Humanities Curriculum Committee
Full Review Proposals By Unit

(Proposals for Committee approval)
3 New Courses:

**FAH308H1: City of Athens: Art, Politics and Society**

| Contact Hours: |  
| --- | --- |
| Lecture: | 24 |

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<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>This course provides a detailed investigation of the city of Athens, focusing on the art, architecture and archaeology in the later Archaic and Classical Period. A combination of topographical and chronological approach is taken to familiarize the students with both the physical cityscape as well as its development in the context of major areas of interest, such as politics, religion and social customs. Some broad themes explored include: art, democracy and propaganda (Agora), the impact of the Persian wars, ritual and religious festivals (Acropolis), the symposium, Athenian women, funerary art (Kerameikos), cult, sanctuaries and votives, art and Athenian drama. The course will also feature digital humanities components in the assignments, which may involve spatial mapping, 3D tools/VR and/or databases, as well as a trip to the Royal Ontario Museum.</td>
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<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>FAH207H1 or permission of instructor</td>
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<tr>
<th>Corequisites:</th>
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<th>Exclusions:</th>
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<table>
<thead>
<tr>
<th>Recommended Preparation:</th>
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<table>
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<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>Creative and Cultural Representations (1)</td>
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<table>
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<tr>
<th>Distribution Requirements:</th>
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<tr>
<td>Humanities</td>
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<table>
<thead>
<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td>Communication: slightly; Critical and Creative Thinking: extensively; Information Literacy: slightly</td>
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| Quantitative Reasoning: slightly; Social and Ethical Responsibility: slightly |

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<thead>
<tr>
<th>Experiential Learning:</th>
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<tr>
<td>Research: none; Other: none</td>
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<tr>
<th>Rationale:</th>
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<td>Provides a solid upper level class focusing on the centre of ancient Greek culture and art for students who want to explore the Classical world in further detail. It is proposed as the Hellenic pendant to the already existing course FAH309 City of Rome, and complements the other two 300 level Greek art classes that are medium based: FAH310 Greek Vase Painting and FAH311 Greek Sculpture.</td>
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<th>Consultation:</th>
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<th>Resources:</th>
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<tr>
<td>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</td>
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<tr>
<th>Overlap with Existing Courses:</th>
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</table>
FAH326H1: Cultural History of Islamic Spain

Contact Hours:
  Lecture: 24

Description:
From its earliest beginnings as an Umayyad province and up until the 15th century, al-Andalus acted as a lynch pin within the Mediterranean world. Connecting the Islamic empire in the East and forging links of trade and cultural exchange with Europe to the West, cities such as Cordoba and Granada captured the imagination of contemporary chroniclers, earning descriptions in the sources as truly “first-rate places”. Through an exploration of the historical, artistic, architectural, urban, social and economic contexts, this course will engage with and expand upon current understandings of this seminal period in Islamic history to examine Islam’s encounters and modes of cultural exchange with Europe and the Mediterranean world.

Prerequisites:
Any Medieval 200 or 300 level course

Recommended Preparation:

Breadth Requirements:
  Creative and Cultural Representations (1)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
Provides an in depth exploration of Islamic architectural and urban history in the Iberian peninsula (8-16th c.) and examines the role of Islam in Europe during the Medieval period.

Consultation:

Resources:
  Budget Implications: The academic unit will provide the resources required for this course from existing budget.
## FAH472H1: Studies in Modern Architecture

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

### Description:
Focused examination of themes and methods in the history of architecture since 1750.

### Prerequisites:
- FAH272H1 or Permission of Instructor

### Rationale:
Provides an opportunity for advanced undergraduate students in the History of Art to develop proficiency in the distinctive analytical methods associated with modern architectural history.

### Estimated Enrolment:
99

### Instructor:
Heba Mostafa
### Overlap with Existing Courses:

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

### Estimated Enrolment:

**Instructor:**

Joseph L. Clarke


3 New Courses:

**CIN214H1: New Media Forms**

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<tr>
<th>Contact Hours:</th>
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<tr>
<td>Lecture: 36 / Tutorial: 12</td>
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**Description:**

Introduction to the study of new and contemporary media forms, with a focus on aesthetic and moving-image media. Students will learn key concepts in digital media studies through close examination of historical and contemporary examples from art, cinema, video, and games. Course readings draw on interdisciplinary critical models from cinema studies, cultural studies, art history, and digital media studies.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

CIN260H1 (Topics: New Media), offered in Winter 2014, Fall 2014, and Fall 2016

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

Formalizes existing practice: teaching an introduction to new media studies under CIN260H: Selected Topics shell course. Offers aesthetic and cinema-focused consideration of new and digital media forms. Provides students with critical skills to understand and re-negotiate their own relationships to contemporary media forms, including social media and videogames.

**Consultation:**

Course discussed in CSI Undergraduate Committee and CSI Council meetings. There are no related units that needed to be consulted.

**Resources:**

No new or additional resources required.

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

**Overlap with Existing Courses:**

None.

**Programs of Study for Which This Course Might be Suitable:**
**CIN364H1: Theories of Media**

**Contact Hours:**  
*Lecture:* 48

**Description:**  
In-depth history of humanistic theories of media and mediation, with a focus on aesthetics. Authors discussed may include Karl Marx, Walter Benjamin, Sigmund Freud, Marshall McLuhan, Friedrich Kittler, Donna Haraway, Bernard Stiegler, Katherine Hayles, and others. Includes substantial discussion of contemporary problems and authors in digital media studies and media theory. Includes extensive consideration of aesthetic forms, including animation, cinema, television, installation art, video games, net.art, and others.

**Prerequisites:**  
CIN105Y1

**Recommended Preparation:**  
CIN214H1

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

**Distribution Requirements:**  
Humanities

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

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

**Rationale:**  
Supplementary and largely parallel to the film theory curriculum offered in CIN201 & 301, offering students the tools to think more broadly about media aesthetics using their grounding in cinema. Provides a rigorous preparation in humanistic theoretical thinking, touching on major critical idioms such as Marxism, psychoanalysis, phenomenology, deconstruction, etc.

**Consultation:**  
Course discussed in CSI Undergraduate Committee and CSI Council meetings. There are no related units that needed to be consulted.

**Resources:**  
No new or additional resources required.  
**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
Cinema Studies Institute (FAS)

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<thead>
<tr>
<th>Overlap with Existing Courses:</th>
<th>None.</th>
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<tbody>
<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td>Book and Media, Art History, Digital Humanities (pending approval)</td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>40</td>
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<tr>
<td>Instructor:</td>
<td>Scott Richmond</td>
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**CIN371H1: (New) Media Aesthetics**

**Contact Hours:**
- **Lecture:** 48

**Description:**
Investigates the theory and history of media technologies as sites of aesthetic investment in a wide variety of artistic practices, focusing on contemporary digital media work, including experimental cinema, gallery installation, net.art, and avant-garde videogames. One important emphasis lies in the aesthetic possibilities new (and newly inexpensive) media technologies have made available to marginalized artists, including especially women and queer artists. We will study the work of Maya Deren, John Cage, Tony Conrad, Yoko Ono, Jack Smith, Andy Warhol, Michael Snow, Marina Abramovic, Marlon Riggs, Felix Gonzales-Torres, Anna Anthropy, and others.

**Prerequisites:**
- CIN105Y1

**Corequisites:**

**Exclusions:**
- CIN340H1 (Topics: (New) Media Aesthetics), offered in Winter 2017

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

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

**Rationale:**
For cinema studies students, this course situates cinema practice in an expanded field of media art practices since WWII. It also provides a crucial (pre)history of digital media forms, showing that (for example) John Simon’s algorithmic and computational works of art have substantial precedent in John Cage’s algorithmic (but not computational) works. It also brings to light the importance of marginalized artists to media art practice, including queer underground film, performance art by women, and artgames made by transwomen.

**Consultation:**
Course discussed in CSI Undergraduate Committee and CSI Council meetings. There are no related units that needed to be consulted.

**Resources:**
No new or additional resources required.

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

**Overlap with Existing Courses:**
None.

**Programs of Study for Which This Course Might be Suitable:**
Art History, Book and Media Studies, Digital Humanities (pending approval)

**Estimated Enrolment:**
40

**Instructor:**
Scott Richmond

### 1 Retired Course:

**CIN389H1: The Logics of Canadian Television**

**Rationale:**
1 New Course:

DRM363H1: Story-ing the Possible: Talking Treaties, Rehearsing (Re)conciliation

Contact Hours:

Lecture: 24 / Tutorial: 12

Description:

This half course offers a comprehensive examination of Indigenous history in the territories (now called Canada), Treaty Relationships, and Indigenous-Settler Relationships, as they have shifted and evolved since first contact. Students will enter into conversation with this history and the contemporary issues confronting all Canadians today through the writings of Indigenous playwrights, oral history keepers, academic historians, and Indigenous theorists.

Prerequisites:

DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Humanities

Competencies:

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

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

Experiential Learning:

**Research:** notably; **Other:** notably;

**Nature of "Other" Experiential Learning:** none selected

Rationale:

The Drama Centre wishes to support the University of Toronto’s commitment to address the 94 Calls to Action (put forward by the TRC in 2015). As the academic departments across this university move to “indigenize” existing core courses or to create new courses that will expose their students to Indigenous history, Indigenous Knowledge Systems, and an understanding of their responsibilities as “treaty people” in Canada, the CDTPS is uniquely positioned to do the same. Our students are part of the new generation of artists and storytellers who will shape and influence the attitudes and behaviours of those Canadians who witness their work. They must understand the history of the land upon which they do their work, and they must understand their responsibilities as settlers in treaty with the Indigenous stewards of these territories. Utilizing performative texts (authored by Indigenous artists) as a gateway into the fraught and complex history of Indigenous-Settler relations not only makes sense within the context of Drama, Theatre and Performance Studies, it also adheres to Indigenous pedagogical processes, which base themselves in storytelling.

Consultation:

The faculty member who has designed this proposal has worked within Indigenous Studies (formerly ABS) since 2001. Her current appointment takes her across three departments (DRM, TYP, and INS). Within INS, she has taught INS201Y (Introduction to Indigenous Studies), INS460H (Indigenous Research Methods), INS402H (Indigenous
Knowledge), INS301Y (Native Language and Story), INS302H (Indigenous People and Media Representation), and INS341H (Indigenous Theatre in North America). As an Indigenous woman who is a theatre practitioner and scholar of theatre and a scholar of Indigenous Studies, she is uniquely positioned to design this curriculum. A recent member and contributor to the Final Report of the Decanal Working Group on Indigenous Teaching and Learning (established by the Dean of the FAS in Summer 2016), she has been called upon by representatives from various departments (eg Astronomy and Transitional Year Programme) and organizations outside this university to consult with them as they seek to include Indigenous content in existing courses or to build new (discipline-specific) courses that rest upon Indigenous epistemological foundations.

**Resources:**
- TA
- Power Point Projector and Screen
- Theatre Tickets (when appropriate)

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

**Overlap with Existing Courses:**
While the content of this course undoubtedly replicates the content covered in INS201Y (Introduction to Indigenous Studies), this is precisely the intention of this course. The course is designed as an introductory survey course in Indigenous Studies that students of the Drama Centre will enter through the gateway of writings and performances created by contemporary Indigenous artists. These textual encounters will, of course, be supplemented by historical documents, teachings from oral history keepers, and writings by Indigenous theorists from various disciplines.

**Programs of Study for Which This Course Might be Suitable:**
Drama Majors, Minors and Specialists to count towards Group A.

**Estimated Enrolment:**
30

**Instructor:**
Jill Carter

### 4 Course Modifications:

**DRM101Y1: Introduction to Drama, Theatre and Performance Studies**

**Description:**
A broad introduction to the canon of Western drama, the principles of theatre history as well as key artistic movements and notions of arts criticism through a range of dramatic texts, artistic movements, and performance practices, with particular reference to the relationship between dramatic texts and their larger contexts. This course combines weekly two-hour lectures with one-hour tutorials.

**Exclusions:**
DRM100Y1, DRE121H5, DRE122H5, VPDA10H3, VPDA11H3, VPDA10H3, VPDA15H3, VPDB10H3, VPDB11H3

**Breadth Requirements:**
Creative and Cultural Representations(1), Society and Its Institutions (3)

**Rationale:**
We previously believed that only one Breadth category could be assigned to a course. This additional category is relevant to this course and will benefit students by fulfilling their Breadth required for graduation.

**Consultation:**
### DRM220Y1: Comparative Theatre Histories

**Description:**

An intensive study of a range of historical and cross-cultural dramatic and performance texts and practices that contextualize theatre and performance more broadly within the social, political, and cultural parameters in which they take place. Theatre history is necessarily inextricable from world history and this course considers the many ways theatre and performance interact with the globalized world.

**Breadth Requirements:**
- Creative and Cultural Representations(1), Thought, Belief, and Behaviour (2)

**Rationale:**
We previously believed that only one Breadth category could be assigned to a course. This additional category is relevant to this course and will benefit students by fulfilling a portion of their Breadth required for graduation.

**Consultation:**

### DRM366H1: Canadian Theatre

**Breadth Requirements:**
- Society Creative and Its Institutions Cultural Representations(3)

**Rationale:**

**Consultation:**

### DRM485Y1: Senior Seminar: Drama, Theatre and Performance Studies Thesis

**Breadth Requirements:**
- Creative and Cultural Representations(1), Society and Its Institutions (3)

**Rationale:**
We previously believed that only one Breadth category could be assigned to a course. This additional category is relevant to this course and will benefit students by fulfilling a portion of their Breadth required for graduation.

**Consultation:**
7 New Courses:

**EAS218H1: Classical Chinese Prose**

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<th>Contact Hours:</th>
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<tr>
<td><em>Lecture:</em> 24</td>
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<tr>
<th>Description:</th>
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<tr>
<td>This course introduces the form and types of prose in classical Chinese literature by critical reading of some basic Chinese texts and their English translations on various themes, such as history, philosophy, religion and art.</td>
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<th>Prerequisites:</th>
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<tr>
<td>EAS103H1, EAS105H1</td>
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<th>Exclusions:</th>
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<tbody>
<tr>
<td>None</td>
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<th>Recommended Preparation:</th>
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<tr>
<th>Competencies:</th>
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<tr>
<td><strong>Communication:</strong> extensively; <strong>Critical and Creative Thinking:</strong> notably; <strong>Information Literacy:</strong> slightly</td>
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<tr>
<td><strong>Quantitative Reasoning:</strong> none; <strong>Social and Ethical Responsibility:</strong> extensively</td>
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<th>Experiential Learning:</th>
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<tr>
<td><strong>Research:</strong> none; <strong>Other:</strong> none</td>
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<th>Rationale:</th>
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<tr>
<td>1. Chinese Prose is an essential literary genre in traditional Chinese culture, historically extending over thousands years in theory and practice. Through textual analysis and critical reading of basic Chinese texts and their English translations, this course will provide students with essential knowledge of the Chinese prose in the context of Chinese literary criticism and promote their skills of textual analysis in their studies on the prose’s literary values in Chinese culture.</td>
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<tr>
<td>2. This course provides an optional half course in Chinese literary culture for students in East Asian Studies.</td>
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<tr>
<td>Courses derived from Undergraduate Curriculum Committee discussions with wider faculty and with undergraduate students who expressed the need for more courses.</td>
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<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
<td>No overlap</td>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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</table>
East Asian Studies (FAS), Department of

Estimated Enrolment: 80

Instructor: Johanna Liu

EAS248H1: Marxism and East Asia

Contact Hours:
Lecture: 24

Description:

This course focuses on how Marxism became one of the most important and influential systems of revolutionary thought in East Asian countries such as Japan, Korea, and China in the twentieth century, with enormous repercussions for our present historical conjuncture. The course particularly focuses on the theoretical creativity and impasses that went into translating the basic tenets of Marxism to address particular, national questions in East Asia.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Humanities

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

Experiential Learning:
- Research: none; Other: none

Rationale:
There are no courses in the U of T curriculum that systematically address how contemporary East Asia continues to recall, distort, and forget the legacies of Marxism that had infused social scientific, literary, and political thought in twentieth century East Asia.

Consultation:
Courses derived from Undergraduate Curriculum Committee discussions with wider faculty and with undergraduate students who expressed the need for more courses.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
**EAS324H1: The Asia-Pacific in the Nuclear Age**

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

**Description:**
From the events such as the world’s first use of the atoms for war, the Cold War nuclear arms race, the “Atoms for Peace” campaign, the worst nuclear accident in history, to the unfolding threat of nuclear proliferation, the twentieth century Asia-Pacific region has been profoundly shaped by the nuclear age. The course introduces the diverse cultural knowledge and social thoughts that have developed distinctly in the Asia-Pacific in response to the nuclear-related affairs. They include, for instance, the ideas and practices concerning the environment, the human, peace, visibility, security, coloniality, sustainability, etc.

**Prerequisites:**
- EAS105H1, EAS209H1 and/or instructor’s approval

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
Despite the ever heightening geopolitical attention to North Korea’s nuclear threat, there is currently no course offered to introduce students to the in-depth knowledge of the long historical engagement and rich accumulation of cultural practices and social thoughts associated with the nuclear age in Northeast Asia, Southeast Asia, and the Pacific Islands. The course is proposed to fill in this curricular gap.

**Consultation:**
Courses derived from Undergraduate Curriculum Committee discussions with wider faculty and with undergraduate students who expressed the need for more courses.

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

Overlap with Existing Courses:
My own 400 level course offered in WGSI, which focuses exclusively on the gendered and sexualized dimension of the nuclear world.

Programs of Study for Which This Course Might be Suitable:
I would like to cross-list this course as one of the American studies program offered through the CSUS.

Estimated Enrolment:
50

Instructor:
Lisa Yoneyama

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**EAS350H1: Ideology and Japan**

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

**Description:**
This course analyzes the problem of ideology in relation to the development of capitalism and imperialism in modern Japan. Among the topics analyzed in the course will be: the development of a national ideology in the transition to capitalism, the rise of “ultra-nationalism,” the ideological battles between Communism and fascism, the ideological struggles surrounding the U.S. military occupation of Japan, and the question of national ideology in the postwar period.

**Prerequisites:**
EAS105H1 and EAS209H1/EAS247H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
There are no courses that deal explicitly with the question of ideology in Japan. With the rise of a new kind of nationalism in present-day Japan, a clear understanding of the history of national ideology in Japan is necessary to help understand its contemporary forms.

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

Courses derived from Undergraduate Curriculum Committee discussions with wider faculty and with undergraduate students who expressed the need for more courses.

Resources:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

45

Instructor:

Ken Kawashima

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**EAS354H1: Body, Movement, Japan**

**Contact Hours:**

*Lecture:* 24

**Description:**

This course will explore theories and practices of the body and movement in Japan by way of a series of associated territories: From the 17th century walking poetry of Basho to various political resistance movements of the 1960s, from the revolutionary dance experiments of Min Tanaka to Buddhist inspired philosophies of Body-Mind and physics inspired theories of movement by Japanese scientists to the movement of information, people, and capital at the contemporary moment.

**Prerequisites:**

EAS209H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* notably; *Other:* none

**Rationale:**

What constitutes the body and mind has a long history in Japanese history and can be quite distinct to how this classic problem is understood in the West. This course will come at the problematics of the body and movement in order to
show how they are essential to understanding how nationalist ideologies operate as well as how alternative futures can be opened.

**Consultation:**
Courses derived from Undergraduate Curriculum Committee discussions with wider faculty and with undergraduate students who expressed the need for more courses.

**Resources:**
Smart classroom

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

**Overlap with Existing Courses:**
No overlap

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

**Estimated Enrolment:**
45

**Instructor:**
Eric Cazdyn

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**EAS380H1: Writing Women in Premodern China**

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

**Description:**
A survey of premodern Chinese texts (before 1700) in translation, written by women, about women, and in the voices of women, across a variety of genres drawn from literature, history, philosophy, and religion. The texts provide opportunities to explore how gender was constructed in Chinese societies, how women were defined and constrained by texts, and how women used writing to express themselves, often in resistance to dominant modes of representation.

**Prerequisites:**
EAS103H1, EAS105H1, EAS209H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

**Experiential Learning:**
### Rationale:
There is currently no course in the EAS department (nor elsewhere in FAS) that focuses exclusively on women and women’s writing in premodern China. There is an extensive corpus of writing by and about women from this time and place, knowledge of which would enrich studies of China’s literature, history, philosophy, and religions, and the study of East Asia in general.

### Consultation:
Careful review of course descriptions in WGS, HIS, RLG, ENG, and other departments for overlaps. WGS will be informed for possible inclusion of this course among their Group A courses. EAS curriculum review has identified a need for more 300-level courses to allow students to complete EAS programs.

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

### Overlap with Existing Courses:
None. (Possible minor overlap with RLG311H1 Gender, Body and Sexuality in Asian Traditions.)

### Programs of Study for Which This Course Might be Suitable:
Priority for EAS Min/Maj/Spe; possible Group A course for WGS Min/Maj/Spe

### Estimated Enrolment:
45

### Instructor:
G. Sanders

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### EAS446H1: The Communist Hypothesis and Asia

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

**Description:**
In recent years, the basic hypotheses of Communism have begun to be thought anew, precisely because of the demise of the Soviet Union and the rise of capitalism in communist regimes (i.e., China). Taking up recent writings by Alain Badiou, Jodi Dean, Gavin Walker, Fred Jameson and a host of other contemporary thinkers, this course asks again: what is the communist hypothesis in today’s Asia and how can it help us to imagine a different Asia?

**Prerequisites:**
- EAS209H1, EAS247H1/EAS248H1

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
East Asian Studies (FAS), Department of Humanities

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<tr>
<th>Competencies:</th>
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<tr>
<td>Communication: extensively; <strong>Critical and Creative Thinking:</strong> extensively; <strong>Information Literacy:</strong> extensively</td>
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<tr>
<td><strong>Quantitative Reasoning:</strong> notably; <strong>Social and Ethical Responsibility:</strong> notably</td>
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<th>Experiential Learning:</th>
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<tr>
<td><strong>Research:</strong> extensively; <strong>Other:</strong> none</td>
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<tr>
<th>Rationale:</th>
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<tr>
<td>There are no courses in EAS that grapple with the contemporary reposing and rethinking of Communism; this course will help fill in this gap.</td>
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<th>Consultation:</th>
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<tr>
<td>Courses derived from Undergraduate Curriculum Committee discussions with wider faculty and with undergraduate students who expressed the need for more courses.</td>
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<th>Resources:</th>
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<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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| Overlap with Existing Courses:    |

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

| Estimated Enrolment: |

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<th>Instructor:</th>
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<tr>
<td>Ken Kawashima</td>
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6 New Courses:

**FRE486H1: Special Topics in French Linguistics**

| Contact Hours: |
| Lecture: 24 |

**Description:**
An advanced course on a particular topic in the use, acquisition, history or synchronic analysis of French. Please see the French Department website [http://www.french.utoronto.ca/undergraduate/courses/french_linguistics](http://www.french.utoronto.ca/undergraduate/courses/french_linguistics) for the description of the particular course in a given year.

**Prerequisites:**
Will vary depending upon year. Consult department website.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
The French Department has proposed the elimination of JFL477H1 and JFL478H1 (Joint French-Linguistics) given the very small number of Linguistics Department students having registered in these English-taught courses in the past. The content of these courses will now be taught exclusively in French in the new course proposed here.

**Consultation:**
The creation of the course (as well as the elimination of JFL477H1 and JFL478H1) was first discussed at the French Department Curriculum Committee then voted on as an official motion at the Department’s bi-annual general meeting in December 2016.

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

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
SPE/MAJ 0525
FSL312H1: Writing French: the Language of the Media

Contact Hours:
Lecture: 36

Description:
Using current online French media, broaden your understanding of the French language; deepen your grammatical knowledge; expand your vocabulary (including idioms); review key aspects of French syntax; and fine-tune your reading skills in French. Weekly reading and writing workshops are an integral part of this course.

Prerequisites:
FSL221Y1 (63%) or, upon first FRE/FSL enrolment equivalent as determined by the French Placement Test.

Corequisites:

Exclusions:
FSL321Y1 and higher, FSL362H1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
The Department wishes to have a series of course codes that reflect the relative difficulty of the courses. Whereas the numerical coda of FSL362H1, FLS363H1 and FSL364H1, the second-level courses in our FSL minor series, would lead one to expect that the relative difficulty is greater than that of FSL321Y1, the primary second-level course in our major series, the situation is the reverse. Moreover, FSL321Y is an exclusion for these three courses and, normally, the French Department explains this by stating that all higher FSL courses are an exclusion. Given that 321 is lower than 362/363/364, this leads to confusion on students' parts. In summary, the renumbering would allow for transparency in the progressive difficulty of these 300-level courses.

Consultation:

Resources:

Overlap with Existing Courses:
### French (FAS), Department of

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<th>Programs of Study for Which This Course Might be Suitable:</th>
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### FSL313H1: French for the Workplace

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<td>Lecture: 36</td>
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<td>Students will accomplish a variety of professional tasks and develop effective oral and written communication skills as well as acquire a deeper knowledge of the culture of the workplace in French-speaking communities: magazines, internet, video-clips. Emphasis on the study of professional terminology, correspondence formulae and professional practices of the workplace</td>
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<td>FSL321Y1 and higher, FSL363H1</td>
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<td>Creative and Cultural Representations (1)</td>
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FSL314H1: French for the Arts

Contact Hours:
   Lecture: 36

Description:
   Introduction to the study of central themes in French artistic expression, designed to familiarize students with key concepts and vocabularies relevant to the subject. Study of modes of artistic representation, (visual, performing arts) and their contribution to the rich heritage and identity of French culture. Observation, description and analysis of various artistic mediums.

Prerequisites:
   FSL221Y1 (63%) or, upon first FRE/FSL enrolment equivalent as determined by the French Placement Test

Corequisites:

Exclusions:
   FSL321Y1 and higher, FSL364H1

Recommended Preparation:

Breadth Requirements:
   Creative and Cultural Representations (1)

Distribution Requirements:
   Humanities

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

Experiential Learning:
   Research: none; Other: none

Rationale:
   The Department wishes to have a series of course codes that reflect the relative difficulty of the courses. Whereas the numerical coda of FSL362H1, FLS363H1 and FSL364H1, the second-level courses in our FSL minor series, would lead one to expect that the relative difficulty is greater than that of FSL321Y1, the primary second-level course in our major series, the situation is the reverse. Moreover, FSL321Y is an exclusion for these three courses and, normally, the French Department explains this by stating that all higher FSL courses are an exclusion. Given that 321 is lower than 362/363/364, this leads to confusion on students' parts. In summary, the renumbering would allow for transparency in the progressive difficulty of these 300-level courses.

Consultation:
Resources:
Overlap with Existing Courses:
Programs of Study for Which This Course Might be Suitable:
Estimated Enrolment:

Instructor:

**FSL315H1: French Oral Communication for Professional and Academic Contexts**

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<th>Contact Hours:</th>
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<td><em>Lecture:</em> 36</td>
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**Description:**

This course is designed for students who wish to develop their oral communication skills in French in preparation for bilingual employment, community service, and academic activities in Canada and abroad. Emphasis is placed on the development of skills for accurate oral language use in professional and academic contexts: researched oral presentations, debates, interviews, and student-led discussions. Students will learn how to adapt their speaking style and register to different audiences and situations, use appropriate vocabulary, and self-correct.

**Prerequisites:**
FSL221Y1 (63%) or, upon first FRE/FSL, enrolment equivalent as determined by the French Placement Test

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
In the French Department’s Minor in French as a Second Language (MIN 0555), there is currently no 300-level course targeting oral skills. The creation of this course will address this lacuna and respond to the strong request for more oral practice within French language programs in general as witnessed in the responses to the Department’s survey to all students registered in our undergraduate courses in Spring 2017.
The proposal for this course comes out of discussions among the members of the French Department’s French-as-a-Second-Language Group followed by discussion at the Department’s Curriculum Committee this fall. An official motion to create this course was approved at a meeting of the French Department General Assembly this October.

**Resources:**
No new resources are required

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

**Overlap with Existing Courses:**
As mentioned above, this will be the only 300-level oral French course offered within the Faculty.

**Programs of Study for Which This Course Might be Suitable:**
Minor in Practical French (MIN0555)

**Estimated Enrolment:**

**Instructor:**

**JFG388H1: Bilingualism, Multilingualism, and Second Language Acquisition**

**Contact Hours:**

- Lecture: 24 / Tutorial: 12

**Description:**

Knowing and speaking more than one language is the everyday norm of people living in much of the world including in multicultural cities like Toronto. Via an in-depth introduction to the cognitive and social underpinnings of bi- and multilingualism including second language acquisition, this course provides answers to questions such as *How do bilinguals/multilinguals differ from monolinguals in the ways that they process and use language? How does acquiring a language as an adult differ from when we are children? How do an individual’s language repertoires interact with those of their peers and local community?*

**Prerequisites:**

- 4.0 FCE, including 1.0 FCE in language or linguistics courses (e.g. LIN200H1, FRE272H1, ITA360H1, SLA323H1/SLA380H1, SPA322H1).

**Corequisites:**

**Exclusions:**

- FRE388H1

**Recommended Preparation:**

**Breadth Requirements:**

- Thought, Belief and Behaviour (2)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

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

**Experiential Learning:**

- *Research:* none;
- *Other:* none
Rationale:
Within the French Department’s Majors in French Language Learning and French Language & Linguistics, FRE388H1 ‘Bilingualism and Second Language Acquisition of French’ is currently a required course. FRE388H1 will be replaced by this new course taught in English (as opposed to French) and with a focus on bilingualism, multilingualism, and second language acquisition outside of the French-speaking world. Offering the course jointly and taught in English, the French Department hopes to make this course available to students in cognate language departments as well as to students seeking to satisfy some of their degree’s breadth requirement but not wishing to take a program in our department.

Consultation:
- Within the French Department, the course proposal came out of discussions within the Curriculum Committee. A formal motion to create the course was approved at the French Department’s biannual General Meeting in December 2016.
- At the Faculty level, the departments mentioned in ‘Overlap of course content’ above were consulted. Among the language departments, positive support for the creation of this course was found.
- The Associate Chair, Undergraduate (Prof. Jeffrey Steele) also consulted Vice-Dean Pamela Klassen in June 2017 re the best way in which to offer this joint course. Following her suggestion to offer the course jointly with another of the language departments, consultation with the Chair and Associate Chair, Undergraduate of German (Profs. Markus Stock and Erol Boran) led to the agreement that this course would be a Joint French-German offering. The proposal was supported at a meeting of the German Curriculum Committee then accepted unanimously at a German Department Meeting in October 2017.

Resources:
Two teaching assistants will be required, one for each of the tutorials (in English and French).

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

Overlap with Existing Courses:
The following FAS departments were consulted to verify overlap with existing courses: East Asian Studies, German, Italian, Linguistics, Near and Middle Eastern Civilizations, Spanish & Portuguese, and Slavic Studies. The only courses with which there was overlap are 1) JLP315H1 ‘Language Acquisition’ (Linguistics), however, this course focuses on child as opposed to adult language acquisition, and 2) SPA324H1 ‘Spanish Bilingualism’ and PRT470H1 ‘Acquisition of Portuguese as a Second Language’. The Chair (Prof. Laura Colantoni) of Spanish & Portuguese supports the creation of JFG388H1, which will be accepted as an equivalent of SPA324H1 in those years where the latter is not offered.

Programs of Study for Which This Course Might be Suitable:
Major/Specialist programs in Linguistics (SPE/MAJ 0525), Major French Language Learning (MAJ 0120), Major/Specialist programs in German Studies, Major/Specialist programs in Spanish

Estimated Enrolment:

Instructor:

7 Retired Courses:

FRE250H1: French Literature: From its Beginnings to the Twenty-First Century

Rationale:

FRE308H1: Reading, Writing, and Publishing in France (1200-2000)

Rationale:
Course has not been offered for more than three years. A motion to cancel it has been approved at the French Departmental meeting in December 2016.
FSL362H1: Writing French: the Language of the Media

Rationale:
This course will be renumbered FSL 312H1.

FSL363H1: French for the Workplace

Rationale:
This course will be renumbered as FSL 313H1.

FSL364H1: French for the Arts

Rationale:
This course will be renumbered as FSL 314H1.

JFL477H1: Issues in French and Linguistics I: Neurolinguistics

Rationale:
This course will be replaced by new FRE 486H1 with similar content but taught exclusively in French.

JFL478H1: Issues in French and Linguistics II

Rationale:
This course will be replaced by new FRE 486H1 with similar content but taught exclusively in French.
3 New Courses:

**GER290H1: Global Issues - German Contexts**

| Contact Hours: |  
| Seminar: | 24  |

**Description:**

The movement of cultural products, material goods, capital, people, ideas, and information across national borders has resulted in a new quality of global interdependency. The course explores the contemporary character of globalization patterns and problems as they bear on German-speaking contexts. Readings in globalization history and theory.

**Prerequisites:**

none

**Corequisites:**

none

**Exclusions:**

none

**Recommended Preparation:**

2.0 FCE of German language instruction in consultation with department

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

The course is a cornerstone of the Department’s curricular goal to promote global fluency and critical thinking and is part of an overarching experiential learning initiative that includes language study and real-world placements with connections to German-speaking contexts. The course serves undergraduate specialists, majors and minors in German and students in other disciplines participating in the Department’s ‘Global Passport’ framework.

**Consultation:**

Numerous consultations outside the department in the context of developing an internationalization and experiential learning program in German. These include Prof. Teresa Kramarz, Munk School of Global Affairs and Professor Jennifer Mori, Dept. of History. Departmentally: Undergraduate Curriculum Committee, Executive Committee, Departmental Meeting of 14 September 2017.

**Resources:**

Draws on existing resources and faculty.

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

**Overlap with Existing Courses:**

None. Complements existing courses with a focus on global issues in German-speaking contexts.
GER391H1: iPRAKTIKUM Experiential Learning and Internationalization Internship

**Contact Hours:**
- Practical: 24

**Description:**
The course provides curricular support for a variety of work and community-engaged, experiential learning placements in the GTA and in German-speaking countries. The placements are designed to deepen linguistic, cultural, and analytical skills acquired in the classroom in work-related environments, create an awareness of the translatability of academic knowledge to other contexts, promote global competency, and foster links to the community. The number of weekly hours spent in the field, the scope of learning objectives, and the nature of reflective activities are determined on an individual basis in consultation with the host institution, the German Department, and other units in which the student is pursuing a program degree (as required). In addition to successfully achieving the formulated learning goals, students must complete assignments such as eJournals and research papers as well as participate in peer-to-peer reporting and post-placement interviews.

**Prerequisites:**
- GER100Y1 and GER200Y1 or consent of department (equivalent proficiency level B1)

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
- 3.0 FCE in GER courses

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

**Distribution Requirements:**
- Humanities

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

**Experiential Learning:**
- Research: none; Other: extensively;
- Nature of "Other" Experiential Learning: Internships; International Experience

**Rationale:**
The course enriches the undergraduate program by adding an experiential learning option to the curriculum. It will have a central place in a broader experiential learning and internationalization framework being developed in the Department. The course replaces ‘GER3171H Berlin Summer Internship’ in order to accommodate a wider spectrum of placements both in the GTA and abroad.
Consultation:
Numerous consultations outside the department in the context of developing iPRAKTIKUM, an experiential learning and internationalization program in German: Office of VP International, Ted Sargent and Joe Wong; Teresa Kramarz, Munk School of Global Affairs; Pamela Klassen and Marc McGowan, Dean’s Office; Centre for Community Partnerships, Jennifer Esmail; Katherine Beaumont, Centre for International Experience. Departmentally: Undergraduate Curriculum Committee, Executive Committee, Department Meeting of December 14, 2017.

Resources:
Draws on existing resources and faculty.

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

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:
The course serves undergraduate specialists, major, and minors in German. It also supports students in other programs across the humanities and STEM fields by providing discipline-specific placements in German-speaking contexts and curricular support.

Estimated Enrolment:
Placement are on an individual basis.

Instructor:
Faculty member

JFG388H1: Bilingualism, Multilingualism, and Second Language Acquisition

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
Knowing and speaking more than one language is the everyday norm of people living in much of the world including in multicultural cities like Toronto. Via an in-depth introduction to the cognitive and social underpinnings of bi- and multilingualism including second language acquisition, this course provides answers to questions such as How do bilinguals/multilinguals differ from monolinguals in the ways that they process and use language? How does acquiring a language as an adult differ from when we are children? How do an individual’s language repertoires interact with those of their peers and local community?

Prerequisites:
4.0 FCE, including 1.0 FCE in language or linguistics courses (e.g. LIN200H1, FRE272H1, ITA360H1, SLA323H1/SLA380H1, SPA322H1).

Corequisites:

Exclusions:
FRE388H1

Recommended Preparation:

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
 Humanities

Competencies:
Germanic Languages & Literatures (FAS), Department of

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

Experiential Learning:
Research: none; Other: none

Rationale:
Within the French Department’s Majors in French Language Learning and French Language & Linguistics, FRE388H1 ‘Bilingualism and Second Language Acquisition of French’ is currently a required course. FRE388H1 will be replaced by this new course taught in English (as opposed to French) and with a focus on bilingualism, multilingualism, and second language acquisition outside of the French-speaking world. Offering the course jointly and taught in English, the French Department hopes to make this course available to students in cognate language departments as well as to students seeking to satisfy some of their degree’s breadth requirement but not wishing to take a program in our department.

Consultation:
- Within the French Department, the course proposal came out of discussions within the Curriculum Committee. A formal motion to create the course was approved at the French Department’s biannual General Meeting in December 2016.
- At the Faculty level, the departments mentioned in ‘Overlap of course content’ above were consulted. Among the language departments, positive support for the creation of this course was found.
- The Associate Chair, Undergraduate (Prof. Jeffrey Steele) also consulted Vice-Dean Pamela Klassen in June 2017 re the best way in which to offer this joint course. Following her suggestion to offer the course jointly with another of the language departments, consultation with the Chair and Associate Chair, Undergraduate of German (Profs. Markus Stock and Erol Boran) led to the agreement that this course would be a Joint French-German offering. The proposal was supported at a meeting of the German Curriculum Committee then accepted unanimously at a German Department Meeting in October 2017.

Resources:
Two teaching assistants will be required, one for each of the tutorials (in English and French).

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

Overlap with Existing Courses:
The following FAS departments were consulted to verify overlap with existing courses: East Asian Studies, German, Italian, Linguistics, Near and Middle Eastern Civilizations, Spanish & Portuguese, and Slavic Studies. The only courses with which there was overlap are 1) JLP315H1 ‘Language Acquisition’ (Linguistics), however, this course focuses on child as opposed to adult language acquisition, and 2) SPA324H1 ‘Spanish Bilingualism’ and PRT470H1 ‘Acquisition of Portuguese as a Second Language’. The Chair (Prof. Laura Colantoni) of Spanish & Portuguese supports the creation of JFG388H1, which will be accepted as an equivalent of SPA324H1 in those years where the latter is not offered.

Programs of Study for Which This Course Might be Suitable:
Major/Specialist programs in Linguistics (SPE/MAJ 0525), Major French Language Learning (MAJ 0120), Major/Specialist programs in German Studies, Major/Specialist programs in Spanish

Estimated Enrolment:

Instructor:
3 New Courses:

HPS401H1: Scientific Artifacts

Contact Hours:
   Tutorial: 12 / Seminar: 24

Description:

This course explores the history of science through direct engagement with location scientific artifacts within the University of Toronto Scientific Instrument Collection (UTSIC.org). Each student will undertake a research project focused on a single artifact within the collection in order to explore both the local history of science and the methodology of material culture research as it relates to science.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Distribution Requirements:

Competencies:

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

Experiential Learning:

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

Rationale:

This course represents an opportunity to explore the place of instruments and apparatus in the scientific process. It permits students to engage directly with objects as historical evidence. The course is relevant to students in several programs, including the Material Culture Program at Victoria College, the Museum Studies Program at the Faculty of Information Studies, the undergraduate history of science stream at the IHPST, and those students in the Department of History interested either in material culture or the history of science.

Consultation:

This course has been discussed with the Principal of Victoria College and the head of the Material Culture Program, who considered the course concept suitable for their students. The Director of the Master of Museum Studies Program at the Faculty of Information Studies has indication that this would be a useful course for students in that program if a graduate credit can be offered and the course can be cross listed.

Resources:

   The course will be part of the course instructor's regular teaching load. No additional resources are required.

   Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Overlap with Existing Courses:
MSL2050H Curating Science (Information Studies) likely includes some discussion of artifact collections from the perspective of curation. Our emphasis is nonetheless on the research in history of science.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
40

Instructor:
Chen-Pang Yeang

HPS440H1: Topics in History of Medicine

Contact Hours:
Seminar: 24

Description:
This course offers a focused discussion of several aspects of the history of medicine. Various themes are examined in depth year to year so as to familiarize students with different topics and methodological approaches.

Prerequisites:
HPS318H1 and/or HPS319H1, or at least 1.0 FCE of HPS courses at the 200-level or higher, with a focus on the history of science

Corequisites:

Exclusions:
HPS303H1

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: extensively; Other: none

Rationale:
The course has been taught as a 400-level seminar. Since the IHPST Major POSs requires a 400-level course and since there is a growing demand for 400-level courses, we propose to shift this course to its natural level.

Consultation:

Resources:
Classroom for 25-28 students with audio-visual equipment.

Budget Implications: The academic unit will provide the resources required for this course from existing budget.
<table>
<thead>
<tr>
<th>History &amp; Philosophy of Science &amp; Technology (FAS), Institute for the</th>
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</thead>
<tbody>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
</tr>
<tr>
<td>As far as I know, there is no overlap.</td>
</tr>
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<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
</tr>
<tr>
<td>22</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
</tr>
<tr>
<td>Lucia Dacome</td>
</tr>
</tbody>
</table>

### HPS450H1: Revolutions in Science

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

**Description:**

A detailed investigation into a highly celebrated and important philosophical idea concerning the development of scientific knowledge: the notion of scientific revolutions. We will consider the process of theory change, whether theory choice is rational, and whether theoretical terms, such as light and space preserve their meanings across revolutions. In addition to classic work by Kuhn, we shall consider approaches that were inspired by Kuhn’s work. In particular, we will consider the approaches of sociologists of scientific knowledge. The course is taught as a seminar in which the students play an active role in presenting and discussing the readings.

**Prerequisites:**

- HPS250H1 or by permission of the instructor

**Corequisites:**

**Exclusions:**

- HPS350H1

**Recommended Preparation:**

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

The course has been actually taught as a 400-level seminar. Since the IHPST Major Post requires a 400-level course and since there is a growing demand for 400-level course, we propose to shift this course to its natural level.

**Consultation:**

- N/A

**Resources:**

36
History & Philosophy of Science & Technology (FAS), Institute for the

<table>
<thead>
<tr>
<th>Classroom for 25 students with audio-visual resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Overlap with Existing Courses:</strong></th>
</tr>
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<tbody>
<tr>
<td>To my best knowledge, there is no such overlap.</td>
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<table>
<thead>
<tr>
<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
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<tr>
<th><strong>Estimated Enrolment:</strong></th>
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<tbody>
<tr>
<td>25</td>
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<table>
<thead>
<tr>
<th><strong>Instructor:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Berkovitz</td>
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</table>

### 2 Retired Courses:

**HPS303H1: Topics in the History of Medicine**

<table>
<thead>
<tr>
<th><strong>Rationale:</strong></th>
</tr>
</thead>
</table>

**HPS350H1: Revolution in Science**

<table>
<thead>
<tr>
<th><strong>Rationale:</strong></th>
</tr>
</thead>
</table>
7 New Courses:

**HIS342H1: Political and Psychological Liberation in 20th Century Africa**

| Contact Hours: |  
| Lecture: | 24 |

**Description:**

This course examines the growth of movements for the political liberation of Africa and the psychological liberation of Africans from Western imperialism and cultural hegemony. Postcolonial thinking and art was fundamental to the project of decolonization. It uses primary text and films to explore African cultural and intellectual history.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

The course is a useful addition to HIS391Y1, which now ends in the early 20th century. It provides a stand alone course for students interested in 20th century Africa told from the perspective of African intellectual and cultural history.

**Consultation:**

Consulted with African Studies program.

**Resources:**

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

**Overlap with Existing Courses:**

- It does not overlap with any of the courses in the African Studies Program or Cinema Studies.

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

- African Studies, Cinema Studies

**Estimated Enrolment:**

45
History (FAS), Department of

Instructor:
Sean Hawkins

HIS390H1: Slavery in Latin America

Contact Hours:
Lecture: 24

Description:
This seminar focuses on the history of African slavery in Latin America from its origins in the fifteenth century to its abolition in the nineteenth century. Readings will draw from primary sources and historical scholarship related to a range of topics, including the slave trade, gender, religious and cultural practices, and emancipation.

Prerequisites:
HIS106Y1/HIS231H1/HIS291H1/HIS292H1

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: notably; Other: none

Rationale:

Consultation:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
45

Instructor:
Tamara Walker
**HIS417Y1: The Oldest Profession in Canada: Sex Work Histories in Comparative Contexts**

**Contact Hours:**  
*Seminar:* 48

**Description:**

This seminar explores the historical effects of the "world's oldest profession" in Canada and beyond. Using a range of texts, including film, memoirs, oral history and visual culture, it seeks to enhance both historical and contemporary discussions of the sex trade by examining its rich, difficult and problematic pasts. Seminar readings and discussions will examine the lives and experiences of multiple sex trade-involved populations, from affluent 19th-century madams to streetwalkers and queer and trans communities.

**Prerequisites:**  
HIS263Y1/HIS264H1

**Corequisites:**

**Exclusions:**

HIS417H1

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

*Research:* extensively; *Other:* extensively;  
*Nature of "Other" Experiential Learning:* Experiential Study

**Rationale:**

Uncovering new and neglected labour histories and strengthening student research skills. Would like to keep 417H1 active for future teaching.

**Consultation:**

**Resources:**

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**  
12

**Instructor:**
**HIS418H1: Themes in Canadian Environmental History**

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

**Description:**  
Environmental historians study the reciprocal relationship between humans and nature over time. This course examines key themes in the history of Canada's environment. Possible topics include food, energy, pollution, cities, parks, and environmental movements. Specific themes vary by year, depending on the focus of the instructor. Strong emphasis is place on reading and research.

**Prerequisites:**  
A 2nd year Canadian history course or permission of the instructor.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**  
Humanities

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

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

**Rationale:**  
The environment is a key issue for our time, yet it is seriously under-represented as a topic in the department's undergraduate curriculum. Some courses deal with aspects of environmental history (e.g. HIS202H1, Gender, Race, and Science; HIS300, Energy and Environment in North American History; HIS365H1, History of the Great Lakes Region; HIS466H1, Energy and Daily Life in Canada, 1850-1950). However, the department has never had a 4th year seminar dedicated to the history of the Canadian environment. The present proposal is intended to meet student demand by creating a generic seminar course identifier that can be used by different faculty each year. Potential themes can vary with the interests of the instructor and the students, but might include climate change, infrastructure and development, the environmental history of the Great Lakes, and other topics.

**Consultation:**

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

**Overlap with Existing Courses:**  
Only very minor overlap: There are some environmentally themed courses in Geography (e.g. GGR107H1, Environment, Food and People; GGR438, Environment and Development) but none take an historical approach or focus particularly on Canada. The overlap is less than minor - basically non-existent.
At the School of the Environment, there is currently no environmental history course on offer.

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

**Estimated Enrolment:**
15

**Instructor:**
Steve Penfold

---

### HIS436H1: Stalinist Terror

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

**Description:**
This research seminar explores topics and issues of violence in the Soviet Union in the 1930s, beginning with forced collectivization and ending with the Great Terror. The seminar focuses on new archivally-based research and aims to contextualize Stalinist terror within larger theories of political and social violence.

**Prerequisites:**
- HIS250Y1 with a grade no less than "B+" or HIS351Y1 with a grade of no less than "A-"

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This will be the first seminar I have offered that is directly related to my research. In the past, I have offered "field" or "survey" or some topical seminars. The subject is intrinsically interesting to those interested in this time and place. Additionally, research on this subject has changed radically since the archives opened, a fact that only slowly makes its way into the secondary literature. The seminar will complement other courses dealing with violence (e.g. Meyerson, Newton, Bergen). This is an advanced seminar in Russian history, requiring knowledge of the twentieth century. Because this is a seminar based on class participation and discussion, I require students with a minimum of knowledge and a maximum of intelligence.

**Consultation:**
History (FAS), Department of

**Resources:**

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**

15

**Instructor:**

Lynne Viola

---

**HIS465H1: Gender and International Relations**

**Contact Hours:**

*Seminar:* 24

**Description:**

This seminar explores the use of gender as a category of analysis in the study of international relations. Topics include gendered imagery and language in foreign policymaking; beliefs about women's relationship to war and peace; issues of gender, sexuality, and the military; gender and global governance; gender and the global economy; sexual violence; and contributions of feminist theory to international relations theory.

**Prerequisites:**

HIS311Y1/HIS344Y1/HIS377H1/POL208Y1/POL351H1/JPP343H1/WGS160Y1 or permission of instructor

**Corequisites:**

**Exclusions:**

HIS465Y1

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

This is an existing seminar course, part of the Department's International Relations offerings. I would like the course to exist in both an H and Y format. Please do not delete HIS465Y1.

**Consultation:**
### History (FAS), Department of Resources:

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

### Overlap with Existing Courses:

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

- International Relations Program
- Women and Gender Studies

### Estimated Enrolment:

16

### Instructor:

Carol Chin

---

### HIS473H1: The United States and Asia since 1945

#### Contact Hours:

- **Seminar:** 24

#### Description:

This seminar examines strategic, economic, ideological, and cultural factors in U.S. relations with East and Southeast Asia. Major themes include the role of cultural and informal diplomacy and the effect of perceptions and misperceptions on both sides of U.S. - Asian interactions.

#### Prerequisites:

- HIS271Y1/HIS344Y1/HIS344H1/HIS377H1

#### Corequisites:

#### Exclusions:

- HIS473Y1

#### Recommended Preparation:

#### Breadth Requirements:

- Society and its Institutions (3)

#### Distribution Requirements:

- Humanities

#### Competencies:

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

#### Experiential Learning:

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

#### Rationale:

This is a long-existing seminar course, part of the Department's International Relations offerings. This change is merely to revert the course from a Y to an H format.

#### Consultation:

#### Resources:
### History (FAS), Department of

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

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
- International Relations Program
- East Asian Studies
- Contemporary Asian Studies
- American Studies

**Estimated Enrolment:**
- 16

**Instructor:**
- Carol Chin

### 12 Retired Courses:

**HIS312H1: Immigration to Canada**

**Rationale:**
- Professor retiring

**HIS313H1: Canadian Labour and the Left (formerly HIS313Y1)**

**Rationale:**
- Professor retiring

**HIS329H0: Globalization History**

**Rationale:**

**HIS329H1: Globalization and History**

**Rationale:**
- This course was retired a few years ago. Please make sure that course is deleted from ROSI

**HIS362H1: The Hansa: The World of Merchants**

**Rationale:**
- Professor retiring

**HIS386Y1: Muslims India Pakist**

**Rationale:**
- This course was retired in 2013. Please make sure course gets deleted from ROSI.

**HIS412H1: Medieval Baltic**

**Rationale:**
- Professor retiring
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS422H1</td>
<td>Vichy France, 1940-1944</td>
<td>This course was retired in 2012. Please make sure course is deleted from</td>
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<td></td>
<td></td>
<td>ROSI.</td>
</tr>
<tr>
<td>HIS430H1</td>
<td>Canadians and the World Wars</td>
<td>Rationale: Professor retiring</td>
</tr>
<tr>
<td>HIS471H1</td>
<td>United States and Globalization</td>
<td>This course was retired in 2012. Please make sure course is deleted from</td>
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<tr>
<td></td>
<td></td>
<td>ROSI.</td>
</tr>
<tr>
<td>HIS473Y1</td>
<td>The United States and Asia since 1945 (formerly</td>
<td></td>
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<tr>
<td></td>
<td>HIS473H1)</td>
<td></td>
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<tr>
<td>HIS491H1</td>
<td>Nationalism Mod India</td>
<td>This course was retired from the calendar a number of years ago. Please</td>
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<tr>
<td></td>
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<td>make sure it gets deleted from ROSI.</td>
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</table>
1 New Course:

INI203H1: Foundations of Written Discourse

<table>
<thead>
<tr>
<th>Contact Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminar:</strong> 36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
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<tbody>
<tr>
<td>Designed to teach students to write persuasively and to recognize persuasive strategies at work in writing they analyze. Classical rhetorical terms, elements of style, and modes of argument are central to the course. Assignments include a rhetorical analysis, in-class close reading exercises, and a term essay. Readings include prose from a variety of disciplines, excluding fiction and poetry. Students who enrol in the course must demonstrate competence in the English language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites:</th>
</tr>
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<tbody>
<tr>
<td>Completion of 4.0 full-course equivalents.</td>
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<table>
<thead>
<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>INI203Y1</td>
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<table>
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<tr>
<th>Recommended Preparation:</th>
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<table>
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<tr>
<th>Breadth Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thought, Belief and Behaviour (2)</td>
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<table>
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<tr>
<th>Distribution Requirements:</th>
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</thead>
<tbody>
<tr>
<td>Humanities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong> extensively; <strong>Critical and Creative Thinking:</strong> extensively; <strong>Information Literacy:</strong> notably</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong> none; <strong>Social and Ethical Responsibility:</strong> slightly</td>
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<table>
<thead>
<tr>
<th>Experiential Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research:</strong> none; <strong>Other:</strong> none</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The change to an H from a Y course will better accommodate the central objectives of INI 203: identifying and implementing persuasive strategies in nonfictional prose. The H-course format will, therefore, allow for a more focused examination of specific persuasive strategies in the form of rhetorical terms, modes of argument, and elements of style. The current Y-course format opens up the definition of “persuasive strategies” to include essay composition and grammar. Although students highly value these additional skills, our assessment of students’ coursework and course evaluations also indicates that students require further opportunities to understand and to apply some of the core principles of persuasion: rhetoric, argument, and style. The streamlined H-course format will offer students a more focused course structure in which to absorb and to implement these foundational persuasive strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation:</th>
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</thead>
<tbody>
<tr>
<td>Innis College Academic Affairs Board, October 2, 2017</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Overlap with Existing Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
</tr>
</tbody>
</table>
Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
  35-40

Instructor:
  Sessional Lecturer

1 Retired Course:

INI203Y1: Foundations of Written Discourse

Rationale:
  H version to be implemented, so the Y version will be retired.

Consultation:
  Innis College Academic Affairs Board, October 2, 2017
6 New Courses:

**ITA367H1: Topics in Italian Linguistics**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
<th>Lecture: 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td>An open course that explores specific aspects of Italian Linguistics. This course includes a component designed to enhance students' research experience. (Given in English)</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>ITA250Y1/ITA251Y1/ITA252Y1</td>
</tr>
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<td>Corequisites:</td>
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<td>Exclusions:</td>
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<tr>
<td>Recommended Preparation:</td>
<td></td>
</tr>
<tr>
<td>Breadth Requirements:</td>
<td>Thought, Belief and Behaviour (2)</td>
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<tr>
<td>Distribution Requirements:</td>
<td>Humanities</td>
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<tr>
<td>Competencies:</td>
<td>Communication: extensively; Critical and Creative Thinking: notably; Information Literacy: notably; Quantitative Reasoning: extensively; Social and Ethical Responsibility: slightly</td>
</tr>
<tr>
<td>Experiential Learning:</td>
<td>Research: notably; Other: none</td>
</tr>
<tr>
<td>Rationale:</td>
<td>The Department is proposing new topics courses in order to provide flexibility for new offerings using these shell courses if the need arises.</td>
</tr>
<tr>
<td>Consultation:</td>
<td>None</td>
</tr>
<tr>
<td>Resources:</td>
<td>It will be taught by faculty members as part of their normal work load.</td>
</tr>
<tr>
<td>Budget Implications:</td>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td>Overlap with Existing Courses:</td>
<td>None</td>
</tr>
<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td>Italian Specialist, Italian Major, Italian Minor, Italian Culture and Communication Studies Minor</td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>49</td>
</tr>
</tbody>
</table>
ITA378H1: Topics in Italian Studies

Contact Hours:
   Lecture: 2

Description:
An open course that explores specific aspects of Italian Studies. This course includes a component designed to enhance students' research experience. (Given in English)

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
   Creative and Cultural Representations (1)

Distribution Requirements:
   Humanities

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

Experiential Learning:
   Research: none; Other: none

Rationale:
The Department is proposing new topics courses in order to provide flexibility for new offerings using these shell courses if the need arises. At present we only have one.

Consultation:
   No

Resources:
   This is for faculty members as part of their normal course load.
   Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
   None

Programs of Study for Which This Course Might be Suitable:
   Italian Specialist, Italian Major, Italian Minor, Italian Culture and Communication Studies Minor

Estimated Enrolment:
   35
**ITA379H1: Topics in Italian Studies**

**Contact Hours:**
*Lecture: 2*

**Description:**
An open course that explores specific aspects of Italian Studies. This course includes a component designed to enhance students' research experience.

**Prerequisites:**
ITA250Y1/ITA251Y1/ITA252Y1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

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

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

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

**Rationale:**
The Department is proposing new topics courses in order to provide flexibility for new offerings using these shell courses if the need arises.

**Consultation:**
No

**Resources:**
It will be taught by faculty members as part of their normal work load.

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

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
Italian Specialist, Italian Major, Italian Minor, Italian Culture and Communication Studies Minor

**Estimated Enrolment:**
35

**Instructor:**
unknown
### ITA425H1: Special Topics in Italian Studies

**Contact Hours:**
- **Lecture:** 2

**Description:**
A course on specific topics in Italian Studies, designed for advanced students. This course includes a component designed to enhance students' research experience. (Given in English)

**Prerequisites:**
Completion of at least 7.0 FCEs

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
The Department is proposing new topics courses in order to provide flexibility for new offerings using these shell courses if the need arises.

**Consultation:**
- No

**Resources:**
- It will be taught by faculty members as part of their normal work load.
  - **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
- Italian Specialist, Italian Major, Italian Minor, Italian Culture and Communication Studies Minor

**Estimated Enrolment:**
- 35

**Instructor:**
- unknown
### ITA426H1: Special Topics in Italian Studies

**Contact Hours:**

- **Lecture:** 2

**Description:**

A course on specific topics in Italian Studies, designed for advanced students. This course includes a component designed to enhance students' research experience.

**Prerequisites:**

- ITA250Y1/ITA251Y1/ITA252Y1

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

The Department is proposing new topics courses in order to provide flexibility for new offerings using these shell courses if the need arises.

**Consultation:**

None

**Resources:**

- It will be taught by faculty members as part of their normal work load.

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

**Overlap with Existing Courses:**

None

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

- Italian Specialist, Italian Major, Italian Minor, Italian Culture and Communication Studies Minor

**Estimated Enrolment:**

35

**Instructor:**

unknown
**ITA427H1: Special Topics in Italian Linguistics**

| Contact Hours: |
| Lecture: 2 |

**Description:**
A course on specific topics in Italian Linguistics, designed for advanced students. This course includes a component designed to enhance students' research experience.

**Prerequisites:**
ITA250Y1/ITA251Y1/ITA252Y1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
The Department is proposing new topics courses in order to provide flexibility for new offerings using these shell courses if the need arises.

**Consultation:**
None

**Resources:**
- It will be taught by faculty members as part of their normal work load.

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

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
- Italian Specialist, Italian Major, Italian Minor, Italian Culture and Communication Studies Minor

**Estimated Enrolment:**
35

**Instructor:**
unknown
1 Retired Course:

**ITA381H1: Topics in Modern and Contemporary Literature**

**Rationale:**
The Department is proposing new topics courses, 6 in total, in order to provide flexibility for new offerings using these shell courses if the need arises and no longer needs ITA381H1 which covers a specific Italian literature period.
# 1 New Course:

**LIN402H1: Linguistic Typology and Constructed Languages**

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

**Description:**

This course uses constructed languages (e.g., Esperanto, Klingon, Dothraki) to explore crosslinguistic patterns in language structure. Topics include phonological and morphosyntactic typology, language change over time, effects of culture and environment on language, history of language construction, standards in writing descriptive grammars, and critical analysis of research on language diversity.

**Prerequisites:**

- 5 required 200-level courses (LIN228H1, LIN229H1, LIN232H1, LIN241H1, LIN251H1), AND LIN322H1 Phonological Theory OR LIN331H1 Syntactic Theory, or permission of the instructor.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Thought, Belief and Behaviour (2)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: notably; Other: none

**Rationale:**

It provides students with an opportunity to synthesize advanced knowledge across a broad range of subfields.

**Consultation:**

**Resources:**

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

**Overlap with Existing Courses:**

There is no overlap with courses currently offered by other departments/programs. This description was circulated to the Undergrad Chairs of: Anthropology, English, French, Italian, Psychology, Spanish & Portuguese. ANT, ENG, and PSY have confirmed; no others have responded.

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

- Linguistics Specialist and Major


Linguistics (FAS), Department of

<table>
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<th>Estimated Enrolment:</th>
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<tr>
<td>10-15; limit of 30</td>
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<table>
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<tr>
<th>Instructor:</th>
</tr>
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<tbody>
<tr>
<td>Prof. Nathan Sanders</td>
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</tbody>
</table>

1 Course Modification:

JLS476H1: Linguistics in the Workforce: Clinical Practice and Research

Description:

This course exposes students to research findings and practical approaches in methods that are highly pertinent to the context of health professions fields of relevance to linguistics students, especially audiology and speech-language pathology. Students learn about evidence-informed practice, research methodologies, practice approaches and theories in the health professions. Students will be poised to benefit from optional offering them with an extended service learning placements during or following the course, component in research laboratories or clinical settings. Successful completion of this course provides would provide students with exposure advanced study in hearing and experience of use communication disorders that will be useful in their applications to audiology, or speech-language pathology, and other clinical programs and in their future health study of audiology or graduate studies speech-language pathology. Not eligible for CR/NCR option.

Rationale:

Consultation:
10 New Courses:

NMC264H1: The Archaeology of Stuff

Contact Hours:
  Lecture: 24

Description:

Discover how the structure of animal skin enables the making of leather and tattoos; why mighty kings boasted about tree-cutting expeditions; how chariots, stirrups, and gunpowder changed the very structure of contemporary societies; why spears are better than swords. Understand and appreciate the materials in the world around you.

Prerequisites:

Corequisites:

Exclusions:
  NMC369Y1

Recommended Preparation:

Breadth Requirements:
  Creative and Cultural Representations (1)

Distribution Requirements:
  Humanities

Competencies:

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

Experiential Learning:

  Research: none; Other: none

Rationale:

This course represents the splitting of the former Archaeological Materials course (NMC369Y) into two halves: one 2nd-year H course that will comprise lectures on the topic (with large potential enrollment), and one 4th-year H course that will involve students in hands-on experiential learning using objects from the ROM's collections (with limited enrollment to ensure the safety of the artifacts). There is strong student interest in the topic, and splitting the course in this way allows students greater flexibility in registering for one or both components. The course provides an underpinning in materials analysis crucial for other courses in Near Eastern, Egyptian, Eastern Mediterranean, Nubian, and Islamic archaeology and of broader interest to students in related fields.

Consultation:

Reviewed and approved by the NMC Undergraduate Affairs Committee as well as the curators of the Royal Ontario Museum.

Resources:

The course will be taught by a cross-appointed ROM staff member who has taught undergraduate and graduate courses in NMC for many years through mutual agreement and collaboration. ROM points will be utilized, and have been approved as for the previous course being replaced (NMC369Y).

Budget Implications: The academic unit has received Decanal approval for additional resources required for this
Near & Middle Eastern Civilizations (FAS), Department of 

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
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<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<tr>
<td><strong>Estimated Enrolment:</strong></td>
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<td><strong>Instructor:</strong></td>
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</table>

**NMC356H1: Gender and Sexuality in Premodern Arabic Literature**

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

| Description: | Students read translations of Arabic literary texts: texts composed by women, and texts that deal with gender, homoeroticism, and sexuality. Class discussion considers debates in the field about how to analyze these texts in their historic context and in a theoretically grounded manner. |

| Prerequisites: | 3 FCE in Humanities. |

| Corequisites: | 

| Exclusions: | 

| Recommended Preparation: | 

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

| Distribution Requirements: | Humanities |

<table>
<thead>
<tr>
<th>Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: none</td>
</tr>
<tr>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: extensively</td>
</tr>
</tbody>
</table>

| Experiential Learning: | 
| Research: none; Other: none |

| Rationale: | We have no courses on gender in the medieval track of this department. There is only recently enough translated material to fill out a syllabus like this. Many students have indicated to me interest in this topic. This follows naturally after NMC256H, "1001 Nights Around the World," which addresses some feminist issues without fully tackling the underlying concepts. It fills out the department's offerings in literature at the 300 level. |

| Consultation: | Proposal reviewed and accepted enthusiastically by the NMC Undergraduate Affairs Committee. |
Near & Middle Eastern Civilizations (FAS), Department of

**Resources:**
To be taught by existing NMC faculty.

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

**Overlap with Existing Courses:**
none

**Programs of Study for Which This Course Might be Suitable:**
Sexual and Diversity Studies Program, Women and Gender Studies Program

**Estimated Enrolment:**
15

**Instructor:**
Prof. Jeannie Miller

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**NMC462H1: Polarized-light Microscopy in Archaeology I: Foundations**

**Contact Hours:**

*Lecture: 24 / Practical: 24*

**Description:**

Provides students with training in the use of polarized-light microscopy in the examination of archaeological materials, particularly pottery (ceramic petrology). Students will apply the knowledge they gain from lectures to hands-on work with materials in the lab, covering instruction in crystallography, optics, mineralogy, lithology, and other aspects of the petrology of ceramics and other materials. Labs comprise eight three-hour sessions during the term, working with the polarized-light microscope to examine and analyze thin-sections. No prior knowledge of geology is required.

**Prerequisites:**
NMC264H1 or permission of the instructor.

**Corequisites:**

**Exclusions:**
NMC462Y1

**Recommended Preparation:**

**Breadth Requirements:**
The Physical and Mathematical Universes (5)

**Distribution Requirements:**
Social Science

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**
This course represents one half of what was formerly a full year course (NMC462Y) on Polarized-light Microscopy in Archaeology. Splitting the course into two H courses allows greater flexibility in teaching as well as scheduling for students. There is significant student interest in acquiring the technological and analytical skills needed to carry out
Near & Middle Eastern Civilizations (FAS), Department of

petrological analysis, and these skills are highly sought-after in the fields of archaeology, geology, and materials science. The courses build upon the significant resources of the ROM's and UofT's collections and lab facilities, as well as Prof. Mason's expertise in the subject.

Consultation:
Reviewed and accepted by NMC Undergraduate Affairs Committee.

Resources:
Taught by ROM staff with longstanding teaching history in NMC. ROM points already allocated for Y version of this course will be split to cover the two H courses.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
Archaeology, Geology, Museum Studies

Estimated Enrolment:
20

Instructor:
Dr. Robert Mason

NMC464H1: The Archaeology of Stuff at the ROM

Contact Hours:
Practical: 36

Description:
Hands-on analysis of actual materials from the Middle and Near East, including Egypt, Iraq, Iran, Syria, and Turkey. Students learn the techniques by which archaeologists understand objects from the past: what they are made of, how they were made, and what they reveal about the people who made them.

Prerequisites:
NMC264H1

Corequisites:

Exclusions:
NMC369Y1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

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

Rationale:
This course represents the splitting of the former Archaeological Materials course (NMC369Y) into two halves: one 2nd-year H course that will comprise lectures on the topic (with large potential enrollment), and one 4th-year H course that will involve students in hands-on experiential learning using objects from the ROM's collections (with limited enrollment to ensure the safety of the artifacts). There is strong student interest in the topic, and splitting the course in this way allows students greater flexibility in registering for one or both components. The course provides an underpinning in materials analysis crucial for other courses in Near Eastern, Egyptian, Eastern Mediterranean, Nubian, and Islamic archaeology and of broader interest to students in related fields.

Consultation:
Reviewed and accepted by the NMC Undergraduate Affairs Committee and curatorial staff at the Royal Ontario Museum.

Resources:
Taught by ROM staff member who has historically taught courses in NMC, and who taught the retired course that this course replaces (NMC 369Y). ROM points utilized for that course will now apply to the two H courses created by splitting it into two H courses.

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

Overlap with Existing Courses:
None.

Programs of Study for Which This Course Might be Suitable:
Museum Studies, Anthropology (Archaeology)

Estimated Enrolment:
10

Instructor:
Dr. Robert Mason

NMC470H1: Polarized-light Microscopy in Archaeology II: Applications

Contact Hours:
Lecture: 24 / Practical: 24

Description:
Explores further applications of polarized-light microscopy in the examination of archaeological materials, particularly pottery (ceramic petrology). The focus is on seminal case-studies of materials from around the world, and in particular on material from the Middle East, Central America, and East Asia that UofT researchers have studied, ranging in date from Neolithic to modern. Labs comprise eight three-hour sessions during the term, working with the polarized-light microscope to examine and analyze thin-sections. No prior knowledge of geology is required.

Prerequisites:
NMC462H1

Corequisites:

Exclusions:
NMC462Y1

Recommended Preparation:
Near & Middle Eastern Civilizations (FAS), Department of

<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>The Physical and Mathematical Universes (5)</td>
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<table>
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<tr>
<th>Distribution Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science</td>
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<tr>
<th>Competencies:</th>
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</thead>
<tbody>
<tr>
<td>Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: extensively</td>
</tr>
<tr>
<td>Quantitative Reasoning: extensively; Social and Ethical Responsibility: slightly</td>
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</tbody>
</table>

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<tr>
<th>Experiential Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research: notably; Other: extensively;</td>
</tr>
<tr>
<td>Nature of “Other” Experiential Learning: Distinctive Practicals or Laboratories</td>
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</table>

<table>
<thead>
<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>This course represents one half of what was formerly a full year course (NMC462Y) on Polarized-light Microscopy in Archaeology. Splitting the course into two H courses allows greater flexibility in teaching as well as scheduling for students. There is significant student interest in acquiring the technological and analytical skills needed to carry out petrological analysis, and these skills are highly sought-after in the fields of archaeology, geology, and materials science. The courses build upon the significant resources of the ROM's and UofT's collections and lab facilities, as well as Prof. Mason's expertise in the subject.</td>
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<tr>
<th>Consultation:</th>
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<tbody>
<tr>
<td>Reviewed and accepted by NMC Undergraduate Affairs Committee.</td>
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<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td>Taught by ROM staff with longstanding history of teaching in NMC. ROM points for the previous version of the course (NMC462Y) will be split to accommodate the two H courses.</td>
</tr>
<tr>
<td>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</td>
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<tr>
<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
<td>Programs of Study for Which This Course Might be Suitable: Archaeology, Geology, Museum Studies</td>
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<tr>
<th>Estimated Enrolment:</th>
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<td>10</td>
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<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Dr. Robert Mason</td>
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**NML211H1: Modern Standard Arabic for Heritage Speakers I**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td>Lecture: 36</td>
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<tr>
<th>Description:</th>
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<tr>
<td>This course introduces heritage speakers to the fundamentals of Modern Standard Arabic morphology and syntax. This is achieved through analysis of written texts covering a wide range of genres. By the end of the course, students are able to read texts of general interest and write coherent paragraphs.</td>
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<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>Students eligible for enrolment in this course are expected to have active knowledge of a spoken form of Arabic and basic literacy skills. Eligibility is determined based on a placement test and an interview conducted by the instructor.</td>
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<thead>
<tr>
<th>Corequisites:</th>
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<tbody>
<tr>
<td>63</td>
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</tbody>
</table>
Near & Middle Eastern Civilizations (FAS), Department of

Exclusions:
    NML110Y1, NML210Y1, NML310Y1, NML410Y1

Recommended Preparation:

Breadth Requirements:
    Creative and Cultural Representations (1)

Distribution Requirements:
    Humanities

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

Experiential Learning:
    Research: none; Other: none

Rationale:
    This proposal is in response to the high demand for courses geared towards heritage speakers of Arabic. For pedagogical reasons, we do not allow students with this designation to enrol in our "regular" Arabic language courses.

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

Resources:
    To be taught by existing teaching faculty.
    Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
    20

Instructor:
    Prof. Abdel-Khalig Ali

NML212H1: Modern Standard Arabic for Heritage Speakers II

Contact Hours:
    Lecture: 36

Description:
    Building on NML 211H, this course strengthens the students' literacy skills. It expands their knowledge of sentence structure and morphological patterns and introduces them to different writing styles. By the end of the course, students are able to read sophisticated texts and write with grammatical accuracy.

Prerequisites:
    NML211H1 (Arabic for Heritage Speakers I), or instructor's permission.

Corequisites:
Near & Middle Eastern Civilizations (FAS), Department of

Exclusions:
NML110Y1, NML210Y1, NML310Y1, NML410Y1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

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

Rationale:
This proposal is in response to the high demand for courses geared towards heritage speakers of Arabic. For pedagogical reasons, we do not allow students with this designation to enrol in our "regular" Arabic language courses. The second level of Arabic For Heritage Speakers allows flexibility in instruction of students who have a higher level of ability, as heritage speakers are not a homogeneous group.

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

Resources:
To be taught by existing teaching faculty.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
20

Instructor:
Prof. Abdel-Khalig Ali

NML381H1: Intermediate Ge'ez

Contact Hours:
*Lecture*: 36

Description:
This course continues the study of Ge'ez (Classical Ethiopic) grammar and progresses to a survey of classical Ge’ez literature. Linguistic connections to Amharic and Tigrinye will also be introduced.

Prerequisites:
NML380H1 or permission of instructor
Near & Middle Eastern Civilizations (FAS), Department of

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
  Creative and Cultural Representations (1)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
As part of the considered expansion in the area of Ethiopic studies, this course will continue the previously introduced introduction to Ge’ez (NML380H/MST3015). With equal foci on grammar and survey of literature, as well as learning modern language phrases (Amharic and Tigrinye), this course will establish a base for the study of Ethiopic literature and the modern Ethiopic languages. Note that this course will have a graduate number in Medieval Studies (a proposal for MST 3016H has been submitted to SGS).

Consultation:
Proposal reviewed and accepted by NMC Undergraduate Affairs Committee. Consultation with Medieval Studies (a proposal for MST 3016H has been submitted to SGS).

Resources:
  Taught by existing teaching faculty.

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

Overlap with Existing Courses:
  None.

Programs of Study for Which This Course Might be Suitable:
  Medieval Studies.

Estimated Enrolment:
  20

Instructor:
  Prof. Robert Holmstedt

NML460H1: Persian Literature: The Epic Tradition

Contact Hours:
  Seminar: 36

Description:
Explores iconic masterpieces of classical Persian heroic and romantic epic poetry, including the Persian national epic, Shahnameh, of Ferdowsi; the magisterial odes of Khaqani; and the Khamseh, or Quintet, of Nezami and its many
literary responses. Emphasizes close reading and analysis of the texts and their historical and cultural backgrounds.

**Prerequisites:**
- NML360Y1 or adequate knowledge of Persian

**Corequisites:**
- None

**Exclusions:**
- NML460Y1

**Recommended Preparation:**
- NML260Y1

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This course reflects the splitting of the former Y course on the topic (NML460Y) into two H courses at the same 4th-year level, to provide students with greater flexibility in choosing courses that respond to their particular interests.

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

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

**Overlap with Existing Courses:**
- None.

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

**Estimated Enrolment:**
- 25

**Instructor:**
- Prof. Maria Subtelny

NML461H1: Persian Literature: Ethical, Erotic, and Mystical

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

**Description:**
Explores the ethical works of Sa’di (*Bustan* and *Gulistan*); the mystical *Mantiq al-Tayr* of ‘Attar and the *Masnavi* of Rumi; and the *ghazals*, or mystico-erotic poems, of Rumi and Hafiz. Emphasizes close reading and analysis of the texts and their historical, cultural, and religious backgrounds.

**Prerequisites:**
- NML360Y1 or adequate knowledge of Persian

**Exclusions:**
- NML460Y

**Recommended Preparation:**
- NML260Y1

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This course reflects the splitting of the former Y course on the topic (NML460Y) into two H courses at the same 4th-year level, to provide students with greater flexibility in choosing courses that respond to their particular interests.

**Consultation:**
Proposal reviewed and approved by the NMC Undergraduate Affairs Committee.

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

**Overlap with Existing Courses:**
- none.

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

**Estimated Enrolment:**
- 25

**Instructor:**
- Prof. Maria Subtelny

### 5 Retired Courses:

**NMC254Y1: Modern Hebrew Lit Tr**

**Rationale:**
Near & Middle Eastern Civilizations (FAS), Department of

NMC278Y0: Intro Mod Mid East
Rationale:

NMC369Y1: Archaeological Materials and Industries
Rationale:

NMC462Y1: Polarized-light Microscopy in Archaeology
Rationale:

NML460Y1: Classical Persian Literature
Rationale:
2 Retired Courses:

NEW259H1: World Music Ensemble: Steel Pan

Rationale:

NEW424Y1: The Capitalist Press and the New Imperialism (formerly NEW424H1)

Rationale:
3 New Courses:

**PHL339H1: Indian Philosophy**

**Contact Hours:**
- Lecture: 3

**Description:**
An introduction to the main schools of Indian philosophical thought (Nyaya, Vaisesika, Samkhya, Yoga, Purva Mimamsa, and Vedanta) and their approach to fundamental problems of philosophy such as epistemology and ethics.

**Prerequisites:**
- 7.5 FCE (in any field) with at least 1.5 FCE in philosophy

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This is a new course that is meant to broaden our offerings in Non-Western Philosophy. (We already have some course in Non-Western Philosophy, but they are mostly in Chinese Philosophy.)

**Consultation:**
This course has been granted approval from the Philosophy Undergraduate Curriculum Committee which includes members of faculty, staff and the undergraduate course union.

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

**Overlap with Existing Courses:**
- RLG366H1

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

**Estimated Enrolment:**
40
## PHL416H1: Seminar in Philosophy of Law

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<tr>
<th><strong>Instructor:</strong></th>
<th>Prof. Nick Stang</th>
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### Contact Hours:
- **Seminar:** 36

### Description:
Advanced discussion of issues in the philosophy of law.

### Prerequisites:
- PHL265H1/PHL271H1, one of PHL365H1/PHL370H1/PHL375H1; 4.0 FCE in philosophy

### Corequisites:

### Exclusions:

### Recommended Preparation:

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

### Distribution Requirements:
- Humanities

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

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

### Rationale:
Both our specialist and major programmes require 400-level courses: 1FCE for specialists; 0.5 for majors. This generates considerable pressure on spaces in 400-level seminars, particularly seminars in value theory, which are very popular with students. The new seminar will contribute to easing this pressure. In addition, it is anomalous that we do not currently have a 400-level seminar in this area: we offer Philosophy of Law at 200 and 300 levels, and this is one of our the department’s standing and traditional areas of strength.

### Consultation:
This course received approval from the department's Undergraduate Curriculum Committee. Additionally, the Director for the Ethics, Society and Law program has briefed about this course proposal because of the popularity of PHL courses among their students.

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

### Overlap with Existing Courses:

### Programs of Study for Which This Course Might be Suitable:
- Philosophy; Bioethics; Ethics, Society and Law

### Estimated Enrolment:
72
### Philosophy (FAS), Department of

| 20 |

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<th>Instructor:</th>
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<tr>
<td>David Dyzenhaus</td>
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## PHL417H1: Seminar in History of Analytic Philosophy

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<th>Contact Hours:</th>
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<td><strong>Seminar:</strong> 36</td>
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**Description:**

Advanced study of a figure or topic from the history of analytic philosophy.

**Prerequisites:**

PHL325H1, 4.0 credits in philosophy

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Thought, Belief and Behaviour (2)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

We have inherited the following situation. We have two courses at 300-level in which Wittgenstein is taught: PHL325H (Early Analytic Philosophy), and PHL326H (Wittgenstein). PHL325 covers Frege, Russell, and the early Wittgenstein (the Tractatus). PHL326 is not offered regularly, but when it is offered the focus tends to be on the late Wittgenstein (the Philosophical Investigations). We currently have no 400-level seminar in the history of analytic philosophy.

The department’s current view is that it is not possible to teach the Investigations properly unless students have already studied the Tractatus, and not possible to study the Tractatus without studying Frege and Russell. In other words, PHL325 is a necessary prerequisite for the material currently covered in PHL326. However, (a) in the department’s current prerequisite structure, no 300-level course is a prerequisite for another such course; (b) we anticipate that if we were to make an exception in this case PHL326 would end up an unusually small 300-level class; (c) we have considerable pressure on places in our 400-level seminars; and (d) it is anomalous that we do not offer a 400-level seminar in history of analytic philosophy.

Therefore we propose the following:

1. to eliminate PHL326H from our course listings.
2. to introduce a new 400-level seminar in history of analytic philosophy.

**Consultation:**

73
This proposal was reviewed and approved by the department's undergraduate curriculum committee meeting.

**Resources:**

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**

20

**Instructor:**

Imogen Dickie

---

### 1 Retired Course:

**PHL326H1: Wittgenstein**

**Rationale:**

We have inherited the following situation. We have two courses at 300-level in which Wittgenstein is taught: PHL325H (Early Analytic Philosophy), and PHL326H (Wittgenstein). PHL325 covers Frege, Russell, and the early Wittgenstein (the Tractatus). PHL326 is not offered regularly, but when it is offered the focus tends to be on the late Wittgenstein (the Philosophical Investigations). We currently have no 400-level seminar in the history of analytic philosophy.

The department’s current view is that it is not possible to teach the Investigations properly unless students have already studied the Tractatus, and not possible to study the Tractatus without studying Frege and Russell. In other words, PHL325 is a necessary prerequisite for the material currently covered in PHL326. However, (a) in the department’s current prerequisite structure, no 300-level course is a prerequisite for another such course; (b) we anticipate that if we were to make an exception in this case PHL326 would end up an unusually small 300-level class; (c) we have considerable pressure on places in our 400-level seminars; and (d) it is anomalous that we do not offer a 400-level seminar in history of analytic philosophy.

Therefore we propose the following:

1. to eliminate PHL326H from our course listings.
2. to introduce a new 400-level seminar in history of analytic philosophy.

**Consultation:**

This proposal was reviewed and approved by the department's Undergraduate Curriculum Committee.
1 New Course:

**JPR459H1: Fanaticism: A Political History**

**Contact Hours:**
- Seminar: 24

**Description:**
This seminar in theory will explore the modern history of the concept of ‘fanaticism’ and its role in the development of political modernity. A focus on the concept of the “fanatic” (and its cognates) from the perspective of its various uses in political and religious thought from the Early Modern period through the Enlightenment and up to the present day, provides a fascinating opportunity for a critical review of the secular, rationalist, and scientific assumptions underwriting modern political forms and concepts, especially those of liberal democracy. At the same time, the course will offer critical insight into the ways in which religious and political differences among colonial “others” were, and continue to be, central to the elaboration of Western theoretical discourse on fanaticism and extremism as forms of “political pathology”. (*Given by the Departments of Political Science and Religion*)

**Prerequisites:**
(2 FCEs in Political Theory and/or Philosophy including 1.0 FCE at the 300 level) or (0.5 FCE in Method and Theory in the Study of Religion and 1 FCE at the 300 level in the Study of Religion).

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Social Science, Humanities

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

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

**Rationale:**
In the context of our current times of religious and political extremism, critically revisiting the history of the ways in which the figure of the “fanatic” has marked Western political and religious thought is timely and important. From the perspective of students in Political Theory and Religious Studies, reading familiar thinkers and periods through the lens of their often ignored engagement with and uses of the idea of fanaticism will reveal these texts and contexts in a new and often surprising light, offering an important critical perspective on the historical development of political modernity and its current impasses. The course will develop skills in critical thinking, close reading of primary texts, critical discussion and advanced writing. The course’s interdisciplinary approach, content and student body will give students valuable exposure to different disciplinary theories and methods.

**Consultation:**
75
## Political Science (FAS), Department of

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<td><strong>Budget Implications:</strong></td>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
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<th><strong>Overlap with Existing Courses:</strong></th>
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<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
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<td>Minors, Majors, Specialists in Study of Religion and Political Science, Majors and Specialists in History and Philosophy</td>
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<th><strong>Instructor:</strong></th>
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<td>Ruth Marshall</td>
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</table>
JPR459H1: Fanaticism: A Political History

Contact Hours:

Seminar: 24

Description:

This seminar in theory will explore the modern history of the concept of ‘fanaticism’ and its role in the development of political modernity. A focus on the concept of the “fanatic” (and its cognates) from the perspective of its various uses in political and religious thought from the Early Modern period through the Enlightenment and up to the present day, provides a fascinating opportunity for a critical review of the secular, rationalist, and scientific assumptions underwriting modern political forms and concepts, especially those of liberal democracy. At the same time, the course will offer critical insight into the ways in which religious and political differences among colonial “others” were, and continue to be, central to the elaboration of Western theoretical discourse on fanaticism and extremism as forms of “political pathology”. (Given by the Departments of Political Science and Religion)

Prerequisites:

(2 FCEs in Political Theory and/or Philosophy including 1.0 FCE at the 300 level) or (0.5 FCE in Method and Theory in the Study of Religion and 1 FCE at the 300 level in the Study of Religion.

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Thought, Belief and Behaviour (2)

Distribution Requirements:

Social Science, Humanities

Competencies:

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

Experiential Learning:

Research: notably; Other: none

Rationale:

In the context of our current times of religious and political extremism, critically revisiting the history of the ways in which the figure of the “fanatic” has marked Western political and religious thought is timely and important. From the perspective of students in Political Theory and Religious Studies, reading familiar thinkers and periods through the lens of their often ignored engagement with and uses of the idea of fanaticism will reveal these texts and contexts in a new and often surprising light, offering an important critical perspective on the historical development of political modernity and its current impasses. The course will develop skills in critical thinking, close reading of primary texts, critical discussion and advanced writing. The course’s interdisciplinary approach, content and student body will give students valuable exposure to different disciplinary theories and methods.

Consultation:

Resources:

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

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<td>Ruth Marshall</td>
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4 New Courses:

PRT221H1: Portuguese Pronunciation

Contact Hours:
Lecture: 24

Description:
Overview of Portuguese speech sounds (articulation and transcription). The course provides perception and pronunciation training of Portuguese vowels, consonants, stress, intonation, and co-articulation phenomena in connected speech. The main focus will be on European Portuguese but the most relevant differences between European and Brazilian Portuguese and other accents will be discussed.

Prerequisites:
PRT100Y1

Corequisites:
PRT120Y1, PRT220Y1

Exclusions:
PRT219Y1, native speakers of Portuguese

Recommended Preparation:

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:

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

Experiential Learning:
Research: none; Other: none

Rationale:
Introduces students to Portuguese pronunciation both at the theoretical (articulatory phonetics, speech perception, and phonology) and practical levels (phonetic transcription practice using the International Phonetic Alphabet, and perception and pronunciation training). It contributes to develop students’ phonological competence in Portuguese, which involves a knowledge of, and skills in the perception and production of speech.

Consultation:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
Estimated Enrolment: 20

Instructor: Anabela Rato

SPA327H1: Catalan (formerly SPA325H1)

Contact Hours:
  Lecture: 24

Description:
Study of Catalan language through an overview of grammatical structures and exercises in proficiency skills, complemented by readings in Catalan history and society to attain interdisciplinary cultural literacy. (Offered every three years)

Prerequisites:
SPA220Y1/SPA219Y1 or any other 200 level Romance Language.

Corequisites:

Exclusions:
SPA325Y1/SPA325H1, SPA327Y1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
By offering Catalan as a half-course, we seek to give students maximum flexibility in their course selection. This course was offered successfully previously as a half-course and so there is a precedent for its return to this format. The half-course model also makes it possible to offer the course on a more consistent basis given the limited faculty complement available to teach it.

Consultation:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
SPA387H1: Latin American Performative Expression

Contact Hours:
- Lecture: 24

Description:
Considers continuities and divisions between word and action, art and politics, in short works of fiction, theatre, film and performance projects. Includes work from twentieth-century and contemporary Mexico as well as Latin American cultural production from Canada and the United States.

Prerequisites:
SPA220Y1/SPA219Y1, SPA258H1

Corequisites:
None

Exclusions:
None

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:

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

Experiential Learning:
- Research: notably; Other: none

Rationale:
This course allows students to explore connections between literary and performative practices and politics in twentieth-century and recent Latin American cultural production. It offers an expansion and a new angle in relation to our current offerings on contemporary Latin American culture, and incorporates the study of theatre, which is currently an underrepresented genre amongst our course offerings.

Consultation:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
Latin American Studies
### Estimated Enrolment:
- 20

### Instructor:
- Susan Antebi

### SPA425H1: History of the Spanish Language

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

#### Description:
Have you ever doubted where Spanish came from? Or how did it become the language we know today? This course presents a detailed study of the external and internal history of the Spanish language in which this evolution occurred. Special attention will be paid to the linguistic progress of the language from its Latin roots to Modern Spanish and to the socio-cultural, historical, political and literary influence that have affected its linguistic evolution. The main features of the Spanish language evolution will be put in practice through a close reading of representative Medieval, Renaissance and dialectal texts.

#### Prerequisites:
- SPA320Y1 or permission of instructor

#### Corequisites:
- None

#### Exclusions:
- None

#### Recommended Preparation:
- Creative and Cultural Representations (1)

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

#### Distribution Requirements:

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

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

#### Rationale:
Provides a 400-series course for students completing programs in Spanish. This course introduces the socio-historical background and the main concepts in historical linguistics of Spanish language evolution.

#### Consultation:

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

#### Overlap with Existing Courses:

#### Programs of Study for Which This Course Might be Suitable:
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<th>Instructor:</th>
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<tr>
<td>Yolanda Iglesias</td>
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3 New Courses:

SMC155H1: SMC One: The McLuhan Seminar in Creativity and Technology

Contact Hours:

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<tr>
<th>Lecture</th>
<th>Seminar</th>
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Description:

This seminar is an interdisciplinary exploration of the relationship between creativity and technology. Inspired by the innovative thinking of Marshall McLuhan, it explores how the humanities relate to other fields of thought and research in addressing the individual, social and cultural experiences and effects of technological innovation.

Prerequisites:

Admission to SMC One

Corequisites:

Exclusions:

Innis One, Munk One, New One, Trinity One, Vic One, UC One, Woodsworth One, SMC165H1, SMC188H1, SMC189H1

Recommended Preparation:

Breadth Requirements:

Creative and Cultural Representations (1)

Distribution Requirements:

Humanities

Competencies:

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

Quantitative Reasoning: none; Social and Ethical Responsibility: notably

Experiential Learning:

Research: none; Other: notably;

Nature of "Other" Experiential Learning: Community Involvement; Distinctive Practicals or Laboratories; Experiential Study; International Experience

Rationale:

This seminar is named in honour of Marshall McLuhan (1911-1980) one of the most charismatic and wide-ranging thinkers of the 20th century, who taught at the University of Toronto from 1946 until his death in 1980. Widely regarded as a pioneer of medium theory, from the heart of St. Michael’s College campus McLuhan inspired young minds and engaged the public in probing the fundamental processes that structure the individual mind, and broader culture and society. His credo was to draw on principles and insights of the humanities in addressing the perceptual, social and cultural effects of technologies.

Being indeed intuitive, experiential, and explorative, McLuhan’s approach embraced different pursuits and combined domains that were apparently diverging. While respecting all study fields, he encouraged his students to creatively take what the disciplines offer, without being defined or constrained by their boundaries. Ultimately McLuhan was a genuine humanist, an interdisciplinary thinker who tried to innovate humanities research practices and bring a sense of perspective, flexibility, openness and coherence to the rapid pace and intensities of contemporary life.

Consultation:
**SMC165H1: SMC One: The Boyle Seminar in Scripts and Stories**

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

**Description:**
This seminar introduces students to university-level studies through an interdisciplinary exploration of Celtic influences in the mediæval world, with a particular focus on early books and historical artifacts as physical objects and bearers of meaning. Students will learn how to read and analyse these books and artifacts to decode their meanings, and, in support of that, take introductory language instruction in Latin or Irish. Subjects discussed will include intercultural encounter and dialogue, research methods with historical sources, and the relationship between the written word and lived experience, then and now.

**Prerequisites:**
- Admission to SMC One

**Exclusions:**
- Innis One, Munk One, New One, Trinity One, Vic One, UC One, Woodsworth One, SMC155H1, SMC188H1, SMC189H1

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

**Experiential Learning:**
Rationale:
In 1999, Leonard Boyle, O.P., a scholar and teacher with a longtime association to St Michael’s College, was buried in the lower church of San Clemente, in Rome. His tomb bears the inscription “Omnia disce: postea videbis nihil esse superfluum” (“Learn everything, and later you will see that nothing is superfluous”). Fr Boyle trained and inspired generations of mediaevalists to work with manuscripts and uncover the histories told in both the written text, and through physical objects. Our aim in this course is not simply manuscript study, but using early books as cultural artifacts to explore the mediaeval and Celtic worlds. In so doing, we will examine mediaeval cultural history as well as mediaeval language and literacy. By forming a story from fragments and working in an interdisciplinary manner, students will practice and evaluate historical narratives and fully understand that “nothing is superfluous”.

Consultation:
St. Michael’s College Academic Life Committee
St. Michael’s College Council

Resources:
Access to manuscript holdings at the Kelly Library, St Michael’s College, and affiliated libraries.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
20

Instructor:
Professor Mairtin Coileir/Professor Alison More

SMC440H1: Middle Welsh

Contact Hours:
Lecture: 24

Description:
Middle Welsh, the native Celtic language of medieval Wales, was for centuries the language in which the Welsh celebrated their medieval princes and ancestral heroes, was the medium for the preservation of native British legend and Welsh law, and was the vehicle for the earliest narratives of Arthur. Students will be introduced to reading and translating Middle Welsh, and by the course’s end will have read one complete text of Middle Welsh literature in the original. Students will learn Welsh specifically but will also learn the characteristic linguistic features of a Celtic language. No prior knowledge of Welsh or any other Celtic language is assumed.

Prerequisites:
Permission of the instructor

Corequisites:

Exclusions:
SMC440Y1

Recommended Preparation:
St. Michael's College

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
This proposal to replace an existing Y course by an H course arises from the fact that SMC440Y has, since its introduction, been taught as a joint graduate/undergraduate course with MST2050, offered through the Centre for Medieval Studies. Due to workload provisions it is not practical to offer introductory Middle Welsh apart from this joint arrangement. However, in order to fulfil my teaching requirements at CMS I am forced to divide MST2050Y into two half courses, beginning 2018-19, the first of which will be an introduction to the language, and the second a graduate literary seminar. As it remains desirable to have a Brythonic language as one of the options among the Celtic language requirements in the Celtic Specialist and Major Programs, the proposed SMC440 will continue to be taught jointly with its graduate half-course equivalent, as an introductory language course, corresponding in content to the first term of the former SMC440/MST2050. In this new format I aim to continue to be able to introduce students in our program to Welsh language, and thereby present in our Program, alongside our strong Irish offerings, a complete picture of the Celtic language family.

**Consultation:**
Celtic Studies Program Committee
SMC Academic Life Committee
Office of the Dean, FAS; Vice Dean-Undergraduate and International

**Resources:**
No special resources will be required. The course textbook will be available for purchase from the course instructor.

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

**Overlap with Existing Courses:**
Joint graduate/undergraduate course with Centre for Medieval Studies MST2050Y

**Programs of Study for Which This Course Might be Suitable:**
Mediaeval Studies Program; Linguistics

**Estimated Enrolment:**
10 students

**Instructor:**
Brent Miles

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1 Retired Course:

**SMC440Y1: Middle Welsh Language and Literature**

**Rationale:**
# 2 New Courses:

**TRN140Y1: Ethics, Humans, and Nature**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Seminar:</strong> 48</td>
</tr>
</tbody>
</table>

**Description:**

This course introduces students to ethical issues arising from the way humans interact with nature. Students will study some theoretical approaches for evaluating how human society affects the planet, ecosystems, and the other animals. Theories will be drawn from philosophy, theology, and ecology, and will include Western and non-Western approaches to living in harmony with one’s environment. Key themes may include speciesism — the idea that human needs are the most important — as well as overpopulation, extinction, vegetarianism, and responsible resource management. The course will also look at how social policy shapes human choices and whether sustainability initiatives should be pursued through the public or private sector. The course will also discuss the spiritual connection between humans and the environment and how society can be organized to promote access to nature in urban communities.

**Prerequisites:**

**Corequisites:**

- TRN141Y1

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Thought, Belief and Behaviour (2), Society and its Institutions (3)

**Distribution Requirements:**

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

Current gap in first year programming within Trinity One. Developed in close consultation with the School of the Environment. For both Arts & Science students, this provides students with an inter disciplinary experience.

**Consultation:**

Developed in close consultation with the School of the Environment, Trinity College Arts and Science Committee and Senate.

**Resources:**

- Instructor stipends

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

**Overlap with Existing Courses:**

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88
TRN152Y1: Justice & Global Conflict

Contact Hours:
- Seminar: 48

Description:
Modern states face both new and familiar challenges to protecting national security. National insecurity threatens a country’s capacity to protect the well-being of its citizens while at the same time participating in international organizations and treaties. This course explores the origins and management of international conflict from the 17th to the 21st century, focusing on the precursors to war and the markers of peace. We will also consider the ways in which our current global world order promotes and preserves justice between and within nations. Students will consider different theoretical approaches to justice between nations, and apply them to recent security issues. By studying the history of conflict and the difference between justice and injustice students will gain a deeper understanding of how current geopolitical actors can structure and affect the prospects for security policy reform moving forward.

Prerequisites:

Corequisites:
- TRN151Y1

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Thought, Belief and Behaviour (2), Society and its Institutions (3)

Distribution Requirements:

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

Experiential Learning:
- Research: none; Other: none

Rationale:
This new course is a better reflection of the teaching interests and to accurately reflect the differences between cohorts within the IR stream of Trinity One.

Consultation:
This change was undertaken after feedback from Instructors, Trinity One Alum, Trinity One Senate and Arts and Science Committee.

Resources:
<table>
<thead>
<tr>
<th>Trinity College</th>
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</thead>
<tbody>
<tr>
<td>Instructor Stipends</td>
</tr>
<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
</tr>
<tr>
<td>25</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
</tr>
<tr>
<td>TBA</td>
</tr>
</tbody>
</table>
9 Course Modifications:

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

<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Society and Cultural Representations its Institutions (1 3 )</td>
</tr>
</tbody>
</table>

Rationale:

Consultation:

USA310H1: Approaches to American Studies

<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous: None</td>
</tr>
<tr>
<td>New: Creative and Cultural Representations (1 )</td>
</tr>
</tbody>
</table>

Rationale:

Consultation:

USA311H1: Approaches to American Studies

<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
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</thead>
<tbody>
<tr>
<td>Previous: None</td>
</tr>
<tr>
<td>New: Creative and Cultural Representations (1 )</td>
</tr>
</tbody>
</table>

Rationale:

Consultation:

USA312H1: Approaches to American Studies

<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous:</td>
</tr>
<tr>
<td>New: Society and Its Institutions (3)</td>
</tr>
</tbody>
</table>

Rationale:

Consultation:

USA313H1: Approaches to American Studies

<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous: None</td>
</tr>
<tr>
<td>New: Society and Its Institutions (3)</td>
</tr>
</tbody>
</table>

Rationale:

Consultation:
### USA400H1: Topics in American Studies

**Breadth Requirements:**
- Previous: None
  - New: Creative and Cultural Representations (1)

### USA401H1: Topics in American Studies

**Breadth Requirements:**
- Previous: None
  - New: Creative and Cultural Representations (1)

### USA402H1: Topics in American Studies

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

### USA403H1: Topics in American Studies

**Breadth Requirements:**
- Previous: None
  - New: Society and Its Institutions (3)
## 2 New Courses:

**VIC338H1: Renaissance in the City**

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

**Description:**

An interdisciplinary course exploring the history, art, architecture, literature, and music of the Renaissance in one or more cities from ca. 1400-1650. The course will investigate how local political and social-historical contexts shape ideas and cultural forms, and so illustrate the process and effects of cross-fertilization in the Renaissance period.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

VIC348Y0

**Recommended Preparation:**

VIC240Y1, or another course in Renaissance Studies

**Breadth Requirements:**

Society and Its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none;
- Other: none

**Rationale:**

Formerly a Y course, changed to H in order to better conform with other courses in the Renaissance Studies Program

**Consultation:**

Course was discussed with the Academic Programs Committee of the Renaissance Studies Program

**Resources:**

None; HIS327H1 Rome and The City does not apply after 2016.

**Budget Implications:**

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

**Overlap with Existing Courses:**

None

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

Renaissance Studies program

**Estimated Enrolment:**

25
VIC441H1: Michel de Montaigne: A Renaissance Life

Contact Hours:

Seminar: 24

Description:

A study of Montaigne as a multifaceted historical and cultural figure, as a mirror to sixteenth-century history, as product and observer of the religious divisions, political transformations, and cultural evolutions in an age marked by religious war, the growth of the state, the advent of the printed book, and the dissemination of the humanist project across western Europe. The course examines Montaigne’s essays, travel journals, and important scholarly works on Montaigne, in the context of contemporary gender relations, colonial empire, religious belief, and early modern Europe’s complex relationship with Greco-Roman Antiquity.

Prerequisites:

VIC240Y1/HIS243H1, or permission of the instructor

Corequisites:

Exclusions:

Recommended Preparation:

Another course in Renaissance Studies or permission of the instructor

Breadth Requirements:

Thought, Belief, and Behaviour (2)

Distribution Requirements:

Competencies:

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

Experiential Learning:

Research: none; Other: none

Rationale:

This will be the only H 4th-year seminar course for the Renaissance Studies Program. There is a Y 4th-year seminar course. We find that at times students cannot commit to a Y course. This course would fit more easily in many students’ timetable.

Consultation:

Consultation with Instructor of FRE319H and French Department; consultation with English Department. No concerns.

Resources:

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

Overlap with Existing Courses:

The French Department offers FRE319H; the second half of that course is on Montaigne, however the language of instruction is French. We could find no other overlap.

Programs of Study for Which This Course Might be Suitable:

Renaissance Studies program
1 Course Modification:

VIC348Y0: The Renaissance City

Description:

Previous:
New:

This course will study four Renaissance Italian urban environments, beginning with the medieval city of Siena followed by the construction of Renaissance urban space in republics, principalities, and papal Rome. Field trips and illustrated lectures will introduce students to Renaissance urban, cultural, and political history.

Recommended Preparation: VIC240Y1, another course in Renaissance Studies or permission of the instructor. (Offered in Siena only)

Exclusions:

Previous:
New: VIC338H1

Breadth Requirements:

Previous:
New: Creative and Cultural Representations (1), Society and Its Institutions (3)

Distribution Requirements:

Previous:
New: Humanities

Rationale:

Consultation:

1 Retired Course:

VIC348Y1: The Renaissance in the Cities

Rationale:
4 New Courses:

WGS380H1: Feminist Graphic Novels

Contact Hours:

Lecture: 24

Description:

Comics aren't new, and graphic novels aren't either, but feminists have built a rich array of stories about consciousness, resistance, and coming of age in this genre that warrant scholarly attention. In this case, we will read graphic novels for their subtleties, thinking about what picture and text make possible in the exploration of emotion, interconnection, and identity. Reading about resistance to marriage in *Ay of Yop City*, a child's view of revolution in *Perspolis*, parent child reckoning in *Fun Home*, and loneliness in *Skim* will advance students' understandings of the of the power of narrative and the pictorial displacement of innocence.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

WGS160Y1

Breadth Requirements:

Creative and Cultural Representations (1)

Distribution Requirements:

Humanities

Competencies:

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

Experiential Learning:

Research: none; Other: none

Rationale:

This course makes use of the Ivey Library's new graphic novel collection, and trains students how to read memoir and understand the contemporary feminist reckonings with coming of age.

Consultation:

Program Committee meeting, September 13, 2017.

Resources:

N/A

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

Overlap with Existing Courses:

English has had a comic book course on superheroes, this is quite different.

Programs of Study for Which This Course Might be Suitable:

English, Comparative Literature, SDS, Semiotics, Equity Studies.
WGS480H1: Challenging Coloniality: Caribbean Sexualities in Transnational Perspective

**Contact Hours:**
- Seminar: 24

**Description:**
This course foregrounds the Caribbean as a transnational space, where sexuality, gender, race and class are intimately connected and shaped by colonial legacies and contemporary circuits of globalization.

**Prerequisites:**
- WGS160Y1, one full course at the 300+ level in WGS, and one half course in WGS.

**Corequisites:**

**Exclusions:**
- WGS435H1 (Topics: Challenging Coloniality: Caribbean Sexualities in Transnational Perspective), offered in Summer 2017

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities, Social Science

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

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

**Rationale:**
This upper level course complements other offerings on feminist, queer and trans studies within WGSI, putting these questions into conversation with a critical area studies perspective. It is concerned both with understanding the Caribbean as inseparable from attending to "the sexed bodies, practices, and identities of the region's people," as feminist theorist Faith Smith argues, as well as with the ways in which theorizing Caribbean sexualities offers a broader intervention that destabilizes binaries of here and there; tradition and modernity; first and third worlds.

**Consultation:**
- Program Committee meeting, September 13, 2017.

**Resources:**
- N/A

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

**Overlap with Existing Courses:**
- N/A
WGS481H1: Gender, Sexuality and Black Liberation from Black Power to #BlackLivesMatter

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

**Description:**
This course maps genealogies of black insurgency and transnational itineraries of intersectional theorizing, organizing, and praxis from the 20th century to our present moment. Through close study of works by and about black revolutionary migrants, exiles, intellectuals, fugitives, and so-called terrorists, participants will critique and create radical visions for emancipation. Major topics and themes may include black feminisms; queer insurgencies; transnational imaginaries and solidarities; silence and intracommunal violence; accountability and transformative justice. Through collective discussion, writing, and reflection we interrogate visions and strategies of emancipation, and imagine radical futures historically and in our own times.

**Prerequisites:**
- WGS160Y1, one full course at the 300+ level in WGS, and one half course in WGS

**Corequisites:**

**Exclusions:**
- WGS435H1 (Topics: Sex, Gender and and Revolution from Black Power to #BlackLivesMatter), offered in Winter 2017 and Fall 2017

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This course is unique at UofT in that there is no other course that examines the theorizing and organizing of black women and black queer subjects, as well as contested discourses of gender and sexuality within disparate but interconnected freedom projects across black diasporas. Students gain practical and portable skills of close reading and primary source analysis, offer original interpretations of primary and secondary source literature, and explain those interpretations in creative prose. Students will be able to explain the relevance of historical events, actors, theories to our present moment. Students imagine new possible futures, while, using the past as a guide, developing and practicing
strategies to mobilize others toward a more just world. Drawing inspiration from Freedom School curricula, this course promotes the principles that education and academic skills are essential to organizing for social change.

Consultation:
Program Committee meeting, September 13, 2017.

Resources:
N/A

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

Overlap with Existing Courses:
N/A

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
20

Instructor:
Chris Johnson

WGS482H1: Translating Sexuality: Queer Migration, Queer Diasporas

Contact Hours:
Seminar: 24

Description:
This course examines how notions of sexuality travel as people move within and beyond national borders. It investigates how queer and trans migrants pursue different versions of belonging, solidarity, survival, and hope. Participants will study transnational archives (which may include popular culture, new media, film, literature, and performance) as they trace globalization's effects on racialized, queer, and trans communities. Major topics may include: queer of color critique; queer settler colonialism; transnational and global south sexualities; imperialism and militarism; neoliberalism and homonationalism; humanitarianism and sexual rights; queer and trans social movements; postcolonial intimacies.

Prerequisites:
WGS160Y1, one full course at the 300+ level in WGS, and one half course in WGS

Corequisites:

Exclusions:
WGS434H1 (Topics: Trans/national Sexuality), offered in Fall 2016 and Fall 2017

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

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

### Rationale:

This course emphasizes the historical, political, and theoretical significance of works belonging to the emergent field of queer studies. It particularly focuses on the effects of migration and globalization on sexually marginalized communities which are spread across the globe. As it centers on the experiences of racialized and diasporic individuals, this course foregrounds how diverse sexualities emerge from differed cultural archives (popular culture, new media, literature, cinema, and performance, to name a few). At the same time, the course trains students in close reading, critical thinking, and analysis by asking that they respond to a variety of primary and secondary source materials. It builds on previous research skills through low stakes and high stakes assignments, conducted in and outside of the classroom. This course especially benefits students who seek to specialize on the effects of migration and movement on how we perceive queer and trans identities, intimacies, and desires.

### Consultation:

- Program Committee meeting, September 13, 2017.

### Resources:

- **N/A**

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

### Overlap with Existing Courses:

There is no overlap with any courses offered by other departments or programs at UofT. This course builds on, and complements, courses offered by Sexual Diversity Studies (Introduction to Queer of Color Critique; Sexual Diversity in a Global Context) as well as WGSI (Undergraduate - Studies in Queer and Trans; Graduate - Queer of Color Critique). It encourages further specialization in transnational and migrant sexualities.

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

Sexual Diversity Studies, Cinema Studies, Diaspora and Transnational Studies, English.

### Estimated Enrolment:

- 20

### Instructor:

Robert Diaz