation and transformation; and d) Violence, war and vulnerability.

The course challenges present day gender and identity categories applied to Africa’s deep past and highlights critical nuances of gender, identity and power dynamics in Africa.

**Prerequisites:**
NEW150Y1 or any course in African History

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
For the most part, some key issues related to women in Pre-colonial Africa or their entire histories have gone undocumented partly due to a lack of evidence and partly the sidelining of pre-colonial history from mainstream Africanist scholarship in the 1980s towards colonial and post-colonial periods after an initial and brief boom of the 1970s and 1980s. Nonetheless, in recent years, a combination of methodological rigor with an embrace of multidisciplinary approaches has yielded path-breaking scholarship that draws on oral traditions, historical linguistics, archeology, comparative ethnography and paleoenvironmental sources in a new and innovative way to reinvigorate the sub-field of pre-colonial African history. This course looks at one region of this large continent. For the present and in the future, the importance of pre-colonial history cannot be denied as the past continues to influence popular constructions, beliefs and opinions regarding African women’s capabilities, rights and place in society.

Consultation:
I have consulted with the African Studies Program and the Women and Gender Institute at New College.

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:
WGS

Estimated Enrolment:
30

Instructor:
Nakanyike Musisi

HIS371H1: Canadian Political History

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
This course examines the history of Canadian politics from the late colonial period to the recent past. Lectures and tutorials will focus attention on specific political issues (responsible government, Confederation, war, welfare, battles over voting rights, campaigns for social change, etc) but also consider the deeper structural, social, economic, and cultural dynamics that shaped politics over time. The course takes a broad view of politics (elections and parties but also social movements, interest groups, bureaucracy). A key theme is the nature of political power in a democratic polity.

Prerequisites:
HIS264H1, HIS263Y1

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities
History (FAS), Department of

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

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

**Rationale:**
There is currently no Canadian history course that covers the core area of politics. A similar course was offered in the past, with some success in terms of enrolment, but the instructor has retired. This course is somewhat different than the previous version, in that it is not built around particular issues: key events will be studied, but with equal attention to the deeper developments that shaped the overall course of politics.

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
- Canadian Studies, Political Science

**Estimated Enrolment:**
- 50

**Instructor:**
- Steve Penfold

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**HIS384H1: The Baltic Sea Region from the Vikings to the Age of Nationalisms**

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

**Description:**
This course traces political, cultural and socio-economic developments in North-Eastern Europe, the Baltic Sea region, from the Viking Age to the end of the 19th century. Topics include the crusades, the Hanseatic League and trade, the Reformation, the struggle for hegemony between the Swedish and Russian empires, the Enlightenment, national movements, and industrialization.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
- A course in European History

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

**Distribution Requirements:**
- Humanities
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<td>Currently we only have one course on Baltic history and it deals with the 20th century. My predecessor used to also teach a medieval and early modern Baltic course on the Hanseatic League. Thus, there is a need for course teaching the earlier period in a transnational, comparative perspective. It is also my mandate as the Chair of Estonian Studies to teach more than just one course on Baltic topics. Furthermore, there is also a complete absence of courses dealing with the Nordic countries and this course would encompass Finland, Denmark and Sweden. Additionally, it would be of interest to those students studying German, Russian or Polish history.</td>
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<thead>
<tr>
<th>Consultation:</th>
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<tr>
<td>I have spoken repeatedly with Prof. Donna Orwin, the Chair of the Slavic Department, about the need for more courses in the Baltic region. She is strongly in favour of more courses on the Baltic region since the Slavic Department does not currently offer any (except an Estonian language course) and the Estonian Studies Minor program under the Slavic Department is going to be suspended. Thus the Slavic Department has been consulted. I also had an encouraging discussion about the matter on October 25 with Vice-Dean Poppy Lockwood.</td>
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<thead>
<tr>
<th>Resources:</th>
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<tbody>
<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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<table>
<thead>
<tr>
<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
<td><strong>None</strong></td>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<th>Estimated Enrolment:</th>
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<table>
<thead>
<tr>
<th>Instructor:</th>
<th></th>
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<tbody>
<tr>
<td>Andres Kasekamp</td>
<td></td>
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**HIS386H1: Fascism**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong> 24</td>
<td></td>
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<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>A comparative and transnational examination of fascist movements and regimes in Europe during 1919-1945. Beginning with Mussolini in Italy and Hitler in Germany, this course analyzes manifestations of the phenomenon in various European countries, including France, Spain, the Baltic states, Central Europe and Scandinavia. We analyze the factors that led to fascist movements obtaining power in certain countries and to their failure in others. Collaboration with Nazi Germany during the Second World War is also explored. Finally, we discuss whether the concept of ‘generic’ fascism can also be applied to other regions and periods.</td>
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<thead>
<tr>
<th>Prerequisites:</th>
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| Corequisites: |  |

<table>
<thead>
<tr>
<th>Exclusions:</th>
<th></th>
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</table>
HIS389H1 (Topics in History: Fascism), offered in Winter 2018 and Winter 2019

Recommended Preparation:
A course in European History

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:* none

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

Rationale:
Already being taught as a Topics in History HIS 389 course. Has proven popular, with a waiting list for enrollment. With the rise of the populist radical right in Europe and Trump in the USA, the topic is more relevant than ever.

Consultation:
Department

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:
Political Science, European Studies

Estimated Enrolment:
45

Instructor:
Andres Kasekamp

HIS422H1: Early Modern English Popular Culture, 1500-1800

Contact Hours:
*Lecture:* 24

Description:
Deals with issues of orality, literacy, gender, class, cultural bricolage and vernacular epistemology – the constituents of popular, as opposed to elite knowledge - through the study of folklore, magic, religion, drink, sex, riot and festivity in early modern England. Some background in medieval and/or early modern history or literature is highly recommended. Extensive work will be undertaken with primary printed sources.

Prerequisites:
One of HIS101Y1/HIS109Y1/HIS220Y1/HIS243H1/HIS244H1/HIS368H1/HIS337H1/HIS349H1/HIS357Y1

Corequisites:

Exclusions:
HIS496H1 (Topics in History: Early Modern English Popular Culture, 1600-1800), offered in Summer 2018

Recommended Preparation:

Breadth Requirements:
   Society and its Institutions (3)

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:
   This replaces HIS 452H, the fourth-year seminar on science and society I have been running for some time. It reflects new research interests and meets student demands in social and cultural history.

Consultation:
   Department

Resources:
   Data projector, online resources through Robarts Library

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

Overlap with Existing Courses:
   None that I know of.

Programs of Study for Which This Course Might be Suitable:
   History major, minor, specialist. Useful cognate course for English Literature

Estimated Enrolment:
   20

Instructor:
   Jennifer Mori

2 Course Modifications:

HIS330H1: Germany from Frederick the Great to the First World War (formerly HIS317Y1)

Title:
   Germany from Frederick the Great to the First World War (formerly HIS317Y1)

Prerequisites:
   *Previous*: EUR200Y1 / HIS241H1
   *New*: At least 1.0 FCE HIS course (s) at the 100 or 200 level

Recommended Preparation:
   *Previous*:
   *New*: HIS241H1

Rationale:
   Instructor would like to increase enrollment.
History (FAS), Department of

Consultation:

Resources:

HIS393H1: Digital History

Prerequisites:
200-level History course or one of WDW235H1/WDW236H1

Rationale:
New Woodsworth College courses are relevant to HIS393H1.

Consultation:

Resources:

13 Retired Courses:

HIS263Y1: Introduction to Canadian History

Rationale:
Course has been replaced by HIS264H1

HIS281Y1: History of Modern Japan

Rationale:
Course has not been taught in over 10 years.

HIS284Y1: Viet Nam: Crossroads of Asia

Rationale:
Instructor will not teach this again

HIS307H1: Canadian Political Issues

Rationale:
Instructor retired. New version being proposed.

HIS319H1: Renaissance France and the Wars of Religion, 1483-1610

Rationale:
Course has not been taught since 2011.

HIS332H1: Crime and Society in England, 1500-1800

Rationale:
Not regularly taught by faculty.

Rationale:
Instructor will not longer be teaching this course.

HIS365H1: History of the Great Lakes Region

Rationale:
Instructor request.

HIS375H1: Politics and Protest in Postwar North America

Rationale:
Course has not been taught in 10+ years.

HIS380H1: Late Imperial China

Rationale:
Instructor will not teach this course again.

HIS412Y1: Crusades, Conversions and Colonialization in the Medieval Baltic

Rationale:
Instructor has retired.

HIS448H1: Gender in East and Southeast Asia

Rationale:
Instructor will not teach it again.

HIS452H1: Science and Society in Britain, 1600-1800

Rationale:
Replaced by new course HIS422
5 New Courses:

NMC243H1: The Arabic Novel

Contact Hours:
- Lecture: 24

Description:
Focuses on the origins and development of the novel genre in the Arabic tradition. Examines the aesthetic qualities of the genre as an artistic form and the ways that it has depicted and intervened in the modern social, political, and cultural upheavals that have shaped the Arab world in the 20th century. Taught in English.

Prerequisites:
None

Corequisites:
None

Exclusions:
None

Recommended Preparation:

Breadth Requirements:
- Creative and Cultural Representations (1)

Distribution Requirements:
- Humanities

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

Experiential Learning:
- Research: none; Other: none

Rationale:
This course was previously taught as an NML course, with all sources read in Arabic, but reading a long novel with fourth-year Arabic skills was challenging to students. The instructor proposes to offer the course as an introduction to the subject with readings in translation, in line with other NMC 200-level course offerings. The fourth-year NML course will be revised to focus on short stories, read in Arabic.

Consultation:
Proposal was developed in consultation with students, and was reviewed and enthusiastically supported by the NMC Undergraduate Affairs Committee.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
- NMC, CompLit
Estimated Enrolment: 65

Instructor: Haytham Bahoora

NMC265H1: Archaeology in War Zones: Syria, Iraq, Afghanistan

Contact Hours:
- Lecture: 24

Description:
Focusing on Syria, Iraq and Afghanistan, this course raises some controversial issues in coming to grips with the impact of war on retrieving, interpreting, and preserving the past. Find out the many ways we can work to preserve the history and culture of places at risk, now and in the future.

Prerequisites:
None

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
- Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
Introduces key developments in the practice of archaeology; engages ethical issues.

Consultation:
Discussion with Anthropology dept. colleagues, proposal reviewed and accepted by NMC Undergraduate Affairs Committee.

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

Overlap with Existing Courses:
Complements courses dealing with cultural heritage and the ethics of archaeology offered in the Anthropology department, providing case studies specific to the Near and Middle East.

Programs of Study for Which This Course Might be Suitable:
ANT, ARH
Near & Middle Eastern Civilizations (FAS), Department of

<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
<th>50</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Anne Porter/Clemens Reichel</td>
</tr>
</tbody>
</table>

**NMC358H1: Gender and Sexuality in Modern Arabic Literature**

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

**Description:**
Examines questions of gender and sexuality in modern Arabic literature from the colonial period to the present through readings of literary and cultural texts, including novels and essays. Focuses on intersections of Arab feminist thought and literary and artistic constructions of gender and sexuality. Taught in English.

**Prerequisites:**
- 3 FCEs in Humanities

**Corequisites:**

**Exclusions:**
None

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This would be a new course for the department that introduces students to cultural representations of gender and sexuality in the Middle East, as well as critical theories of gender and sexuality that will allow students to understand current debates and theoretical approaches in the humanities. This course is a modern complement to NMC 357H1 (Gender and Sexuality in Premodern Arabic Literature) taught by Prof. Jeannie Miller.

**Consultation:**
Proposal reviewed and enthusiastically supported by NMC Undergraduate Affairs Committee.

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

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
- NMC, Gender Studies, CompLit
NMC470H1: The Archaeology of Death

Contact Hours:
Seminar: 36

Description:
This is an intensive education in the archaeology of death. Working as a study group, the participants in this class will examine in detail the primary archaeological data for mortuary practices in the third millennium in the Big Bend region of the Euphrates River.

Prerequisites:
ANT200Y1 or NMC260H1 or NMC262H1

Corequisites:

Exclusions:

Recommended Preparation:
ANT334H1

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: extensively; Other: none

Rationale:
Class puts into practice archaeological theories and methods; gives students firsthand experience and enables them to participate in active research. Previously taught as an Advanced Special Topics course in NMC.

Consultation:
Proposal reviewed and enthusiastically accepted by NMC Undergraduate Affairs Committee.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
ANT, ARH

Estimated Enrolment:
59
Near & Middle Eastern Civilizations (FAS), Department of

<table>
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<tr>
<th>Instructor:</th>
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<tr>
<td>Anne Porter/staff</td>
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**NML415H1: The Arabic Short Story**

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

**Description:**

Examines the modern Arabic short story as a literary genre by reading selected works of major figures in the genre, including Yusif Idris, Zakariyya Tamir, Tawfiq al-Hakim, Alifa Rifaat, Ghada al-Samman, and Fu’ad al-Taklarli. Readings focus on the development and evolution of language, style, and form.

**Prerequisites:**

NML310Y1 (third-year Arabic) or permission of the instructor.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

This course would be a new offering for students who have completed advanced Arabic, concentrating on reading and analysing texts from the modern literary tradition. The course will be conducted in Arabic. Student consultation indicated that the short story format is appropriate for students with language skills at fourth-year Arabic level.

**Consultation:**

Course developed in consultation with students. Proposal reviewed and accepted by NMC Undergraduate Affairs Committee.

**Resources:**

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

**Overlap with Existing Courses:**

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

NMC, CompLit
1 Course Modification:

NMC284H1: Judaism and Feminism

<table>
<thead>
<tr>
<th>Title:</th>
<th>Topics in Judaism and Feminism: Conflict, Competition, Complement</th>
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</thead>
<tbody>
<tr>
<td>Description:</td>
<td>Explores the interaction between Jewish religious and secular movements and feminism, focusing on conflicts between. Investigates Jewish law (halakah) and ideas the Jewish legal (halakhic) process in terms of egalitarianism feminist critique. Marriage, particularly in legal disabilities for women connected to marriage and divorce, lack of access to high-level Torah study, bat mitzvah, and discrimination in public religious roles. Examines competition among the movements to include women in Torah study has led to other ceremonies, female rabbinic ordination and women's prayer groups are some of the extent to which inclusion and egalitarianism have become a complement in Judaism topics considered. (Offered in alternate years, topic changes)</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Previous: New: none</td>
</tr>
<tr>
<td>Rationale:</td>
<td>Updated description provides details of the specific topic to be covered in 2019-20.</td>
</tr>
<tr>
<td>Consultation:</td>
<td>Approved by NMC Undergraduate Affairs Committee.</td>
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<tr>
<td>Resources:</td>
<td>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
</tbody>
</table>
1 Minor Program Modification:

Buddhism, Psychology and Mental Health Minor

Completion Requirements:

Consult Program Administrator: nc.undergradadmin@utoronto.ca or 416-978-5404.

(4 full courses or their equivalent, including one FCE at the 300+ level)

First Year:
No specific first-year courses required.

Higher Years:
1. NEW232H1 + NEW232Y1
2. 2.0 + 1.5 full course equivalents from the Core Group
3. 1.5 full course equivalents from Group A

Core Group:
NEW214H1, NEW214Y1, NEW330H1, NEW332H1, NEW333H1, NEW334H1, NEW335H1, NEW336H1, NEW337H1, NEW338H1, NEW339H1, NEW430H1, NEW432H1, NEW433H1, NEW438H1

Group A:
ANT100Y1, ANT204H1, ANT348H1, ANT356H1; COG250Y1, COG341H1, COG342H1; EAS241H1, EAS346H1, EAS361H1, EAS393H1, EAS393Y1, EAS414H1; FAH260H1; HIS280Y1, HIS282Y1; HMB300H1, HMB434H1; HPS100H1, HPS110H1, HPS200H1, HPS250H1, HPS326H1, HPS352H1, NEW214H1, NEW214Y1, NEW302Y1, NEW303H1, NEW332H1, NEW333H1, NEW335H1, NEW336H1, NEW339H1, NEW432H1, NEW433H1, NEW438H1; PHL100Y1, PHL200Y1, PHL201H1, PHL217H1, PHL232H1, PHL235H1, PHL237H1, PHL240H1, PHL244H1, PHL275H1, PHL281H1, PHL302H1, PHL310H1, PHL311H1, PHL319H1, PHL320H1, PHL326H1, PHL331H1, PHL332H1, PHL335H1, PHL340H1, PHL341H1, PHL375H1, PHL376H1, PHL382H1, PHL383H1, PHL404H1, PHL405H1, PHL406H1, PHL407H1, PHL414H1, PHL415H1, PHL478H1, PHL479H1; PSY100H1, PSY210H1, PSY220H1, PSY230H1, PSY240H1, PSY260H1, PSY270H1, PSY280H1, PSY311H1, PSY312H1, PSY313H1, PSY321H1, PSY326H1, PSY331H1, PSY333H1, PSY336H1, PSY337H1, PSY341H1, PSY342H1, PSY343H1, PSY370H1, PSY371H1, PSY414H1, PSY425H1, PSY426H1, PSY434H1, PSY435H1, PSY450H1, PSY473H1, PSY493H1, RLG200H1, RLG206H1, RLG229H1, RLG231H1, RLG245H1, RLG246H1, RLG280Y1, RLG301H1, RLG302H1, RLG303H1, RLG304H1, RLG311H1, RLG366H1, RLG368H1, RLG372H1, RLG373H1, RLG374H1, RLG375H1, RLG376H1, RLG377H1, RLG378H1, RLG379H1, RLG421H1, RLG449H1, RLG462H1, RLG463H1, RLG464H1, RLG465H1, RLG466H1, RLG467H1, RLG468H1, RLG469Y1, RLG470H1, SOC101Y1, SOC212H1, SOC243H1, SOC248H1, SOC250Y1, SOC363H1, SOC448H1, SOC483Y1; VIC106H1, VIC206H1

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:
2 New Courses:

**NEW232H1: Buddhist Psychology**

<table>
<thead>
<tr>
<th>Impact on Programs:</th>
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<tbody>
<tr>
<td>This proposal triggers modifications in the unit's program(s)</td>
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<thead>
<tr>
<th>Contact Hours:</th>
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<tr>
<td>Lecture: 36</td>
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<tr>
<th>Description:</th>
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<tr>
<td>Describes the psychology inherent within the original teachings of Buddhism. Primary focus is on the understanding of the causes of suffering and happiness, the nature of cognition and emotion, characteristics of the self/ego, personality transformation, the role of the unconscious, and mindfulness meditation. Includes an option for Community Engaged Learning experience.</td>
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<th>Prerequisites:</th>
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<th>Corequisites:</th>
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<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>NEW232Y1</td>
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<tr>
<th>Recommended Preparation:</th>
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<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>Thought, Belief and Behaviour (2)</td>
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<thead>
<tr>
<th>Distribution Requirements:</th>
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<tbody>
<tr>
<td>Humanities</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td>Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly</td>
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<tr>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: extensively</td>
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<tr>
<th>Experiential Learning:</th>
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</thead>
<tbody>
<tr>
<td>Research: none; Other: notably;</td>
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<tr>
<td>Nature of &quot;Other&quot; Experiential Learning: Service Learning</td>
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<thead>
<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>Re-weighting of NEW232Y1.</td>
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<th>Consultation:</th>
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<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td>Teaching Assistants (reallocation of existing resources); full teaching station.</td>
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<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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<tr>
<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
<td>No overlap.</td>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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</thead>
<tbody>
<tr>
<td>Buddhism, Psychology and Mental Health</td>
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</tbody>
</table>
NEU522H1: Caribbean Regionalism

Description:
In a public lecture in 1958, Trinidadian CLR James described Federation as the means to "accomplish the transition from colonialism to national independence." This course explores the shift from James' vision to Jamaican economist Norman Girvan's observation that contemporary "...governments tend to perceive supranationality as less an exercise in collective sovereignty and more a diminution of national sovereignty." Among the topics to be considered are: histories of regionalism; formal and informal dimensions of regional identity-making practices; freedom of movement; governance mechanisms; and widening and deepening debates, with particular reference to the non-Anglophone Caribbean and Latin America.

Prerequisites:

Corequisites:

Exclusions:
NEW329H1 (Special Topics in Caribbean Studies: Caribbean Regionalism), offered in Winter 2018; NEW423H1 (Special Topics in Caribbean Studies: Caribbean Regionalism), offered in Winter 2019

Recommended Preparation:
NEW120Y1/NEW220H1/NEW221H1/HIS231H1

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: notably

Experiential Learning:
Research: none; Other: none

Rationale:
1. The tension between regional integration and regional "fragmentation" is a central theme across all disciplines in Caribbean Studies. A dedicated course on the topic is important to students' academic training.
2. The course currently exists as a "special topics" course and would attract more students if were not listed as "special topics".

Consultation:
Course has been reviewed and approved by the Caribbean Studies Advisory Board (composed of faculty and students) and New College Academic Affairs Committee. This course does not affect other programs.

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

### Overlap with Existing Courses:
No overlap

### Programs of Study for Which This Course Might be Suitable:
Caribbean Studies; Diaspora and Transnational Studies; Latin American Studies

### Estimated Enrolment:
20

### Instructor:
D. A. Trotz

### 17 Course Modifications:

**JNR301H1: The History of Buddhist Meditation**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>RLG206H1/NEW232Y1/NEW232H1</td>
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<th>Rationale:</th>
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<th>Consultation:</th>
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<th>Resources:</th>
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**NEW332H1: Buddhism and Psychotherapy**

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<th>Contact Hours:</th>
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<tr>
<td>Previous: Seminar: 24</td>
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<tr>
<td>New: Lecture: 36</td>
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<th>Recommended Preparation:</th>
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<td>NEW232H1/NEW232Y1</td>
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**NEW333H1: Buddhism and Cognitive Science**

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<th>Recommended Preparation:</th>
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<td>NEW232H1/NEW232Y1/RLG206H1/RLG206Y1</td>
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<td>Edit to recommended preparation.</td>
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<th>Resources:</th>
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**NEW334H1: Science of Wisdom: Buddhist and Western Traditions**

**Description:**

Provides a conceptual and practical exploration of several ancient wisdom traditions. Buddhist approaches to self-actualization and wisdom will be compared to several other Western sites of wisdom traditions (e.g., Mesopotamia, classical ancient Greece, Christianity, monasticism, Renaissance, etc.). Includes guided experiential exercises for each of the wisdom traditions.

**Recommended Preparation:**

- NEW232H1/NEW232Y1

**Rationale:**

**Consultation:**

**Resources:**

---

**NEW335H1: Meditation and the Body**

**Recommended Preparation:**

- NEW232H1/NEW232Y1

**Rationale:**

**Consultation:**

**Resources:**

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**NEW336H1: Special Topics in Buddhism, Psychology and Mental Health**

**Recommended Preparation:**

- NEW232H1/NEW232Y1

**Rationale:**

- Edit to recommended preparation.

**Consultation:**

**Resources:**

---

**NEW337H1: Special Topics in Buddhism, Psychology and Mental Health**

**Recommended Preparation:**

- NEW232H1/NEW232Y1

**Rationale:**

- Edit to recommended preparation.

**Consultation:**
NEW338H1: Cultivating Consciousness

Title:
- Previous: Cultivating Consciousness
- New: Exploring Mindful Awareness

Description:
Mindfulness meditation is a systematic investigation of subjective experience. Classic and modern descriptions of mindfulness and the recent scientific literature are surveyed. In addition to exploring, students explore a variety number of meditative practices in the class, students techniques such as concentration and insight meditation and are also required to maintain an ongoing meditation practice outside of class time over the duration of the course.

Prerequisites:
- NEW232H1/NEW232Y1/NEW332H1/NEW333H1/NEW334H1/NEW335H1/NEW339H1

Rationale:
Title change, description and prerequisite updates.

Consultation:

Resources:

NEW339H1: Yogacara Buddhism and Western Psychology

Description:
A comparative study of the nature of mind in Indian Yogacara Buddhism and modern psychology. Yogacara Buddhist teachings address the three aspects of mind, the storehouse consciousness, and the notion that the theory root of consciousness-only all phenomena is mind, allowing an interdisciplinary dialogue with the modern scientific understandings of the mind in psychology.

Recommended Preparation:
- NEW232H1/NEW232Y1

Rationale:
Edit to description and prerequisites.

Consultation:

Resources:

NEW430H1: Jungian Psychology and Tantric Buddhism

Prerequisites:
- NEW232H1/NEW232Y1

Recommended Preparation:
- NEW302Y1/NEW303H1
**NEW432H1: Advanced Special Topics in Buddhism, Psychology and Mental Health**

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<tr>
<th>Contact Hours:</th>
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<tr>
<td>Previous: Seminar: 24</td>
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<tr>
<td>New: Lecture: 36</td>
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<tr>
<th>Recommended Preparation:</th>
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<tbody>
<tr>
<td>NEW232H1/NEW232Y1/RLG206H1</td>
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</table>

**Rationale:**
Edit to recommended preparation and instructional hours

**Consultation:**

**Resources:**

**NEW433H1: Advanced Special Topics in Buddhism, Psychology and Mental Health**

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<th>Contact Hours:</th>
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<tr>
<td>Previous: Seminar: 24</td>
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<tr>
<td>New: Seminar: 36</td>
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<th>Recommended Preparation:</th>
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<tr>
<td>NEW232H1/NEW232Y1/RLG206H1</td>
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</table>

**Rationale:**
Edit to recommended preparation and instructional hours.

**Consultation:**

**Resources:**

**NEW438H1: Research Methods in Mindfulness Meditation**

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<th>Title:</th>
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<tbody>
<tr>
<td>Research Methods in Mindfulness Meditation : Science and Research</td>
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<table>
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<tr>
<th>Contact Hours:</th>
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<tr>
<td>Previous: Lecture: 24</td>
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<tr>
<td>New: Seminar: 36</td>
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<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>Previous: NEW338H1 (taken 2009 or earlier)</td>
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<tr>
<th>Recommended Preparation:</th>
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<tbody>
<tr>
<td>NEW232H1/NEW232Y1/NEW331H1/NEW333H1</td>
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</table>

**Rationale:**

68
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Recommended Preparation</th>
<th>Rationale</th>
<th>Consultation</th>
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<tbody>
<tr>
<td>NEW495Y1</td>
<td>Independent Community Engaged Learning</td>
<td>NEW120Y1/NEW150Y1/NEW220H1/NEW221H1/NEW224Y1/NEW225H1/NEW226H1/NEW232H1/NEW232Y1/NEW240Y1/NEW241Y1/NEW270H1/HIS230H1/HIS231H1/other NEW courses</td>
<td>Edit of prerequisites</td>
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<tr>
<td>NEW496H1</td>
<td>Independent Community Engaged Learning</td>
<td>NEW120Y1/NEW150Y1/NEW220H1/NEW221H1/NEW224Y1/NEW225H1/NEW226H1/NEW232H1/NEW232Y1/NEW240Y1/NEW241Y1/NEW270H1/HIS230H1/HIS231H1/other NEW courses</td>
<td>Edit of prerequisites</td>
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<tr>
<td>NEW497Y1</td>
<td>Independent Community Engaged Research</td>
<td>NEW120Y1/NEW150Y1/NEW220H1/NEW221H1/NEW224Y1/NEW225H1/NEW226H1/NEW232H1/NEW232Y1/NEW240Y1/NEW241Y1/NEW270H1/HIS230H1/HIS231H1/other NEW courses</td>
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<tr>
<td>NEW498H1</td>
<td>Independent Community Engaged Research</td>
<td>NEW120Y1/NEW150Y1/NEW220H1/NEW221H1/NEW224Y1/NEW225H1/NEW226H1/NEW232H1/NEW232Y1/NEW240Y1/NEW241Y1/NEW270H1/HIS230H1/HIS231H1/other NEW courses</td>
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## 2 Retired Courses:

### NEW214Y1: Socially Engaged Buddhism

**Rationale:**
Will be offering the half-course version of this course going forward (already on the books).  

### NEW232Y1: Buddhist Psychology

**Rationale:**
Being re-weighted to a half-course. Proposal for re-weighted course submitted. Subject materials already being covered by other courses in the Program.

**Consultation:**
Approved by New College Academic Affairs Committee.
1 New Course:

**PHL256H1: Philosophy in the Age of the Internet**

| Contact Hours: |
| Lecture: 36 |

**Description:**

The internet and digital technology have had a transformative impact on the economy, society and politics, art and culture, and everyday life. This course explores the fascinating, often urgent, new philosophical questions raised by these changes as well as the way they invite a rethinking of many older philosophical questions. Topics to be addressed may include artificial intelligence and the singularity; identity through social media; digital ownership and privacy; and collective/distributed knowledge its relation to information, among others.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Thought, Belief and Behaviour (2)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

There is currently no course offered by the Philosophy Department that systematically reflects on the problems faced in our digital age, e.g. how to think about personal identity when who we are is fragmented into several cases of curated online presence across a variety of social media. The problems have traditional roots (personal identity, the nature of intelligence and thought, ownership, privacy, discriminating types of information, and so on), and thus are largely continuous with the sorts of academic questions dealt with by philosophy, but the rapid advent of the Internet has made several of them pressing in new ways. This course aims to give students a chance to reflect on the new world around them, and to understand how it is, and how it isn’t, a new part of the human condition.

**Consultation:**

The department consulted with relevant faculty members and members of the undergraduate student union. The department's undergraduate curriculum committee approved this course and its content on Oct. 12th. We’ve consulted with CSC about potential overlap with CSC300H1. They’ve cleared it for us and said there is no overlap.

**Resources:**

None. The course will be taught by current faculty and TA support will be provided from the existing budget. The academic unit will provide the resources required for this course from existing budget.
<table>
<thead>
<tr>
<th><strong>Budget Implications:</strong></th>
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<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
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<tr>
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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>Philosophy, Bioethics, Cognitive Science, History and Philosophy of Science and Technology, Computer Science</td>
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<tr>
<td><strong>Estimated Enrolment:</strong></td>
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<tr>
<td>200</td>
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<tr>
<td><strong>Instructor:</strong></td>
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<tr>
<td>Prof. Mark Kingwell</td>
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</tbody>
</table>
1 New Course:

PSY324H1: Psychology of Morality

Contact Hours:
Lecture: 36

Description:
Moral values vary considerably across individuals, groups, countries, and cultures. What explains the emergence of these differential moral systems? What psychological processes are involved in moral decisions and actions? How might insights from psychological research shed light on contemporary, ‘hot-button’ moral issues? How are moral decisions similar to – and different from – other types of everyday decisions? What is the role of emotion in moral decision making? As an introduction to the field of moral psychology, this 300-level course will cover research from a range of sub-disciplines within psychology including social-personality psychology, cognitive neuroscience, and developmental psychology. In addition, students will gain exposure to related material in other fields including philosophy, ethology, and economics. Students will gain a firm understanding of the key debates and issues in the study of the moral mind and will gain skills in critical thinking and writing.

Prerequisites:
PSY201H1 (or exclusion), PSY220H1

Corequisites:

Exclusions:
PSY414H1, PSYD14H3

Recommended Preparation:

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Science

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

Experiential Learning:
Research: notably; Other: none

Rationale:
Recent decades have seen a blossoming of research on the psychology of morality. This research has provided important insights into the emergence and maintenance of moral values, the contexts in which moral values translate into moral action, and constructive (versus destructive) moral dialogue. This work has had an unusually interdisciplinary flavor; researchers in cognitive neuroscience, social psychology, developmental psychology, philosophy, animal behavior, economics, and political science have often addressed similar questions using the tools of their respective disciplines. Providing undergraduates with classic and contemporary theories and evidence will help students to reflect on the origin and nature of moral values and moral discourse. This course would fill a clear lacuna in the Psychology Department curriculum. Due to its interdisciplinary focus, it is likely to attract both B.A. and B.S. students. The field of moral psychology is increasingly assuming a more central role in psychological research. Therefore, providing students with the opportunity to engage in this area is critical for a well-rounded education in psychology.
### Consultation:
N/A

### Resources:
- Lecture hall capable of holding 50 students. Audio/Video Equipment for displaying lecture materials.

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

### Overlap with Existing Courses:
- **PSY414H1:** Moral Development examines how early life experiences and reaching cognitive developmental milestones impact moral beliefs and behaviour. While the proposed course will touch on some of the development literature, the main focus will be on understanding the nature of specific moral beliefs and how these values impact moral behaviour. Additionally, a principal focus of the course will be on thinking about how these psychological processes may relate to moral dialogue. Therefore, the current overlap of the current course with PSY414 will be low.

- **ETH220H1:** Moral Psychology examines the role that insights from moral psychological research might play in informing normative ethical perspectives. The main focus of ETH220 is philosophical in nature (how might psychology lead to a coherent normative moral theory - i.e., What is the proper way to act?). In contrast, the proposed course aims to cover the descriptive, psychological processes that lead to different moral beliefs and values and behaviour. Because the overall approach to the material is rather different, I imagine any overlap between the two courses will be low.

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

### Estimated Enrolment:
50

### Instructor:
Dr. Jason Plaks
## 7 New Courses:

**FIN225H1: Culture, Society and Politics of the Nordic Region**

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

An introduction to the culture, society and politics of the Nordic region with a focus on Finland, Sweden and Estonia, and including other countries of the Baltic sea region. An overview of the evolution of culture and society, as well as historical and political developments, demonstrating how interactions between these two spheres have shaped life in the region today.

**Prerequisites:**

- None

**Corequisites:**

- None

**Exclusions:**

- None

**Recommended Preparation:**

- None

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

There is currently no course on the cultural history and politics of the region in the Finnish Studies program. This course has been conceived by faculty in Finnish Studies and Estonian Studies to cover gaps in their programs and to provide the possibility of comparative study of the culture and politics of the region at a 200 level.

**Consultation:**

Finnish Studies and History. We received approval from the acting chair of the History Department.

**Resources:**

- None

**Budget Implications:**

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

**Overlap with Existing Courses:**

- None

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

- Finnish Studies, Estonian Studies
### Estimated Enrolment:
30

### Instructor:
Anu Muhonen, Andres Kasekamp

### SLA214H1: Slavic Languages through Creative Writing

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<th>Contact Hours:</th>
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<td>Practical: 24</td>
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### Description:
A course for students of Czech and Slovak, BCS and Russian. Improve your writing skills in a group of different Slavic language learners. Learn simple creative writing in different genres. This course presents a catalogue of different methods and strategies for individual learners at various stages of writing in a foreign language. Complements rather than substitutes for intermediate and advanced levels of the languages taught.

### Prerequisites:
Either SLA105Y1, SLA107Y1, or SLA100H1 and SLA101H1.

### Corequisites:
SLA204Y1 or SLA257H1 and SLA277H1 or SLA220Y1 or SLA320Y1

### Exclusions:

### Recommended Preparation:

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

### Distribution Requirements:
Humanities

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

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

### Rationale:
This is the first language course the department offers in which students can work on different Slavic languages in the same class. It complements the intermediate language courses in Czech and Slovak, Bosnian/Croatian/Serbian and Russian by focusing exclusively on writing skills.

### Consultation:
Only internally.

### Resources:
None

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

### Overlap with Existing Courses:
None

### Programs of Study for Which This Course Might be Suitable:
### Estimated Enrolment:
- **15**

### Instructor:
- **Ana Petrov**

### SLA221H1: Speak Like a Russian

#### Contact Hours:
- **Practical:** 24

#### Description:
- A course on practical phonetics. Get your Russian sounds right. Improve your intonation. Reduce your foreign accent.

#### Prerequisites:
- SLA100H1, SLA101H1

#### Corequisites:
- SLA220H1 or SLA320H1

#### Exclusions:
- SLA100H1, SLA101H1

#### Recommended Preparation:

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

#### Distribution Requirements:
- Humanities

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

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

#### Rationale:
- In our language classes we never have time to work on getting the sounds and intonation right. Thus, students will have an opportunity to reduce their accent when speaking Russian by close work on practical phonetics.

#### Consultation:
- Only internal.

#### Resources:
- Wifi connection
- **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:
- Slavic Languages and Literatures: Russian programs.

### Estimated Enrolment:
- **77**
Instructor: Julia Mikhailova

**SLA224H1: Russian-Jewish Writing**

**Contact Hours:**
- Lecture: 24

**Description:**
This course explores the writings of Russian authors of Jewish origin. Subjects include: assimilation; identity; the existence or non-existence of Russian – Jewish literature.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
To add to offerings in the area of Russian and East European Jewish literature and culture.

**Consultation:**
With Centre for Jewish Studies.

**Resources:**
None

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

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
- Slavic Languages and Cultures: Russian and other SLC programs, and Jewish Studies.

**Estimated Enrolment:**
20

**Instructor:**
SLA345H1: Russian Modernism

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

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

**Description:**
A history of Russian modernist culture from the 1890s to 1940. Topics include: Russia’s fin-de-siècle art and thought in European context; the aesthetic and philosophical evolution of Russian modernism as a cultural community; modernist experiments in literature; conservative reactions to modernism before and after the communist takeover in Russia; the modernist strategies of survival. Taught and read in English.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
SLA246H1

**Recommended Preparation:**
SLA245H1

**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:* none

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

**Rationale:**
Changed course level, number and description to create course that will replace SLA246H. The 300 level better represents the course content since the course is taught together with a graduate course.

**Consultation:**
Internal only

**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:**
Slavic Languages and Cultures: Russian programs, other Slavic programs.

**Estimated Enrolment:**
79
**Instructor:**
Leonid Livak

**SLA421H1: Introduction to Russian Poetry and Poetics**

**Contact Hours:**
- *Seminar:* 36

**Description:**
A study of the main principles of Russian prosody (meter, rhythm, rhyme, phonetic instrumentation, verse, stanza, genre) in relation to the creation of meaning of a poetic text. The formal aspects of Russian versification are examined in their historical evolution from the 18th century to the present, in both "classical" and "experimental" poetic modes. Taught in Russian, readings in Russian and English.

**Prerequisites:**
SLA320Y1

**Corequisites:**

**Exclusions:**
SLA424Y1

**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:**
This course replaces SLA424Y: Introduction to Russian Poetry and Poetics (which we have proposed to retire) in order to make upper-level Russian curriculum more flexible and efficient.

**Consultation:**
None, internal unit relevance only.

**Resources:**
None

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

**Overlap with Existing Courses:**
No

**Programs of Study for Which This Course Might be Suitable:**
Slavic Languages and Cultures Minors, Majors and Specialists.
### SLA422H1: Nineteenth-Century Russian Poetry

**Contact Hours:**
- Seminar: 36

**Description:**
A survey of the golden age of Russian poetry with special attention to the evolution of verse forms and poetic genres. In this course students acquire advanced skills in the close reading of poetic forms and in their contextual historical analysis and interpretation. Taught in Russian, readings in Russian and English.

**Prerequisites:**
- SLA320Y1

**Corequisites:**

**Exclusions:**
- SLA424Y1

**Recommended Preparation:**
- SLA421H1

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
Together with SLA421H this course replaces SLA424Y1 Introduction to Russian Poetry and Poetics in order to make upper-level Russian curriculum more flexible and efficient.

**Consultation:**
- None, internal issue only

**Resources:**
- None

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
- Slavic Languages and Cultures programs.

**Estimated Enrolment:**
81
Instructor:
Tatyana Smolyarova, Leonid Livak

2 Retired Courses:

SLA246H1: Russian Modernism
Rationale:
Course is being re-numbered to SLA345H1. The 300 level better represents the course content since the course is taught together with a graduate course.

SLA424Y1: Introduction to Russian Poetry and Poetics
Rationale:
3 New Courses:

SPA120Y1: Accelerated Spanish Through Community Service Learning

Contact Hours:
   Lecture: 96

Description:
This course is a combination of SPA 100Y and SPA 220Y into the year. It is designed for students with prior knowledge of Spanish, but whose level is not appropriate to enroll in SPA 220Y. The focus is on the fundamentals of Spanish grammar and cultural aspects through community service learning with the local Spanish-speaking community of Toronto.

Prerequisites:
High School Spanish; informal knowledge of Spanish

Corequisites:

Exclusions:
Native and Heritage Speakers, SPA219Y1, SPA100Y1 and SPA220Y1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
   Research: notably; Other: extensively;
   Nature of "Other" Experiential Learning: Community Involvement

Rationale:
As we continue to see an influx of students coming to our department with a certain level of Spanish (i.e. high school, private language schools, foreign universities, etc), but whose level and/or confidence is not apt for intermediate Spanish, this course offers an alternative. It will enable students with prior knowledge of Spanish to acquire the necessary skills to complete the prerequisites for SPA 320Y. Four hours per week will be devoted to this course.

Consultation:

Resources:

Overlap with Existing Courses:
No

Programs of Study for Which This Course Might be Suitable:
Spanish Major, Minor or Specialist program
**Estimated Enrolment:**
40

**Instructor:**
Juan Carlos Rocha Osornio

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**SPA354H1: Parody and Comedy in Early Modern Spanish Literature**

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

**Description:**
Parody and comedy as interrelated literary forms that create humour through conventional character types, the play of
language, self-conscious imitation, and the relationship of parodic works to canonical intertexts. Considerations of
humour as a response to social anxieties in early modern Spain. Analysis of poems, plays and short prose narratives by
representative authors; Garcilaso, Góngora, Quevedo, Tirso de Molina, Cervantes.

**Prerequisites:**
SPA220Y1/SPA219Y1

**Corequisites:**

**Exclusions:**
SPA452H1

**Recommended Preparation:**
SPA258H1

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
This offering will provide a 300 series course in early modern Spanish Peninsular literature, primarily designed for
students completing programs in Spanish. It will complement our current offerings in this series and enhance options
for our students in the area of Spanish Peninsular literature.

**Consultation:**
This proposal follows from a recent review of our undergraduate curriculum, in connection with a departmental self-
study. Initial discussions took place among faculty members in Spanish Peninsular Literature. This course has been
reviewed at a departmental meeting and by the Curriculum Committee.

**Resources:**
One faculty member from the Department of Spanish and Portuguese will teach this course

**Overlap with Existing Courses:**
This course will replace a current course in the same area (SPA 454H1: Theatre and Representation in Early Modern
Spain)
**SPA489H1: Latin American Transculturations**

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

**Contact Hours:**
- *Lecture*: 36

**Description:**
This course integrates a series of contemporary debates in Latin American cultural studies with analysis of its transdisciplinary history and global permutations. Key topics of investigation within these debates may include indigeneity; coloniality, transculturation, and subalternity; empire, nation, and globalism; revolution, state discourse, and the popular; gender and sexuality; and the production of race.

**Prerequisites:**
SPA258H1; SPA219Y1/SPA320Y1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
Another 300 series half course in literature

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This course will offer students a culminating academic experience, by integrating approaches to critical theories and methodologies with an independent research project. Students will gain advanced training in key concepts in Latin American cultural studies. Two hours per week will be dedicated to seminar discussions, and one hour per week will be designated for training in research methodologies and the development of small group and independent research projects.

**Consultation:**
Faculty members in the area of Latin American Literature and culture met on September 24, 2018, to discuss and generate this course proposal. We also discussed this initiative at a general departmental faculty meeting the previous week.

**Resources:**
One faculty member from the Department of Spanish and Portuguese will teach this course each year.

**Overlap with Existing Courses:**
No

**Programs of Study for Which This Course Might be Suitable:**
- Spanish Major, Minor or Specialist program
- Latina American Studies Major or Minor Program

**Estimated Enrolment:**
20

**Instructor:**
Eva-Lynn Jagoe, Susan Antebi, Néstor Rodríguez, Manuel Ramírez, Juan Carlos Rocha Osornio

### 1 Retired Course:

**SPA452H1: Theatre and Representation in Early Modern Spain**

**Rationale:**
To be replaced by SPA354H1 - Parody and Comedy in Early Modern Spanish Literature
2 New Courses:

SMC120H1: Catholicism in Conversation

Contact Hours:
- Lecture: 24
- Tutorial: 12

Description:
What is Catholicism, as an idea, as a social movement, as an object of scorn, devotion or delight? What meaning does Catholic tradition have in the contemporary world? This seminar explores these and similar questions through lectures and conversations with diverse scholars—faculty, fellows and friends—of the St. Michael’s College community.

Prerequisites:

Corequisites:

Exclusions:
- SMC103Y1

Recommended Preparation:

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Humanities

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

Experiential Learning:
- Research: notably; Other: none

Rationale:
This course offers a first-year, optional entry point to the interdisciplinary Christianity and Culture programme at SMC—as a replacement for the earlier, introductory course “Catholicism” (SMC103Y). It will offer an in-depth study of one Christian tradition (Catholicism) from multiple disciplinary perspectives. Though there will be one course coordinator, solely responsible for administration of the course, it is intended to involve guest lectures and other forms of engagement by all faculty in the Christianity and Culture programme.

Consultation:
- USMC Christianity and Culture Program Committee
- USMC Academic Life Committee
- USMC College Council Executive
- USMC College Council

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

Overlap with Existing Courses:
There will likely be some overlap in content with ANT386H1, Global Catholicism: Anthropological Approaches, and several upper-level courses in the Christianity and Culture programme. It is distinct in from these courses in its more general, introductory approach and its explicitly multidisciplinary framework.

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

**Estimated Enrolment:**  
30

**Instructor:**  
Prof. Reid Locklin

### SMC341H1: Global Irish Diaspora

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

**Description:**  
Over 70 million people in the world can claim Irish descent. Since the 17th century, Irish people have voluntarily migrated and have been forcibly transported to a variety of global destinations. This course explores the "push and pull" factors that prompted these migrations and focuses on the diasporic communities created by Irish Catholics and Protestants in Great Britain, Canada, the United States, Continental Europe, the Caribbean, Argentina, South Africa, India, Australia, and New Zealand.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**  
SMC348H1/SMC378H1

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

**Distribution Requirements:**  
Humanities

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

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

**Rationale:**  
There currently is no course offered in the university that studies this significant global migration.

**Consultation:**  
USMC Celtic Studies Program Committee  
USMC Academic Life Committee  
USMC College Council Executive  
USMC College Council
St. Michael's College

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<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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<th>Programs of Study for Which This Course Might be Suitable:</th>
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History, Diaspora and Transnational Studies, Geography

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<th>Estimated Enrolment:</th>
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40

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<th>Instructor:</th>
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Prof. Mark McGowan/Prof. David Wilson

## 2 Course Modifications:

### SMC210H1: The Early Mediaeval Tradition

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<th>Breadth Requirements:</th>
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Thought, Belief Creative and Behaviour Cultural Representations(2 4)

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<th>Rationale:</th>
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The change better reflects how the course is taught.

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<th>Consultation:</th>
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USMC Mediaeval Studies Program Committee
USMC Academic Life Committee
USMC College Council Executive
USMC College Council

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

### SMC212H1: The Later Mediaeval Tradition

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An introduction to the thought and culture of later mediaeval Europe. Students are introduced to important monuments of later mediaeval History, Thought, Literature, and Art. They follow some of the common threads that run through these disciplines and explore chief expressions of later mediaeval life and thought.

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Thought, Belief Society and Behaviour & Institutions(2 3)

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USMC Mediaeval Studies Program Committee
USMC Academic Life Committee
USMC College Council Executive
USMC College Council

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<th>Resources:</th>
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**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
2 New Courses:

**WGS381H1: Black Britain: Race, Gender and Entangled Diasporas**

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<th>Contact Hours:</th>
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<td>Lecture: 24</td>
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<th>Description:</th>
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<td>An exploration of Black British history and culture, with a particular focus on labour, overlapping migrations, and racial formations following World War II. Topics and themes may include Afro-Asian-Arab politics and transnational solidarities against empire; citizenship and (non)belonging; mobilizations against fascism and state violence; the Black Women's Movement and Black British Feminisms; the emergence and interventions of Cultural Studies; the Caribbean Artists Movement and Black British cultural productions more generally.</td>
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<th>Prerequisites:</th>
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<th>Exclusions:</th>
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<tr>
<th>Recommended Preparation:</th>
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<tr>
<td>WGS160Y1</td>
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<th>Breadth Requirements:</th>
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<tr>
<td>Thought, Belief and Behaviour (2)</td>
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<td>Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively</td>
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<th>Experiential Learning:</th>
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<tr>
<td>Research: none; Other: none</td>
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<th>Rationale:</th>
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<tr>
<td>In recent years, scholarly interest in Black British Studies generally, and Black British history more specifically, has seen rapid growth. That being said, courses on Black British history and culture are rare both in the United Kingdom and in North America. The emerging field of Black Studies in Britain often tends to neglect earlier interventions of Cultural Studies. This course draws from both foundational work in British Cultural Studies and more recent work. While WGSI, Caribbean Studies, History, and Diaspora and Transnational Studies offer courses on Caribbean diasporas, there is none that explore the Caribbean diaspora in Britain specifically, or the entangled history of overlapping migrations from the Caribbean and other nodes of the British empire.</td>
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<th>Consultation:</th>
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<td>Professor Johnson consulted with the History Department and there is no overlap with their courses.</td>
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<td>Professor Johnson consulted with the History Department and there is no overlap with their courses.</td>
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</table>
Programs of Study for Which This Course Might be Suitable:
Caribbean Studies, History, Diaspora and Transnational Studies.

Estimated Enrolment:
40

Instructor:
Professor Chris Johnson

WGS382H1: Decolonial Aesthetics and Indigenous Futurities

Contact Hours:
Lecture: 24

Description:
Students are invited to think through the relationships between Indigenous and Afro-futurist concepts and land. This class will engage indigenous feminist and emergent indigenous queer theories to Indigenous and Afro-futurist thought. We explore various 'texts' relating to theoretical concepts and methodologies emerging from Indigenous decolonial work towards land and futures.

Prerequisites:

Corequisites:

Exclusions:
WGS335H1 (Special Topic in Women and Gender Studies: Decolonial Aesthetics and Futurities), offered in Winter 2018 and Winter 2019

Recommended Preparation:
WGS160Y1

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: notably; Other: none

Rationale:
Indigenous Studies is one of our priority fields of study and this is one of two courses specifically from the field. We would like to expand our offerings on Indigenous Studies in the curriculum.

Professor Karyn Recollet would like to replace WGS395H1: Indigeneity(s), hub spaces and decolonization with WGS382H1: Decolonial Aesthetics and Indigenous Futurities. The new course better reflects Professor Recollet's current research.

Consultation:
Professor Recollet has consulted with both Indigenous Studies and Caribbean Studies and they would like to cross-list her course with their programs.
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:**
- Indigenous Studies, Caribbean Studies.

**Estimated Enrolment:**
- 40

**Instructor:**
- Professor Karyn Recollet

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1 Retired Course:

**WGS395H1: Indigeneity(s), hub spaces and decolonization**

**Rationale:**
Professor Karyn Recollet and Professor Dina Georgis (Undergraduate Coordinator) would like to replace this course with their new course proposal - WGS382H1: Decolonial Aesthetics and Indigenous Futurities. The new course has different content and better reflects Professor Recollet's current research.

**Consultation:**
Professor Georgis consulted with Professor Recollet and she confirmed that she wanted this course retired.