Social Sciences Curriculum Committee
Proposals for Approval (Full Review)

November 14, 2018
1 New Course:

**ANT459H1: Multispecies Ethnography**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td>Seminar: 24</td>
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<table>
<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>This course introduces perspectives which extend anthropological inquiry beyond the solely human realm. Building on an acknowledgement of the fundamental interconnectedness of humans and other life forms, it explores the agencies of other-than-humans, including nonhuman animals, land and seascapes, plants, bacteria, “contaminants,” and others. The course also engages with ethnographic methodologies best suited to investigations of inter-species, inter-life form relationships.</td>
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<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>ANT376H1 or three 300-level anthropology courses in any subfield or permission of instructor</td>
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<table>
<thead>
<tr>
<th>Corequisites:</th>
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<tr>
<th>Exclusions:</th>
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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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<table>
<thead>
<tr>
<th>Distribution Requirements:</th>
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<tbody>
<tr>
<td>Social Science</td>
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<table>
<thead>
<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td>Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: extensively</td>
</tr>
<tr>
<td>Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively</td>
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<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td>Research: notably; Other: extensively;</td>
</tr>
<tr>
<td>Nature of &quot;Other&quot; Experiential Learning: none selected</td>
</tr>
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<table>
<thead>
<tr>
<th>Rationale:</th>
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<tr>
<td>This is a 4th year anthropology course complementing ANT 376H (Anthropology of Animals) and allows students to pursue more in-depth research and experience in this area. Because the course involves fieldwork and field site visits, it also trains students in new ethnographic methods, particularly those approaches which best suit interspecies encounters (thus complementing the department’s existing repertoire). These methods incorporate socially-engaged and participatory art.</td>
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<th>Consultation:</th>
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<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td>None</td>
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<tr>
<th>Budget Implications:</th>
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<tr>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
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<tr>
<th>Overlap with Existing Courses:</th>
</tr>
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<tbody>
<tr>
<td>None</td>
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</table>

Rationale:
This is a 4th year anthropology course complementing ANT 376H (Anthropology of Animals) and allows students to pursue more in-depth research and experience in this area. Because the course involves fieldwork and field site visits, it also trains students in new ethnographic methods, particularly those approaches which best suit interspecies encounters (thus complementing the department’s existing repertoire). These methods incorporate socially-engaged and participatory art.

Consultation:

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:
15-20

Instructor:
Prof. Hilary Cunningham

1 Course Modification:

ANT426H1: Western Views of the Non-West

Description:

The history and present of western concepts and images about the ‘Other’, in anthropological and other scholarship and in popular culture. The focus is on representations of Muslims and Jews.

Prerequisites:

0.5 300 level FCE from Anthropology Group C (Society, Culture, Language), ANT370H1 or ANT329H1 or any 300-level course in NMC or in Jewish Studies or Diaspora and Transnational Studies or History

Rationale:

Consultation:

Resources:

2 Retired Courses:

ANT449H1: Ethnographic Practicum: Infrastructures

Rationale:

ANT468H1: Ethnography of the Papua New Guinea Highlands

Rationale:
2 Course Modifications:

GGR270H1: Introductory Analytical Methods

Exclusions:
ECO220Y1/ECO227Y1/GGR270Y1/LIN305H1/POL222H1/POL242Y1/PSY201H1/SOC200H1/SOC202H1/STA220H1/STA248H1/STA250H1/STA261H1

Rationale:
SOC200Y1 used to be an exclusion to GGR270H and GGR271H. When it was changed to SOC200H, it no longer covered the relevant material to be considered an exclusion to GGR270. Somehow, this exclusion remained, although it is now an error.

Consultation:

Resources:

GGR271H1: Social Research Methods

Exclusions:
SOC200H1/SOC204H1/CRI350H1/WDW350H1/ENV223H1(from 2010-11)

Rationale:

Consultation:

Resources:

1 Retired Course:

GGR356H1: Recreation and Tourism

Rationale:
1 New Course:

**RSM329H1: Accounting for Finance Professionals**

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

**Description:**

Finance professionals often rely heavily on accounting information obtained from financial statements and other sources of financial reporting. This course builds on the basic foundations provided in RSM219H1, Introduction to Financial Accounting, and provides an intermediate-level discussion of key concepts required to competently read, analyze, interpret, and evaluate financial statement information. Following topics are discussed from the perspectives of International Financial Reporting Standards (IFRS) and U.S. Generally Accepted Accounting Principles (US GAAP): revenue recognition, cash flows, inventories, long-lived assets, non-current liabilities, income taxes, and financial statement analysis.

**Prerequisites:**

RSM219H1

**Corequisites:**

**Exclusions:**

RSM212H1 (Special Topics in Management: Accounting for Finance Professionals), offered in Winter 2018 and Winter 2019

**Recommended Preparation:**

RSM332H1 and RSM333H1

**Breadth Requirements:**

The Physical and Mathematical Universes (5)

**Distribution Requirements:**

Social Science

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

Finance professionals often rely heavily on accounting information obtained from financial statements and other sources of financial reporting. Unlike other financial accounting courses offered in Rotman Commerce, this course provides broader coverage with the focus on financial statement analysis under both International Financial Reporting Standards (IFRS) and U.S. Generally Accepted Accounting Principles (US GAAP). As such it is uniquely beneficial for finance students.

**Consultation:**

Prior to offering the course for the first time in Spring 2018, extensive consultations were conducted with faculty members in accounting and finance areas, as well as with the Rotman Commerce staff and students. Accounting area approved the proposal to offer the course without objections.

Student interest was very strong in Spring 2018 and two full sections of the course were offered. Three sections of the
Management, Joseph L. Rotman School of

- A course currently have full enrollment for the upcoming offering in Spring 2019 (with a number of students on the waiting list).

- Accounting area approved the proposal (at formal area meeting) to request the change of status for the course from “experimental” to “permanent”; no objections were raised.

- The goal is to also offer an experimental follow-up course covering advanced financial accounting topics for finance students (estimated for Spring 2020).

**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:**

- Finance and Economics Specialists, Management students in the Finance Focus.

**Estimated Enrolment:**

40 per section

**Instructor:**


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, NEW443H1; 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, PSY332H1, PSY333H1, PSY336H1, PSY337H1, PSY338H1, PSY341H1, PSY342H1, PSY343H1, PSY345H1, PSY370H1, PSY371H1, PSY414H1, PSY425H1, PSY426H1, PSY434H1, PSY435H1, PSY450H1, PSY473H1, PSY493H1; RLG200H1, RLG206H1; RLG229H1, RLG231H1, RLG245H1, RLG246H1, RLG280H1, RLG301H1, RLG303H1, RLG304H1, RLG311H1, RLG366H1, RLG368H1, RLG372H1, RLG373H1, RLG374H1, RLG375H1, RLG376H1, RLG377H1, RLG378H1, RLG379H1, RLG421H1, RLG440H1, RLG462H1, RLG463H1, RLG464H1, RLG465H1, RLG466H1, RLG467H1, RLG468H1, RLG469H1, RLG470H1, SOC101Y1, SOC212H1, SOC243H1, SOC248H1, SOC250Y1, SOC363H1, SOC448H1, SOC483Y1; VIC106H1, VIC206H1

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:
New College

2 New Courses:

NEW232H1: Buddhist Psychology

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

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

**Description:**
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.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- NEW232Y1

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
Re-weighting of NEW232Y1.

**Consultation:**

**Resources:**
- Teaching Assistants (reallocation of existing resources); full teaching station.
- **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:**
- Buddhism, Psychology and Mental Health
NEW422H1: Caribbean Regionalism

Contact Hours:
  Seminar: 24

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:

Recommended Preparation:

Breadth Requirements:
  Society and its Institutions (3)

Distribution Requirements:
  Social Science

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

<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>No overlap</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td>Caribbean Studies; Diaspora and Transnational Studies; Latin American Studies</td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>D. A. Trotz</td>
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</tbody>
</table>

### 17 Course Modifications:

#### JNR301H1: The History of Buddhist Meditation

- **Prerequisites:**
  - RLG206H1/NEW232Y1/NEW232H1

- **Rationale:**

- **Consultation:**

- **Resources:**

#### NEW332H1: Buddhism and Psychotherapy

- **Contact Hours:**
  - Previous: *Seminar*: 24
  - New: *Lecture*: 36

- **Recommended Preparation:**
  - NEW232H1/NEW232Y1

- **Rationale:**

- **Consultation:**

- **Resources:**

#### NEW333H1: Buddhism and Cognitive Science

- **Recommended Preparation:**
  - NEW232H1/NEW232Y1/RLG206H1/RLG206Y1

- **Rationale:**
  - Edit to recommended preparation.

- **Consultation:**

- **Resources:**
**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 four Western sites of wisdom traditions (e.g., Mesopotamia, classical ancient Greece, Christianity, Christian monasticism, Renaissance, etc.). Includes guided experiential exercises for each of the wisdom traditions.

**Recommended Preparation:**
NEW232H1/NEW232Y1

**Rationale:**

**Consultation:**

**Resources:**

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**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:**

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

**Recommended Preparation:**
NEW232H1/NEW232Y1

**Rationale:**
Edit to recommended preparation.

**Consultation:**

**Resources:**
### 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 during 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

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

**Consultation:**

**Resources:**

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<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td><strong>Previous:</strong> Seminar: 24</td>
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<tr>
<td><strong>New:</strong> Lecture: 36</td>
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</tbody>
</table>

**Recommended Preparation:**

NEW232H1/NEW232Y1/RLG206H1 RLG206Y1

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

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

**Consultation:**

**Resources:**

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<tbody>
<tr>
<td><strong>Previous:</strong> Seminar: 24</td>
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<tr>
<td><strong>New:</strong> Seminar: 36</td>
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</tbody>
</table>

**Recommended Preparation:**

NEW232H1/NEW232Y1/RLG206H1 RLG206Y1

### NEW438H1: Research Methods in Mindfulness Meditation

**Title:**
Research Methods in Mindfulness Meditation: Science and Research

**Contact Hours:**

<table>
<thead>
<tr>
<th>Previous: Lecture: 24</th>
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<tbody>
<tr>
<td><strong>New:</strong> Seminar: 36</td>
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</table>

**Exclusions:**

**Previous:** NEW338H1 (taken 2009 or earlier)

**New:**

**Recommended Preparation:**

NEW232H1/NEW232Y1/NEW331H1/NEW333H1

**Rationale:**

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Recommended Preparation</th>
<th>Rationale</th>
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</thead>
<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>Consultation: 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>
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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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## Resources:

### 1 Retired Course:

**NEW232Y1: Buddhist Psychology**

<table>
<thead>
<tr>
<th>Rationale:</th>
<th>Being re-weighted to a half-course. Proposal for re-weighted course submitted. Subject materials already being covered by other courses in the Program.</th>
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<tbody>
<tr>
<td>Consultation:</td>
<td>Approved by New College Academic Affairs Committee.</td>
</tr>
</tbody>
</table>
2 New Courses:

JPS378H1: Sex and the State

Contact Hours:
   Lecture: 24

Description:
What role have sex and sexuality played in the formation of the modern nation state? How has the state regulated sex? This course explores these questions with a theoretical focus on biopolitics. We will proceed in two parts. First, we engage Foucault’s *History of Sexuality* and its reception by postcolonial theorists, focusing on questions of state building. The second part of the course shifts examination from state formation to contemporary forms of sexual regulation by the state. This includes maintenance of the public/private divide, citizenship law and nationalism, administrative violence and the prison industrial complex, and neoliberalism and BDSM. By the end of the course, students are able to apply core theoretical concepts and identify forms of contemporary sexual regulation in a variety of Western and non-Western contexts. (*Given by the Department of Political Science and the Mark S Bonham Centre for Sexual Diversity Studies.*)

Prerequisites:
1.0 POL credit/1.0 SDS credit

Corequisites:

Exclusions:
POL378H1 (Topics in Comparative Politics II: Sex and the State), offered in Fall 2017 and Fall 2018; SDS375H1 (Special Topics in Sexual Diversity Studies A: Sex and the State), offered in Fall 2017 and Fall 2018

Recommended Preparation:

Breadth Requirements:
   Society and its Institutions (3)

Distribution Requirements:
   Social Science

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

Experiential Learning:
   Research: none; Other: none

Rationale:
Course has been offered for two years under a ‘Topics’ rubric and has shown strong demand. Fulfills substantive gap in the curriculum in diversity, sexuality, race, and gender as they relate to state building.

Consultation:

Resources:
   Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Programs of Study for Which This Course Might be Suitable:
- POL
- Sexual Diversity Studies

Estimated Enrolment:
- 70

Instructor:
- Julie Moreau

**POL453H1: Authoritarianism in Comparative Perspective**

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

**Description:**
This course examines the politics of authoritarianism in theory and practice. It covers major theories in authoritarian politics, ranging from selectorate theory, authoritarian institutions, impact of institutions on political outcome, ways of measuring authoritarian state power, democracy and development, to social movement and state repression in authoritarian regime, and political transitions. On empirical application, we will draw on cases from around the world, with some emphasis on Asian authoritarian states.

**Prerequisites:**
- 2.0 POL FCEs

**Corequisites:**

**Exclusions:**
- POL410H1 (Topics in Comparative Politics III: Authoritarianism in Comparative Perspective), offered in Winter 2017, Fall 2017, and Fall 2018

**Recommended Preparation:**

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

**Distribution Requirements:**
- Social Science

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

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

**Rationale:**
Provide graduate and senior undergraduate students with general and intermediate understanding of most important theories in authoritarianism regimes.

**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:

25

Instructor:

Lynette Ong

1 Course Modification:

POL232H1: Introduction to Quantitative Reasoning II

Exclusions:

POL242Y1/POL242Y5/SOC202H1

Rationale:

Consultation:

Resources:

6 Retired Courses:

POL306H1: Urban Politics and Governance in Canada

Rationale:

POL406H1: The Politics of Federalism in Comparative Perspective

Rationale:

POL411H1: International Political Economy of Finance

Rationale:

POL428H1: Federalism and Diversity in Canada (and Beyond)

Rationale:

POL462H1: Parties and Party Systems: A Canadian Perspective

Rationale:
POL482H1: The Politics of Disease and Epidemic

Rationale:
1 New Course:

**PSY324H1: Moral Thought and Behaviour**

**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) and PSY220H1, or permission of the instructor

**Corequisites:**

**Exclusions:**
- 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.
Psychology (FAS), Department of

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| 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 |
1 New Course:

HST405H1: Global Migration and Health

Contact Hours:
Lecture: 24

Description:
Over the past decades, economic globalization, widening socio-economic inequities, conflict, natural disasters, environmental degradation, and, more recently, climate change have combined to become increasingly significant forces shaping global migration fluxes. This course analyzes the impact of migration on the health of those who move and of individuals, communities and entire societies in countries of origin, transit, arrival, and resettlement. It adopts an interdisciplinary approach, incorporating scholarly work from the fields of public health, the social sciences, law, and human rights.

Prerequisites:
HST209H1

Corequisites:

Exclusions:
HST307H1 (Special Topics in Health Studies I: Globalization, Migration and Health), offered in Winter 2017, Winter 2018, and Winter 2019

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
Research: none; Other: none

Rationale:
Migration has acquired global relevance over the past several years, at the political level, and the implications this has for policies and practices are obvious. Migration is one of the defining phenomena of our time, one that is directly related to some of the central existential challenges we are facing as a species, including climate change, environmental degradation and resource depletion. Students in a program such as the Health Studies Program at University college will significantly benefit from a course that focuses on the public health/global migration intersection. The course will offer them the opportunity to better understand what it means to ‘do Public Health on a grand scale’, moving upstream to touch some of the fundamental determinants of population health. They will also better understand the importance of exploring the public health/global migration intersection, reaching well beyond the more limited scope of a traditional “immigrants’ health” approach, to develop a nuanced understanding of the reality of this phenomenon and the challenges it presents, challenges that require a global approach crossing both disciplinary and geographic/national borders.

Programmatically, this course will help our students to meet their needs for elective courses at the fourth year level; the course has been redesigned to meet fourth year program expectations (it will also be cross-listed with a graduate course
in DLSPH – this model has proven very successful in other jointly offered courses, as our undergraduates are excited by the opportunity to engage with graduate students. The course has been offered for the past three years as a special topics course, with excellent results, attracting significant student attention. An increasing interest in issues related to migration are clear among undergraduate students. This course would help cement existing relationships between Health Studies and the Dalla Lana School of Public Health.

**Consultation:**
The course has been approved in principle by University College Program Directors and Vice-President, the University College Council, and Dalla Lana School of Public Health.

**Resources:**
Beyond teaching space and basic instructional equipment (projector and speakers) this course does not require any particular resource. NB – instructor will generally be from Dalla Lana School of Public Health.

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

**Overlap with Existing Courses:**
The focus on migration as a global phenomenon and on its significance as a social determinant of health sets this course apart from other pre-existing courses. Several courses are offered at St. George Campus that focus on migration or include reference to this phenomenon. None of them, however, explores the complex links between migration and health/public health. One Special Topic Course in Migration and Public Health (HLTD06H3) exists at Scarborough Campus but it focuses, for the most part, on immigration to Canada and Public Health as an institution, and its functions, instead of on the social determinants of global migration and migration as a social determinant of health.

**Programs of Study for Which This Course Might be Suitable:**
Health Studies, possibly as a Global Health elective

**Estimated Enrolment:**
25

**Instructor:**
Andrea Cortinois

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**2 Course Modifications:**

**HST350Y1: Health Research & Practice**

**Contact Hours:**
- Previous: *Seminar*: 48
- New: *Seminar*: 72

**Rationale:**

**Consultation:**

**Resources:**

**HST373H1: Epidemiology**

**Contact Hours:**
- Previous: *Seminar*: 24
- New: *Lecture*: 36

**Prerequisites:**
STA220H1 or equivalent/GGR270H1

**Breadth Requirements:**
University College

The Physical Society and Mathematical Universes its Institutions

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