### SUMMARY OF CHANGES for the 2016-2017 CALENDAR

**Academic Unit: Aboriginal Studies**

<table>
<thead>
<tr>
<th>List new and newly-created programs (and include separate New Program Form for each one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>No new programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List closed programs (and include separate Program Closure Form for each one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>No deleted programs</td>
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If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

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</thead>
<tbody>
<tr>
<td>• Indigenous Studies Major (Arts Program) - Program name change: The term &quot;Aboriginal&quot; is no longer the current term in use.</td>
</tr>
<tr>
<td>• Indigenous Studies Minor (Arts Program) - Program name change: The term &quot;Aboriginal&quot; is no longer the current term in use.</td>
</tr>
<tr>
<td>• Indigenous Studies Specialist (Arts Program) - Program name change: the term &quot;Aboriginal&quot; is no longer the current term in use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List new course numbers and titles (and enclose separate New Course Form for each one)</th>
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<table>
<thead>
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<th>Title Changes</th>
</tr>
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### SUMMARY OF CHANGES for the 2016-2017 CALENDAR

**Academic Unit: French**

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**Note other significant program changes** (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Deleted Course Number (e.g., SWE 209Y1)</td>
</tr>
<tr>
<td>Title (e.g., Swedish Novellas)</td>
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</tbody>
</table>

**Course renumberings and Course reweightings** (Y1 to H1 or H1 to Y1)

<table>
<thead>
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<th>Old number/weight</th>
<th>Proposed number/weight</th>
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<tbody>
<tr>
<td>FRE240H1</td>
<td>FRE240Y1</td>
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**Title Changes**

No title changes
SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: History

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<table>
<thead>
<tr>
<th>New Program Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS230H1</td>
<td>Indigenous and Early Colonial Caribbean History</td>
</tr>
<tr>
<td>HIS231H1</td>
<td>Revolution and Emancipation in the Colonial Caribbean</td>
</tr>
<tr>
<td>HIS245H1</td>
<td>European Colonialism, 1700-1965</td>
</tr>
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<td>Critical Issues in Canadian History</td>
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<td>Servants and Masters, 1000-1700</td>
</tr>
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<td>HIS397H1</td>
<td>Political Violence and Human Rights in Latin America</td>
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<td>HIS294Y1</td>
<td>Caribbean History &amp; Culture: Indigenous Era to 1886</td>
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<td>History of Advertising</td>
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### Title Changes

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<thead>
<tr>
<th>Course Code</th>
<th>Old Title</th>
<th>New Title</th>
<th>New ROSI Title (max. 20 characters including spaces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS300H1</td>
<td>Energy Cultures in North American History</td>
<td>Energy and Environment in North American History</td>
<td>N Amer Energy History</td>
</tr>
<tr>
<td>HIS318H1</td>
<td>Histories of the West in Canada</td>
<td>The &quot;Wild&quot; West in Canada</td>
<td>West in Canada</td>
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<tr>
<td>HIS349H1</td>
<td>The British Search for Identity: 1800 to the Present</td>
<td>History of Britain: Struggle for Power</td>
<td></td>
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</table>
New Course Form: HIS230H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>230H1</td>
<td>Indigenous and Early Colonial Caribbean History</td>
<td>[24L/12P]</td>
</tr>
</tbody>
</table>

Course description -50 words maximum (text will be edited if too long). Please use present tense.

This course introduces students to the study of Caribbean history from first human settlement to the late 18th century. Subject matter covered includes indigenous social structures, cosmology and politics; the process of European conquest; the economics, society and political order of colonial society; the Middle Passage; the everyday lives and struggles of enslaved peoples.

Prerequisite: None

Corequisite: None

Exclusion: HIS294Y1

Recommended Preparation: None

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

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<tr>
<th>Critical and Creative Thinking</th>
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Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

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Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

Indigenous and Early

Academic Relevance: State the reason for creating the course, and its place in your program(s):

A core introductory course in History, offering students the chance to focus on the pre-modern Caribbean.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below:

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Caribbean Studies; Latin American Studies; African Studies; Diaspora and Transnational studies; Equity Studies

Enrolment: State an estimated number, and limitation if any.

Enrolment: 75

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

Instructor: M. Newton

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):

Teaching Assistant(s):

Laboratory Equipment:

Computing Resources:

Other:
New Course Form: HIS231H1

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: HIS231H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
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<tbody>
<tr>
<td>HIS</td>
<td>231H1</td>
<td>Revolution and Emancipation in the Colonial Caribbean</td>
<td>[24L/12P]</td>
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</tbody>
</table>

Course description: 50 words maximum. (text will be edited if too long). Please use present tense.

This course explores the history of the late eighteenth and nineteenth century Caribbean, from the Haitian Revolution to the U.S. occupation of Cuba and Puerto Rico. Students learn about the first struggles for political independence; the struggle to abolish the slave trade; slave emancipation; indentureship and struggles to define freedom after emancipation.

Prerequisite:
Corequisite:
Exclusion:
Recommended Preparation:

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
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OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Revolution and Emanc

Academic Relevance: State the reason for creating the course, and its place in your program(s):
A core introductory course in History, offering students the chance to focus on the era of abolition and revolution in the Caribbean.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below:

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):
Caribbean Studies; Latin American Studies; African Studies; Diaspora and Transnational Studies; Equity Studies.

Enrolment: State an estimated number, and limitation if any. 75

“Revived” Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
### New Course Form: HIS245H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
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</thead>
<tbody>
<tr>
<td>HIS</td>
<td>245H1</td>
<td>European Colonialism, 1700-1965</td>
<td>[24L]</td>
</tr>
</tbody>
</table>

**Course description** - 50 words maximum (text will be edited if too long). Please use present tense.

This course will introduce students to the history of European colonialism. It will analyze the nature of colonial rule, the impact of empire on both colonies and metropoles, and delve into questions of power, gender and culture. It considers slavery and abolition, imperial networks, colonial capital, colonial competition, colonial cultures, the twilight of colonial rule, and a variety of settings.

**Prerequisite:** None

**Corequisite:** None

**Exclusion:** HIS389Y0, 20155

**Recommended Preparation:**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
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**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category, a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

European Colonialism

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

The course focuses on Europe’s interaction with the rest of the world in what could be called the first globalization era. It builds upon first year offerings in global and area histories, and prepares students for our advanced courses centered on multiple fields and continents.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

African Studies, Asian Studies, Caribbean Studies

**Enrolment:** State an estimated number, and limitation if any.

150

"Revised" Courses: If listed previously, state last session it appeared in the Calendar:
New Course Form: HIS264H1

Instructor: If not a permanent appointment in the University, his/her name and appointment are required: E. Jennings

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
Teaching Assistant(s):
Laboratory Equipment:
Computing Resources:
Other:

I will provide these resources from my existing budget.

DATE: Feb 1, 2016
Approved by CHAIR/PROGRAM DIRECTOR? Yes

Designator Number + Y1/H1 Course Title L / S / P / T
HIS 264H1 Critical Issues in Canadian History [24L/12T]

Course description—50 words maximum (text will be edited if too long). Please use present tense.

This course introduces key issues in Canadian history and foundational principles of historical analysis. It is primarily designed for potential History majors/specialists. It is not a comprehensive survey. Examples serve to deepen analysis and introduce important methods and debates, preparing students for upper year courses in Canadian history.

Prerequisite:
Exclusion: HIS263Y1

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

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OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

Critical Issues in C

Academic Relevance: State the reason for creating the course, and its place in your program(s):

For many years we have been struggling with the mix of specialist and non-specialist students in our standard Intro to Canadian History survey (HIS263Y1). This course aims to better serve specialist students by focusing on basic knowledge but also deeper questions of historical thinking, methodological approach, and analytic frameworks. We have created another course to serve students who are not enrolled in the major/specialist program.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.
New Course Form: HIS347H1

Designator: HIS
Number + Y1/H1: 347H1
Course Title: The Country House in England 1837-1939
L / S / P / T: [24L]

Course Description: 50 words maximum (text will be edited if too long). Please use present tense.
This course examines class, distinction and community through the lens of the English country house from 1837 to 1939. Topics include owners, servants, houses, collections, gardens and rituals such as fox hunting.

Prerequisite: A course in British or European history
Corequisite: None
Exclusion: None
Recommended Preparation: HIS349H1/HIS302H1

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensively</td>
<td>Extensively</td>
<td>Extensively</td>
<td>None</td>
<td>Slightly</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@arts.c.utoronto.ca.
Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.
Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
New Course Form: HIS355H1

The Country House in Academic Relevance: State the reason for creating the course, and its place in your program(s): It contributes to offerings in cultural history, and especially to the history of material culture.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Material Culture program at Victoria College

Enrolment: State an estimated number, and limitation if any. 45

"Revived" Courses: If listed previously, state last session it appeared in the Calendar: L. Loeb

Instructor: If not a permanent appointment in the University, his/her name and appointment are required: L. Loeb

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s): L. Loeb
Teaching Assistant(s): None
Laboratory Equipment: None
Computing Resources: None
Other: None

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: HIS355H1

Designator Number + Y1/H1 Course Title L / S / P / T
HIS 355H1 A History of Pre-modern Medicine [24L]

Course description -50 words maximum (text will be edited if too long). Please use present tense.

This course surveys major themes and developments in the history of medicine from c.600 BCE to 1800 CE. Topics include: Hippocrates, Galen and their reception in the Middle Ages; monasteries, medicinal gardens and hospitals; medieval licensing of physicians and pharmacists; medieval scholastic medicine; the Black Death; Renaissance anatomy and charlatans; New World drug discoveries; William Harvey's heart, William Withering's foxglove, the isolation of morphine.

Prerequisite: A course in medieval or pre-modern history

Corequisite: None

Exclusion: None

Recommended Preparation: HIS220Y1

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

Critical and Creative Thinking Communication Information Literacy Quantitative Reasoning Social and Ethical Responsibility
Level (None, Notably or Extensively) Extensively Extensively Extensively None None

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

Research Other Experiential Learning
Level (None, Notably or Extensively) None None

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.
**New Course Form: HIS373H1**

**Distribution Requirement Status:** This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

A History of Pre-mod

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

There is currently no course in the department on the history of medicine pre 1800 CE, and little taught on the subject across the university. The course should draw interest from a broad range of students in different programs, including biological and medical sciences, while serving the department's traditional demand for pre-modern history by tailoring the course to the main fields of Medieval, Renaissance, New World and Eighteenth-century history.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

**Enrolment:** State an estimated number, and limitation if any.

60

**“Revived” Courses:** If listed previously, state last session it appeared in the Calendar:

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

N. Everett

**NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR**

**Departmental/College resource implications for this new course:** the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

**Instructor(s):**

**Teaching Assistant(s):**

**Laboratory Equipment:**

**Computing Resources:**

**Other:**

I will provide these resources from my existing budget.

**DATE:**

Feb 1, 2016

**Approved by CHAIR/PROGRAM DIRECTOR?**

Yes

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**New Course Form: HIS355H1**

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>373H1</td>
<td>Servants and Masters, 1000-1700</td>
<td>[24L]</td>
</tr>
</tbody>
</table>

**Course description:** 50 words maximum (text will be edited if too long). Please use present tense.

This course will explore the history of all types of servants, from the ladies-in-waiting to the domestic slaves, in Western Europe between 1000 and 1700. The goal will be to observe especially their working and living conditions, as well as the changing perception of service through time.

**Prerequisite:** A course on the Middle Ages or on the early Modern Period

**Corequisite:** None

**Exclusion:** None

**Recommended Preparation:**

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
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</table>

© 2016 University of Toronto - Faculty of Arts & Science
New Course Form: HIS397H1

<table>
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<tr>
<th>Level (None, Notably or Extensively)</th>
<th>Extensively</th>
<th>Extensively</th>
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**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

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Also, if the course includes other experiential learning, please specify the nature of the learning.

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

**Distribution Requirement Status:** This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

Servants and Masters

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

Servants counted for at least 10% of pre-modern society and a much greater proportion of society spent a few years of their youth in service (life-cycle service). Until recently, however, historians, literary scholars and archeologists have paid little attention to servants, their treatment, living conditions and perception. Observing how given societies in the past treated their servants and conceived of service offers an interesting approach to their history, as well as to one aspect of the history of education.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Enrolment: State an estimated number, and limitation if any.

60

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

I. Cochelin

**NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR**

**Departmental/College resource implications for this new course:** the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

**Instructor(s):**

Teaching Assistant(s):

1

Laboratory Equipment:

Computing Resources:

Other:

I will provide these resources from my existing budget.

**DATE:** Feb 1, 2016

**Approved by CHAIR/PROGRAM DIRECTOR?** No

**New Course Form: HIS373H1**

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS</td>
<td>397H1</td>
<td>Political Violence and Human Rights in Latin America</td>
<td>[24L]</td>
</tr>
</tbody>
</table>

**Course description:** 50 words maximum (text will be edited if too long). Please use present tense.

This course will explore human rights theory and practice from a Latin American perspective. There will be a focus on the local derivation, development and impact of the movement for human rights in Latin America. The course will focus on the history of organized protest against violence in the twentieth century.
New Course Form: HIS417H1

Prerequisite: HIS292H1

Corequisite:

Exclusion:

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Critical and Creative Thinking</th>
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<th>Information Literacy</th>
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</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

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<th>Other Experiential Learning</th>
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</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
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</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsu.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academis units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

Political Violence

Academic Relevance: State the reason for creating the course, and its place in your program(s):

Offering students a chance to focus on major themes of political violence, dictatorship, armed conflict and rights in Latin American twentieth century history.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Latin American Studies

Enrolment: State an estimated number, and limitation if any.

45

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

L. van Isschot

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):

Teaching Assistant(s):

Laboratory Equipment:

Computing Resources:

Other:

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: HIS397H1

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**Designator**: HIS  
**Number + Y1/H1**: 417H1  
**Course Title**: The Oldest Profession in Canada: Sex Work in Comparative Historical Contexts  
**L / S / P / T**: [24L]

### Course Description

This course explores historical populations involved in "the world's oldest profession" in Canadian and comparative contexts, 1680 onwards. Using a range of texts, including film, memoirs, oral histories and photographs, students explore both lived experiences and representations of a range of sex-trade involved populations, including madams, clients, and queer and trans workers.

### Prerequisite:

HIS263Y1/HIS264H1, an additional .50 300+ level HIS course, permission of the instructor.

### Corequisite:

### Exclusion:

### Recommended Preparation:

### Competencies:

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
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<tr>
<td>Extensively</td>
<td>Extensively</td>
<td>Extensively</td>
<td>Slightly</td>
<td>Notably</td>
</tr>
</tbody>
</table>

### Research or other experiential learning:

Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
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</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

### OLD Distribution Requirement Status:

<table>
<thead>
<tr>
<th>Distribution Requirement Status: This is a Humanities course</th>
</tr>
</thead>
</table>

### NEW Breadth Requirement Status:

Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category, a Y course can be designated as either 1.0 FCE breadth credit in exactly one category, or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

### Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

The Oldest Profession

### Academic Relevance:

State the reason for creating the course, and its place in your program(s):

Strengthening gender and sexuality course offerings in Canadian history.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

### Programs of Study:

Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Women and Gender Studies, Sexual Diversity Studies.

### Enrolment:

State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

L. Bertram

### Instructor(s):

L. Bertram

### Teaching Assistant(s):

### Laboratory Equipment:

### Computing Resources:

### Other:

I will provide these resources from my existing budget.

**DATE:** Feb 1, 2016
| Approved by CHAIR/PROGRAM DIRECTOR? | Yes |

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SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: History & Philosophy of Science & Technology

List new and newly-created programs (and include separate New Program Form for each one):
No new programs

List closed programs (and include separate Program Closure Form for each one):
No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)
No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

New Course Number (e.g., SWE 209Y1)
Title (e.g., Swedish Novellas)

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.
No deleted courses

Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)

<table>
<thead>
<tr>
<th>Old number/weight</th>
<th>Proposed number/weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS499H1</td>
<td>HPS499Y1</td>
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Title Changes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Old Title</th>
<th>New Title</th>
<th>New ROSI Title (max. 20 characters including spaces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPS352H1</td>
<td>History and Philosophy of the Social Sciences</td>
<td>History of the Human Sciences</td>
<td></td>
</tr>
</tbody>
</table>

New Course Description for HPS352H1: History of the Human Sciences

This course explores major developments and controversies in the human sciences: psychology, sociology, economics, political science, and anthropology. How have scientists in these areas explained human behaviour? How have they described, evaluated, and tried to improve society? We examine these issues in their historical context and consider their contemporary relevance.
SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Italian

List new and newly-created programs (and include separate New Program Form for each one):

No new programs

List closed programs (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit’s representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor “housekeeping” changes, such as substituting one of your own courses for another, etc.)

No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

New Course Number (e.g., SWE 209Y1)  Title (e.g., Swedish Novellas)
ITA450H1  Advanced Italian

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit’s representative may be asked to discuss this at the Curriculum Committee meeting.

Deleted Course Number (e.g., SWE 209Y1)  Title (e.g., Swedish Novellas)
ITA151Y1  Language Practice
ITA251Y1  Intermediate Italian II
ITA351Y1  Language Practice II (formerly ITA354H1, ITA355H1)
ITA451H1  Advanced Composition and Stylistics I
ITA452H1  Advanced Composition and Stylistics II

Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)

No course renumberings or reweightings

Title Changes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Old Title</th>
<th>New Title</th>
<th>New ROSI Title (max. 20 characters including spaces)</th>
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<tbody>
<tr>
<td>ITA350Y1</td>
<td>Language Practice (formerly ITA343H1, ITA344H1)</td>
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New Course Form: ITA450H1

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<th>L / S / P / T</th>
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<tbody>
<tr>
<td>ITA</td>
<td>450H1</td>
<td>Advanced Italian</td>
<td>[36S]</td>
</tr>
</tbody>
</table>

**Course description** - 50 words maximum (text will be edited if too long). Please use present tense.
This advanced-level course is designed to provide students with further study of the Italian language and culture with emphasis on varied methods of expression. This course will provide experiential learning for students and improve their oral and written communication skills.

**Prerequisite:** ITA350Y1 / ITA351Y1

**Corequisite:**

**Exclusion:** ITA451H1 / ITA452H1

**Recommended Preparation:**

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
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**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
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<tbody>
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</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

- Experiential Study

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

**Distribution Requirement Status:** This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

Advanced Italian

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS)

**Enrolment:** State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

**Instructor(s):**

**Teaching Assistant(s):**

**Laboratory Equipment:** N/A
<table>
<thead>
<tr>
<th>Computing Resources:</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

I will provide these resources from my existing budget.

<table>
<thead>
<tr>
<th>DATE:</th>
<th>Feb 5, 2016</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Approved by CHAIR/PROGRAM DIRECTOR?</th>
<th>No</th>
</tr>
</thead>
</table>
SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Near & Middle Eastern Civilizations

List new and newly-created programs (and include separate New Program Form for each one):

No new programs

List closed programs (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

<table>
<thead>
<tr>
<th>New Course Number (e.g., SWE209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC353H1</td>
<td>Possible Worlds: Speculative Fiction in Arabic Literature</td>
</tr>
<tr>
<td>NMC449H1</td>
<td>Mesopotamian Society and Economy</td>
</tr>
</tbody>
</table>

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.

Deleted Course Number (e.g., SWE209Y1)

Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)

<table>
<thead>
<tr>
<th>Old number/weight</th>
<th>Proposed number/weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC380Y1</td>
<td>NMC380H1</td>
</tr>
</tbody>
</table>

Title Changes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Old Title</th>
<th>New ROSI Title (max. 20 characters including spaces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC253H1</td>
<td>Ancient Egyptian Literary Texts in Translation</td>
<td>Egyptian Myths</td>
</tr>
</tbody>
</table>
**New Course Form: NMC353H1**

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC</td>
<td>353H1</td>
<td>Possible Worlds: Speculative Fiction in Arabic Literature</td>
<td>[24S]</td>
</tr>
</tbody>
</table>

**Course description** – 50 words maximum (text will be edited if too long). Please use present tense.

Arabic speculative fiction from the medieval to the modern period, discussed with attention to early Arabic novel’s adaptation of the medieval maqama genre, and the relation between speculative fiction and political and social critique. Texts include al-Ma’arri, Ibn Shuhayd, maqamat, al-Muwaylihi, science fiction, and dystopic novels and conceptual art.

**Prerequisite:** NML110Y1 or permission of the instructor

**Corequisite:**

**Exclusion:**

**Recommended Preparation:**

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be **Some**, **Much** or **All**.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensively</td>
<td>Extensively</td>
<td>Slightly</td>
<td>None</td>
<td>Extensively</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with **R** or **O**, and whether **Some**, **Much** or **All**.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artssci.utoronto.ca.

**Distribution Requirement Status:** This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI** (not more than 20 characters including spaces):

Possible Worlds: Spe

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

Speculative fiction represents a major category of literary production in both classical and modern Arabic literature. Al-Muwaylihi’s 1907 adaptation of the maqama genre into an Arabic time travel novel represents one of the lynchpins linking the histories of classical and modern Arabic literature. The course will introduce theories about speculative fiction in order to assess the varied ways in which the idea of possible worlds leads into political and social critique. In the area of Arabic literature, I currently teach two introductory second-year and two philological fourth-year courses, but no third-year topics course. This course fills that gap. It contains a significant component of modern Arabic literature, something that we don’t otherwise teach. It will be integrated with the Arabic language curriculum, although most readings will be in translation; NML110 is a prerequisite, so that I can walk the students through certain passages and certain linguistic elements in the assigned texts without demanding that they read full texts in Arabic. This course may also be complementary to the English Department’s course on science fiction.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

None

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

English

**Enrolment:** State an estimated number, and limitation if any.

15-20; limit of 25

**“Revived” Courses:** If listed previously, state last session it appeared in the Calendar:

© 2016 University of Toronto · Faculty of Arts & Science
New Course Form: NMC353H1

Instructor: Prof. J. Miller

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Department/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s): Prof. J. Miller
Teaching Assistant(s): N/A
Laboratory Equipment: N/A
Computing Resources: N/A
Other: None

I will provide these resources from my existing budget.

DATE: Feb 1, 2016
Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: NMC449H1

Designator Number + Y1/H1 Course Title L / S / P / T
NMC 449H1 Mesopotamian Society and Economy [24L]

Course description: 50 words maximum (text will be edited if too long). Please use present tense.
The course examines Mesopotamian society and economy from the third millennium BC to the first millennium BC using everyday cuneiform documents in translation. It focuses on the key institutions (palace, temple, private household) and traces their changing organisation and economic role over the course of Mesopotamian history.

Prerequisite: NMC102H1
Corequisite:
Exclusion:
Recommended Preparation: NMC346H1/NMC347H1

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notably</td>
<td>Slightly</td>
<td>Extensively</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively) None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)
Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Mesopotamian Society

Academic Relevance: State the reason for creating the course, and its place in your program(s):
The course presents fourth year students with an opportunity to examine key elements of Mesopotamian society and economy in detail, using cuneiform documents and letters in translation. It will complement existing courses that focus on political history and on literature and culture.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Enrolment: State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:
H. Baker

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
H. Baker

Teaching Assistant(s):
N/A

Laboratory Equipment:

Computing Resources:
video projector

Other:
None

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes
### SUMMARY OF CHANGES for the Humanities COMMITTEE

**Academic Unit: Philosophy**

#### List new and newly-created programs (and include separate New Program Form for each one):
- No new programs

#### List closed programs (and include separate Program Closure Form for each one):
- No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

#### Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)
- No changed programs

#### List new course numbers and titles (and enclose separate New Course Form for each one)

<table>
<thead>
<tr>
<th>New Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL233H1</td>
<td>Philosophy for Scientists</td>
</tr>
</tbody>
</table>

#### List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.
- No deleted courses

#### Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)
- No course renumberings or reweightings

#### Title Changes
- No title changes
New Course Form: PHL233H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL</td>
<td>233H1</td>
<td>Philosophy for Scientists</td>
<td>24L/12T</td>
</tr>
</tbody>
</table>

**Course description**—50 words maximum (text will be edited if too long). Please use present tense.

An introduction to philosophy tailored for students with backgrounds in mathematics and science. Topics include causation, explanation, the relation between scientific and mathematical theories and reality, the role of mathematics in scientific theories, the relevance of scientific and mathematical discoveries to ‘big’ traditional philosophical questions such as the nature of consciousness, whether we have free will and the meaning of life.

**Prerequisite:**

**Corequisite:** 1.0 FCE in Mathematics, Physics, Chemistry, Engineering or Computer Science

**Exclusion:**

**Recommended Preparation:** Background in science and/or mathematics will be presupposed.

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensively</td>
<td>Notably</td>
<td>Notably</td>
<td>Extensively</td>
<td>Slightly</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):** Philosophy for Scien

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

1) Many philosophy undergraduates have a science background. This course will enable them to engage with issues for which this background prepares them at an early stage in their degrees. 2) The course will be a core course for the Mathematics and Philosophy Specialist (ASSPE1361). 3) We anticipate science and engineering students taking this course to fulfill their breadth requirements.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below:

N/A

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

**Philosophy and Bioethics**

**Enrolment:** State an estimated number, and limitation if any.

160

**"Revived" Courses:** If listed previously, state last session it appeared in the Calendar:

N/A

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

Prof. Imogen Dickie

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR
**New Course Form: PHL233H1**

**Departmental/College resource implications for this new course:** the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

<table>
<thead>
<tr>
<th>Resource Area</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s):</td>
<td>1</td>
</tr>
<tr>
<td>Teaching Assistant(s):</td>
<td>2 TAs @ 130 hours each</td>
</tr>
<tr>
<td>Laboratory Equipment:</td>
<td>0</td>
</tr>
<tr>
<td>Computing Resources:</td>
<td>0</td>
</tr>
<tr>
<td>Other:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

I will provide these resources from my existing budget.

**DATE:** Feb 1, 2016

**Approved by CHAIR/PROGRAM DIRECTOR?** Yes
### SUMMARY OF CHANGES for the 2016-2017 CALENDAR

**Academic Unit: Religion**

**List new and newly-created programs** (and include separate New Program Form for each one):

No new programs

**List closed programs** (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit’s representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

**Note other significant program changes** (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

**List new course numbers and titles** (and enclose separate New Course Form for each one)

<table>
<thead>
<tr>
<th>New Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLG101H1</td>
<td>Introducing Religion</td>
</tr>
<tr>
<td>RLG260H1</td>
<td>Introduction to Sanskrit I (Formerly RLG260Y1)</td>
</tr>
<tr>
<td>RLG261H1</td>
<td>Introduction to Tibetan I (Formerly RLG261Y1)</td>
</tr>
<tr>
<td>RLG262H1</td>
<td>Introduction to Tibetan II (Formerly RLG261Y1)</td>
</tr>
<tr>
<td>RLG263H1</td>
<td>Introduction to Sanskrit II (Formerly RLG260Y1)</td>
</tr>
<tr>
<td>RLG281H1</td>
<td>Introducing Religion</td>
</tr>
</tbody>
</table>

**List deleted course numbers and titles.** Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.

<table>
<thead>
<tr>
<th>Deleted Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLG260Y1</td>
<td>Introduction to Sanskrit</td>
</tr>
<tr>
<td>RLG261Y1</td>
<td>Introduction to Tibetan</td>
</tr>
</tbody>
</table>

**Course renumberings and Course reweightings** (Y1 to H1 or H1 to Y1)

<table>
<thead>
<tr>
<th>Old number/weight</th>
<th>Proposed number/weight</th>
</tr>
</thead>
</table>

© 2016 University of Toronto · Faculty of Arts & Science
# New Course Form: RLG101H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLG</td>
<td>101H1</td>
<td>Introducing Religion</td>
<td>[24L]</td>
</tr>
</tbody>
</table>

**Course description** - 50 words maximum (text will be edited if too long). Please use present tense.

An introduction to topics in the study of Religion. Topics will vary by semester and year. Check the department website for upcoming topics.

**Prerequisite:** None

**Corequisite:** None

**Exclusion:** RLG281H

**Recommended Preparation:** None

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensively</td>
<td>Extensively</td>
<td>Notably</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artscl.utoronto.ca.

**Distribution Requirement Status:** This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

Introducing Religion

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

Provides an option for students to complete their program requirement using an H course with different topics at the 100 level

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

None

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

None

**Enrolment:** State an estimated number, and limitation if any.

200

**“Revived” Courses:** If listed previously, state last session it appeared in the Calendar:

None

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

**Departmental/College resource implications for this new course:** the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

**Instructor(s):**

**Teaching Assistant(s):**

**Laboratory Equipment:**

**Computing Resources:**

**Other:**

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I will provide these resources from my existing budget.

DATE: Feb 1, 2016
Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: RLG101H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLG</td>
<td>260H1</td>
<td>Introduction to Sanskrit I (Formerly RLG260Y1)</td>
<td>[4BL]</td>
</tr>
</tbody>
</table>

Course description: 50 words maximum (text will be edited if too long). Please use present tense.

The first semester of an introduction to Classical Sanskrit for beginners. Students build grammar and vocabulary, and begin to read texts in Sanskrit. Complete beginners are welcome. Two sections of the course will be offered: an on-campus class meeting and an online section via live webinar participation. The final exam will require attendance on the St. George campus, or in another authorized exam centre.

Prerequisite:
Corequisite:
Exclusion: RLG260Y1
Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
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</thead>
<tbody>
<tr>
<td>None</td>
<td>Extensively</td>
<td>Slightly</td>
<td>None</td>
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</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):

Introduction to Sans

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Provides a half-year optional course in basic Sanskrit for students pursuing South Asian or Buddhist Studies.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

None

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).
South Asian Studies, EAS

Enrolment: State an estimated number, and limitation if any.
15-20; limit of 25

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR
New Course Form: RLG261H1

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s): 
Teaching Assistant(s): N/A
Laboratory Equipment: 
Computing Resources: None
Other: None

I will provide these resources from my existing budget.

DATE: Feb 1, 2016
Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: RLG261H1

Designator Number + Y1/H1 Course Title L / S / P / T
RLG 261H1 Introduction to Tibetan I (Formerly RLG261Y1) [48L]

Course description—50 words maximum (text will be edited if too long). Please use present tense
An introduction to Classical Tibetan language for beginners. Development of basic grammar and vocabulary, with readings of simple texts. This is an online course. Lectures will be delivered via the web and mandatory tutorials will require live webinar participation. The final exam will require attendance on the St. George campus, or in another authorized exam centre.

Prerequisite: 
Corequisite: 
Exclusion: RLG261Y1

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level (None, Notably or Extensively)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and Creative Thinking</td>
<td>None</td>
</tr>
<tr>
<td>Communication</td>
<td>Extensively</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Slightly</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>None</td>
</tr>
<tr>
<td>Social and Ethical Responsibility</td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Introduction to Tibet

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Provides a half-year optional course in basic Tibetan for students pursuing South Asian or Buddhist Studies.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

None

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):
EAS
New Course Form: RLG262H1

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Designator</th>
<th>Number</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Tibetan II (Formerly RLG261Y1)</td>
<td>RLG</td>
<td>262H1</td>
<td>[48L]</td>
<td></td>
</tr>
</tbody>
</table>

Course description: 50 words maximum (text will be edited if too long). Please use present tense.

The second semester of an introduction to Classical Tibetan language course for beginners. Continued work on grammar and vocabulary, advancing to reading texts. This is an online course. Lectures will be delivered via the web and mandatory tutorials will require live webinar participation. The final exam will require attendance on the St. George campus, or in another authorized exam centre.

Prerequisite: RLG261H1

Corequisite: RLG262Y1

Exclusion: None

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Extensively</td>
<td>Slightly</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

Research: None

Other Experiential Learning: None

Repository: Please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces): Introduction to Tibe

Academic Relevance: State the reason for creating the course, and its place in your program(s):

Provides a half-year optional course in basic Tibetan for students pursuing South Asian or Buddhist Studies.
New Course Form: RLG263H1

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

None

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

EAS

Enrolment: State an estimated number, and limitation if any. 15-20; limit of 25

"Revived" Courses: If listed previously, state last session it appeared in the Calendar: N/A

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):

Teaching Assistant(s): N/A

Laboratory Equipment:

Computing Resources: None

Other: None

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: RLG263H1

Designator | Number + Y1/H1 | Course Title | L / S / P / T
---|---|---|---
RLG | 263H1 | Introduction to Sanskrit II (Formerly RLG260Y1) | [48L]

Course description: 50 words maximum (text will be edited if too long). Please use present tense.

The second semester of an introduction to Classical Sanskrit for beginners. Students continue to build grammar and vocabulary, and use that knowledge to read texts in Sanskrit. Two sections of the course will be offered: an on-campus class meeting and an online section via live webinar participation. The final exam will require attendance on the St. George campus, or in another authorized exam centre.

Prerequisite: RLG260H1

Corequisite:

Exclusion: RLG260Y1

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
<td>Extensively</td>
<td>Slightly</td>
<td>None</td>
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<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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New Course Form: RLG281H1

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Introduction to Sans

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Provides a half-year optional course in basic Sanskrit for students pursuing South Asian or Buddhist Studies.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.
None

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):
South Asian Studies, EAS

Enrolment: State an estimated number, and limitation if any.
15-20; limit of 25

“Revived” Courses: If listed previously, state last session it appeared in the Calendar:
N/A

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:
NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):

Teaching Assistant(s):
N/A

Laboratory Equipment:
None

Computing Resources:
None

Other:
None

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR?
Yes

---

New Course Form: RLG281H1

Designator: RLG
Number + Y1/H1: 281H1
Course Title: Introducing Religion

Course description—50 words maximum (text will be edited if too long). Please use present tense.
An alternative version of the course covered by RLG101H for students in second or upper years who cannot or do not wish to take a further 100-level course. Students attend the RLG101H lectures and tutorials but are expected to produce more substantial and more sophisticated written work. Topics will vary by semester and year. Check the department website for upcoming topics.

Prerequisite:
None

Corequisite:
None

Exclusion:
RLG101H1

Recommended Preparation:
None

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>Extensively</td>
<td>Extensively</td>
<td>Notably</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
</tr>
</tbody>
</table>
New Course Form: RLG281H1

Also, if the course includes other experiential learning, please specify the nature of the learning.

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Thought, Belief and Behaviour (2)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Introducing Religion

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Provides an additional option for students to complete their program requirement

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.
None

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Enrolment: State an estimated number, and limitation if any.

50

“Revived” Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
Teaching Assistant(s):
Laboratory Equipment:
Computing Resources:
Other:

I will provide these resources from my existing budget.

DATE:
Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR?
Yes
SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Slavic Languages & Literatures

List new and newly-created programs (and include separate New Program Form for each one):

No new programs

List closed programs (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

<table>
<thead>
<tr>
<th>New Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA121H1</td>
<td>Russian Cultural History in Twelve Images</td>
</tr>
<tr>
<td>SLA263H1</td>
<td>Studies in Russian-French Cultural History</td>
</tr>
<tr>
<td>SLA358H1</td>
<td>Breaking Away from Empire: Ukrainian Fiction Since Independence</td>
</tr>
<tr>
<td>SLA410H1</td>
<td>Russian for Heritage Speakers II</td>
</tr>
<tr>
<td>SLA424Y1</td>
<td>Introduction to Russian Poetry and Poetics</td>
</tr>
<tr>
<td>SLA434H1</td>
<td>Dostoevsky in Literary Theory and Criticism</td>
</tr>
</tbody>
</table>

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.

<table>
<thead>
<tr>
<th>Deleted Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA250Y1</td>
<td>Russian Cultural Heritage</td>
</tr>
<tr>
<td>SLA315H1</td>
<td>The Russian Novel: Case Studies</td>
</tr>
<tr>
<td>SLA332H1</td>
<td>Literature and Music in Russia</td>
</tr>
<tr>
<td>SLA370H1</td>
<td>Russian Romantic Poetry</td>
</tr>
<tr>
<td>SLA402H1</td>
<td>Advanced Russian Language Skills I</td>
</tr>
<tr>
<td>SLA403H1</td>
<td>Advanced Russian Language Skills II</td>
</tr>
<tr>
<td>SLA440H1</td>
<td>Introduction to Russian 19th Century Poetry (formerly SLA440Y1)</td>
</tr>
<tr>
<td>SLA441H1</td>
<td>Modern Russian Poetry</td>
</tr>
<tr>
<td>SLA442H1</td>
<td>Russian Symbolism</td>
</tr>
<tr>
<td>SLA451H1</td>
<td>Russian Acmeist Poetry</td>
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</table>

Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)

<table>
<thead>
<tr>
<th>Old number/weight</th>
<th>Proposed number/weight</th>
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<tbody>
<tr>
<td>SLA313H1</td>
<td>SLA413H1</td>
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Title Changes

<table>
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<tr>
<th>Course Code</th>
<th>Old Title</th>
<th>New Title</th>
<th>New ROSI Title (max. 20 characters including spaces)</th>
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</thead>
<tbody>
<tr>
<td>SLA216H1</td>
<td>The Dynamics of Polish Literature and Culture: A Survey</td>
<td>Introduction to Polish Culture</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Focus Area</td>
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<td>------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
</tr>
<tr>
<td>SLA226H1</td>
<td>Postwar Polish Cinema</td>
<td>Film and ethics: Polish Cinema</td>
<td></td>
</tr>
<tr>
<td>SLA266H1</td>
<td>Shattered Worlds - Second World War and Its Aftermath</td>
<td>War and culture</td>
<td></td>
</tr>
<tr>
<td>SLA343H1</td>
<td>Post-Stalinist Russian Literature, 1953-1991</td>
<td>Studies in Late Soviet Culture</td>
<td></td>
</tr>
<tr>
<td>SLA346H1</td>
<td>From Eastern Europe to European Union: Polish Postwar Culture</td>
<td>Communism and Culture</td>
<td></td>
</tr>
<tr>
<td>SLA406H1</td>
<td>The Curtain Never Falls: Polish Drama and Theatre in Context (formerly SLA406Y1)</td>
<td>Transgressions: Drama, Theatre, Performance</td>
<td></td>
</tr>
</tbody>
</table>
New Course Form: SLA121H1

Designator: SLA
Number + Y1/H1: 121H1
Course Title: Russian Cultural History in Twelve Images
L / S / P / T: [24L]

Course description -50 words maximum (text will be edited if too long). Please use present tense.

An introductory survey of Russian cultural history through the key images (buildings, monuments, paintings, artifacts) which traditionally function as Russian cultural symbols. Each lecture focuses on one key image, exploring its historical, intellectual, artistic, and mythical significance in Russian cultural identity and in the foreign perceptions of Russia. The twelve key images are examined in their larger social and historical context; “read” alongside with important texts, fictional and non-fictional; and their discussion may be accompanied by film screenings and analysis. The images may include: Andrei Rublev’s “Tirinity”; the monument to Peter the Great, or The Bronze Horseman, in St. Petersburg; the Cathedral of Christ the Savior in Moscow; Vladimir Tatlin’s unrealized Tower; Moscow’s “House on the Embankment” as a symbol of Stalinist Terror; post-Soviet art installations, etc. Taught in English, readings in English. No prior familiarity with Russian language or culture is expected.

Prerequisite:

Corequisite:

Exclusion:

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

Critical and Creative Thinking
Communication
Information Literacy
Quantitative Reasoning
Social and Ethical Responsibility

Level (None, Notably or Extensively)
Extensively
Notably
None
None
None

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

Research
Other Experiential Learning

Level (None, Notably or Extensively)
None
None

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Twelve Images

Academic Relevance: State the reason for creating the course, and its place in your program(s):
An elementary, introductory course for students who want to learn about Russian culture.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Enrolment: State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

Tatiana Smoliarova

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
Teaching Assistant(s):
Laboratory Equipment:
Computing Resources:
Other:
New Course Form: SLA263H1

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes

## New Course Form: SLA263H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA</td>
<td>263H1</td>
<td>Studies in Russian-French Cultural History</td>
<td>[24L]</td>
</tr>
</tbody>
</table>

### Course Description

A survey of Russian-French intellectual, literary, and artistic contacts and mutual influences, from the 18th through the 20th centuries. Topics may include: transnational circulation of genres, styles, aesthetic programs, philosophical concepts, and political ideas; cultural tourism; cultural appropriation and misreading; direct contacts between French and Russian intellectual and artistic elites. Taught in English by a group of instructors. All readings in English. Students who read French and/or Russian are encouraged to read in the original.

**Prerequisite:**

**Corequisite:**

**Exclusion:**

**Recommended Preparation:**

### Competencies

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensively</td>
<td>Notably</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

### Research or other experiential learning

- **Research Level (None, Notably or Extensively):** None
- **Other Experiential Learning Level (None, Notably or Extensively):** None

Also, if the course includes other experiential learning, please specify the nature of the learning.

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

**Russian-French Cultural Hist**

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

**French**

**Enrolment:** State an estimated number, and limitation if any.

**“Revived” Courses:** If listed previously, state last session it appeared in the Calendar:

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

Kate Holland, Leonid Livak, Tatiana Smolarova

**NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR**

**Departmental/College resource implications for this new course:** the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.
New Course Form: SLA358H1

Designator: SLA  Number + Y1/H1: 358H1  Course Title: Breaking Away from Empire: Ukrainian Fiction Since Independence  L / S / P / T: [24S]

Course description—50 words maximum (text will be edited if too long). Please use present tense.
This course traces the extraordinary development of Ukrainian prose since the collapse of the Soviet Union. We will explore post-modernist uphoria, colonial angst, cultural entropy, hooliganism, national identity, gender issues, and other aspects of modern Ukraine. All readings in English.

Prerequisite:
Corequisite:
Exclusion:
Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

Critical and Creative Thinking  Communication  Information Literacy  Quantitative Reasoning  Social and Ethical Responsibility
Extensively  Notably  None  None  Slightly

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

Research  Other Experiential Learning
None  None

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.
Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Breaking Away from Empire

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Increase the number of courses in Ukrainian literature offered in English.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below:

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS)

Enrolment: State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required: Maxim Tarnawsky

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
Teaching Assistant(s):
Laboratory Equipment:
Computing Resources:
Other:

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? No

New Course Form: SLA410H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA</td>
<td>410H1</td>
<td>Russian for Heritage Speakers II</td>
<td>[48P]</td>
</tr>
</tbody>
</table>

Course description—50 words maximum (text will be edited if too long). Please use present tense.
The course helps advanced heritage learners further to develop their active command of Russian. Special focus on speaking and writing skills, as well as cultural competence. Taught in Russian, all materials in Russian.

Prerequisite:
SLA210H1 or permission of instructor

Corequisite:

Exclusion:

Recommended Preparation:

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th></th>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th></th>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category, a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces):
Russian for Heritage

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Add more language courses for native speakers of Russian.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Enrolment: State an estimated number, and limitation if any.
New Course Form: SLA424Y1

**Departmental/College resource implications for this new course:**

- The Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

**Instructor(s):**

- [Instructor Name] (if not a permanent appointment in the University, their name and appointment are required)

**Teaching Assistant(s):**

**Laboratory Equipment:**

**Computing Resources:**

**Other:**

I will provide these resources from my existing budget.

**DATE:**

Feb 1, 2016

**Approved by CHAIR/PROGRAM DIRECTOR?**

Yes

---

### New Course Form: SLA424Y1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLA</td>
<td>424Y1</td>
<td>Introduction to Russian Poetry and Poetics</td>
<td>[48S]</td>
</tr>
</tbody>
</table>

**Course 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 in 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.

**Prerequisite:**

SLA320Y or permission of instructor

**Corequisite:**

**Exclusion:**

**Recommended Preparation:**

**Competencies:**

- Critical and Creative Thinking: Extensively
- Communication: Notably
- Information Literacy: None
- Quantitative Reasoning: Slightly
- Social and Ethical Responsibility: None

**Research or other experiential learning:**

- Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Level (None, Notably or Extensively)</th>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

**OLD Distribution Requirement Status:**

- Underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

**Distribution Requirement Status:**

- This is a Humanities course

**NEW Breadth Requirement Status:**

- Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

- Breadth Requirement: Creative and Cultural Representations (1)

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

- Introduction to Russ

**Academic Relevance:**

- State the reason for creating the course, and its place in your program(s):
New Course Form: SLA434H1

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Enrolment: State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required: Leonid Livak, Tatiana Smoliarova

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):

Teaching Assistant(s):

Laboratory Equipment:

Computing Resources:

Other:

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes

New Course Form: SLA434H1

Designator Number + Y1/H1 Course Title L / S / P / T
SLA 434H1 Dostoevsky in Literary Theory and Criticism [24S]

Course description—50 words maximum (text will be edited if too long). Please use present tense.

Explores Dostoevsky’s works through the lens of Russian and Western novel theory. Theorists include: Viacheslav Ivanov, Georg Lukacs and Mikhail Bakhtin. Topics include: genre, history and modernity; the novelistic narrator; novelistic plot; novelistic narrative; time and space; the generic history and prehistory of the novel; the novel and the self; the novel’s relation to the present; novelistic subgenres including the Bildungsromang, the novel’s simultaneous status as fragment and totality; and the particular and the universal in novelistic representation. Taught in English, readings in either Russian or English.

Prerequisite: 

Corequisite: 

Exclusion: 

Recommended Preparation: SLA314H1

Competencies: Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>Extensively</td>
<td>Notably</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Research or other experiential learning: Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
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</tr>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

OLD Distribution Requirement Status: underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

NEW Breadth Requirement Status: Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Creative and Cultural Representations (1)

Abbreviated Course Title for ROSI (not more than 20 characters including spaces): Dostoevsky in Litera

Academic Relevance: State the reason for creating the course, and its place in your program(s):
Add a critical seminar on the reception of this important writer.

Overlap: If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

Programs of Study: Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS).

Enrolment: State an estimated number, and limitation if any.

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

Instructor: If not a permanent appointment in the University, his/her name and appointment are required: Kate Holland

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

Instructor(s):
Teaching Assistant(s):
Laboratory Equipment:
Computing Resources:
Other:

I will provide these resources from my existing budget.

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes
SUMMARY OF CHANGES for the Humanities COMMITTEE

SUMMARY OF CHANGES for the 2016-2017 CALENDAR

Academic Unit: Spanish & Portuguese

List new and newly-created programs (and include separate New Program Form for each one):

No new programs

List closed programs (and include separate Program Closure Form for each one):

No deleted programs

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit’s representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

Note other significant program changes (but not minor “housekeeping” changes, such as substituting one of your own courses for another, etc.)

No changed programs

List new course numbers and titles (and enclose separate New Course Form for each one)

<table>
<thead>
<tr>
<th>New Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT356H1</td>
<td>Topics in Portuguese linguistics</td>
</tr>
<tr>
<td>SPA348H1</td>
<td>Galdós and the Realist Novel</td>
</tr>
</tbody>
</table>

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit’s representative may be asked to discuss this at the Curriculum Committee meeting.

<table>
<thead>
<tr>
<th>Deleted Course Number (e.g., SWE 209Y1)</th>
<th>Title (e.g., Swedish Novellas)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT217H1</td>
<td>Language Practice</td>
</tr>
<tr>
<td>PRT351H1</td>
<td>Discovery and Conquest: Literature and Nationhood (formerly PRT351Y1)</td>
</tr>
<tr>
<td>PRT357H1</td>
<td>Modern and Contemporary Brazilian Literature (formerly PRT457Y1)</td>
</tr>
<tr>
<td>PRT365H1</td>
<td>The Rise of Modern Identity</td>
</tr>
<tr>
<td>PRT442H1</td>
<td>Eça de Queiroz: Portugal in the Crosshairs</td>
</tr>
<tr>
<td>PRT443H1</td>
<td>Machado de Assis: The Creation of the Modern Self (formerly PRT342H1)</td>
</tr>
<tr>
<td>PRT452H1</td>
<td>Camões (formerly PRT352H)</td>
</tr>
<tr>
<td>SPA438H1</td>
<td>Topics in Modern Spanish Literature</td>
</tr>
<tr>
<td>SPA440H1</td>
<td>Topics in Spanish Culture</td>
</tr>
<tr>
<td>SPA468H1</td>
<td>Topics in Modern Spanish-American Literature</td>
</tr>
<tr>
<td>SPA471H1</td>
<td>The Historical Novel in Spanish America</td>
</tr>
<tr>
<td>SPA487H1</td>
<td>The Culture of Revolution</td>
</tr>
</tbody>
</table>

Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)

Old number/weight | Proposed number/weight
------------------|-----------------------
SPA489H1          | SPA388H1

Title Changes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Old Title</th>
<th>New Title</th>
<th>New ROSI Title (max. 20 characters including spaces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPA352H1</td>
<td>Writing and Culture in Early Modern Spain</td>
<td>Court and Country in Early Modern Spain</td>
<td></td>
</tr>
<tr>
<td>SPA381H1</td>
<td>Nation, Identity and Literary Modernism in Spanish-America</td>
<td>Nation, Identity and Modernity in Spanish-America</td>
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</tr>
<tr>
<td>Course Code</td>
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<td>Description</td>
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</tr>
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<td>------------</td>
<td>--------------------------------------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td>SPA450H1</td>
<td>Studies in Medieval Iberian Literature</td>
<td>Literature and Society in Medieval Iberia</td>
<td></td>
</tr>
<tr>
<td>SPA452H1</td>
<td>Theatre and Representation in Golden Age Spain</td>
<td>Theatre and Representation in Early Modern Spain</td>
<td></td>
</tr>
<tr>
<td>SPA467H1</td>
<td>Topics in Spanish-American Culture</td>
<td>Topics in Spanish-American Literature and Culture</td>
<td></td>
</tr>
<tr>
<td>SPA480H1</td>
<td>Theories of Culture in Latin America</td>
<td>Icons and Iconography in Latin American Culture</td>
<td></td>
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</table>
New Course Form: PRT356H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRT</td>
<td>356H1</td>
<td>Topics in Portuguese linguistics</td>
<td>[2S]</td>
</tr>
</tbody>
</table>

**Course description** - 50 words maximum (text will be edited if too long). Please use present tense.

A course on a specific topic in Portuguese linguistics, designed for advanced students. Course content and instructor are established on a yearly basis.

**Prerequisite:**
PRT219Y1 / PRT220Y1

**Corequisite:**
PRT320Y1

**Exclusion:**

**Recommended Preparation:**

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly</td>
<td>Notably</td>
<td>Notably</td>
<td>Notably</td>
<td>Slightly</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

**Research**

**Other Experiential Learning**

**OLeD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@arts.utoronto.ca.

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

**Topics in Portuguese**

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

This course will be designed to complement the existing calendar offerings.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

No overlap with the courses in the program.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Linguistics, Spanish Linguistics

**Enrolment:** State an estimated number, and limitation if any.

15

**“Revived” Courses:** If listed previously, state last session it appeared in the Calendar:

N/A

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

TBA

**NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR**

**Departmental/College resource implications for this new course:** the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

**Instructor(s):**
The department is currently searching for a Portuguese linguistic specialists (tenure stream) who would offer this course.

**Teaching Assistant(s):**
N/A

**Laboratory Equipment:**
N/A

**Computing Resources:**
N/A
New Course Form: SPA348H1

Designator | Number + Y1/H1 | Course Title | L / S / P / T
---|---|---|---
SPA | 348H1 | Galdós and the Realist Novel | [24L]

**Course description** - 50 words maximum (text will be edited if too long). Please use present tense.

Representative fiction by Galdós, the principal Spanish novelist of the nineteenth century. Detailed study of such texts as *Marianela*, *Doña Perfecta*, *La desheredada*, *Realidad*, *La incognita*, in relation to modernity of realist fiction and contemporary issues in politics, social relations and individual psychology. (Offered every three years)

**Prerequisite:** SPA220Y1 / SPA219Y1

**Corequisite:**

**Exclusion:**

**Recommended Preparation:** SPA258H1

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>Notably</td>
<td>Notably</td>
<td>Slightly</td>
<td>None</td>
<td>Slightly</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level (None, Notably or Extensively)</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artscl.utoronto.ca.

**Distribution Requirement Status:** This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

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

**Abbreviated Course Title for ROSI (not more than 20 characters including spaces):**

Galdós and the Real

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

This course fills the gap in the Peninsular literature offerings.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below:

N/A

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

N/A

**Enrolment:** State an estimated number, and limitation if any.

25

"Revived" Courses: If listed previously, state last session it appeared in the Calendar:

N/A

**Instructor:** If not a permanent appointment in the University, his/her name and appointment are required:

Prof. Yolanda Iglesias

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR
Departmental/College resource implications for this new course: the Dean's Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

<table>
<thead>
<tr>
<th>Instructor(s):</th>
<th>Provided by the dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assistant(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>Laboratory Equipment:</td>
<td>N/A</td>
</tr>
<tr>
<td>Computing Resources:</td>
<td>N/A</td>
</tr>
<tr>
<td>Other:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

I will provide these resources from my existing budget.

**DATE:** Feb 1, 2016

**Approved by CHAIR/PROGRAM DIRECTOR?** Yes
### SUMMARY OF CHANGES for the 2016-2017 CALENDAR

**Academic Unit: Trinity College**

<table>
<thead>
<tr>
<th>List new and newly-created programs (and include separate New Program Form for each one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>No new programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List closed programs (and include separate Program Closure Form for each one):</th>
</tr>
</thead>
<tbody>
<tr>
<td>No deleted programs</td>
</tr>
</tbody>
</table>

If you are deleting one of your own courses from your program(s) and substituting a course from ANOTHER department or program, OR if you are altering the required courses from another department in your program(s), your unit's representative may be asked to explain this substitution and supply a letter of consent from that other department or program at the Curriculum Committee meeting.

**Note other significant program changes** (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

No changed programs

<table>
<thead>
<tr>
<th>List new course numbers and titles (and enclose separate New Course Form for each one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course Number (e.g., SWE 209Y1)</td>
</tr>
<tr>
<td>TRN204H1</td>
</tr>
</tbody>
</table>

List deleted course numbers and titles. Please note that if you are deleting several more courses than you are adding, your unit's representative may be asked to discuss this at the Curriculum Committee meeting.

No deleted courses

**Course renumberings and Course reweightings** (Y1 to H1 or H1 to Y1)

No course renumberings or reweightings

**Title Changes**

No title changes
### New Course Form: TRN204H1

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRN</td>
<td>204H1</td>
<td>Introduction to Law and Legal Reasoning</td>
<td>[24L/12T]</td>
</tr>
</tbody>
</table>

**Course description** - 50 words maximum (text will be edited if too long). Please use present tense.

This course introduces students to legal reasoning through progressively complex exercises. First, hypotheticals expose students to basic skills required for legal reasoning. Second, they analyze simplified versions of specially selected concrete cases. Third, the course analyses real cases discussed in first year courses in law school.

**Prerequisite:** Active in ASMAJ1618

**Corequisite:** None

**Exclusion:** None

**Recommended Preparation:** None

**Competencies:** Which (one or more) of the five competencies would this course help the students to develop? Please indicate in the relevant box whether it would be Some, Much or All.

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social and Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extensively</td>
<td>Notably</td>
<td>Notably</td>
<td>Slightly</td>
<td>Extensively</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, indicate with R or O, and whether Some, Much or All.

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning.

**OLD Distribution Requirement Status:** underline the appropriate category. If uncertain, please email kelly@artsci.utoronto.ca.

Distribution Requirement Status: This is a Humanities course

**NEW Breadth Requirement Status:** Specify in which one or two categories this course would fall. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so.

Breadth Requirement: Society and its Institutions (3)

**Abbreviated Course Title for ROSI** (not more than 20 characters including spaces):

Intro to Law

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):

The course will be required for every student in their first year of study in ASMAJ1618. It will introduce students to fundamental features of the law, especially legal reasoning. The instructor will be appointed from the Faculty of Law.

**Overlap:** If course content overlaps with current courses offered by other departments/programs, you MUST include a letter from these units agreeing to your proposal. Please indicate departments consulted below.

**Programs of Study:** Name programs for which the course might be suitable. (PLEASE SEND A COPY OF YOUR PROPOSAL TO THESE PROGRAMS):

Ethics, Society, and Law Sociology Political Science Philosophy

**Enrolment:** State an estimated number, and limitation if any.

75
New Course Form: TRN204H1

"Revived" Courses: If listed previously, state last session it appeared in the Calendar: N/A

Instructor: If not a permanent appointment in the University, his/her name and appointment are required:

NEW COURSES MUST BE APPROVED BY CHAIR OR PROGRAM DIRECTOR

Departmental/College resource implications for this new course: the Dean’s Office requires a description of the resource requirements for this new course, and an indication whether you can meet these requirements through your existing resources, or have received additional resources from the Dean. Please give details of the resource areas below.

<table>
<thead>
<tr>
<th>Instructor(s):</th>
<th>Prof. Mariana Mota Prado. Stipend covered from UCDF funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assistant(s):</td>
<td>Yes, the equivalent of 287 hours to come from UCDF funding</td>
</tr>
<tr>
<td>Laboratory Equipment:</td>
<td></td>
</tr>
<tr>
<td>Computing Resources:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

I received Decanal approval for additional resources required (attach documentation).

DATE: Feb 1, 2016

Approved by CHAIR/PROGRAM DIRECTOR? Yes
**SUMMARY OF CHANGES for the 2016-2017 CALENDAR**

**Academic Unit: University College**

<table>
<thead>
<tr>
<th>List new and newly-created programs (and include separate New Program Form for each one):</th>
</tr>
</thead>
<tbody>
<tr>
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Note other significant program changes (but not minor "housekeeping" changes, such as substituting one of your own courses for another, etc.)

- **Cognitive Science (Arts Program) Major** - change in admission requirements

<table>
<thead>
<tr>
<th>List new course numbers and titles (and enclose separate New Course Form for each one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No new courses</td>
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<table>
<thead>
<tr>
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<tr>
<td>No deleted courses</td>
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<table>
<thead>
<tr>
<th>Course renumberings and Course reweightings (Y1 to H1 or H1 to Y1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No course renumberings or reweightings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>No title changes</td>
</tr>
</tbody>
</table>
Cognitive Science (Arts Program) Major

(8 FCEs)

This is a Type 2 program. Enrolment is limited and admission requires the completion of either COG250Y1, or a combination of 1.5 FCE in CSC, LIN, PHL, PSY (no more than 1 FCE from a single department). Please note that meeting the minimum admission requirements does not guarantee one a spot in any of our programs, depending on the number of program spaces available.

Where noted below, please consult the Faculty of Arts & Science Course Calendar on prerequisites. Note that those interested in taking upper-level computer science courses should begin with CSC108H1, not CSC104H1.

First Year:

CSC104H1/CSC108H1/CSC120H1; LIN100Y1; COG250Y1 (can be taken as a corerequisite in Year 2)

Second Year:

STA220H1/PSY201H1; PSY270H1

Second Year and Higher:

PHL342H1; PSY473H1/PSY493H1; and 3 FCEs from one of Stream 1, 2, or 3:

Stream 1: Perception and Attention

PHL232H1; PSY280H1; and 2.0 FCEs of any of the following: COG341H1; COG342H1; PSY312H1; PSY380H1; PSY475H1; PHL340H1; PHL405H1; JLP374H1; NEW333H1; NEW438H1

COG499H1

For those with the appropriate prerequisites: CSC207H1; CSC320H1; CSC420H1

Stream 2: Language and Cognition

1.5 FCEs of any of the following: LIN232H1; LIN241H1; JLP315H1; LIN331H1; LIN341H1; LIN351H1; JLP451H1; NEW333H1; NEW438H1

COG499H1

For those with the appropriate prerequisites: CSC401H1; CSC485H1

Stream 3: Thinking and Reasoning

PHL245H1; PSY260H1; and 2.0 FCEs of any of the following: COG341H1; COG342H1; JLP471H1; JLS472H1; JLS473H1; PSY312H1; PHL245H1; PHL340H1; PHL345H1; PHL351H1; PHL451H1; NEW333H1; NEW438H1

COG499H1

For those with the appropriate prerequisites: CSC401H1; CSC485H1

Fourth Year: COG401H1
# University of Toronto

## Major Modification Proposal: Combined Degree Programs

### Combined Degree Programs Proposed:

<table>
<thead>
<tr>
<th></th>
<th>Campus</th>
<th>Undergraduate Program Option</th>
<th>Undergrad Degree</th>
<th>Second Entry Undergraduate Degree Program</th>
<th>Graduate Degree and Program (#1)</th>
<th>Graduate Degree and Program (#2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FAS/OISE</td>
<td>Minor in Education and Society; Major in English</td>
<td>Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)</td>
<td></td>
<td>Master of Teaching (MT), Teaching</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>FAS/OISE</td>
<td>Minor in Education and Society; Major in History</td>
<td>Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)</td>
<td></td>
<td>Master of Teaching (MT)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>FAS/OISE</td>
<td>Minor in Education and Society; Major in Mathematics</td>
<td>Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)</td>
<td></td>
<td>Master of Teaching (MT)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>FAS/OISE</td>
<td>Minor in Education and Society; Major in Psychology</td>
<td>Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)</td>
<td></td>
<td>Master of Teaching (MT)</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>FAS/OISE</td>
<td>Minor in Education and Society; Major in Sociology</td>
<td>Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.BA)</td>
<td></td>
<td>Master of Teaching (MT)</td>
<td></td>
</tr>
</tbody>
</table>
| Faculty(s): | Faculty of Arts and Science (FAS)  
|           | Ontario Institute for Studies in Education (OISE) |
| Dean’s Office Contact in both Faculties: | • Joshua Barker, Vice-Dean, Graduate Education & Program Reviews, FAS  
|       | • Poppy Lockwood, Acting Associate Dean, Undergraduate, FAS  
|       | • Teresa Nicoletti, Administrative Coordinator [teresa.nicoletti@utoronto.ca](mailto:teresa.nicoletti@utoronto.ca)  
|       | • Douglas McDougall, Professor & Associate Dean, Programs, OISE  
|       | • Biljana Cuckovic, Assistant to the Dean, Policy & Planning [biljana.cuckovic@utoronto.ca](mailto:biljana.cuckovic@utoronto.ca) |
| Department(s) / Unit(s) (if applicable): | • Victoria College  
|       | • Department of English  
|       | • Department of History  
|       | • Department of Mathematics  
|       | • Department of Psychology  
|       | • Department of Sociology  
|       | • Department of Curriculum, Teaching, and Learning, OISE |
| Proponent in each Department / Unit: | • Angela Esterhammer, Principal, Victoria College  
|       | • Undergraduate Chair in each of the participating departments, Faculty of Arts and Science  
|       | • Jim Hewitt, Acting Chair, Department of Curriculum, Teaching and Learning |
| Version Date of Proposal *(please change as you edit proposal)*: | January 28, 2016 |
1 Summary

This is a proposal to create 5 Combined Degree Programs combining programs that involve either the Honours Bachelor of Science (H.B.Sc.) or Honours Bachelor of Arts (H.B.A.) and Master of Teaching (MT). Every combination of degree programs is understood as a unique Combined Degree Program, thus this proposal an omnibus proposal for 5 distinct CDPs. The following undergraduate program options at the Faculty of Arts and Science may be in combination with the MT:

1) Minor in Education and Society offered by the Faculty of Arts and Science in association with Victoria College (critical undergraduate element that will be part of each combined degree program).

The Minor in Education and Society allows students interested in education to explore topics such as child and adolescent development, equity and diversity in education, communication and conflict resolution; get hands-on experience in classrooms through local placements and international internships; and gain strong background for admission to a graduate teacher education program.

2) And any one of the following major programs:
   - Major in English
   - Major in History
   - Major in Mathematics
   - Major in Psychology
   - Major in Sociology

3) Students must also enrol in one additional minor program which will allow them to complete both the requirements for their undergraduate degree, and the requirements for their second teaching subjects. Therefore all CDP students must complete one Major and 2 Minors at the undergraduate level.

The formal name of the Combined Degree programs approved in governance will be:

- Combined Degree Program: STG, Honours Bachelor of Arts, Major in English/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Arts, Major in History/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Science, Major in Mathematics/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Science, Major in Psychology/Master of Teaching
- Combined Degree Program: STG, Honours Bachelor of Arts, Major in Sociology/Master of Teaching

All above listed undergraduate minor and major programs and the MT are existing University of Toronto programs.

The Minor in Education and Society allows students interested in education to explore topics such as...
child and adolescent development, equity and diversity in education, communication and conflict resolution; get hands-on experience in classrooms through local placements and international internships; and gain strong background for admission to a graduate teacher education program.

This Combined Degree Program requires that students applying to the MT have two teaching subjects regardless of the concentration they are applying to (i.e. Intermediate/Senior, Junior/Intermediate or Primary/Junior). This means that they are required to have six full-year university courses (6.0 FCE) in the first teaching subject, and a minimum of three full-year courses in the second teaching subject (3.0 FCE). Note: French as a Second Language, International Languages and Science subjects require more than 3 full-year university courses. The table below presents the teaching subject associated with each program of study. The major will be the first (a minimum of 6.0 FCE) teaching subject in each combination:

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Teaching Subjects completed with required courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major in English</td>
<td>English</td>
</tr>
<tr>
<td>Major in History</td>
<td>History</td>
</tr>
<tr>
<td>Major in Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Major in Psychology</td>
<td>Social Science – General</td>
</tr>
<tr>
<td>Major in Sociology</td>
<td>Social Science – General</td>
</tr>
</tbody>
</table>

The following additional minor programs are recommended:

- Major in English, with a minor in History, Psychology, Sociology, Anthropology or Math
- Major in History, with a minor in English, Psychology, Sociology, Anthropology or Math
- Major in Mathematics, with a minor in English, Psychology, Sociology, Anthropology or History
- Major in Psychology, with a minor in English, History or Math
- Major in Sociology, with a minor in English, History, or Math

Students will be carefully advised to ensure that they fulfill teaching subject requirements when selecting their additional minor programs (in addition to the Education and Society minor and one of the above listed five major programs). In addition to the Teaching Subjects Prerequisites for Intermediate/Senior Candidates in the MT (see Appendix A), OISE will develop comprehensive guidelines that will assist the Combined Degree Program students in making decisions regarding selecting additional Minor programs that will help them meet the prerequisites for their second teaching subjects.

The Master of Teaching program is a full-time professional program of education that leads to a master degree and eligibility to become a certified teacher in Ontario.

Once approved by both Faculty Councils, the Combined Degree Programs being brought forward in this proposal will provide students with the opportunity to gain early (conditional) graduate admission (in Year 3 of undergraduate study), a clear pathway towards the teaching profession, and access to an enriched combination of academic programs. For example, the above-mentioned undergraduate minor program in Education and Society provide the students interested in applying to the Combined Degree Program an exceptional content background required for teaching.
preparation. This includes education focused courses in child and adolescent development, equity and diversity and communication and conflict resolution in education coupled with an internship experience in educational settings such as schools or community organizations, etc.

Students who successfully complete the Combined Degree Program, will have earned two University of Toronto degrees (i.e. H.B.Sc. or H.BA and MT), and be recommended to the Ontario College of Teachers for a Certificate of Qualification, which certifies them to teach in Ontario schools.

Currently, students who are interested at the outset of their undergraduate studies in pursuing a degree in teacher education have applied to and registered in one of the existing Concurrent Teacher Education programs (CTEP). With the restructuring of teacher education in the Province, and the move from a one year to a two-year program for teacher education, these programs have been closed to new admissions. In their place, the Faculty of Arts and Science and OISE are bringing forward the proposed Combined Degree Program that builds on Victoria College’s and OISE’s long standing partnership in teacher education.

### 2 Effective Date: September 2016

- First date students will apply to the Combined Degree Program: **April 2016**
- The date the first cohort will be registered in the Combined Degree Program: **September 2016**
- First year CDP students will be unconditionally in the Graduate Degree Program (where applicable): **September 2017**

### 3 Academic Rationale

The Ontario Government has confirmed that, commencing in September 2015, a two-year B.Ed. program will replace the current one year B.Ed. programs in the Province. As the B.Ed. within CTEP is the equivalent of a one-year program, the University of Toronto has ceased admission into CTEP. All Students currently registered in CTEP programs are expected to graduate in June 2018.

OISE has explored possibilities to continue and build on the fruitful collaboration in teacher education that it has maintained with its undergraduate partners. The proposed Combined Degree Program, H.B.Sc. or H.BA/Master of Teaching builds on that collaboration, and is intended to allow students interested in the teaching profession to apply to the master’s program in Year 3 of undergraduate study, get an excellent foundation in a range of educational issues and teaching strategies combined with a deep knowledge of curriculum and research with an opportunity to develop as teacher-researchers ready to both engage in classrooms and/or continue their academic career through doctoral study.

A Combined Degree Program (CDP) is a program category that allows a student to be registered in two approved degree programs at the same time and complete the requirements of both in a manner that provides a benefit to the student beyond what would result from completing the two degree programs separately. The Combined Degree Program offers several advantages to students. The Vic One Egerton Ryerson Stream, which is the Education Stream for Year 1 Students
(recommended) and the Education and Society Minor provide enriched background preparation for graduate studies in Education. Students will benefit from the additional focus and direction offered by conditional early admission to the MT. By taking 1.0 FCE in the MT at OISE in their fourth year, they will be integrated into graduate study earlier and have fewer required courses to complete during their two years of graduate-only study, thus allowing additional time for independent research or optional areas of specialization.

As a graduate teacher education program, the MT will provide students with a broader range of career options in Canada and internationally (not only in the school system but also in public or private sectors including health care, governmental and non-governmental organizations, business and community). For example, MT graduates are eligible to apply for admission to doctoral programs in education at OISE, other Ontario universities, as well as at leading universities in Canada and around the world.

Owing to their intensive exposure to courses and practical experiences that explore general issues in education and also develop strong subject matter knowledge in their areas of study, students enrolled in the Education and Society minor program and any one of the above listed major programs are ideally suited to a Combined Degree Program with the Master of Teaching (MT) program.

4 Need and Demand

The existing CTEP programs have admitted up to 160 students per year distributed across six partner divisions. At the same time, demand for OISE’s master’s level teacher education programs has been increasing. For example, in 2014-2015, OISE had 862 applications for 262 places in the Master of Teaching program.

It is expected that the proposed Combined Degree Program will be popular with students as it will provide them with the opportunity to gain early (conditional) graduate admission, a clear academic pathway, and an enriched combination of academic programs that will support career success. Specifically, students in the Combined Degree Program will explore topics in education such as child and adolescent development and get hands-on experiences in classrooms, which are embedded in their undergraduate degree and represent an ideal preparation for a professional teacher education program at the graduate level.

Research shows that the quality of teaching is the most significant factor affecting student achievement, and its impact can directly be influenced by initial and continuing teacher education. Like other professions at the “human interface”, such as psychology and speech pathology—through teacher education at a graduate level—we can educate teacher leaders and teacher researchers who are well prepared to use data to construct tailored interventions for individual students in diverse learning environments. The Master of Teaching program involves rigorous academic standards, high expectations for students, integrated, comprehensive and sophisticated learning outcomes. The Combined Bachelors/Master’s program leading towards teaching certification will be unique in Ontario, and it is expected that it will be highly competitive and in high demand.

Students will be admitted to the MT on a competitive basis as part of the overarching MT target.
There will be no minimum or maximum number of students in the total MT enrolment target that may come from the Combined Degree Program.

# 5 Program Requirements

Students complete full academic program requirements for their selected applicable major and the second minor program while carrying a full course load of 5.0 FCE each year. All students must also enrol and complete the Minor in the Education and Society offered by Victoria College. Currently the requirements for the Minor are to complete 4.0 FCEs including at least 1.0 FCE at 300+ level,

1. **PSY100H1** (Introductory Psychology)
2. All of: **JSV200H1 (Communication and Conflict Resolution in Education)**, **JSV201H1 (Child and Adolescent Development in Education)**, **JSV202H1 (Equity and Diversity in Education)**
3. **VIC360H1/VIC360Y1** (Education Internship)
4. **VIC362H1** (Introduction to Teaching)
5. One FCE from: **VIC361H0, VIC363H1** (A Study of Chinese Literature and Culture), a course related to Education and Society at the 300+ level selected from the offerings in Sociology, Anthropology or Geography (Arts). The requirement for the Minor in Education and Society Minor for students in one of the 5 Combined Degree Programs will include the same undergraduate courses as the current minor and requirement 5 will be completed through successful completion of the double counted graduate courses CTL7001H1, CTL7009H1

In Year 3, students interested in one of the Combined Degree Programs will apply to the Master of Teaching and the Combined Degree Program through the SGS Graduate Online Admission Application system. Successful students will be conditionally admitted into the Master of Teaching program and the Combined Degree Program. Graduate admission at this point, when the student has not yet completed the undergraduate degree program, is conditional. Once students have accepted a conditional offer of admission to the MT program, they are in the Combined Degree Program. During Year 4 of undergraduate study, they will be eligible to take 1.0 graduate FCE at OISE – CTL7001H (Educational Professionalism, Ethics and the Law) and CTL7009H (Anti-Discriminatory Education), in addition to completing the requirements of their undergraduate degree. The 1.0 graduate FCE will be graded as graduate courses, as per the UAGPP. The graduate courses double count both towards the undergraduate degree (satisfying degree requirements) and the Master of Teaching degree. Students who successfully complete the undergraduate degree program with appropriate grade standing (B+; CGPA of 3.3) and meet the other admission criteria of the MT will at this stage be admitted unconditionally to the MT. In Year 5, these students will continue in their graduate level studies following the normal path to completion with the exception of the two half courses they completed in Year 4. Students will complete the MT in the usual program length of 5 continuous sessions.
### 5.1 Comparison of Curricular Path

<table>
<thead>
<tr>
<th>The Programs Taken Separately</th>
<th>Combined Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS H.B.A. or H.B.Sc.</td>
<td>Term</td>
</tr>
<tr>
<td>1st year</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>s</td>
</tr>
<tr>
<td>2nd year</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>s</td>
</tr>
<tr>
<td>3rd year</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>s</td>
</tr>
<tr>
<td>4th year</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>s</td>
</tr>
<tr>
<td>5th year</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>w</td>
</tr>
<tr>
<td></td>
<td>s</td>
</tr>
<tr>
<td>6th year</td>
<td>f</td>
</tr>
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</table>

### 6 Admission Process

Students in the third year of the H.B.Sc. or H.B.A. will be eligible to apply through the School of Graduate Studies Online Application System to the proposed Combined Degree Program. Students interested in the Combined Degree Program will apply during the Fall term of their Year 3, and if eligible, will receive a conditional offer of admission to the MT program by the end of the Winter term of their 3rd year in the undergraduate program.

For students to be given full, unconditional admission to the MT program, they must maintain at least a B+ (3.3) average in their final year or over senior courses; achieve a grade of at least B+ average in the 1.0 FCE graduate courses taken in Year 4; successfully complete the requirements for the H.B.Sc./H.B.A. program and have the degree conferred. If at the end of 4th year the student has not met the requirement of completing 6.0 FCEs in the first teaching subject and 3.0 FCEs in the second teaching subject, the offer of conditional admission to the Combined Degree Program will be rescinded. Students in this position could apply separately to the Master of Teacher outside of the Combined Degree Program.
7 Admission Requirements

The proposal for the Combined Degree Program does not affect the approved admission requirements for the H.B.Sc. or H.B.A. degree.

To be considered for conditional admission to the Master of Teaching and the Combined Degree Program, students must meet the following admission requirements:

1. Be enrolled in the Education and Society Minor Program at Victoria College.
2. Be registered in the 3rd year of the H.B.Sc. or H.B.A. Degree Program, in one of the above listed major programs.
3. Have completed—or be on the course to complete—the education-focused courses and practical experiences embedded in the undergraduate degree.
4. Have an average grade equivalent of at least B+ or better, normally demonstrated by an average grade in the 2nd year.
5. Provide at least two letters of reference.
6. Be on course to complete the prerequisites for two teaching subjects irrespective of whether they ultimately intended registering in the Intermediate/Senior, Junior/Intermediate or Primary/Junior concentration (Note: candidates must have completed at least half of the teaching subjects prerequisite courses [i.e. 3.0 FCE in 1st teaching subject, and 1.5 FCE in 2nd teaching subject] by the time they are conditionally admitted to the MT program, that is, by the 2nd term of 3rd year in the undergraduate program).
7. Meet other qualifications as specified by the MT program:
   - Applicants are admitted under the General Regulations of the School of Graduate Studies.
   - Applicants must also satisfy the Department of Curriculum, Teaching and Learning's additional admission requirements stated below.
   - Applicants must have an appropriate bachelor's degree with the equivalent of a University of Toronto B+ or better in the final year. Note: all students admitted to the MT via the Combined Degree Program must have a higher average grade requirement than that required for admission to the MT alone.
   - In their Statement of Intent, applicants should indicate their preferred concentration (i.e., Primary/ Junior, Junior/Intermediate, or Intermediate/Senior) and describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Included in their resumé, applicants are requested to list, in chart form, the extent of their teaching experiences. The chart should include dates, location of experience, role, and number of hours working with students.
   - A police record check is required in a practicum setting in both Year 1 and 2 of the program.

Note: all students must meet the requirements for two teaching subjects. In order to meet the admissions requirements for their two teaching subjects, applicants must be on the course to
completing the required number of prerequisite courses in each of their subject areas as part of their undergraduate studies. Specifically, applicants must have six full university courses (or equivalent) in their first teaching subject, and three full university courses (or equivalent) in their second teaching subject. Note: French as a Second Language, International Languages and Science subjects require more than 3 full-year university courses (see Appendix A).

Note: If at the end of 4th year the student has not met the requirement of completing 6.0 FCEs in the first teaching subject and 3.0 FCEs in the second teaching subject, the offer of conditional admission to the Combined Degree Program will be rescinded. Students in this position could apply separately to the Master of Teacher outside of the Combined Degree Program.

8 Calendar Copy

- Please complete highlighted yellow section in the Graduate Calendar template below

Every combination of degree programs is understood as a unique Combined Degree Program, thus this proposal an omnibus proposal for 5 distinct CDPs. Each combination will have a discreet SGS Calendar entry. The entry below is for the Combined Degree Program: STG, Honours Bachelor of Arts, Major in English/Master of Teaching. As each combination has the same admission and graduate program requirements, the entry below is representative of the different combinations.

2016-17 SGS Calendar

English (Major), Honours Bachelor of Arts / Master of Teaching

Overview

The Combined Degree Program (CDP): Honours Bachelor of Arts, Major in English / Master of Teaching (MT) is designed for students interested in studying the intersections of English and Education, coupled with professional teacher preparation.

Students earn an honour's bachelor's degree from the Faculty of Arts and Science and an accredited professional Master of Teaching (MT) degree at the Ontario Institute for Studies in Education (OISE). They will be recommended to the Ontario College of Teachers for an Ontario Teacher's Certificate of Qualifications as elementary or secondary school teachers. Distinct advantages include:

- early application to the MT program (in Year 3) and conditional admission to the MT program;
- eligibility for certification as a teacher in Ontario; and
- eligibility to apply for doctoral study.

This CDP permits the completion of both degrees in six years with a limited number of courses that may be counted towards both the undergraduate and graduate degrees (i.e., 1.0 full-course equivalent [FCE]).

For a general description of CDPs, see General Regulations section 1.5.3.

Degree Programs in This Combination

English, HBA
Teaching, MT

Application Process

- Applicants apply to the HBA program, the MT program, and the CDP.
Requirements

Minimum Admission Requirements

- Applicants must have been admitted to the HBA degree program and the English major program.
- Applicants must meet the admission requirements of the School of Graduate Studies and the MT program.
- In addition, applicants to the MT program must have an average grade of at least B+ (3.3).
- Applicants must complete two undergraduate minors: one in Education and Society, and the second to fulfill the admission requirements for a second teaching subject as part of the MT.
- At least two letters of reference.
- Please see the contact information below to find details on each program’s admission requirements.
- In their Statement of Intent, applicants should indicate their preferred concentration (i.e., Primary/Junior, Junior/Intermediate, or Intermediate/Senior) and describe significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today’s schools. Included in their resumé, applicants are requested to list, in chart form, the extent of their teaching experiences. The chart should include dates, location of experience, role, and number of hours working with students.
- Applicants to each concentration will have completed a minimum of 6.0 full-course equivalents (FCEs) as part of the English major requirements in the first teaching subject, and a minimum of 3.0 FCEs in the second teaching subject, from a recognized university. The 22 eligible teaching subjects are:
  - Business studies: accounting, general
  - Dramatic arts
  - English
  - French as a second language
  - Geography
  - Health and physical education
  - History
  - International languages: German, Italian, Spanish, other
  - Mathematics
  - Music: instrumental, vocal
  - Religious education
  - Science: biology, chemistry, physics, general
  - Social science: general
  - Visual arts.

Academic Path to Completion

Every CDP involves a specific combination of approved degree programs. The CDP requirements build on those of the two separate degree programs. Each CDP has a unique pattern of academic activity year by year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Curricular Path</th>
<th>Specific Requirements*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 to 4</td>
<td>• HBA program requirements. • In Year 4, complete 1.0 full-course equivalent (FCE) in graduate courses. • By the end of Year 4, fulfill both the undergraduate program requirements and the undergraduate degree requirements.</td>
<td>• 19.0 FCEs in undergraduate courses, including all requirements for the major in English, minor in Education and Society, and a second minor selected to fulfill the MT admission requirements of a second teaching subject. o This includes a minimum of 6.0 FCEs as part of the English major requirements in the in the first teaching subject, and a minimum of 3.0 FCEs in the second teaching subject. • Courses required for the minor in Education and Society include: PSY100H1, JSV200H1, JSV201H1, JSV202H1, VIC360H1, VIC360Y1, VIC362H1, one of VIC361H1, VIC363H1, or a 300/400-level course related to Education and Society. • CTL 7001H and CTL 7009H, to be taken in Year 4, and which is double counted towards the program requirements for the HBA and MT programs.</td>
</tr>
<tr>
<td>5</td>
<td>• Remaining courses from Year 1 of the MT program</td>
<td>• 4.5 FCEs of Year 1 MT program requirements</td>
</tr>
<tr>
<td>6</td>
<td>• Remaining courses from Year 2 of the MT program</td>
<td>• 4.5 FCEs of Year 2 MT program requirements</td>
</tr>
</tbody>
</table>

*The MT has three concentrations: Primary/Junior, Junior/Intermediate, and Intermediate/Senior. The specific
requirements vary based on which concentration is selected. For details, see the MT calendar entry [link].

Time Limit
The calculation of the time limit for the graduate degree in the CDP begins with full, unconditional admission to the graduate program.

Contact
Honours Bachelor of Arts in English Program, Faculty of Arts and Science
Web: www/english.utoronto.ca
Email: english@chass.utoronto.ca

Minor in Education and Society Program, Victoria College
Web: www.vic.utoronto.ca/students/academics/education.htm
Email: pavi.chandrasegaram@utoronto.ca

Master of Teaching Program, Ontario Institute for Studies in Education
Web: www.oise.utoronto.ca/mt
Email: mtinfo@utoronto.ca

9 Consultation
This proposal is the product of extensive consultation between the Dean’s Offices of the Faculty of Arts and Science and the Ontario Institute for Studies in Education, the Master of Teaching program, and Victoria College.

This proposal document captures the curricular arrangements of the Combined Degree Program. The specific arrangements between OISE and FAS are outlined in the appended MOU.
## 10 Governance Process

<table>
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<tr>
<th>Steps</th>
<th>Approval</th>
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</table>
| **Development of proposal in close consultation between Dean’s Offices** | • Associate Dean, Programs, OISE  
  • Vice-Dean, Graduate Education & Program Reviews, FAS  
  • Associate Dean, Undergraduate, FAS |
| **Consultation with Provost’s Office**                     | • Office of the Vice Provost, Academic Programs  
  • Provost’s Advisory Group |
| **Approval by units – OISE:**                              | Approval by units – OISE:  
  • CTL Council: January 18, 2016  
  • OISE Academic Programs Committee: January 29, 2016  
  • OISE: Faculty Council: February 17, 2016 |
| **Approval by units – FAS:**                               | Approval by units – FAS:  
  • FAS Undergraduate Curriculum Committees (Humanities, Social Sciences, Sciences): February 8, 2016 and February 12, 2016  
  • FAS Faculty Council: February 24, 2016 |
| **Submission to Provost’s Office**                         |                                                                         |
| **Report to AP&P (by P.O.)**                              |                                                                         |
| **Report to Ontario Quality Council (by P.O.)**            |                                                                         |
Appendix A Intermediate/Senior Teaching Subject Prerequisites – Master of Teaching, 2016-17

Applicants who apply to the Master of Teaching Program must specify which concentration and corresponding teaching subject(s) they would like to apply for.

A course will be counted as a prerequisite toward your teaching subject(s) chosen if you have completed and received credit for the course or if you can prove you are currently enrolled in the prerequisite course on your transcript. Note that the course you are enrolled in must be completed before the start of the Master of Teaching Program.

**Intermediate/ Senior Concentration (I/S)**

Applicants who apply to this concentration will be eligible to teach children from grades seven to twelve. Please note that you must select two teaching subjects from the list below. Please ensure that you have the required number of courses in the subjects listed below prior to applying to this concentration.

**Important Notes:**
- Applicants may choose only one of Music-Instrumental or Music-Vocal, not both
- If candidates select two science teaching subjects, they must have a minimum of 10 full-year university courses in the sciences and these must include the prerequisite courses for each of the two science teaching subjects.

<table>
<thead>
<tr>
<th>Teaching Subject</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>English (First Language)</td>
<td>Six full-year university courses in English if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject</td>
</tr>
<tr>
<td>History</td>
<td>Six full-year university courses in History if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.</td>
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</table>
  - Up to 1 full-year course in Political Science, Philosophy, or subject-specific history such as Art History or Music History, may be counted towards this prerequisite. |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
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<tbody>
<tr>
<td>Religious Education</td>
<td>Six full-year university courses in Theology or Religious Studies if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject. <em>(This course is primarily intended to prepare teachers of Religious Education in Roman Catholic Secondary Schools)</em></td>
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</tbody>
</table>
| Mathematics          | Six full-year university courses in Mathematics if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject  
   - Up to 1 full-year course in Statistics may be counted towards this prerequisite |
| Science - Biology    | Six full-year university courses in Science, with a minimum of four full-year courses in Biology *(regardless of whether it is the first or second choice teaching subject)*  
   - Biochemistry is accepted as Chemistry or Biology  
   - Courses in Botany, Zoology, and life sciences such as Anatomy, Physiology, Immunology, and Genetics are accepted as Biology  
   - Psychology courses are not accepted towards this prerequisite |
| Science - Chemistry  | Six full-year university courses in Science, with a minimum of four full-year courses in Chemistry *(regardless of whether it is the first or second choice teaching subject)*  
   - Biochemistry is accepted as Chemistry or Biology |
| Science - Physics    | Six full-year university courses in Science, with a minimum of four full-year courses in Physics *(regardless of whether it is the first or second choice teaching subject)*  
   - Astrophysics and Geophysics are acceptable |
| Science - General    | Psychology courses are not accepted towards this prerequisite.  
   Six full-year university courses in Science, with a minimum of one full-year course in each area of Biology, Chemistry, and Physics *(regardless of whether it is the first or second choice teaching subject)* |
| **Social Science - General** | Six full-year university courses in any of Psychology, Sociology or Anthropology if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject. |
| Music-Instrumental | Six full-year university courses in Instrumental Music if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.  
  - Applicants may choose only one of: Music-Instrumental or Music-Vocal |
| Health and Physical Education | Six full-year university courses in Health and Physical Education if selected as your first choice teaching subject, or three full-year university courses if selected as your second choice teaching subject.  
  - Applicants may choose only one of: Music-Instrumental or Music-Vocal |
| French (Second Language) | Six full-year university courses in French and demonstrated written and oral proficiency (regardless of whether it is the first or second choice teaching subject).  
  - If admissible to the program, applicants who select French as a Second Language as a teaching subject must demonstrate oral and written proficiency in French prior to registering in the program through testing administered at the time of admission. Applicants who fail to demonstrate proficiency will be deemed to have NOT satisfied the prerequisite for the French teaching subject even if they have the required number of academic courses. Refer to the OISE Proficiency Test in French & International Languages (OPTFIL) for detailed information about the test. |

*Not all teaching subjects may be offered in a given year. OISE reserves the right to cancel courses for which enrolment or resources are insufficient.*