



UNIVERSITY OF TORONTO
FACULTY OF ARTS & SCIENCE

Undergraduate Social Sciences Curriculum Committee
November 16, 2017

Social Science Curriculum Committee
Full Review Proposals By Unit

1 New Course:

ANT455H1: Ethnographic Approaches to the Middle East and North Africa

Contact Hours:

Lecture: 36

Description:

This course explores the literature and concerns of anthropologists conducting ethnographic research in the greater Middle East and North Africa (MENA). It is designed for students with a background in social and cultural anthropology who wish to become familiar with the social and religious complexity of the MENA region, and the anthropological questions it has compelled. Islam has long been the area's principal social and historical force and thus provides the backdrop for much, but not all, of the ethnography considered in the course. Moreover, Muslim majority MENA countries exhibit considerable social and sectarian diversity. Readings and lectures attend to differences as well as resemblances, while considering issues such as gender roles, kinship, marriage, local level practices, medicine, secularism, 'public Islam,' nationalism, and the persistent problem of orientalism.

Prerequisites:

ANT207H1

Corequisites:

Exclusions:

ANTC89H3

Recommended Preparation:

NMC241H1, RLG204H1, NMC283Y1

Breadth Requirements:

Thought, Belief and Behaviour (2)

Distribution Requirements:

Social Science

Competencies:

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

This course fills a gap in the undergraduate offerings in Anthropology at St. George, which currently has no regular course on peoples of the Middle East and North Africa despite the importance of this region on the global stage and the significant ethnographic research undertaken there. Ethnographers working in this region have made major contributions to theory both in anthropology and the social sciences and humanities generally. I have offered this as a special topics course on two occasions (2017, 2014) at two different levels. Current interest suggests it would be better as a fourth year course. There are now three anthropologists in Arts and Science (Boddy, Mittermaier, Moumtaz) with relevant area interests and backgrounds who could teach the course in a given year and are interested in doing so.

Consultation:

This course has been successful as a special topics course on two occasions. I have consulted briefly with Professors Mittermaier (DSR and Anthropology) and Moumtaz (DSR and NMC) who are enthusiastic about this addition to the curriculum.

Anthropology (FAS), Department of

Resources:

Nothing in addition to existing and continuing library acquisitions.

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

Overlap with Existing Courses:

NMC offers an Anthropology of the Middle East course at the 200 level (NMC241H1) which would be excellent preparation for the more intensive exploration and in-depth reading of ethnographic materials that the current upper level course proposes. UTSC offers a third year course Anthropology of the Middle East, the current content of which overlaps slightly with that of the proposed course.

Programs of Study for Which This Course Might be Suitable:

Anthropology (Society, Culture and Language) Specialist and Major, Anthropology Major (General), Anthropology Minor (General), Near and Middle Eastern Civilizations Modern (Specialist and Major); Religion Islamic Studies (Major), Religion (Specialist)

Estimated Enrolment:

18

Instructor:

Prof Janice Boddy

2 Retired Courses:

ANT447H1: Ethnographic Practicum: Metropolis

Rationale:

ANT451H1: History of Anthropological Thought: The Search for Human Universals

Rationale:

2 Retired Courses:

CRI395Y1: Independent Study

Rationale:

We offer "H" version of CRI395. A "Y" course is not necessary.

CRI397Y1: Research Participation

Rationale:

We offer "H" version of this course (CRI396H). A "Y" course is not necessary.

7 New Courses:

GGR349H1: Managing Urban Natures

Contact Hours:

Lecture: 24

Description:

Until quite recently the boundaries between the “urban” and the “natural” were patrolled through planning and design, with national landscape partitioned into urban places rural places and wilderness. In this course, we explore competing discourses and planning practices that reorganize the relationship between “urban” or “nature.”

We will investigate how these different ideas have been made manifest in urban policy and practice in features such as the evolution of urban parks and nature reserves, the renaturing of urban rivers, protection of environmentally sensitive areas, green roofs, and renaturing of suburban lawns, and how they are continuously contested in thought and practice. With a primary focus on North American cities we will explore the challenges and opportunities of managing urban nature in cities in circumstances of growth and decline.

Prerequisites:

8.0 FCEs

Corequisites:

Exclusions:

GGR300H1 (Topics: Managing Urban Natures), offered in Fall 2017

Recommended Preparation:

GGR223H1

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

Motivated in part by utopian visions of biophilic cities and dystopian imaginaries (and events) of “natural” disasters (hurricanes, floods, large scale fires, urban regions are increasingly becoming the staging ground for renegotiating the relationship between the “urban” and the “natural” Following global initiatives such as the Bruntland report on sustainability and the United Nations Commission on Biodiversity, urban planning practices are increasingly turning to green initiatives. Focusing centrally on planning practices, this course introduces students to a range of practices intended to manage our relationship to nature in cities, and their underlying (and often conflictual) influences, from concepts of ecosystems services, to approaches in urban political ecology, through understandings of more-than-human geographies (biocentric approaches). The course will also expose students to some of the unintended consequences of such initiatives, sometimes to the benefit, and sometimes to the detriment of wider goals of greening the city. With its emphasis on practical applications, the course provides a groundwork for students considering post graduate ⁶

Geography and Planning (FAS), Department of

employment in urban planning, or environmental planning. Drawing as it does on the most current debates around socio-nature and biocentric and biophilic conceptualizations of the urban, the course also provides students with a strong scholarly background to pursue masters degrees in geography or planning.

Consultation:

Urban Studies & School of the Environment.

Resources:

Instructor

TAs - normal hours for a course this size

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

Overlap with Existing Courses:

ENV432 - Urban Ecology has some similar topics, but this course is different in that it is not addressing content related to science in urban environments (ecology etc) but rather emphasizing the issues from a social science perspective.

Programs of Study for Which This Course Might be Suitable:

Human Geography – Specialist, Major, Minor

Environmental Geography – Specialist, Major, Minor

Focus in Urban Geography

Focus in Planning

Environmental Studies

Estimated Enrolment:

60

Instructor:

Susan Ruddick

GGR354H1: Infrastructure

Contact Hours:

Lecture: 24

Description:

Infrastructure is the term that describes the transportation systems, sewers, pipes, and power lines that provide urban dwellers with necessary public services. In recent years, billions of dollars of public money have been spent upgrading existing infrastructure, and planning and delivering new facilities. Infrastructure has many impacts on the way that people in cities live. The way that infrastructure systems are planned, financed, and distributed impact on environmental sustainability, job creation, social equity, economic development, and urban livability. Moreover, infrastructure has the potential to both serve existing populations, and shape the way that future communities are built. Through lectures, discussions, workshops, readings of scholarly articles and case studies, the course will aim to engage students in the key topics and debates related to the provision of urban infrastructure. Topics to be covered will include: project planning, causes and cures for cost overruns, funding models, financing mechanisms such as public-private partnerships, and the politics of facility planning and management.

Prerequisites:

8.0 FCEs

Corequisites:**Exclusions:**

GGR300H1 (Topics: Infrastructure), offered in Summer 2017

Recommended Preparation:

Geography and Planning (FAS), Department of

Breadth Requirements: Society and its Institutions (3)
Distribution Requirements: Social Science
Competencies: <i>Communication:</i> extensively; <i>Critical and Creative Thinking:</i> extensively; <i>Information Literacy:</i> extensively <i>Quantitative Reasoning:</i> none; <i>Social and Ethical Responsibility:</i> extensively
Experiential Learning: <i>Research:</i> none; <i>Other:</i> none
Rationale: This course adds to the geography and planning curriculum by covering a topic that is critical to the functioning of cities and communities. Infrastructures are the networks of roads, railways, sewers, pipes and wires that support a thriving society, while the distribution of infrastructure impacts on economic prosperity, job creation, environmental sustainability and social inclusion. Infrastructures also have deeply symbolic meaning, reflecting the congealed social interests, values and power dynamics of the communities at the time that they built. Studying infrastructure as socio-technical and planning processes will enable students to understand the key dynamics that shape the landscape of public works and the communities in which they exist.
Consultation:
Resources: Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Overlap with Existing Courses: The civil engineering program offers a specialization in infrastructure. However they do not have a dedicated undergraduate course that focuses infrastructure theories and practice in the same way as the proposed offering.
Programs of Study for Which This Course Might be Suitable: Human Geography - Specialist, Major, Minor Focus in Planning
Estimated Enrolment: 60
Instructor: Matti Siemiatycki

GGR385H1: Special Topics in Geography

Contact Hours: <i>Lecture:</i> 24
Description: Content in any given year varies by instructor. Students must meet the prerequisites set by the department (see the Geography website for details in May). The program in which this course can be used depends on its content.
Prerequisites:
Corequisites:

Geography and Planning (FAS), Department of

Exclusions:
Recommended Preparation:
Breadth Requirements:
Distribution Requirements:
Competencies: <i>Communication:</i> none; <i>Critical and Creative Thinking:</i> none; <i>Information Literacy:</i> none <i>Quantitative Reasoning:</i> none; <i>Social and Ethical Responsibility:</i> none
Experiential Learning: <i>Research:</i> none; <i>Other:</i> none
Rationale: <p>In the last few years we have experienced an issue with our 3rd-year Special Topics course GGR300H1. We have only one such course and this had posed a problem when we have offered more than one Special Topics course in any one year. It produces administrative and scheduling difficulties for the Undergraduate Student Advisor, and confusion for students as it is not clear which Special Topics courses can be used for specific programs.</p> <p>We plan on replacing our single 3rd-year Special Topics course with four program-specific Special Topics courses, and one extra in the event we need to offer two Special Topics courses for the same program in the same term. This will have two positive effects. First, the fact that they are program specific allows students to know which programs they can be used towards. This will ensure that the course is being credited to students programs correctly. Second, it allows us to offer more than one Special Topics course in a term. This also allows students to register for more than one. This will do away with the confusion that students have noted when more than one GGR300H1 is taught in any year and allows the Student Advisor to oversee a more streamlined administrative process.</p> <p>No Breadth Requirement or Distribution Requirement designation has been assigned as the course could be BR=3 or BR=4 or BR=5/Soc Sci or Science, based on course content in any given year.</p>
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: All programs in the Department of Geography and Planning.
Estimated Enrolment: 60
Instructor:

GGR386H1: Special Topics in Geographic Information Systems

Contact Hours: <i>Lecture:</i> 24
Description:

Geography and Planning (FAS), Department of

Content in any given year varies by instructor. Students must meet the prerequisites set by the department (see the Geography website for details in May). Can be used towards GIS, Human Geography, and Environmental Geography programs.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Distribution Requirements:

Competencies:

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

In the last few years we have experienced an issue with our 3rd-year Special Topics course GGR300H1. We have only one such course and this had posed a problem when we have offered more than one Special Topics course in any one year. It produces administrative and scheduling difficulties for the Undergraduate Student Advisor, and confusion for students as it is not clear which Special Topics courses can be used for specific programs.

We plan on replacing our single 3rd-year Special Topics course with four program-specific Special Topics courses, and one extra in the event we need to offer two Special Topics courses for the same program in the same term. This will have two positive effects. First, the fact that they are program specific allows students to know which programs they can be used towards. This will ensure that the course is being credited to students programs correctly. Second, it allows us to offer more than one Special Topics course in a term. This also allows students to register for more than one. This will do away with the confusion that students have noted when more than one GGR300H1 is taught in any year and allows the Student Advisor to oversee a more streamlined administrative process.

No Breadth Requirement or Distribution requirement designation has been assigned as the course could be BR=3 or BR=5/Soc Sci or Science, based on course content in any given year.

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:

Geographic Information Systems Minor
Human Geography - Specialist, Major, Minor,

Geography and Planning (FAS), Department of

Environmental Geography - Specialist, Major, Minor

Estimated Enrolment:

60

Instructor:

GGR387H1: Special Topics in Environmental Geography

Contact Hours:

Lecture: 24

Description:

Content in any given year varies by instructor. Students must meet the prerequisites set by the department (see the Geography website for details in May). Can be used towards Environmental Geography and Human Geography programs.

Prerequisites:**Corequisites:****Exclusions:****Recommended Preparation:****Breadth Requirements:**

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

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

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

In the last few years we have experienced an issue with our 3rd-year Special Topics course GGR300H1. We have only one such course and this had posed a problem when we have offered more than one Special Topics course in any one year. It produces administrative and scheduling difficulties for the Undergraduate Student Advisor, and confusion for students as it is not clear which Special Topics courses can be used for specific programs.

We plan on replacing our single 3rd-year Special Topics course with four program-specific Special Topics courses, and one extra in the event we need to offer two Special Topics courses for the same program in the same term. This will have two positive effects. First, the fact that they are program specific allows students to know which programs they can be used towards. This will ensure that the course is being credited to students programs correctly. Second, it allows us to offer more than one Special Topics course in a term. This also allows students to register for more than one. This will do away with the confusion that students have noted when more than one GGR300H1 is taught in any year and allows the Student Advisor to oversee a more streamlined administrative process.

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: Environmental Geography - Specialist, Major, Minor Human Geography - Specialist, Major, Minor
Estimated Enrolment: 60
Instructor:

GGR389H1: Special Topics in Human Geography

Contact Hours: <i>Lecture: 24</i>
Description: Content in any given year varies by instructor. Students must meet the prerequisites set by the department (see the Geography website for details in May). Can be used towards Human Geography programs.
Prerequisites:
Corequisites:
Exclusions:
Recommended Preparation:
Breadth Requirements: Society and its Institutions (3)
Distribution Requirements: Social Science
Competencies: <i>Communication:</i> none; <i>Critical and Creative Thinking:</i> none; <i>Information Literacy:</i> none <i>Quantitative Reasoning:</i> none; <i>Social and Ethical Responsibility:</i> none
Experiential Learning: <i>Research:</i> none; <i>Other:</i> none
Rationale: In the last few years we have experienced an issue with our 3rd-year Special Topics course GGR300H1. We have only one such course and this had posed a problem when we have offered more than one Special Topics course in any one year. It produces administrative and scheduling difficulties for the Undergraduate Student Advisor, and confusion for students as it is not clear which Special Topics courses can be used for specific programs.

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We plan on replacing our single 3rd-year Special Topics course with four program-specific Special Topics courses, and one extra in the event we need to offer two Special Topics courses for the same program in the same term. This will have two positive effects. First, the fact that they are program specific allows students to know which programs they can be used towards. This will ensure that the course is being credited to students programs correctly. Second, it allows us to offer more than one Special Topics course in a term. This also allows students to register for more than one. This will do away with the confusion that students have noted when more than one GGR300H1 is taught in any year and allows the Student Advisor to oversee a more streamlined administrative process.

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:**

Human Geography - Specialist, Major, Minor

Estimated Enrolment:

60

Instructor:

GGR460H1: Global Cities, Urban Planning, Critical Theory

Contact Hours:

Seminar: 36

Description:

This seminar addresses the relationship between urbanization and global economic, political, cultural, social, demographic, technological and ecological dynamics. It does so with an emphasis on the contested legacies of city planning, urban design, architecture and urban political activism, by drawing on historical studies of global cities as well as critical-theoretical perspectives on the 'production of space'. While broaching the question what's 'production of space' got to do with social justice, we explore—with reference to pioneering thinkers in the fields of planning, architecture and critical theory—such concepts as radical planning, the urban revolution and the right to the city.

Prerequisites:

10.0 FCEs

Corequisites:**Exclusions:**

GGR400H1 (Topics: Planning and Global Cities), offered in Winter 2018

Recommended Preparation:

1.0 FCE in Geography (SOC SCI/BR=3)

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

Geography and Planning (FAS), Department of

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

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

This course is proposed as a new addition to the Focus in Planning in the Department of Geography and a further contribution to its Focus in Urban Geography. Given the growing demand for expertise in the fields of urban planning and design, especially in big cities around the world, this course offers an advanced undergraduate encounter with the relationship between urban planning and global cities, by drawing upon the scholarly resources of Geography, Planning and critical theory more generally. Aside from contributing to the Focus in Planning and the Focus in Urban Geography in Geography, the course is intended to be useful for students seeking professional or academic careers as urbanists.

Consultation:

Resources:

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

Overlap with Existing Courses:

While there are several courses dealing with cities both within and beyond the Department of Geography, none offers the unique combination of urban studies, planning practice and critical theory presented in this proposed course.

Programs of Study for Which This Course Might be Suitable:

Human Geography – Specialist, Major, Minor
Focus in Planning
Focus in Urban Geography

Estimated Enrolment:

30

Instructor:

Kanishka Goonewardena

2 New Courses:

IRE242H1: HRM for Industrial Relations and HR Professionals

Contact Hours:

Lecture: 12 / *Practical:* 24

Description:

This course explores the relationship between human resource management, employment relations, and industrial relations. Extensive practical course work will expose students to the functions human resource professionals execute to recruit, select, compensate, train, and evaluate the performance of employees. The course prepares students for advanced HR topics in upper level IRE courses.

Note: Course will not count towards Rotman Commerce program requirements.

Prerequisites:

Enrolment in the Employment Relations program (ASMAJ1535, ASSPE1535)

Corequisites:
Exclusions:

RSM361H1, RSM460H1

Recommended Preparation:
Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

Students admitted as majors and specialists into the undergraduate Employment Relations program require an introductory course that explores the role and purpose of human resource management through the lens of both the human resource and industrial relations professional. This proposed 200-level course is a prerequisite for newly admitted ER majors/specialists thereby assisting them when later selecting specific ER courses (at the third and fourth year level) that cover each of the HR functions and IR issues in depth. Further, the course will set the tone for the operating perspective of the human resource/industrial relations professional by blending a theoretical, data driven, analytical approach with a hands experience that allows students to understand both the human resource and labour issues HR/IR professionals routinely encounter. Together the content and approach of the course addresses learning objectives in building breadth and depth of knowledge as well as professional skill development (e.g. interpersonal, critical and analytical thinking, problem solving).

Consultation:

Industrial Relations and Human Resources, Centre for (FAS)

Yes. Professor Goldreich, Director, Rotman Commerce, Rotman School of Management:

On 2017-10-17, 5:57 PM, "David Goldreich" <David.Goldreich@Rotman.Utoronto.Ca> wrote:

CIRHR people:

Thanks for consulting with us. We are looking into the implications for the demand for our courses, however, I can't see any reason why we would object.

We will get back to you if we have questions (and Lesley Mak may have done so already), but otherwise I am satisfied.
David

David Goldreich
Professor of Finance
Director, Rotman Commerce
Rotman School of Management
University of Toronto

Resources:

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

Overlap with Existing Courses:

RSM361H1

Programs of Study for Which This Course Might be Suitable:

n/a

Estimated Enrolment:

60

Instructor:

Faculty or Sessional

IRE342H1: Finance and Accounting for HR/IR Professionals

Contact Hours:

Lecture: 24 / *Tutorial:* 12

Description:

This course introduces Employment Relations students to accounting and finance procedures and concepts used by Human Resources managers and Industrial Relations experts in organizations such as government, trade unions and companies. The course covers both managerial and financial accounting with an applied focus to the employment relations function within organizations. It is geared specifically to students who aspire to become HR/Labour Relations professionals where essential knowledge in finance and accounting is required. Note: Course will not count towards Rotman Commerce program requirements.

Prerequisites:

1.0 FCE from IRE240H1/IRE242H1/IRE244H1/IRE260H1

Corequisites:

Exclusions:

MGT201H1, RSM222H1

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Industrial Relations and Human Resources, Centre for (FAS)

Distribution Requirements: Social Science
Competencies: <i>Communication:</i> slightly; <i>Critical and Creative Thinking:</i> slightly; <i>Information Literacy:</i> slightly <i>Quantitative Reasoning:</i> slightly; <i>Social and Ethical Responsibility:</i> slightly
Experiential Learning: <i>Research:</i> none; <i>Other:</i> none
Rationale: The course content of Accounting and Finance has become quite important to our HR and IR graduates but the ability to take a course suited and tailored to our Employment Relations students is at present limited through Rotman Commerce program. This course would open up opportunities and would be tailored to HR and IR cases and situations.
Consultation: Yes. Professor Goldreich, Director, Rotman Commerce, Rotman School of Management. Note: Actuarial Science students would continue to take MGT201H1 (as per Lesley Mak, Associate Director - Academic Program Services, Rotman Commerce) On 2017-10-17, 5:57 PM, "David Goldreich" <David.Goldreich@Rotman.Utoronto.Ca> wrote: CIRHR people: Thanks for consulting with us. We are looking into the implications for the demand for our courses, however, I can't see any reason why we would object. We will get back to you if we have questions (and Lesley Mak may have done so already), but otherwise I am satisfied. David David Goldreich Professor of Finance Director, Rotman Commerce Rotman School of Management University of Toronto
Resources: Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Overlap with Existing Courses: MGT201H1, RSM222H1: The course is an amalgam and compressed version of Financial Accounting and Managerial Accounting (though leaning more heavily on the management accounting side) offered by Rotman Commerce. The key difference is that we apply Accounting & Finance concepts for our Employment Relations majors to their roles as likely HR managers or Labour Relations (LR) officers within private or government organizations and/or unions. Many decisions made or faced by the HR or LR expert have an accounting or financial aspect/impact. This would be the case, for example, where the HR manager is required to prepare an operating budget for his/her area of responsibility. Alternatively, it may require a familiarity, without necessarily requiring the ability to perform the calculations as such. This would be the case where the HR manager is required to interpret, or react, to, standard costing variances in respect to their area of responsibility, or the effect of their decisions on the overall results of the organization. As such there would be some overlap with concepts from Managerial and Financial accounting but very much applied and synthesized for our ER major and specialists.
Programs of Study for Which This Course Might be Suitable: n/a
Estimated Enrolment: 60
Instructor: Faculty or Sessional

2 Retired Courses:

IRE395Y1: Independent Study

Rationale:

CIRHR already offers IRE395H1. There is no need for a Y version of this course. Students are allowed to complete 2 H courses if they wish.

IRE397Y1: Research Participation

Rationale:

CIRHR already offers an 0.5 credit version of this course (IRE396H1). There is no need for a Y version of this course. Students are allowed to complete 2 H courses if they wish.

1 Course Modification:

INI339H1: Divided City / United City

<p>Contact Hours: Previous: New: <i>Lecture:</i> 24</p>
<p>Description:</p> <p>Focus This course focuses on the impact of increased economic inequality and economic polarization trends; a trend that are reshaping Canada's is producing a variety of sociospatial changes in metropolitan areas, changing neighbourhoods in Canada, and affecting the lives lived realities of our diverse urban different population groups. Using Students will learn about and engage with the Toronto area as an example, students explore the consequences of these trends research and the implications for public policy. policy development process.</p>
<p>Recommended Preparation: Previous: INI235Y1 New:</p>
<p>Breadth Requirements: Previous: New: Society and its Institutions (3)</p>
<p>Distribution Requirements: Previous: New: Humanities, Social Science</p>
<p>Rationale:</p> <p>Recommended preparation of INI235Y1 was removed because it is not needed. Students from many fields are welcome to take this course. The course description was re-worded to better reflect the content. Some fields appeared to be missing from the entry, and we have supplied the missing information.</p> <p>Also, for some reason much of what we submitted for the new course does not show up in this entry, so we have filled in the missing data.</p>
<p>Consultation: Innis College Academic Affairs Board, October 2, 2017</p>

1 New Course:

RSM394H1: Social Entrepreneurship

<p>Contact Hours: <i>Lecture: 24</i></p>
<p>Description:</p> <p>In this course, students will learn how entrepreneurs create organizations that address social problems using innovative, sustainable approaches. Students will examine a variety of social venture forms and consider how such ventures can be evaluated, managed, and financed.</p>
<p>Prerequisites:</p>
<p>Corequisites:</p>
<p>Exclusions: RSM318H1 (Topics: Social Entrepreneurship)</p>
<p>Recommended Preparation:</p>
<p>Breadth Requirements: Thought, Belief and Behaviour (2)</p>
<p>Distribution Requirements: Social Science</p>
<p>Competencies: <i>Communication:</i> extensively; <i>Critical and Creative Thinking:</i> extensively; <i>Information Literacy:</i> notably <i>Quantitative Reasoning:</i> slightly; <i>Social and Ethical Responsibility:</i> extensively</p>
<p>Experiential Learning: <i>Research:</i> extensively; <i>Other:</i> notably; <i>Nature of "Other" Experiential Learning:</i> none selected</p>
<p>Rationale: Entrepreneurship for Social Ventures has three primary components. First, students will discuss and debate the principles of social entrepreneurship and apply them to cases of for-profit, not-for-profit, and hybrid organizations. Second, students will analyse how the goals, structures, practices of those ventures contribute to their success—or failure. Third, students will design their own social ventures, evaluate their feasibility, and constructively critique ventures proposed by other student groups.</p>
<p>Consultation: Rotman Undergraduate Programs Committee</p>
<p>Resources: 1 instructor, 1 TA</p>
<p>Overlap with Existing Courses:</p>
<p>Programs of Study for Which This Course Might be Suitable:</p>

Estimated Enrolment:

Instructor:

2 New Courses:

NEW106H1: Science and Social Justice I

Contact Hours: <i>Lecture:</i> 12 / <i>Seminar:</i> 24
Description: Exploring key themes and different kinds of knowledge implied by the notion of “learning without borders”, this interdisciplinary course looks at how scientific knowledge and technology are mobilized to deal with global problems such as disease, mental health, discrimination, economic inequality and threats to our environment.
Prerequisites: Admission to New One
Corequisites:
Exclusions: INI, SMC, TRI, UC, VIC, and WDW One
Recommended Preparation: None
Breadth Requirements: Society and its Institutions (3)
Distribution Requirements: Social Science
Competencies: <i>Communication:</i> extensively; <i>Critical and Creative Thinking:</i> extensively; <i>Information Literacy:</i> extensively <i>Quantitative Reasoning:</i> notably; <i>Social and Ethical Responsibility:</i> extensively
Experiential Learning: <i>Research:</i> none; <i>Other:</i> none
Rationale: Provides first-year students with an introduction to university study in a small group setting
Consultation:
Resources: Sessional Instructor(S) Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Overlap with Existing Courses: Intentional connections to key themes in New College programs in order to make first-year students aware of these often unfamiliar interdisciplinary fields of study.
Programs of Study for Which This Course Might be Suitable:
Estimated Enrolment: 25

Instructor:

NEW116H1: Science and Social Justice II

Contact Hours:

Lecture: 12 / *Seminar:* 24

Description:

Building on the integrated learning from any New One I course, this course considers the scientific debates and social justice implications of selected contemporary transnational issues such as climate change, pandemics, gender identities, disability, and pharmaceutical research. Research projects allow students to focus on an issue of particular interest.

Prerequisites:

Admission to New One

Corequisites:

Exclusions:

INI, SMC, TRI, UC, VIC, and WDW One

Recommended Preparation:

None

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:* notably

Experiential Learning:

Research: none; *Other:* none

Rationale:

Provides first-year students with an introduction to university study in a small group setting.

Consultation:

Resources:

Sessional Instructor(s)

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

Overlap with Existing Courses:

Intentional connections to key themes in New College programs in order to make first-year students aware of these often unfamiliar interdisciplinary fields of study.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

25

Instructor:
TBD

1 Course Modification:

NEW497Y1: Independent Community Engaged Research

Description:

A placement-based course in which ~~An integrative-learning opportunity for~~ students gain experience and ~~to~~ develop social research ~~skills in relation to their area of study in collaboration with,~~ and professional skills working on projects initiated by ~~addressing needs of,~~ community partners ~~in the social mission sector.~~ The accompanying seminar reviews conventional and creative ~~Along with individual placements; students review~~ interdisciplinary research methodologies relevant to the social purpose sector while supporting students' ~~participatory-~~ methodology and ~~engage in peer-~~ and reflective learning ~~reflective-learning in a seminar.~~ Not eligible for CR/NCR option. ~~option-~~

Rationale:

Revised course description.

Consultation:

4 New Courses:

JPR459H1: Fanaticism: A Political History

<p>Contact Hours: <i>Seminar: 24</i></p>
<p>Description:</p> <p>This seminar in theory will explore the modern history of the concept of ‘fanaticism’ and its role in the development of political modernity. A focus on the concept of the “fanatic” (and its cognates) from the perspective of its various uses in political and religious thought from the Early Modern period through the Enlightenment and up to the present day, provides a fascinating opportunity for a critical review of the secular, rationalist, and scientific assumptions underwriting modern political forms and concepts, especially those of liberal democracy. At the same time, the course will offer critical insight into the ways in which religious and political differences among colonial “others” were, and continue to be, central to the elaboration of Western theoretical discourse on fanaticism and extremism as forms of “political pathology”. (<i>Given by the Departments of Political Science and Religion</i>)</p>
<p>Prerequisites: (2 FCEs in Political Theory and/or Philosophy including 1.0 FCE at the 300 level) or (0.5 FCE in Method and Theory in the Study of Religion and 1 FCE at the 300 level in the Study of Religion)</p>
<p>Corequisites:</p>
<p>Exclusions:</p>
<p>Recommended Preparation:</p>
<p>Breadth Requirements: Thought, Belief and Behaviour (2)</p>
<p>Distribution Requirements: Social Science, Humanities</p>
<p>Competencies: <i>Communication:</i> extensively; <i>Critical and Creative Thinking:</i> extensively; <i>Information Literacy:</i> notably <i>Quantitative Reasoning:</i> none; <i>Social and Ethical Responsibility:</i> notably</p>
<p>Experiential Learning: <i>Research:</i> notably; <i>Other:</i> none</p>
<p>Rationale:</p> <p>In the context of our current times of religious and political extremism, critically revisiting the history of the ways in which the figure of the “fanatic” has marked Western political and religious thought is timely and important. From the perspective of students in Political Theory and Religious Studies, reading familiar thinkers and periods through the lens of their often ignored engagement with and uses of the idea of fanaticism will reveal these texts and contexts in a new and often surprising light, offering an important critical perspective on the historical development of political modernity and its current impasses. The course will develop skills in critical thinking, close reading of primary texts, critical discussion and advanced writing. The course’s interdisciplinary approach, content and student body will give students valuable exposure to different disciplinary theories and methods.</p>
<p>Consultation:</p>

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: Minors, Majors, Specialists in Study of Religion and Political Science, Majors and Specialists in History and Philosophy
Estimated Enrolment: 20
Instructor: Ruth Marshall

POL339H1: Ethnic Mobilization and Conflict

Contact Hours: <i>Lecture: 24</i>
Description: The course introduces students to the politics of ethnic identity and the circumstances under which ethnicity is mobilized for political goals. It includes a discussion of ethnic and religious identity, their politicization, the causes of conflict, and institutional solutions to the management of ethnic conflict.
Prerequisites: POL101Y1
Corequisites:
Exclusions:
Recommended Preparation:
Breadth Requirements: Society and its Institutions (3)
Distribution Requirements: Social Science
Competencies: <i>Communication:</i> none; <i>Critical and Creative Thinking:</i> extensively; <i>Information Literacy:</i> extensively <i>Quantitative Reasoning:</i> none; <i>Social and Ethical Responsibility:</i> notably
Experiential Learning: <i>Research:</i> none; <i>Other:</i> none
Rationale: Ethnic politics and conflict are a core issue in the study of comparative politics. There are currently no other courses being taught at the 300 level on this topics.
Consultation:

Resources:
Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Overlap with Existing Courses: None
Programs of Study for Which This Course Might be Suitable:
Estimated Enrolment: 70
Instructor: Jacques Bertrand

POL401H1: Political Parties in Comparative Perspective

Contact Hours: <i>Seminar:</i> 24
Description: Course surveys the main puzzles and theories on the origins, nature and effects of parties and party systems. We explore how institutions, societal cleavages and strategic action shape parties. We study the impact of parties on policy outcomes, and we examine issues of party collapse, ethnic parties, clientelism, and dominant parties.
Prerequisites: 2.0 POL credits in comparative politics (See the Departments website http://politics.utoronto.ca/undergraduate/courses/fallwinter-timetable/ for POL courses by area group) and minimum 14.0 credits
Corequisites:
Exclusions: POL438H1 (Topics: Parties in Comparative Perspective), offered in Winter 2016, and (Topics: Parties and Party Systems in Comparative Perspective) offered in Fall 2016.
Recommended Preparation:
Breadth Requirements: Society and its Institutions (3)
Distribution Requirements: Social Science
Competencies: <i>Communication:</i> extensively; <i>Critical and Creative Thinking:</i> extensively; <i>Information Literacy:</i> notably <i>Quantitative Reasoning:</i> slightly; <i>Social and Ethical Responsibility:</i> none
Experiential Learning: <i>Research:</i> extensively; <i>Other:</i> none
Rationale: Course has been taught and refined for two years. Every year there is interest in the course from a good number of students. There is no course on political parties from a broadly comparative perspective (there is a course on Canadian political parties).

Political Science (FAS), Department of

Consultation:**Resources:**

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

Overlap with Existing Courses:

None

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

25

Instructor:

Carolina DeMiguel Moyer

POL402Y1: Problems in the Political Thought of the Socratic School

Contact Hours:

Seminar: 24

Description:

Study of a small number of texts illuminating the origins and/or legacy of Socratic political philosophy.

Prerequisites:

POL320Y1/POL320Y5/POL323H1/POL323Y1/POL330H1/POL330Y1/POL355Y/(POLC73H3, POLC74H3)

Corequisites:**Exclusions:**

POL402H1

Recommended Preparation:**Breadth Requirements:**

Thought, Belief and Behaviour (2)

Distribution Requirements:

Social Science

Competencies:

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

Experiential Learning:

Research: extensively; *Other:* none

Rationale:

This is not a new course. POL 402 currently exists as an H credit however in 2018-19, the Department will be offering as both full and half credit courses.

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:

Clifford Orwin

3 Retired Courses:

POL321H1: Ethnic Politics in Comparative Perspective

Rationale:

POL429H1: Democracy and Ethnic Conflict

Rationale:

POL473H1: Advanced Environmental Politics and Policy in Canada

Rationale:

1 New Course:

TRN162Y1: Political Economy and Social Inequality

Contact Hours:

Seminar: 48

Description:

What is the relationship between capitalism and democracy? How can studying rational choice theory inform public policy? This course will introduce students to the methods of studying the interplay between economics and political goals. We will focus on specific topics to guide our quantitative analysis, which may include intergenerational poverty, the transfer of wealth, efficiency, and social stratification. Students will learn how to situate a society's economic institutions within their broader political context, and study how economic outcomes interact with broader policies relating to, for example, health, equality, social mobility, and well-being. We will analyse empirical results while developing critical skills for interpreting economic data and research.

Prerequisites:

Corequisites:

TRN160Y1

Exclusions:

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Competencies:

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

Experiential Learning:

Research: none; *Other:* none

Rationale:

The current Public Policy Stream will be rebranded as Policy, Philosophy, and Economics (PPE) and we will add 1 new course to existing offerings (TRN162). The current narrowly implies intention to continue into a Public Policy major, which few students do. This is also an emerging field of study that is currently missing from U of T's program offerings.

Consultation:

We have conducted consultation with the Department of Economics, Commerce and Philosophy to establish this course, and after consulting with Trin One alum, Trinity College Registrar, Trinity College Arts and Science Committee and the Trinity College Senate.

Resources:

Instructor stipends

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:

Trinity One

Estimated Enrolment:

25

Instructor:

TBA

1 Course Modification:

TRN425Y1: Law Workshops Course

Prerequisites:

TRN303H1 & students **Students** must be in the final year of registration in the Major Program in Ethics, Society, and Law and will normally have a CGPA of at least 3.70. Enrolment is by application. Consult the Arts & Science Registration Instructions and Timetable **at**

Recommended Preparation:

PHL271H1, TRN203H1, TRN204H1, ~~TRN303H1~~

Rationale:

Consultation:

9 Course Modifications:

USA300H1: Theories and Methods in American Studies (formerly USA300Y1)

Breadth Requirements: Creative Society and Cultural Representations its Institutions (1 3)
Rationale:
Consultation:

USA310H1: Approaches to American Studies

Breadth Requirements: Previous: None New: Creative and Cultural Representations (1)
Rationale:
Consultation:

USA311H1: Approaches to American Studies

Breadth Requirements: Previous: None New: Creative and Cultural Representations (1)
Rationale:
Consultation:

USA312H1: Approaches to American Studies

Breadth Requirements: Previous: New: Society and Its Institutions (3)
Rationale:
Consultation:

USA313H1: Approaches to American Studies

Breadth Requirements: Previous: None New: Society and Its Institutions (3)

Rationale:

Consultation:

USA400H1: Topics in American Studies

Breadth Requirements:

Previous: None

New: Creative and Cultural Representations (1)

Rationale:

Consultation:

USA401H1: Topics in American Studies

Breadth Requirements:

Previous: None

New: Creative and Cultural Representations (1)

Rationale:

Consultation:

USA402H1: Topics in American Studies

Breadth Requirements:

Previous: None

New: Society and Its Institutions (3)

Rationale:

Consultation:

USA403H1: Topics in American Studies

Breadth Requirements:

Previous: None

New: Society and Its Institutions (3)

Rationale:

Consultation:

1 New Course:

WGS480H1: Challenging Coloniality: Caribbean Sexualities in Transnational Perspective

<p>Contact Hours: <i>Seminar: 24</i></p>
<p>Description:</p> <p>This course foregrounds the Caribbean as a transnational space, where sexuality, gender, race and class are intimately connected and shaped by colonial legacies and contemporary circuits of globalization.</p>
<p>Prerequisites: WGS160Y1, one full course at the 300+ level in WGS, and one half course in WGS.</p>
<p>Corequisites:</p>
<p>Exclusions: WGS435H1 (Topics: Challenging Coloniality: Caribbean Sexualities in Transnational Perspective), offered in Summer 2017</p>
<p>Recommended Preparation:</p>
<p>Breadth Requirements: Thought, Belief and Behaviour (2)</p>
<p>Distribution Requirements: Humanities, Social Science</p>
<p>Competencies: <i>Communication:</i> extensively; <i>Critical and Creative Thinking:</i> notably; <i>Information Literacy:</i> slightly <i>Quantitative Reasoning:</i> none; <i>Social and Ethical Responsibility:</i> extensively</p>
<p>Experiential Learning: <i>Research:</i> none; <i>Other:</i> none</p>
<p>Rationale: This upper level course complements other offerings on feminist, queer and trans studies within WGSI, putting these questions into conversation with a critical area studies perspective. It is concerned both with understanding the Caribbean as inseparable from attending to "the sexed bodies, practices, and identities of the region's people," as feminist theorist Faith Smith argues, as well as with the ways in which theorizing Caribbean sexualities offers a broader intervention that destabilizes binaries of here and there; tradition and modernity; first and third worlds.</p>
<p>Consultation: Program Committee meeting, September 13, 2017.</p>
<p>Resources: N/A Budget Implications: The academic unit will provide the resources required for this course from existing budget.</p>
<p>Overlap with Existing Courses: N/A</p>
<p>Programs of Study for Which This Course Might be Suitable: Caribbean Studies, Diaspora and Transnational Studies, Sexual Diversity Studies, History, Equity Studies.</p>

Women and Gender Studies Institute (FAS)

Estimated Enrolment:

20

Instructor:

Alissa Trotz