1 Minor Program Modification for Committee Review

Bachelor of Commerce (BCom)

Enrolment Requirements:

This is a four-year Honours program.

To qualify for a Bachelor of Commerce degree, a student must:
(a) Complete twenty full-course equivalents, including no more than six 100-series courses;
(b) Complete one of the Specialist programs – Accounting, Finance and Economics, or Management, (see below);
(c) Complete the Arts and Science Breadth Requirements*
(d) Obtain standing (i.e., complete with a grade of 50% or more or CR) in at least six 300- or 400-series courses, including at least one 400-series course. No more than one 300+ series transfer credit may be counted towards these six. (Students participating in an approved exchange program may count ALL 300+ transfer credits from the exchange towards the required six.)
(e) Achieve a cumulative GPA of 1.85 or more by the time of graduation.

Previous entry:
Note: September 2016 and onward students will follow the Arts and Science Breadth Requirements and are no longer required to have 1.0 FCE from category 1 (BR1). There is no Breadth Requirement status for RSM100Y1/RSM100H1/MGT100H1, MGT201H1 and MAT133Y1, ECO220Y1 (and courses deemed equivalent) cannot be used to satisfy the Breadth Requirement.

Proposed change:
Note: September 2016 and onward all Commerce students will follow the Arts and Science Breadth Requirements and are no longer required to have 1.0 FCE from category 1 (BR1). There is no Breadth Requirement status for RSM100Y1/RSM100H1/MGT100H1, and MGT201H1. September 2017 and onward all Commerce students will receive BR status for MAT133Y1 (BR5) and ECO220Y1 (BR3+5) and courses deemed equivalent.

Previous entry (applies to both First Year Rotman Commerce students and Other students)

First Year Rotman Commerce Students Admitted with the Rotman Commerce Guarantee:
Students admitted with the Rotman Commerce Admission Guarantee will be invited to enroll in the program after first-year, provided that the following requirements have been met:

• Complete RSM100H/RSM100Y Introduction to Management with a final mark of at least 67%
• Complete ECO100Y Introduction to Economics with a final mark of at least 67%
• Complete MAT133Y Calculus and Linear Algebra for Commerce with a final mark of at least 63%, or
  • MAT135H1 with a final mark of at least 60% AND MAT136H1 with a final mark of at least 60%, or
  • MAT137Y1 with a final mark of at least 55%, or
  • MAT157Y1 with a final mark of at least 55%.
• Accumulate a minimum of 4.0 credits

Proposed change:
• Complete ECO101H1 Principles of Microeconomics with a final mark of at least 63% AND ECO102H1 Principles of Macroeconomics with a final mark of at least 63% or
  • Complete ECO100Y Introduction to Economics with a final mark of 67%
Political Science, Department of

1 Retired Course

POL321Y1: Ethnic Politics in Comparative Perspective

1 New Course (Proposal Details Below)

POL321H1: Ethnic Politics in Comparative Perspective

Proposal Details for 1 New Course

POL321H1: Ethnic Politics in Comparative Perspective

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>Lecture: 24</th>
<th>Seminar:</th>
<th>Practical:</th>
<th>Tutorial:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Ethnic conflict and conflict management. Case studies: conflict (Northern Ireland, Spain); consociation / power sharing (Switzerland); ethnic vs democratic norms (Israel); state and nation building (Italy); disintegration (Yugoslavia and Czechoslovakia); collapse and reconstruction (former Soviet Union).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prerequisites</td>
<td>1.0 POL credit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corequisites</td>
<td>POL 321Y1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exclusions</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>None</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competency Levels</td>
<td>Critical and Creative Thinking: extensively</td>
<td>Quantitative Reasoning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication: notably</td>
<td>Social and Ethical Responsibility: extensively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Information Literacy: extensively</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential Learning</td>
<td>Research:</td>
<td>Other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nature of &quot;Other&quot; Experiential Learning: None selected</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution Requirements</td>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breadth Requirements</td>
<td>Society and its Institutions (3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale

Replaces existing course on Ethnic Conflict (POL 321Y) which has been popular when offered. Provides theoretical perspectives on sources of conflict and strategies of conflict management through review of literature. Case studies then used to explore utility and limits of theory and provide understanding of ethnic conflict. Important because of ongoing ethnic conflict and need to develop strategies for conflict resolution. A specialized course which allows students to develop and apply knowledge gained in lower level courses through an important literature in the field. A useful entry into an important subfield in Political Science.

Resource Implications

Resource Budget

Academic Unit will provide the resources required for this course from their existing budget.
1 Major Program Modification (Significant Alterations to Existing Program Component)

Sociology Major

Start Session:
Summer 2017

Current Calendar Description:

New Calendar Description:

Current Admission Requirements:

New Admission Requirements:
No changes

Current Enrolment Requirements:

This is a limited enrolment program that can only accommodate a limited number of students. Eligibility will be competitive and based on a students mark (minimum of 65%) in SOC101Y or both SOC102H and SOC103H. Achieving the 65% mark does not guarantee admission to the program in any given year. NOTE: Students cannot combine a Sociology Major program with another Sociology program (Specialist or Minor) for their degree.

Entry Requirements:
1. A minimum grade of 65% (see above) in SOC101Y1 or a minimum combined average grade of 65% in SOC102H1 + SOC103H1
2. 3 full courses (3.0 FCEs) towards a degree (can be from sociology or other departments).

New Enrolment Requirements:

This is a limited enrolment program that can only accommodate a limited number of students. Eligibility will be competitive and based on a students mark (minimum average of 65%) in both SOC100H and SOC150H. Achieving the 65% mark does not guarantee admission to the program in any given year. NOTE: Students cannot combine a Sociology Major program with another Sociology program (Specialist or Minor) for their degree.

Entry Requirements:
1. A minimum combined average grade of 65% in SOC100H1 + SOC150H1
2. 3 full courses (3.0 FCEs) towards a degree (can be from sociology or other departments).

Current Completion Requirements:
(7.0 FCEs in Sociology)
Completion Requirements:
1. SOC101Y1 or both SOC102H1 and SOC103H1
2. SOC201H1 or SOC203H1
3. SOC200H1 and SOC202H1
4. An additional 4.5 FCEs in Sociology; i.e., 2.5 SOC FCEs at the 200 or 300 level; 1.5 SOC FCEs at the 300 level and 0.5 SOC FCE at the 400 level. NOTE: Students cannot take more than 0.5 SOC FCE at the 400 level without written permission from the Undergraduate Program Administrator.

New Completion Requirements:

(7.0 FCEs in Sociology)
Revised Completion Requirements:
1. SOC100H1 and SOC150H1
2. SOC201H1, SOC202H1, and SOC204H1
3. 1.0 FCEs from SOC251H1, SOC252H1, and SOC254H1
4. 1.0 SOC FCEs from 300 level "Program-Only" courses (rotating list every year)
5. 0.5 SOC FCEs at the 400 level
6. An additional 2.0 FCEs in Sociology at the 200 or 300 level (0.5 of which must be taken at the 300 level, i.e., 1.5 FCEs at the 200 or 300 level and 0.5 at the 300 level)

Academic Context:
The major program builds on the introduction to the discipline from SOC100H and the introduction to the research process in the social science from SOC150H. It does so in four stages. In the first stage, students are given a strong foundation in classical sociological theory, an introduction to quantitative methods, and an introduction to qualitative methods. The second stage provides students an opportunity to deepen their understanding and skills set into two of those three areas. They get to choose two from contemporary sociological theory, intermediate quantitative methods, and intermediate qualitative methods based on their interests and need. The third stage provides students with an opportunity to apply their understanding and learned skills in two substantive areas of their choice. Students will take two 300 level courses from a rotating list of offerings designed specifically for Sociology program students. And finally, in the fourth stage, students will take a small 400 level research seminar which is meant to be the culmination of all this understand and skills building.

The selection of additional courses provides the opportunity to explore sociology's contribution to understanding how patterned social relationships influence human action in different areas like gender, family, work, health, ethnic relations, networks, or crime, law, and deviance, with an increased focus on a specific area or areas.

Students in the sociology major are able to combine this with a major in another program, following their unique interests or in preparation for one of a variety of careers.

Learning Outcomes:
The overall objective of the major program is a well developed understanding of how social structure and relationships shape human behaviour and the development of a set of core skills.
1st year courses:
First year courses introduce the discipline of Sociology and offers a foundation for further study. This begins with an Introduction to Sociology (SOC100H) where students learn about the sociological perspective and sociological approaches by investigating a range of human behaviours and institutions. This course is followed by Sociological Inquiries (SOC150H) which is an introduction to the research process in social science, focusing on how and why social research is done. It confronts issues regarding the nature of scientific knowledge, how to ask good research
thinking about empirical research presented in everyday life, as well as preparation for more advanced research courses.

2nd year courses:
Second year courses provide a comprehensive foundation on the key theoretical and empirical tools available to sociologists. Classical Sociological Theory (SOC201H) provides an introduction to the history, nature, and role of sociological theory, through an examination of the works of key classical theorists such as Karl Marx, Max Weber, Emile Durkheim, Georg Simmel, and others. This is followed by Contemporary Sociological Theory (SOC251H) where students are exposed to major contemporary thinkers and approaches whose ideas have achieved wide influence. A significant course outcome is students understanding the nature and role of sociological analysis and help theoretical tools assist in this endeavour. Introduction to Qualitative Methods (SOC204H) introduces students to the methods and issues of qualitative research, the theories, methods for data collection and analysis, and the personal and ethical issues relating to qualitative research. Its follow-up Intermediate Qualitative Methods (SOC254H) offers a more in-depth examination of key methods of qualitative research, as well as an opportunity to design and conduct qualitative research that draws from key debates, methodologies, and methods in the field. Introduction to Quantitative Methods (SOC202H) remains unchanged and exposes students to descriptive statistics and hypothesis testing using various strategies for the analysis of bivariate relationships. Its follow-up course Intermediate Quantitative Methods (SOC252H) provides students with the opportunity to develop an understanding of the logic of multivariate analysis by applying various strategies for the analysis of complex multivariate data. Majors will take five of the above six courses to give them a very rigorous training.

3rd year courses:
Majors will take two 300 level courses in the substantive areas of their choice (among a rotating list of course offerings) designed specifically for them. These courses will have significant active learning components, requiring students to put into practice the theoretical and methodological tools learned in their 200 level required courses. Those courses will all have labs or workshops and will emphasize a hands-on approach to learning. The students will develop their comfort level with the tools acquired in 200 level courses by putting them to use on projects in subject areas of their interests.

4th year course
Majors will take one 400 level small research seminar in a substantive area of their choice. This research seminar will be the culmination of their studies, applying the understanding and skills developed over years to the advanced study of a social phenomenon. This course will have extensive research, as well as writing and oral communication components. Every single one of those seminars will include a substantive integrative and/or inquiry-based activity.

Communications: Written skills and oral skills are critical. Being able to communicate effectively one’s ideas is important. Many jobs demand reading and writing skills, but also oral skills. Learning how to be persuasive is valuable, and is a skill honed with preparation and practice. SOC100H will set the table with some basic reading comprehension skills. SOC150H will build on those and have lectures and tutorials which allow student to learn a host of best practices having to do with writing and oral skills. SOC201, SOC202, SOC204, SOC251, SOC252, and SOC254 will together provide many opportunities to learn about different forms of writing, and each of those will be supported by tutorials or labs which will promote the development of oral skills. The program-only 300 level courses and the 400 level research seminar will require students to go from consumer to producer, and put improve their communication skills through practice and repetition.

Numeracy: Being adept with numbers helps in almost any walk of life. An ability to understand and, even better, to assemble numeric tools, such as graphs, charts, figures, and tables, is a valuable asset. Students basic numeracy skills will be developed in 100 level courses through exposure and explanation of oft-used statistics. SOC202 and SOC252 will together offer a powerful introduction to statistics and key quantitative methods. At a minimum, the goal is for students to become astute consumers of quantitative information. But the objective goes beyond that to develop students familiarity and understanding of those quantitative methods so they can produce and present statistical output with comfort. This will be greatly enhanced by hours of hands-on labs attached to the courses.

Methods: Being skilled in a range of methods will enhance students ability to understand how problems are solved. Identifying the problem, in all of its multi-faceted nature, is a skill in itself, and is one of the key things we want students to learn by exploring their own research questions, their arguments, or their hypothesis. The objective of the training is so students learn to ask pertinent questions and understand the logic of finding nuanced, persuasive evidence. This will start in SOC150H (Sociological Inquiries) where the whole course is devoted to developing the students appreciation and understanding with the process of science. This is enhanced through a robust methodological and theoretical training at the 200 level. And then at the 300 and 400 level, students get see for themselves in the approaching of particular problems, how to mobilize those methods to better make sense of the phenomenon of
Intercultural understanding: Culture is all about how different people relate to and make sense of their world. As culture deepen and diversify, being able to comprehend others and their meaning-making is critical. This is especially so in a globalizing world. Being practiced in inclusion and open to diversity is a core competency developed by the Major. This understand is at the core of SOC100 and through the rich faculty and a diverse set of courses offerings, students are exposed to an array of different perspectives and insights on subject matters of interest. Tutorials, attached to SOC201 and SOC251, as well as workshops attached to the 300 level program-only courses, as well as the format of the small 400 level research seminar will all work to facilitate open discussion between students and the myriad of experiences they bring to the classroom.

Critical thinking: The features of thought that signal critical thinking include a mind that is agile, creative, curious, nimble, nuanced, probing, smart, and subtle. These things come with practice and are developed by challenging students, by moving them outside their comfort zone both intellectually and emotionally. This is perhaps the most crucial skill developed by the Sociology Major. Through readings, exercises, projects and assignments, class discussion, and peer learning, developing the affinity to go beyond taken-for-granted nature of the social world, and instead ask questions and seek answers that go beyond the surface. Understanding that the social world is complex, and that a one-size-fits-all solution is not possible. Human action takes place in context, and only through an understanding of the complexity of these contexts, will we be able to make sense of human action. This starts with SOC100, and is developed in every single Sociology course in its own way. This can mean: 1) the ability to think, reason, and understand across time, space, and circumstances; 2) the ingenuity to look beyond the manifest/visible/obvious so as to also comprehend, and question, the latent/invisible/non-obvious; 3) a facility for seeing issues from a variety of vantage points from positions of privilege and paucity and from standpoints differing from our own; 4) an alertness as to how power operates across different levels of society, from the macro to the micro, and back and forth; 5) an appreciation of how context matters in shaping our actions and our emotions; 6) an understanding of the constructed nature of social life, including its categories, claims, processes, and changes; and 7) an awareness that meaning matters, and that unlike hard sciences such as physics, the social world is not subject to deterministic laws but is nevertheless soaked through with pattemed, recurring regularity.

<table>
<thead>
<tr>
<th>Depth of Knowledge:</th>
<th>See above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and Creative Thinking:</td>
<td>See above</td>
</tr>
<tr>
<td>Information Literacy:</td>
<td>See above</td>
</tr>
<tr>
<td>Quantitative Reasoning:</td>
<td>See above</td>
</tr>
<tr>
<td>Social and Ethical Responsibility:</td>
<td>See above</td>
</tr>
<tr>
<td>An Integrative, Inquiry Based Activity:</td>
<td>See above</td>
</tr>
<tr>
<td>Program Delivery:</td>
<td>Method: In Class</td>
</tr>
<tr>
<td></td>
<td>Mode: Full Time</td>
</tr>
<tr>
<td>Brief Description of the Proposal:</td>
<td>Fundamentally, what we are doing is establishing a more deliberate and robust training for our students in line with</td>
</tr>
</tbody>
</table>
Currently, we offer a year long Introduction to Sociology, either as a single course (SOC101Y) or as two half courses (SOC102H+SOC103H). This is followed by three additional foundation half-courses at the 200 level in Logic of Inquiry (SOC200H), Classical Sociological Theory (SOC201H), and Quantitative Methods (SOC202H).

We are proposing to revise our first year offerings to now SOC100H Introduction to Sociology and SOC150H Sociological Inquiries. As a pair, they will still provide 1.0 FCE of training in Sociology, but with a stronger focus on introducing students earlier to research methods and developing a necessary skills set for further studies.

At the 200 level, we will keep SOC201H (Classical Sociological Theory) and SOC202H (Introduction to Quantitative Methods) as they are, but add to them SOC204H (Introduction to Qualitative Methods). To this we will also add a series of follow up half-courses, to scaffold on those three, called SOC251H (Contemporary Sociological Theory), SOC252H (Intermediate Quantitative Methods), and SOC254H (Intermediate Qualitative Methods).

The changes above can be summarized in two ways. One the one hand, we are de-coupling the Logic of Social Science/Introduction to Research Methods from an Introduction to Qualitative Methods, both of which SOC200H (Logic of Inquiry) was doing. Some of it is now SOC150H (Sociological Inquiries) and some of it is now SOC204H (Introduction to Qualitative Methods). On the other, we are adding layers of more extensive methodological and theoretical training.

To that we are introducing "program-only" 300 level courses which will scaffold on the understanding and skills developed in the 200 level required courses.

The 400 level seminars will operate much as they do now, but with taking advantage and continue to develop the skills students accumulated in their first three years.

### Details of Proposed Change:

**Proposed Sociology Undergraduate Curriculum  Major**

**Major:** 14 courses (7.0 FCE)  7 required/7 electives

1st Year:
- SOC100H Introduction to Sociology 0.5
- SOC150H Sociological Inquiries 0.5

2nd Year:
- Prereq: complete both 1st year courses
- SOC201H Classical Sociological Theory 0.5
- SOC204H Introduction to Qualitative Methods 0.5
- SOC202H Introduction to Quantitative Methods 0.5
- Two of following three:
  - SOC251H Contemporary Sociological Theory 0.5
  - SOC254H Intermediate Qualitative Methods 0.5
  - SOC252H Intermediate Quantitative Methods 0.5

3rd Year:
- Prereq: complete all five 2nd year required courses
- Two program only courses in areas of interests 1.0 FCE
- Potential areas:
  - Crime, Deviance, and Social-Legal Studies
  - Culture
  - Gender and Family
  - Health and Mental Health
  - Immigration and Ethnicity
  - Networks and Community
  - Political Sociology
  - Quantitative Methods
  - Qualitative Methods
  - Social Policy
  - Stratification, Work, and Labour Markets
  - Theory

4th Year:
- Prereq: complete two program only 3rd year courses
- One research seminar 0.5
- An additional 2.0 FCEs in Sociology at the 200 or 300 level (0.5 of which must be taken at the 300 level)
To ensure continuity for current 1st year students, entry requirements for the Specialist and Major for 2017-18 will remain as they were for 2016-17, but program requirements will be changed. Students entering year 1 in September 2017 will be subject to new entry requirements, with allowances made for students wanting to join the Major after their 2nd year if they have completed SOC101Y or SOC102H + SOC103H in 2016-17. SOC102H will be considered equivalent to SOC100H for the purposes of entry requirements, and SOC103H will be treated as an equivalent to SOC150H until the 2016-17 cohort. The first iteration of SOC204H will use a syllabus that is a hybrid of SOC200H and the new version of SOC204H. This will ensure that this first cohort will not miss requirements and receive adequate training to continue in the program.

**Rationale:**

Builds on the strengths of the department as the premier research department in Canada
- Increased training in the foundational areas of Sociology
- De-coupling of the logic of the research process from introduction to qualitative methods
- More robust scaffolded learning across four levels
- Enhanced opportunities to develop reading, writing, and oral skills (as explicit components of required courses)

Continue to offer significant flexibility to students to meet their interests
- Opportunities for more intimate learning environment earlier in their undergraduate career
- Making sure that 2nd year required courses are taken earlier in their undergraduate career
- Facilitating more active learning courses with greater support
- Additional pedagogical opportunities in different substantive areas for graduate students
- Should have minimal impact on overall enrollment numbers
- Should facilitate greater coordination among faculty in achieving more explicit degree outcomes
- 3rd year degree only courses would not necessarily require substantial new course prep
- Flexibility in terms of instituting additional prerequisites or recommended preparation
- Flexibility in terms of course scheduling from year to year based on faculty availability
- Provide the undergraduate program with more of an identity
- Could fostering a greater sense of community through stronger cohort-building
- Undergraduate curriculum better suited for our current group of students
- Curriculum that better matches common practices among other comparable departments inside and outside the university

**Consultation:**

We have consulted with 17 academic units and Colleges who have SOC courses either as required or recommended preparation. We've heard nothing but positive feedback.

We've had more extensive conversation with Computer Science since these changes impacted their HCI (Human-Computer Interaction) focus, and with Statistical Sciences which has a Sociology focus. With both of them we’ve discussed and came to an agreement about which courses under the new setup their students would be taking.

We have consulted with students pursuing the Sociology Minor, Major and Specialist programs from 2nd year to 4th year. About three dozen students have contributed to a list of issues and/or concerns and desired outcomes and/or changes for our program. A number of our stated rationale for our Major and Specialist program modifications came from those student consultations.

The proposed program modifications do not drastically alter aims laid out in the 2011 department review report, but rather structure our Major and Specialist programs to better fulfill those stated aims. We believe that with this proposal, students will receive training and learning that will be significantly more likely to produce the desired outcomes discussed in the 2011 report. This comes through both a more specific and micro articulation of those aims on the one hand, and a much more robust scaffolding of the learning outcomes over a more deliberate curriculum sequencing.

These modifications, in line with the best current curricular practices from our discipline, will be better to deliver on the desired long-term aims laid out in the report.

**Diversity:**

The curriculum continues to offer a significant amount of flexibility to students to choose courses that meet their interests and needs.

These proposed modifications will see many more courses offer labs/workshops/tutorials to better support the students
Additionally, the injection of Contemporary Sociological Theory (which is far more diverse of a field than Classical Sociological Theory) will expand significantly the required courses' coverage of a more diverse set of key thinkers. The introduction of qualitative methods training (previously only available to Specialists) will expand our training for students who are "numbers-adverse" but would still benefit greatly from more methodological training. Finally, encouraging and supporting students in working on their own individual projects from an earlier time means also greater flexibility to meet the interests and needs of more students.

**Resource Implications:**

The department has the necessary resources to accommodate these changes

**Faculty and TA Support:**

Faculty and TA support is there to accommodate these changes
This form is filled out with a sample course as a model for you. Please replace the existing text with your own words. Delete text if not applicable.

<table>
<thead>
<tr>
<th>Designator Number + Y1/H1</th>
<th>Course Title</th>
<th>L / S / P / T</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y1</td>
<td>399 Research Opportunity Program (tentative title)</td>
<td></td>
</tr>
</tbody>
</table>

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

Research supervised by a faculty member, on campus, for third-year students with between 9 and 14 credits.

**Prerequisite:**

**Exclusion:** Students may not participate in third-year research with same professor/project they completed in second-year.

**Recommended Preparation:** Minimum of 9 and maximum of 14 credits

**Competencies:** Which (if any) of the five competencies would this course help the students to develop? To what degree? Please indicate in the relevant box whether it would be Slightly, Notably, or Extensively

<table>
<thead>
<tr>
<th>Critical &amp; Creative Thinking</th>
<th>Communication</th>
<th>Information Literacy</th>
<th>Quantitative Reasoning</th>
<th>Social &amp; Ethical Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly, Notably, or Extensively</td>
<td>E</td>
<td>E</td>
<td>S</td>
<td>S</td>
</tr>
</tbody>
</table>

**Research or other experiential learning:** Does this course include a research or other experiential learning component? If yes, please indicate in the relevant box whether it would be Notably or Extensively. Note that the section should be left blank for courses including laboratories, practicals, term papers, exercises, tutorials, short trips, visiting lecturers, team projects or even self-directed study that we recognize as part of best practices in teaching our regular curriculum in the Faculty. The research and experiential learning we want to single out are those opportunities that can be identified as unique, or unusual, or different, or distinctive.

**Research or Other Experiential Learning**

<table>
<thead>
<tr>
<th>Research</th>
<th>Other Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>E</td>
</tr>
</tbody>
</table>

Also, if the course includes other experiential learning, please specify the nature of the learning: Community involvement (C); Distinctive Practicals or Laboratories (DP); Experiential Study (ES); Fieldwork (F); Internships (I); International Experience (IE); International Student Exchange (ISX); Service learning (S); Study Abroad (SA); or Studio (ST).

<table>
<thead>
<tr>
<th>C</th>
<th>DP</th>
<th>ES</th>
<th>F</th>
<th>I</th>
<th>IE</th>
<th>ISX</th>
<th>S</th>
<th>SA</th>
<th>ST</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Science</th>
<th>Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**NEW Breadth Requirement Status:** Underline the one or two appropriate categories. Note: An H course must be designated as 0.5 FCE breadth credit in exactly one category; a Y course can be designated as either 1.0 FCE breadth credit in exactly one category or 0.5 FCE breadth credit in each of exactly two categories. Academic units are expected to categorize all their courses unless there are pedagogical reasons not to do so. If uncertain, please email kelly.jay@utoronto.ca.

<table>
<thead>
<tr>
<th>Creative &amp; Cultural Representations</th>
<th>Thought, Belief, &amp; Behaviour</th>
<th>Society &amp; Its Institutions</th>
<th>Living Things &amp; Their Environment</th>
<th>The Physical &amp; Mathematical Universes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If the course is not categorized, please briefly state the pedagogical reason:**

Each project would be categorized by department when submitted for approval.

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

XX RESERCH OPPORTUNITY PROGRAM XX

**Academic Relevance:** State the reason for creating the course, and its place in your program(s):
Provides the opportunity for third-year students to join a faculty-supervised research project, on campus, over the Summer or Fall/Winter session for a full credit. This is an extension of the 299 Research Opportunity Program, but difference from the current 398/399 Research Excursion Program which involves off campus research over the summer sessions.

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Instructor(s):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Assistant(s):</td>
<td></td>
</tr>
<tr>
<td>Laboratory Equipment:</td>
<td></td>
</tr>
<tr>
<td>Computing Resources:</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

**Delete the Statement below that DOES NOT apply:**

1. I will provide these resources from my existing budget.

DATE: [ ]

Approved by CHAIR/PROGRAM DIRECTOR?
Sexual Diversity Studies, Mark S Bonham Centre for

3 Minor Program Modifications (Full Divisional Review)

Sexual Diversity Studies Minor

Start Session:
Summer 2017

Current Completion Requirements:

Although Sexual Diversity Studies offers no first-year courses (though some students may come to SDS having taken UC104Y: Engaging Toronto: Sex in the City), and has no perquisites to take our second-year introductory courses, students may find it useful to take a broad range of courses in their first year from the Humanities and Social Sciences, such as first-year courses in Anthropology (ANT100Y), Art (FAH101H, FAH102H), Classics (CLA160H), Drama (DRM100Y), English (ENG110Y, ENG140Y, ENG150Y), Geography (GGR124H), History (HIS106Y, HIS109Y), Philosophy (PHL100Y), Sociology (SOC101Y, SOC102H, SOC103H), or Women and Gender Studies (WGS160Y).

(4 full courses or their equivalent)

1. At least one of: SDS255H1/SDS256H1
2. At least one of: SDS354H1/SDS355H1
3. At least one of: ENG273Y1/JPU315H1/SDS365H1/WDW387H1
4. Remaining requirements from any combination of course from Group A and Group B to a total of 4.0 FCE

Group A:

ANT366H1, ANT441H1, ANT456H1, ANT462H1, ENG273Y1, ENG384Y1, GER338H1, GGR363H1, HIS205Y1, HIS348H1, HIS447H1, INI223H1, JAL355H1, JPU315H1, NEW240Y1, NEW341H1, NEW449H1, PHL243H1, POL482H1, RLG225H1, SOC309Y1, SOC367H1, SOC410H1, JSU237H1, JSU325H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS455H1, SDS456H1, SDS457H1, SDS460Y1, SDS470H1, SDS475H1, SDS477H1, SDS478H1, VIC343Y1, VIS202H1, VIS208H1, CRI380H1, CRI387H1, WGS374H1, WGS375H1, WGS376H1, WGS430H1

Group B:

ANT323Y1, ANT329H1, ANT343H1, ANT427H1, ANT460H1, ENG235H1, ENG250Y1, ENG254Y1, ENG342H1, ENG349H1, ENG355H1, ENG365H1, ENG368H1, ENG382Y1, FCS292H1, FCS395H1, FRE304H1, FRE326H1, FRE344H1, GGR124Y1/GGR124H1, GGR327H1, HIS202H1, HIS345H1, HIS363H1, HIS375H1, HIS383H1, HIS431H1, INI323Y1, INI330Y1, INI385H1, JNV300H1, JPP343H1, NEW241Y1, NEW303H1, NEW344Y1, NEW349H1, PHL271H1, PHL367H1, POL332Y1, POL344Y1, POL364H1, POL432H1, PSY323H1, RLG237H1, RLG309Y1, SOC214Y1, SOC365H1, VIC260H1, VIC352Y1, VIS209H1, VIS217H1, VIS218H1, VIS302H1, VIS318H1, VIS319H1, WGS160Y1, WGS262H1, WGS271Y1, WGS336H1, WGS350H1, WGS365H1, WGS366H1, WGS367H1, WGS368H1, WGS369H1, WGS373H1

"A" courses have an explicit focus on sexuality and sexual diversity.
The content of these courses may vary from year to year depending on the particular instructor. *courses have either some focus on sexuality or sexual diversity, or a related focus on gender and equity issues.

*For Architecture (ARC) and Visual Studies (VIS) courses please visit the Daniels website.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer on an individual basis. Students are responsible for checking co- and pre-requisites for courses from Group A and Group B.

New Completion Requirements:

Although Sexual Diversity Studies offers no first-year courses (though some students may come to SDS having taken UC104Y: Engaging Toronto: Sex in the City), and has no prequisites to take our second-year introductory courses, students may find it useful to take a broad range of courses in their first year from the Humanities and Social Sciences, such as first-year courses in Anthropology (ANT100Y), Art (FAH101H, FAH102H), Classics (CLA160H), Drama (DRM100Y), English (ENG110Y, ENG140Y, ENG150Y), Geography (GGR124H), History (HIS106Y, HIS109Y), Philosophy (PHL100Y), Sociology (SOC101Y, SOC102H, SOC103H), or Women and Gender Studies (WGS160Y).

(4 full courses or their equivalent)

1. At least one of: SDS255H1/SDS256H1
2. At least one of: SDS354H1/SDS355H1
3. At least one of: ENG273Y1/JPS315H1 (formerly JPU315H1)/SDS365H1/CRi387H1 (formerly WDW387H1)
4. An additional 0.5 FCE at the 300-level from JSU325H1/SDS345H1/SDS346H1/SDS375H1/SDS376H1/SDS377H1/SDS378H1/SDS379H1/SDS380H1/SDS390H1
5. Remaining requirements from any combination of courses from the SDS Electives Group to a total of 4.0 FCE

SDS Electives Group:

ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, CIN213H1, CIN330Y1, CRi380H1, CRi387H1, ENG235H1, ENG254Y1, ENG273Y1, ENG355H1, ENG364H1, ENG365H1, ENG382Y1, ENG384Y1, FRE304H1, GGR327H1, GGR363H1, HIS202H1, HIS348H1, HIS363H1, HIS383H1, JAL355H1, JNH350H1, JNS450H1, JPR364H1, JPS315H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW341H1, NEW344H1, NEW349H1, NEW449H1, PHL243H1, PHL271H1, PHL367H1, POL482H1, PSY323H1, RLG236H1, RLG313H1, SDS255H1, SDS256H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS390H1, SDS455H1, SDS456Y1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS477H1, SDS478H1, SDS490Y1, SOC214Y1, SOC309Y1, SOC365H1, SOC367H1, SOC410H1, VIC343Y1, VIC352Y1, WGS160Y, WGS350H1, WGS365H1, WGS368H1, WGS369H1, WGS374H1.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer/Associate Director on an individual basis. Students are responsible for checking co- and pre-requisites for courses from the SDS Electives Group.

Brief Description of the Proposal:
We have added a new requirement for the Minor and condensed our list of elective courses.

**Rationale:**

When the requirements were initially established, SDS offered far fewer courses. Students needed to be able to access courses in other units to satisfy their degree requirements. However, with the expansion of SDS courses - which now offers almost 30 courses - students are now able to focus more on SDS courses with less reliance on courses from other units.

We have eliminated the A&B course grouping following the recommendations of our last external review, which stated that we needed to tighten the focus of the courses. As we reviewed the B-list courses in particular, we found at most a tenuous connection to sexual diversity studies. We have therefore eliminated the majority of B-list courses and have sought to ensure that the previously listed A-list courses (now part of the SDS Electives Group) are thematically related to the study of sexual diversity.

**Impact that the proposal may have on students or other academic units/divisions:**

Students have had challenges enrolling in course in other units due to the lack of prerequisites and priority status. They will now be able to satisfy more of their degree requirements through courses offered by SDS, alleviating the pressure on students and on other courses in other units.

**Consultation:**

We have consulted with the SDS Steering Committee, the SDSSU (student union) and SDS students.

---

**Sexual Diversity Studies Specialist**

**Start Session:**

Summer 2017

**Current Completion Requirements:**

Although Sexual Diversity Studies offers no first-year courses (though some students may come to SDS having taken UC104Y: Engaging Toronto: Sex in the City), and has no prerequisites to take our second-year introductory courses, students may find it useful to take a broad range of courses in their first year from the Humanities and Social Sciences, such as first-year courses in Anthropology (ANT100Y), Art (FAH101H, FAH102H), Classics (CLA160H), Drama (DRM100Y), English (ENG110Y, ENG140Y, ENG150Y), Geography (GGR124H), History (HIS106Y, HIS109Y), Philosophy (PHL100Y), Sociology (SOC101Y, SOC102H, SOC103H), or Women and Gender Studies (WGS160Y).

(10 full courses or their equivalent, including 4.0 FCEs at the 300+ level, 1.0 of which must be at the 400-level)

First year of the program:
1. SDS255H1, SDS256H1

Upper years:
2. SDS354H1, SDS355H1
3. At least two of: JPU315H1/ENG273Y1/SDS365H1/WDW387H1 (SDS365H1 and WDW387H1 cannot be used together to fulfill this requirement, though students are free to take both courses)
4. At least one of JSU237H1/SDS345H1 (or another approved course on HIV/AIDS)
5. At least 4.0 additional FCEs from Group A
6. SDS460H1/SDS460Y1
7. At least one additional 0.5 FCE from 400 level SDS courses (SDS455H1, SDS460Y1, SDS470H1, SDS475H1, SDS477H1, SDS490Y1)
8. Any remaining course requirements may be drawn from Group A or B to a total of 10.0 FCEs

Group A:

ANT366H1, ANT441H1, ANT456H1, ANT462H1, ENG273Y1, ENG384Y1, GER338H1, GGR363H1, HIS205Y1, HIS348H1, HIS447H1, INI223H1, JPU315H1, NEW240Y1, NEW341H1, NEW449H1, PHL243H1, POL482H1, RLG225H1, SOC309Y1, SOC367H1, SOC410H1, JSU237H1, JSU325H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS455H1, SDS458H1, SDS465Y1, SDS470H1, SDS475H1, SDS477H1, SDS478H1, VIC343Y1, VIS202H1, VIS208H1, CRI380H1, CRI387H1, WGS374H1, WGS375H1, WGS376H1, WGS430H1

Group B:

ANT323Y1, ANT329H1, ANT343H1, ANT427H1, ANT460H1, ENG235H1, ENG250Y1, ENG254Y1, ENG342H1, ENG349H1, ENG355H1, ENG365H1, ENG368H1, ENG382Y1, FCS292H1, FCS395H1, FRE304H1, FRE326H1, FRE344H1, GGR124Y1/GGR124H1, GGR327H1, HIS202H1, HIS345H1, HIS363H1, HIS375H1, HIS383H1, HIS431H1, INI323Y1, INI330Y1, INI385H1, JNV300H1, JPP343H1, NEW241Y1, NEW303H1, NEW344Y1, NEW349H1, PHL271H1, PHL367H1, POL332Y1, POL344Y1, POL364H1, POL432H1, PSY323H1, RLG237H1, RLG309Y1, SOC214Y1, SOC365H1, VIC260H1, VIC352Y1, VIS209H1, VIS217H1, VIS301H1, VIS302H1, VIS318H1, VIS319H1, WGS160Y1, WGS262H1, WGS271Y1, WGS336H1, WGS350H1, WGS365H1, WGS366H1, WGS367H1, WGS368H1, WGS369H1, WGS373H1

"A" courses have an explicit focus on sexuality and sexual diversity.

"B" courses have either some focus on sexuality or sexual diversity, or a related focus on gender and equity issues. The content of these courses may vary from year to year depending on the particular instructor.

*For Architecture (ARC) and Visual Studies (VIS) courses please visit the Daniels website.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer on an individual basis. Students are responsible for checking co- and pre-requisites for courses from Group A and Group B.

**New Completion Requirements:**

Although Sexual Diversity Studies offers no first-year courses (though some students may come to SDS having taken UC104Y: Engaging Toronto: Sex in the City), and has no prerequisites to take our second-year introductory courses, students may find it useful to take a broad range of courses in their first year from the Humanities and Social Sciences, such as first-year courses in Anthropology (ANT100Y), Art (FAH101H, FAH102H), Classics (CLA160H), Drama (DRM100Y), English (ENG110Y, ENG140Y, ENG150Y), Geography (GGR124H), History (HIS106Y, HIS109Y), Philosophy (PHL100Y), Sociology (SOC101Y, SOC102H, SOC103H), or Women and Gender Studies (WGS160Y).

(10 full courses or their equivalent, including 4.0 FCEs at the 300+ level, 1.0 of which must be at the 400-level)
1. SDS255H1, SDS256H1  
First year of the program:

Upper years:
2. SDS354H1, SDS355H1
3. At least two of: JPS315H1 (formerly JPU315H1)/ENG273Y1/SDS365H1/CRI387H1 (SDS365H1 and CRI387H1 cannot be used together to fulfill this requirement, though students are free to take both courses)
4. At least one of JSU237H1/SDS345H1 (or another approved course on HIV/AIDS)
5. At least one of SDS381H1/SDS477H1 (or another approved course on Trans Studies)
6. SDS382H1 (or another approved course on sexual diversity and race)
7. SDS460H1/SDS460Y1
8. At least one additional 0.5 FCE from 400 level SDS courses (JNS450H1/SDS455H1/SDS456Y1/SDS458H1/SDS459Y1/SDS470H1/SDS477H1/SDS478H1/SDS490Y1)
9. Any remaining courses requirements may be drawn from the SDS Electives Group to a total of 10.0 FCEs

SDS Electives Group:

ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, CIN213H1, CIN330Y1, CRI380H1, CRI387H1, ENG235H1, ENG254Y1, ENG273Y1, ENG355H1, ENG364H1, ENG365H1, ENG382Y1, ENG384Y1, FRE304H1, GGR327H1, GGR363H1, HIS202H1, HIS348H1, HIS363H1, HIS383H1, JAL355H1, JNH350H1, JNS450H1, JPR364H1, JPS315H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW341H1, NEW344H1, NEW349H1, NEW449H1, PHL243H1, PHL271H1, PHL367H1, POL482H1, PSY323H1, RLG236H1, RLG313H1, SDS255H1, SDS256H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS390H1, SDS455H1, SDS456Y1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS477H1, SDS490Y1, SOC214Y1, SOC309Y1, SOC365H1, SOC367H1, SOC410H1, VIC343Y1, VIC352Y1, WGS160Y, WGS350H1, WGS365H1, WGS367H1, WGS368H1, WGS369H1, WGS374H1.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer on an individual basis. Students are responsible for checking co- and prerequisites for courses from the SDS Electives Group.

Brief Description of the Proposal:
We have added two new requirements to the Specialist program and revised the list of elective classes.

Rationale:
When the requirements were initially established, SDS offered far fewer courses. Students needed to be able to access courses in other units to satisfy their degree requirements. However, with the expansion of SDS courses - which now offers almost 30 courses - students are now able to focus more on SDS courses with less reliance on courses from other units.
We have eliminated the A&B course grouping following the recommendations of our last external review, which stated that we needed to tighten the focus of the courses. As we reviewed the B-list courses in particular, we found at most a tenuous connection to sexual diversity studies. We have therefore eliminated the majority of B-list courses and have sought to ensure that the previously listed A-list courses (now part of the SDS Electives Group) are thematically related to the study of sexual diversity.
We have implemented two new requirements. First, that SDS majors are required to take a course in trans studies. Second, that they are required to take a course in sexual diversity and race. These requirements reflect a fundamental change in the field of sexual diversity studies, where both trans studies and critical race studies have gained significant importance.

Impact that the proposal may have on students or other academic units/divisions:
Students have had challenges enrolling in course in other units due to the lack of prerequisites and priority status. They will now be able to satisfy more of their degree requirements through courses offered by SDS, alleviating the pressure on students and on other courses in other units.

**Consultation:**

We have consulted with the SDS Steering Committee, the SDSSU and SDS students.

**Resource Implications:**

We have added two required courses specifically addressing diversity within sexual diversity studies, specifically in the areas of trans studies and critical race studies.

---

**Sexual Diversity Studies Major**

**Start Session:**

Summer 2017

**Current Completion Requirements:**

Although Sexual Diversity Studies offers no first-year courses (though some students may come to SDS having taken UC104Y: Engaging Toronto: Sex in the City), and has no prerequisites to take our second-year introductory courses, students may find it useful to take a broad range of courses in their first year from the Humanities and Social Sciences, such as first-year courses in Anthropology (ANT100Y), Art (FAH101H, FAH102H), Classics (CLA160H), Drama (DRM100Y), English (ENG110Y, ENG140Y, ENG150Y), Geography (GGR124H), History (HIS106Y, HIS109Y), Philosophy (PHL100Y), Sociology (SOC101Y, SOC102H, SOC103H), or Women and Gender Studies (WGS160Y).

Sexual Diversity Studies Major (6 full courses or their equivalent including at least 2.5 FCEs at the SDS 300+ level, 1.0 of which must be at the 400-level)

First year of the program:

1. SDS255H1, SDS256H1

Upper years:

2. SDS354H1/SDS355H1
   3. At least two of: JPU315H1/ENG273Y1/SDS365H1/WDW387H1 (SDS365H1 and WDW387H1 cannot be used together to fulfill this requirement, though students are free to take both courses)
   4. At least one of JSU237H1/SDS345H1 (or another approved course on HIV/AIDS)
   5. At least two of SDS455H1/SDS477H1/SDS458H1/SDS459Y1/SDS460H1/SDS460Y1/SDS490Y1
   6. Any remaining course requirements may be drawn from Group A or B to a total of 6.0 FCEs

Group A:

ANT366H1, ANT441H1, ANT456H1, ANT462H1, ENG273Y1, ENG384Y1, GER338H1, GGR363H1, HIS205Y1, HIS348H1, HIS447H1, INI223H1, JAL355H1, JPU315H1, NEW240Y1, NEW341H1, NEW449H1, PHL243H1, POL482H1, RLG225H1, SOC309Y1, SOC367H1, SOC410H1, JSU237H1, JSU325H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS455H1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS475H1, SDS477H1, SDS478H1, VIC343Y1, VIS202H1, VIS208H1, CRI380H1, CRI387H1, WGS374H1, WGS375H1, WGS376H1, WGS430H1
Group B:
ANT323Y1, ANT329H1, ANT343H1, ANT427H1, ANT460H1, ENG235H1, ENG250Y1, ENG254Y1, ENG342H1, ENG349H1, ENG355H1, ENG365H1, ENG368H1, ENG382Y1, FCS292H1, FCS395H1, FRE304H1, FRE326H1, FRE344H1, GGR124Y1/GGR124H1, GGR327H1, HIS202H1, HIS345H1, HIS363H1, HIS375H1, HIS383H1, HIS431H1, INI323Y1, INI330Y1, INI385H1, JPP343H1, NEW241Y1, NEW303H1, NEW344Y1, NEW349H1, PHL271H1, PHL367H1, POL332Y1, POL344Y1, POL364H1, POL432H1, PSY323H1, RLG237H1, RLG309Y1, SOC214Y1, SOC365H1, VIC260H1, VIC352Y1, VIS209H1, VIS217H1, VIS218H1, VIS302H1, VIS318H1, VIS319H1, WGS160Y1, WGS262H1, WGS271Y1, WGS336H1, WGS350H1, WGS365H1, WGS366H1, WGS367H1, WGS368H1, WGS369H1, WGS373H1

"A" courses have an explicit focus on sexuality and sexual diversity.

"B" courses have either some focus on sexuality or sexual diversity, or a related focus on gender and equity issues. The content of these courses may vary from year to year depending on the particular instructor.

*For Architecture (ARC) and Visual Studies (VIS) courses please visit the Daniels website.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer on an individual basis. Students are responsible for checking co- and pre-requisites for courses from Group A and Group B.

### New Completion Requirements:

Although Sexual Diversity Studies offers no first-year courses (though some students may come to SDS having taken UC104Y: Engaging Toronto: Sex in the City), and has no prequisites to take our second-year introductory courses, students may find it useful to take a broad range of courses in their first year from the Humanities and Social Sciences, such as first-year courses in Anthropology (ANT100Y), Art (FAH101H, FAH102H), Classics (CLA160H), Drama (DRM100Y), English (ENG110Y, ENG140Y, ENG150Y), Geography (GGR124H), History (HIS106Y, HIS109Y), Philosophy (PHL100Y), Sociology (SOC101Y, SOC102H, SOC103H), or Women and Gender Studies (WGS160Y).

Sexual Diversity Studies Major (6 full courses or their equivalent including at least 2.5 FCEs at the SDS 300+ level, 1.0 of which must be at the 400-level)

### First year of the program:
1. SDS255H1, SDS256H1

### Upper years:
2. SDS354H1/SDS355H1
3. At least two of: JPS315H1 (formerly JPU315H1)/ENG273Y1/SDS365H1/WDW387H1 (SDS365H1 and WDW387H1 cannot be used together to fulfill this requirement, though students are free to take both courses)
4. At least one of JPS237H1/SDS345H1 (or another approved course on HIV/AIDS)
5. At least one of SDS381H1/SDS477H1 (or another approved course on Trans studies)
6. SDS382H1 (or another approved course on Queer of Colour Critique)
7. At least two of JNS450H1/SDS455H1/SDS456Y1/SDS458H1/SDS459Y1/SDS460H/SDS460Y1/SDS470H1/SDS477H1/SDS478H1/SDS490Y1
8. Any remaining courses requirements may be drawn from the SDS Electives Group for a total of 6.0 FCEs

**SDS Electives Group:**

ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, CIN213H1, CIN330Y1, CRI380H1, CRI387H1, ENG235H1, ENG254Y1, ENG273Y1, ENG355H1, ENG364H1, ENG365H1, ENG382Y1, ENG384Y1, FRE304H1, GGR327H1, GGR363H1, HIS202H1, HIS348H1, HIS363H1, HIS383H1, JAL355H1, JNH350H1, JNS450H1, JPR364H1, JPS315H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW341H1, NEW344H1, NEW349H1, NEW449H1, PHL243H1, PHL271H1, PHL367H1, POL482H1, PSY323H1, RLG236H1, RLG313H1, SDS255H1, SDS256H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS390H1, SDS455H1, SDS456Y1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS477H1, SDS490Y1, SOC214Y1, SOC309Y1, SOC365H1, SOC367H1, SOC410H1, VIC343Y1, VIC352Y1, WGS160Y, WGS350H1, WGS365H1, WGS367H1, WGS368H1, WGS369H1, WGS374H1.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer/Associate Director on an individual basis. Students are responsible for checking co- and pre-requisites for courses from the SDS Electives Group.

**Brief Description of the Proposal:**

We have added two new requirements to the Specialist program and revised the list of elective classes.

**Rationale:**

When the requirements were initially established, SDS offered far fewer courses. Students needed to be able to access courses in other units to satisfy their degree requirements. However, with the expansion of SDS courses - which now offers almost 30 courses - students are now able to focus more on SDS courses with less reliance on courses from other units.

We have implemented two new requirements. First, that SDS majors are required to take a course in trans studies. Second, that they are required to take a course in sexual diversity and race. These requirements reflect a fundamental change in the field of sexual diversity studies, where both trans studies and critical race studies have gained significant importance.

We have eliminated the A&B course grouping following the recommendations of our last external review, which stated that we needed to tighten the focus of the courses. As we reviewed the B-list courses in particular, we found at most a tenuous connection to sexual diversity studies. We have therefore eliminated the majority of B-list courses and have sought to ensure that the previously listed A-list courses (now part of the SDS Electives Group) are thematically related to the study of sexual diversity.

**Impact that the proposal may have on students or other academic units/divisions:**

Students have had challenges enrolling in course in other units due to the lack of prerequisites and priority status. They will now be able to satisfy more of their degree requirements through courses offered by SDS, alleviating the pressure on students and on other courses in other units.

**Consultation:**

We have consulted with the SDS Steering Committee, the SDSSU and SDS students.

**2 New Courses (Proposal Details Below)**

SDS381H1: Intro to Trans Studies
SDS382H1: Intro to Queer of Colour Critique
### Proposal Details for 2 New Courses

#### SDS381H1: Intro to Trans Studies

<table>
<thead>
<tr>
<th>Impact on Programs</th>
<th>This proposal triggers modifications in the unit's program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calendar Title</strong></td>
<td>Intro to Trans Studies</td>
</tr>
<tr>
<td><strong>Abbreviated Title</strong></td>
<td>Intro Trans Studies</td>
</tr>
<tr>
<td><strong>Division</strong></td>
<td>Arts and Science, Faculty of</td>
</tr>
<tr>
<td><strong>Unit</strong></td>
<td>Sexual Diversity Studies, Mark S Bonham Centre for</td>
</tr>
<tr>
<td><strong>College</strong></td>
<td>University College</td>
</tr>
<tr>
<td><strong>Associated with (Division)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Associated with (Unit)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contact Hours</strong></td>
<td><strong>Lecture:</strong> 24 <strong>Seminar:</strong> Practical: Tutorial:</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>This course examines current and historical transgender issues by exploring legal and health care issues, politics, mainstream and other media representations (including films, interviews, and other genres), as well as current and historical advocacy and community work in relation to power structures such as the nation-state, race, disability, and sexuality.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Completion of one 0.5 FCE from SDS, WGS or EQS courses or permission of the instructor.</td>
</tr>
<tr>
<td><strong>Corequisites</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions</strong></td>
<td>SDS375H1F (Fall 2016)</td>
</tr>
<tr>
<td><strong>Recommended Preparation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Competency Levels</strong></td>
<td><strong>Critical and Creative Thinking:</strong> extensively <strong>Quantitative Reasoning:</strong> slightly</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>extensively <strong>Social and Ethical Responsibility:</strong> extensively</td>
</tr>
<tr>
<td><strong>Information Literacy:</strong></td>
<td>slightly</td>
</tr>
<tr>
<td><strong>Experiential Learning</strong></td>
<td><strong>Research:</strong> extensively <strong>Other:</strong> none</td>
</tr>
<tr>
<td><strong>Nature of &quot;Other&quot; Experiential Learning:</strong></td>
<td>None selected</td>
</tr>
<tr>
<td><strong>Distribution Requirements</strong></td>
<td>Humanities, Social Science</td>
</tr>
<tr>
<td><strong>Breadth Requirements</strong></td>
<td>Thought, Belief and Behaviour (2)</td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
<td>Fixed: 0.5</td>
</tr>
<tr>
<td><strong>Student May Select Credit/No Credit</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Provides an introduction to the emerging field of Trans studies. This course invites students both in SDS and outside of SDS to develop and deepen their understanding of current and historical transgender issues. By the end of the semester, students will have a strong background in both general trans issues as well as the ways that trans issues effect and are part of students own lives and lived spaces and contexts. Individualized final projects will provide students with the opportunity to focus on and learn about specific communities, actions, or issues most relevant to their own interests and trajectories and our projects will deepen our common understanding of trans people, communities, and issues.</td>
</tr>
<tr>
<td><strong>Consultation</strong></td>
<td></td>
</tr>
<tr>
<td>Resource Implications</td>
<td>Sessional Instructor</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Resource Budget</td>
<td>Academic Unit will provide the resources required for this course from their existing budget.</td>
</tr>
</tbody>
</table>

**SDS382H1: Intro to Queer of Colour Critique**

<table>
<thead>
<tr>
<th>Impact on Programs</th>
<th>This proposal triggers modifications in the unit's program(s)</th>
</tr>
</thead>
</table>

**Calendar Title**  
Intro to Queer of Colour Critique

**Abbreviated Title**  
Intro to QOC Critique

**Division**  
Arts and Science, Faculty of

**Unit**  
Sexual Diversity Studies, Mark S Bonham Centre for

**College**  
University College

**Associated with (Division)**

**Associated with (Unit)**

**Contact Hours**

| Lecture: | 24 |
| Seminar: | |
| Practical: | |
| Tutorial: | |

**Description**

This course provides an introduction to the intersections between race, gender and sexuality through an exploration of the political theories, activisms and cultural forms of LGBTQ people of colour. It examines the emergence of queer of colour theory and critiques, and the ways in which the intersections of race, gender and sexuality figure in national, global, economic, & cultural structures.

**Prerequisites**

SDS255H1/SDS256H1 or permission of the instructor

**Corequisites**

**Exclusions**

SDS376H1F (Winter 2017)

**Recommended Preparation**

<table>
<thead>
<tr>
<th>Competency Levels</th>
<th>Critical and Creative Thinking: extensively</th>
<th>Quantitative Reasoning: slightly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Communication: extensively</td>
<td>Social and Ethical Responsibility: extensively</td>
</tr>
<tr>
<td></td>
<td>Information Literacy: slightly</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Learning</th>
<th>Research: extensively</th>
<th>Other: none</th>
</tr>
</thead>
</table>

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

**Distribution Requirements**

Social Science, Humanities

**Breadth Requirements**

Creative and Cultural Representations (1)

**Credit Value**

Fixed: 0.5

**Student May Select Credit/No Credit**

No

**Rationale**

This will be a new required course for students enrolled in the SDS Specialist and Major programs. This course addresses a curricular gap on issues of race and racism, and is in response to student demand.

**Consultation**

**Resource**

Sessional Instructor - TBA
<table>
<thead>
<tr>
<th>Implications</th>
<th>Resource Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Unit will provide the resources required for this course from their existing budget.</td>
</tr>
</tbody>
</table>