Humanities Curriculum Committee

Proposals for Committee Approval
(Full Review)

November 11, 2019
8 New Courses:

FAH194H1: Public Art: Local and Global

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

Description:

We are surrounded by public art, whether in the form of official commemorative monuments or ephemeral (some say illegal) street art. We will examine the history and current practice of this important art form in Toronto and by comparison, globally. The focus will be on discussing the nature, roles, and issues pertaining to contemporary public art that we can see in situ in downtown Toronto. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:

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:** notably

Experiential Learning:

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

Rationale:

Public art – however defined – is a flashpoint internationally and especially in rapidly growing Toronto. Who selects it and pays for it? Where does it land (and on whose land)? Who maintains it? Who decides on its legality in the case of graffiti? The class will look at controversial and aesthetically notable examples in Toronto in situ - most classes will meet ‘on the street’ – and relate issues around Public Art in this city to those experienced globally (many of the students will not be from Toronto or from Canada; many will also have travelled extensively). Looking at art by international and Canadian artists in this intimate way is also an effective way to introduce foundational methods and priorities in the analysis of visual culture and art history and to introduce globally significant artists (very well represented in Public Art in Toronto). The course will also offer opportunities to students interested in urban planning, environmental studies, architecture, economics (because developers are frequently central in Public Art), and municipal politics.

Consultation:

Resources:

- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
FAH307H1: Art, Exchange and Migration: The Ancient World and the Barbarian 'Other' from Antiquity to the Early Medieval Period

Contact Hours:
- Lecture: 24

Description:

This course surveys the cultural, artistic and social interactions between the Graeco-Roman world and the so-called ‘Barbarians’ beyond its eastern and northern confines. Chronologically, it spans from the Greek Geometric and Archaic periods (9th - 6th c. BCE) to the disintegration of the Western Roman Empire and the emergence of Early Medieval Europe (6th- 7th c. CE). The course will address issues of artistic production, material culture, ritual and cult in relation to the mobility of peoples and groups, objects and individuals.

Prerequisites:
- FAH102H1; FAH207H1

Corequisites:

Exclusions:
- HIS320H1

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: slightly; Social and Ethical Responsibility: slightly

Experiential Learning:
- Research: notably; Other: none

Rationale:

The course builds on the contemporary relevance and urgency of migration as a global socio-cultural phenomenon. Engagement with the topics of migration and mobility in antiquity and the early Middle ages (and their entanglement with material and visual culture) allows students to become acquainted with scholarly categories and concepts that will help to refine their own critical thinking on the issue. The study of migration and mobility in antiquity will allow them to understand the cultural complexities of migrating ethnic groups as well as the modes of artistic exchange between empires and nomadic groups. A course like this is not currently being offered as part of the art historical curriculum.
Consultation:
Consultation with departments of Classics and History

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

Overlap with Existing Courses:
none

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
100

Instructor:
TBA

FAH314H1: Eroticism in Ancient Art

Contact Hours:
Lecture: 24

Description:
Erotic ‘imagery’ — sculptures, reliefs, paintings — is ubiquitous in ancient art, to a degree that modern viewers have often found disturbing. This course faces the challenge posed by the ancient predilection for such imagery and explores it from a critical and scholarly perspective. At its most basic level, it reassigns a seemingly universal segment of human ‘nature’ and experience to the realm of culture, by examining the imagery against the background of ancient constructions of sexuality, gender and the body. But it also explores the libidinal and hedonic structure of the works of art themselves and asks for the functions of erotic imagery in its respective contexts. The course will avail itself of the excellent research on gender, sexuality and eroticism in antiquity that has been produced over the past few decades, and it will also explore the topic’s lateral connections with the thematic fields of ancient humour, the ‘grotesque’, apotropaism, myth and magic.

Prerequisites:
FAH207H1

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none
**Rationale:**
This fills a gap in our current curriculum and incorporates emerging academic research.

**Consultation:**
Consultation with Dept. of Classics

**Resources:**

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

**Overlap with Existing Courses:**
none

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

**Estimated Enrolment:**
100

**Instructor:**
Bjoern Ewald

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**FAH325H1: Urban Islam**

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

**Description:**
By challenging essentialist questioning of Islamic urbanism, this course considers the inter-animated and complex web of forces that drive cities forward by identifying repertoires of underlying logic. Through a deep and historically situated reading of Medieval Mecca, Madina, Damascus, Jerusalem, Baghdad, Cairo, and Cordoba, we will map and encode history on the urban scale to reveal what makes a city "Islamic." Visual mapping skill cultivation for communication purposes (both digital and analogue) will be taught throughout to enhance understandings of urban complexity in rich historical contexts.

**Prerequisites:**
FAH215H1/FAH216H1/FAH318H1/FAH319H1/FAH327H1/FAH328H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
FAH265H1/FAH326H1

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

**Distribution Requirements:**
Humanities

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

**Experiential Learning:**
*Research:* extensively; *Other:* notably;
Art (FAS), Department of Nature of "Other" Experiential Learning: none selected

Rationale: Provides a foundational course in the history of medieval Islamic urbanism for students pursuing medieval or early modern studies in art history, islamic studies, history anthropology, political science and architecture.

Consultation: consultation with Near and Middle Eastern Civilizations: approved - NMC will be retiring NMC396H1 The Islamic City

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: Near and Middle Eastern Civilizations

Estimated Enrolment: 100

Instructor: Heba Mostafa

FAH388H1: Art History Theories and Practices

Contact Hours: Lecture: 24

Description: Investigates the development of art and architectural history as an academic discipline and method of analysis including discussion of varied approaches such as formalism, connoisseurship, post-colonialism, feminism, queer studies, psychoanalysis, and material studies. The course explores the relationship of art history to other disciplines including archaeology, literary criticism, film studies, and anthropology. Suggested for all Specialists and students considering graduate study in art history.

Prerequisites: any 300-level FAH course

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: slightly
### Art (FAS), Department of

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<td><strong>Research:</strong> none; <strong>Other:</strong> notably;</td>
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<td><strong>Nature of &quot;Other&quot; Experiential Learning:</strong> Distinctive Practicals or Laboratories</td>
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<th>Rationale:</th>
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<td>This course provides the theoretical and methodological training for students planning to continue their studies in art history. Also useful for students from cognate departments interested in the practice of art history.</td>
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**FAH415H1: History of Islamic Cairo**

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<td><strong>Seminar:</strong> 24</td>
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<td>This seminar explores the architectural and urban development of Islamic Cairo (al-Qahira) between the 7th and 16th centuries. As a nexus of both the Islamic empire and the Mediterranean world, Cairo provides an opportunity to explore a major Islamic Medieval city. Modern day Cairo emerged first as a provincial capital (al-Fustat and later al-Qata'a) in the 7th and 8th century and later morphed into a capital under successive dynasties from the 9th to the 16th century. Exploring Cairo throughout this critical historical period, one of both relative stability and upheaval during the post-conquest period to the Crusades, allows for a better understanding of the reciprocity between architecture and urbanism on the one hand and broader political shifts on the other. A central organizing theme of this course is Cairo's position as a place of multiplicity and confessional diversity, embedded within networks of cultural and economic exchange. Other themes explored include the role played by ceremonies and processions on urban form and the development of public space as well as the development of various religious, charitable, military and educational institutions and their impact upon shaping the city.</td>
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<td>8 half FAH courses; permission of instructor</td>
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<td>Creative and Cultural Representations (1)</td>
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## Art (FAS), Department of

### Distribution Requirements:
- Humanities

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

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

### Rationale:
We have hired a new faculty member who has done research and taught courses in this area.

### Consultation:
- Consultation with Near and Middle Eastern Civilizations: approved - NMC is retiring its course NMC396H1 The Islamic City

### 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:
- NMC

### Estimated Enrolment:
- 18

### Instructor:
- Heba Mostafa

### FAH438H1: History of Bad Art from Gothic to Kitsch

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

#### Description:
"Bad" art is a critical category that shadows and defines "good" art. How has the art of invective shaped the histories of art by applying ethical, psychological and anthropological values to the world of art? Topics include blasphemy, decadence, senility, the "other" and anti-social behaviors. Special attention will be given to such prejudicial period styles as Gothic, Mannerism, Baroque and Rococo, and to such artistic movements as the Macchiaoli, neo-Kitsch, Dada, Automatism and Degenerate Art. Readings range from Seneca and Vitruvius to Walter Benjamin and Clement Greenberg. Case studies of artists range from Caravaggio to Odd Nerdrum.

#### Prerequisites:
- 1.5 FAH courses; permission of instructor

#### Corequisites:

#### Exclusions:

#### Recommended Preparation:

#### Breadth Requirements:
Art (FAS), Department of
Creative and Cultural Representations (1)

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:
This course is a trans-historical study that engages with central issues in the study of art: value, aesthetics, periodization. It will be of interest to students interested in all periods and with diverse backgrounds.

Consultation:

Resources:

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

Overlap with Existing Courses:
none

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
15

Instructor:
Philip Sohm

FAH446H1: Arctic Anthropocene? Image Cultures of Arctic Voyaging

Contact Hours:
Seminar: 24

Description:

‘Arctic Anthropocene’ examines the extensive visual culture of voyages in the Arctic in the long 19th century. We will probe both Western and Inuit perspectives on the search for the Northwest Passage, whaling, and scientific understandings of the exotic meteorological, human, and animal phenomena of this region through its complex image culture. To underscore ecological understandings of the Arctic in the 19th century and today, we will frame our investigation of the visual culture of this place and time with an interrogation of the notion of the ‘Anthropocene.’

Prerequisites:
FAH102H1, FAH245H1

Corequisites:

Exclusions:

Recommended Preparation:
### Art (FAS), Department of

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<td>The Canadian Arctic is now a prime focus worldwide of concern over climate and social change. The controversial notion of the Anthropocene - as a new, human-driven climate epoch - allows us entry into such discussions. The course focuses on what are arguably some of the important precedents for the colonial situation that endures in this region, the ‘voyaging’ exploits of British and American expeditions in the 19th century (that of the lost 1845 Franklin mission being only the most notorious). Circuits of communication and miscommunication between these global naval powers and the Inuit will be examined through the plentiful and sometimes interrelated visual cultures of both groups. The topic is relevant to the Environmental Humanities, and to Canadian, American, and British Studies.</td>
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<td>Mark Cheetham</td>
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2 New Courses:

**CIN196H1: Story Worlds and the Cinema**

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

**Description:**
Films create story worlds, imaginary environments in which characters live and act, and where events, large and small, transpire. Some story worlds are elaborate, fanciful constructs (think of Disney’s animated films). Others stay close to reality (think of “docudramas”). But across the spectrum, all of them are framed by and provided with rules of time and space, of believable or impossible. This course offers an examination of selected story worlds from several periods of film history. Emphasis falls on the expansive story worlds of contemporary corporately-run media-franchise “universes,” like the cross-media “DC Universe.” Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**
None

**Corequisites:**

**Exclusions:**
None

**Recommended Preparation:**

**Methods of Assessment:**
- Short essays, discussion.

**Breadth Requirements:**

**Distribution Requirements:**

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

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

**Rationale:**
By its nature as a medium, film creates story worlds, imaginary environments in which fictional events transpire. In contemporary media is a further factor: the absorption of popular story worlds and characters then interlacing their stories and branding them as, for example, “Marvel Universe,” or the “DC Universe.” But this development is hardly restricted to superheroes but to range of serial forms of genre cinema, like Science Fiction adventure and action that seem to function in story worlds so well defined that they become corporate “intellectual property” crossing print, film, television and new media. This course, intended as a first-year foundation seminar, will serve as a preliminary examination of story worlds that probably familiar to students and will also go back in film history and locate precursors in the form of serialized films.

**Consultation:**
- Books & Media Studies
### CIN336H1: Queer Film and Media

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

**Description:**
This course focuses on queer film, television, and/or digital media. Approaches may include cultural, historical, analytical, critical, and theoretical methods. This course may focus on the representation of queer people in film in media, or film and/or media made by queer people, or both.

**Prerequisites:**
- CIN105Y1, or 1.0 FCE from SDS255H1, SDS256H1, SDS279H1, SDS355H1

**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:** extensively

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

**Rationale:**
Teaches content not found elsewhere in the university, and allows SDS coursework in cinema studies. This course will count towards both CIN and SDS minor, major, and specialist programs.

**Consultation:**
- Mark S. Bonham Centre for Sexual Diversity Studies – Prof. Dai Kojima, Undergraduate Director, dai.kojima@utoronto.ca
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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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| **Overlap with Existing Courses:** |
| SDS runs a queer popular culture course. That course is not extensively about film, and this course is not necessarily about popular cinema or media production. |

| **Programs of Study for Which This Course Might be Suitable:** |
| Cinema Studies, Sexual Diversity Studies, Women & Gender Studies, Book and Media Studies |

| **Estimated Enrolment:** |
| 40 - 30 from Cinema Studies, 10 from Sexual Diversity Studies |

| **Instructor:** |
| Scott Richmond |
3 New Courses:

**DRM355H1: Production II**

| Contact Hours: |  
|----------------|---
| **Lecture:** | 36  
| **Practical:** | 36  

**Description:**

An intermediate-level investigation of various aspects of theatrical production, including stage management, lighting, sound and video, with some exploration of how these elements relate to theatrical design concepts. Using skills developed through practical study in the Helen Gardiner Phelan Playhouse, the students form the core of the production team for Drama productions. Applications are required in order to enroll in this course. Please consult the [CDTPS Guidelines](#) for specific procedures and deadlines.

**Prerequisites:**

Minimum 70% in required courses: DRM101Y1; DRM254H1; and permission of the Centre.

**Corequisites:**

DRM220Y1 or any course from Group A

**Exclusions:**

**Recommended Preparation:**

**Topics Covered:**

Aspects of theatrical production, including stage management, lighting, sound and video, with some exploration of how these elements relate to theatrical design concepts.

**Methods of Assessment:**

To be determined by the instructor.

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- **Research:** notably; **Other:** notably;  
- **Nature of "Other" Experiential Learning:** Studio

**Rationale:**

Revision of the Design and Production stream: a half-course option may work as an alternative option to the existing DRM355Y1 allowing more flexibility to Production students who also want to specialize in Design.

**Consultation:**

Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1).

**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:**
- Drama Minor
- Drama Major
- Drama Specialist

**Estimated Enrolment:**
- 10

**Instructor:**
The instructor for this course will be a Sessional Lecturer (SL) like the majority of studio instructors in our Centre.

**DRM420H1: Arts and Politics: Bertolt Brecht, Giorgio Strehler, Robert Wilson and Robert Lepage**

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

**Description:**
Bertolt Brecht played a specific role in the paradigm shift of the art which began at the end of the 19th century. He advanced this change by trying to connect art to its social and political functions and structure with the positive acceptance of the industrial revolution and by trying to transform it with the help of the new technological media.

**Prerequisites:**
- 10 FCE; DRM220Y1/DRM230Y1 or DRM320H1; Specialist or Major in Drama

**Corequisites:**

**Exclusions:**
- JDC410H1

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
We want to recode JDC410H1 Arts and Politics: Bertolt Brecht, Robert Lepage, Robert Wilson as a Drama course and have the new code reflect the fact that the course constitutes a natural progression from DRM220Y1 and DRM320H1. The new title (with the addition of Giorgio Strehler and the reordering of names chronologically rather than alphabetically) will reflect more clearly the material covered in the course.
Consultation:
Meetings between the Director, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 and October 7); faculty meeting (October 3); in-person communication between Professor Tamara Trojanowska, the CDTPS Chair, and Prof. Pia Kleber, who taught the retired course and will be teaching the two new upper level courses offered in its stead, resulting in the agreement that the change will fit better the academic structure of the program (October 11).

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:

Instructor:

### DRM431H1: Advanced Dramaturgy

**Contact Hours:**

* **Lecture:** 36

**Description:**

A continuation of DRM331H1 Dramaturgy. Students will be provided with finer conceptual tools with which to approach DRM402H1 Advanced Directing and DRM403Y1 Mainstage Performance.

**Prerequisites:**

- DRM220Y1/DRM230Y1; DRM331H1 or permission from the Centre

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Topics Covered:**

- Advanced concepts in dramaturgy.

**Methods of Assessment:**

- To be determined by the instructor.

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

- *Communication:* extensively; **Critical and Creative Thinking:** notably; **Information Literacy:** extensively
**Rationale:**
The course will allow students to explore and develop in greater depth ideas introduced in DRM331H1 Dramaturgy. It will also provide them with finer conceptual tools with which to approach DRM402H1 Advanced Directing and DRM403Y1 Mainstage Performance.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1).

**Resources:**
Teaching Assistant

**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:**
- Drama Minor
- Drama Major
- Drama Specialist

**Estimated Enrolment:**
12

**Instructor:**
Professor Antje Budde

---

### 2 Course Modifications:

**DRM301H1: Concepts of Voice and Movement**

**Title:**
*Concepts of Voice, Character and Dialect Movement*

**Contact Hours:**

<table>
<thead>
<tr>
<th>Previous</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical: 48 / Tutorial: 3</td>
<td>Practical: 36 / Tutorial: 3</td>
</tr>
</tbody>
</table>

**Prerequisites:**

<table>
<thead>
<tr>
<th>Previous</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRM100Y1 / DRM101Y1 / UNI102H1, UNI106H1 / UNI102Y1, and 1 FCE from Group B</td>
<td>DRM101Y1 and DRM200Y1</td>
</tr>
</tbody>
</table>

**Recommended Preparation:**

<table>
<thead>
<tr>
<th>Previous</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRM220Y1/DRM230Y1</td>
<td></td>
</tr>
</tbody>
</table>

**Rationale:**

DRM301H Concepts of Voice and Movement has not been offered for over three years. A version of this course, however, has been offered as DRM375H Special Topics in Studio Practice: Voice, Character and Dialect. The course has been very successful and we would like to retain it as a regular course as DRM301H Voice, Character and Dialect, thereby freeing the Studio Topics course.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies.
#### DRM230Y1: Concepts of Twentieth-Century Theatre

<table>
<thead>
<tr>
<th>New Course Code:</th>
<th>DRM320H1</th>
</tr>
</thead>
</table>
| Contact Hours:   | Previous: Lecture: 72  
|                  | New: Lecture: 36 |
| Description:     | An exploration of introduction to the shifting landscapes of European theatre theory, history and practice in the late 19th century and their repercussions throughout the 20th and 21st centuries. The course focuses on the developments of modern and post-dramatic postdramatic theatre. It also includes critical analysis of the annual Drama Mainstage production and current Canadian theatre. |
| Prerequisites:   | Previous: DRM100Y1 / DRM101Y1 / ( UNI102H1, UNI106H1 ) / UNI102Y1  
|                  | New: DRM101Y1 |
| Recommended Preparation: | Previous:  
|                  | New: DRM220Y1 |
| Rationale:       | Foundations revision: we have decided to retain DRM220Y Comparative Theatre Histories as our sole 200-level foundation course in order to ensure uniformity of knowledge and skillsets across the student population, and to streamline the structure of foundations. We want our 200-level foundation to cover a broader and more comparative historical material, and we feel that the more advanced and specialized material covered in the old DRM230Y will be better served by being offered as a 300-level Group A half course (0.5 FCE) that will build on the foundation offered by DRM101Y and DRM220Y. |
| Consultation:    | Meetings between the Director, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 and October 7); faculty meeting (October 3); in-person communication between Professor Tamara Trojanowska, the CDTPS Chair, and Prof. Pia Kleber, who taught the retired course and will be teaching the two new upper level courses offered in its stead, resulting in the agreement that the change will fit better the academic structure of the program (October 11). |
| Resources:       | Budget Implications: The academic unit will provide the resources required for this course from existing budget. |

#### 11 Retired Courses:

**DRM100Y1: Introduction to Acting and Performance**

| Rationale: | Foundations revision: we have decided to retain DRM101Y Intro to Drama, Theatre and Performance Studies as our sole 100-level foundation course in order to ensure uniformity of knowledge and skillsets across the student population, and to simplify the structure of foundations. |
Drama, Theatre and Performance Studies (FAS), Centre for

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019); Faculty meeting and vote on the proposed change (October 3 2019) — the vote registered unanimous agreement among those present.

---

**DRM201H1: Voice for the Actor I**

**Rationale:**
This course has not been offered in more than 3 years. Content from the course has been incorporated into DRM200Y1 Performance I.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).

---

**DRM211H1: Movement for the Actor I**

**Rationale:**
This course has not been offered in more than 3 years. Content from the course has been incorporated into DRM200Y1 Performance I.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).

---

**DRM254Y1: Design and Production I**

**Rationale:**
Revision of the Design and Production stream: the existing DRM254H1 as a half course works better than the full-year option.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).

---

**DRM311H1: Movement for the Actor II**

**Rationale:**
This course has not been offered in more than 3 years. Content from the course has been incorporated into DRM300Y1 Performance II.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).

---

**DRM354Y1: Design II**

**Rationale:**
Revision of the Design and Production stream: the existing DRM354H1 (0.5 FCE) works better than the full-year option and allows more flexibility to Design students who also want to specialize in Production

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
<th>Consultation</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRM400Y1</td>
<td>Advanced Performance</td>
<td>The existing DRM400H1 (0.5 FCE) works better than the full-year option.</td>
<td>Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).</td>
</tr>
<tr>
<td>DRM401H1</td>
<td>Advanced Concepts in Voice</td>
<td>This course has not been offered in more than 3 years. Content from the course has been incorporated into DRM413H1 Advanced Voice and Movement.</td>
<td>Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).</td>
</tr>
<tr>
<td>DRM411H1</td>
<td>Advanced Concepts in Movement</td>
<td>This course has not been offered in more than 3 years. Content from the course has been incorporated into DRM413H1 Advanced Voice and Movement.</td>
<td>Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).</td>
</tr>
<tr>
<td>DRM454Y1</td>
<td>Advanced Design and Production</td>
<td>Revision of the Design and Production stream: the existing DRM454H1 Advanced Design and DRM455H1 Advanced Production work better than the combined full-year option and allow more flexibility to production and Design Students.</td>
<td>Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).</td>
</tr>
<tr>
<td>JDC400Y1</td>
<td>Redefining Security through Art</td>
<td>This course has not been offered in more than 3 years.</td>
<td>Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019).</td>
</tr>
</tbody>
</table>
18 Retired Courses:

**EAS214H1: History of Chinese Thought: Beginnings to Period of Disunion**

**Rationale:**
Professor who taught this course is no longer with the University. The course will not be taught in the foreseeable future by anyone else.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

**EAS215H1: History of Chinese Thought: Tang through Ming**

**Rationale:**
Professor who taught this course is no longer with the University. The course will not be taught in the foreseeable future by anyone else.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

**EAS230H1: Critical Approaches to Chinese Literature**

**Rationale:**
Professor Linda Feng has not taught the course in a long time, and confirms that she does not plan to in the foreseeable future.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

**EAS334Y1: Chinese Novels**

**Rationale:**
This is a full credit version of an existing half-credit course. We have only used the half credit version in recent years and do not have plans to offer this course as a full-credit course in the foreseeable future.

**EAS346H1: Self and Imagination in Premodern China**

**Rationale:**
Professor who taught this course is no longer with the University. The course will not be taught in the foreseeable future by anyone else.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

**EAS366H1: Lovers and Madmen in Chinese Literature**

**Rationale:**
Professor Linda Feng has not taught the course in a long time, and confirms that she does not plan to in the foreseeable future.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.
EAS372Y1: The Postwar, Cold War and Divided Koreas

**Rationale:**
This is a full credit version of an existing half-credit course. We have only used the half credit version in recent years and do not have plans to offer this course as a full-credit course in the foreseeable future.

EAS393Y1: Topics in Buddhism

**Rationale:**
This is a full credit version of an existing half-credit course. We have only used the half credit version in recent years and do not have plans to offer this course as a full-credit course in the foreseeable future.

EAS397H1: Literary Lives in Late Imperial China

**Rationale:**
Professor Linda Feng has not taught the course in a long time, and confirms that she does not plan to in the foreseeable future.

EAS413H1: Medieval Chinese Civilization

**Rationale:**
Professor who taught this course is no longer with the University. The course will not be taught in the foreseeable future by anyone else.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

EAS414H1: Bodily/Mental Health in Chinese Philosophy

**Rationale:**
Professor Shen passed away in fall of 2018. This course was taught by him and cannot be taught by anyone else.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

EAS422H1: Warring States Philosophy and Its Contexts

**Rationale:**
Professor who taught this course is no longer with the University. The course will not be taught in the foreseeable future by anyone else.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.

EAS438H1: Architecture in Premodern China

**Rationale:**
This course was taught by a curator at the ROM and has not been taught in a very long time.

**Consultation:**
Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS459Y1</td>
<td>Rethinking the Cold War in East Asia</td>
<td>This is a full credit version of an existing half-credit course. We have only used the half credit version in recent years and do not have plans to offer this course as a full-credit course in the foreseeable future.</td>
</tr>
<tr>
<td>EAS471Y1</td>
<td>Issues in the Political Economy of South Korea</td>
<td>This is a full credit version of an existing half-credit course. We have only used the half credit version in recent years and do not have plans to offer this course as a full-credit course in the foreseeable future.</td>
</tr>
<tr>
<td>EAS478Y1</td>
<td>Samurai Culture</td>
<td>This is a full credit version of an existing half-credit course. We have only used the half credit version in recent years and do not have plans to offer this course as a full-credit course in the foreseeable future.</td>
</tr>
<tr>
<td>EAS484Y1</td>
<td>The Japanese Empire</td>
<td>This course has never been taught, and will not be taught in the foreseeable future.</td>
</tr>
<tr>
<td>EAS497H1</td>
<td>Beyond Orientalism</td>
<td>This course has not been offered in recent history and the department has no plans to offer it in the foreseeable future.</td>
</tr>
</tbody>
</table>

**Consultation:**
- Internal decision within EAS Curriculum Committee. Course is an elective within EAS programs.
- This course is an elective within our own program. EAS Curriculum Committee discussed retiring the course and confirmed that it should be removed from the Calendar.
1 Minor Program Modification:

Minor in Practical French

Description:

Previous:

New:

Completion Requirements:

(4 full courses or their equivalent)

1. FSL221Y1 (63%). Students exempted from this course must replace it with FRE245H1/FRE272H1 and any half-course listed immediately below.

2. 1.0 full course equivalent among the following: FSL312H1, FSL313H1, FSL314H1, FSL315H1

3. FSL375Y1

4. FSL312H1 + FSL313H1

Please note that FSL312H1, 0.5 FCE from the following: FSL415H1, FSL472H1, FSL475H1 FSL314H1 and FSL315H1 can be taken concurrently but must be completed before enrolling in FSL375Y1.

Description of Proposed Changes:

The following courses will provide students with an additional choice among three advanced-level courses:

0.5 FCE from FSL415H1, FSL472H1, FSL475H1

Rationale:

The proposed changes will support students' mastery of effective oral and written communication skills built through active participation. Students will have more opportunities to prepare, present, and participate in class presentations and cultural projects at an advanced level as they learn to adapt the language used to academic, real-life, and professional settings and deepen their intercultural awareness.

Impact:

The changes will help students fulfill their Minor requirements by providing them with a wider choice of advanced-level courses where emphasis is placed on the mastery of complex oral and writing skills, regular instructor feedback, and reference tools.

Consultation:
Extensive Language and Curriculum Committees consultations and student surveys were conducted.

<table>
<thead>
<tr>
<th>Resource Implications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

### 1 New Course:

**FSL475H1: Introduction to Creative Writing in French**

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

**Contact Hours:**
- **Lecture:** 12
- **Practical:** 24

**Description:**
Do you like creative writing? Are you simply curious about it? Do you want to hone your writing skills in French and develop your creative voice in the process? Then this course is for you. Part workshop in which constructive and supportive feedback will help you develop your writing in French and your creativity, part literary discussion on various aspects of literary technique such as character, setting, plot, point of view, structure or revision (through reading).

**Prerequisites:**
- FSL375Y1

**Corequisites:**

**Exclusions:**
Not open to fluent or native speakers of French. According to our departmental enrollment guidelines, fluent or native speakers of French are excluded from all FSL courses with the exception of those needing to improve their written or oral skills who must request permission from the Associate Chair, Undergraduate studies to enroll in FSL442H1 or 443H1. Such students will be asked to complete the Placement Test at the Department.

**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 advanced course is designed to enhance students’ writing skills (in French) through regular exercises and practice; help them develop own voice and writing style and reflect upon them; reflect upon the writing of celebrated French and francophone authors to understand fundamental literary techniques; understand and appreciate the significance of description, dialogue, character, rhythm and sound and use them in their own writing.

**Consultation:**
1 Course Modification:

FSL313H1: French for the Workplace

Description:

This course is designed to enhance students’ existing knowledge of French by giving them a theoretical as well as a practical foundation in the use of French language in the workplace. Special emphasis will be placed on the appropriate vocabulary used within the context of communication in the Francophone workplace. Students will learn how to communicate in a variety of professional contexts as well as how to distinguish between the formal and informal styles of French suitable for diverse situations in the workplace. This course also aims to help students acquire intercultural skills needed in the Francophone workplace.

The redesigned course will provide a hybrid alternative that delivers the same high quality content and high degree of interaction present in traditional in-class course delivery. The new format will consist of weekly one-hour online sessions and two-hour traditional in-class sessions. In this format, further preparation work and homework will continue to be carried on as in the traditional course, i.e. outside of the 3-hour class time.

Mode of Delivery:

Previous: In Class
New: Hybrid

Rationale:

The redesigned format will enhance students’ learning experience through their interaction with digital content and authentic online resources relevant to the subject matter. Additionally, students will benefit from practical sessions focusing on writing during the in-class sessions. Furthermore, the online component will make for a more effective use of limited class time as it will allow for increased in-class opportunity for writing practice.

Consultation:

Extensive consultations were undertaken: Departmental Language and Curriculum Committees; Director of Online Learning; Director, Teaching Support & Faculty Development

Resources:

n/a

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

HIS312H1: Immigration to Canada

Contact Hours:
- Lecture: 24 / Tutorial: 5

Description:
The peopling of Canada by immigrant groups from the 1660s to the 1970s. Immigration and multiculturalism policies; migration and settlement; ethnic communities; relations with the host society.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:
- HIS263Y1/HIS264H1

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Humanities

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

Experiential Learning:
- Research: none
- Other: none

Rationale:

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:
3 Retired Courses:

HIS301H1: Imperial Spain

Rationale:

HIS305H1: Popular Culture and Politics in the Modern Caribbean

Rationale:

HIS350H1: War, State & Society

Rationale:
1 Minor Program Modification:

Linguistics Major

Completion Requirements:

Requirements (7.0 FCEs, 7 full courses or their equivalent):

1) All of **First Year**: LIN101H1, LIN102H1
2) All of **Second Year**: LIN228H1, LIN229H1, LIN232H1, LIN241H1, LIN251H1
3) 0.5 FCE from **Third and Fourth Years**: JLP374H1 or JLP315H1
4) A further 1.0 FCE at the 300+ level
5) 0.5 FCE at the 400 level
6) An additional 2.0 total of 3.5 FCEs in LIN/JAL/JFL/JLP/JLS (excluding LIN200H1, LIN203H1, LIN204H1) including:
   - at least one of JLP374H1 or JLP315H1
   - 0.5 FCE at the 400 level
   - a further 1 FCE at the 300+ level
   - Note that new courses PRT364H1 and PRT368H1 may be used toward this requirement.

Description of Proposed Changes:
Changing the wording of the Program Completion Requirements for clarity.

Rationale:

Impact:

Consultation:

Resource Implications:

1 Retired Course:

**JLS474H1: Disorders of Speech and Language**

Rationale:
3 New Courses:

NMC195H1: Rebels, Misfits, and Outcasts in Modern Arabic Literature

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

**Description:**
Examines modern Arabic literary works that portray marginalized social figures and groups, including the criminal, the urban poor, the peasantry, the delinquent, the prostitute, and the political outcast. Explores issues such as political violence, marginality, precarity, social reform and social exclusion. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
NMC242H1

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**
Conversion of a former 200-level course to FYF seminar.

**Consultation:**
As per recommendation of the instructor and approval by the NMC Undergraduate Affairs Committee.

**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:**
ASSPE1019
ASSPE2669
ASMAJ1019
ASMAJ2669
Estimated Enrolment:  
25

Instructor:  
Haytham Bahoora

NMC395H1: Iconography of the Art and Material Culture of the Islamic World

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

Contact Hours:  
Seminar: 24

Description:  
The art and material culture of the Islamic world is rich in iconography - from Persian paintings to Afghan war rugs - with complex layers of meaning that are not necessarily understood at first glance. Such imagery can be comprehended through numerous lenses, from pre-Islamic concepts and literary themes to politically-driven motivations or religious beliefs and practices. Through a series of case studies of examples of painting, ceramics, metalwork, textiles, and contemporary art, the course examines the meanings behind the iconography on objects from across the Middle East and Central Asia, dating from the medieval period to the present day.

Prerequisites:

Corequisites:

Exclusions:

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*: notably; *Other*: none

Rationale:  
Replaces several courses in Islamic art and architecture that are no longer offered due to retirements. Engages a new curatorial hire in Islamic art at the Royal Ontario Museum.

Consultation:  
Approved by the NMC Undergrad Affairs Committee. I have also consulted with Art History re NMC395H1 Iconography of the Art and Material Culture of the Islamic World. Both the Undergrad Coordinator and the relevant FAH Instructor have endorsed the course proposal and welcomed its addition to the FAS courses available on the art and architecture of the Islamic world.

Resources:  
31
Near & Middle Eastern Civilizations (FAS), Department of

Existing.

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**

25

**Instructor:**

Dr. Fahmida Suleman

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**NMC445H1: Sacred and Secular Spaces: Mesopotamian Architecture in Context**

**Contact Hours:**

*Lecture:* 36

**Description:**

A survey of Mesopotamian architecture (temples, palaces, neighbourhoods) in settlements contexts, from the earliest villages to the large urban centres of Sumer, Babylonia, and Assyria (10,000-300 BC).

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

NMC363H1

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* notably; *Other:* none

**Rationale:**

This proposal takes account of the greater popularity of topical classes within the Undergraduate Curriculum. It will provide an overview of the types of buildings/architecture that developed in Mesopotamia (ancient Iraq and surrounding regions) over the past 10,000 years. Architecture forms an essential data-set within the narrative that describes Mesopotamia as a "cradle of civilization" and "heartland of cities," and hence warrants in-depth investigation.

**Consultation:**
Resources:
Existing.

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

Overlap with Existing Courses:
The response from the Department of Anthropology is that there is only very slight overlap with its Settlements and Households course (ANT409H) and Prehistory of the Near East course (ARH360H).

Programs of Study for Which This Course Might be Suitable:
- NMC Specialist - Ancient - ASSPE2665. Requirement 3 (Archaeology).
- NMC Specialist - General - ASSPE1019. Requirement 3 (Archaeology)
- NMC Major - Ancient - ASMAJ2665. Requirement 2
- NMC Major - General - ASMAJ1019. Requirement 2

Estimated Enrolment:
25

Instructor:
Prof. Clemens Reichel

20 Retired Courses:

NMC242H1: Rebels, Misfits, and Outcasts in Modern Arabic Literature

Rationale:
Course converted to FYF seminar.

Consultation:
Approved by the instructor and NMC Undergrad Affairs Committee.

NMC257H1: Modern Turkish Literature

Rationale:
Course not taught past four years.

Consultation:
Approved by the NMC Undergraduate Affairs Committee.

NMC283Y1: Islam: Religion and Civilization

Rationale:
Course retired because instructor retired many years ago and course not taught for at least the past 4 years.

Consultation:
Approved by the NMC Undergraduate Affairs Committee.

NMC285H1: The Quran: Spirit and Form

Rationale:
Course retired because instructor retired many years ago and course not taught for at least the past 4 years.

Consultation:
Approved by the NMC Undergraduate Affairs Committee.
### NMC286H1: The Quran: Reading and Transformation

**Rationale:**
Course retired because instructor retired many years ago and course not taught for at least the past 4 years.

**Consultation:**
Approved by the NMC Undergraduate Affairs Committee.

### NMC349H1: The First World Empire: Achaemenid Persia

**Rationale:**
Instructor has retired and no faculty members can offer the course.

**Consultation:**
Approved by the NMC Undergraduate Affairs Committee.

### NMC365Y1: Archaeology of the Islamic World

**Rationale:**
Instructor retired, course not offered for many years.

**Consultation:**
Approved by NMC Undergraduate Affairs Committee.

### NMC366Y1: Archaeology from Alexander to Muhammad

**Rationale:**
Instructor (ROM curator) retired.

**Consultation:**
Approved by NMC Undergraduate Affairs Committee.

### NMC371H1: Iran after Alexander

**Rationale:**
Instructor has retired and no other faculty members will be teaching the course.

### NMC372H1: The Sasanians: Religion, Empire, and Society in Late Antique Iran

**Rationale:**
Instructor who introduced course has left the university. Course content has been incorporated into NMC348Y1.

**Consultation:**
Approved by NMC Undergrad Affairs Committee.

### NMC387H1: Islamic Mystical Tradition

**Rationale:**
Course retired because instructor retired and course not taught for at least 4 years.

**Consultation:**
Approved by the NMC Undergraduate Affairs Committee.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>NMC388H1: Shii Islam I</td>
<td></td>
<td>Course has not been offered for a number of years after the retirement of the instructor.</td>
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<tr>
<td></td>
<td>Consultation</td>
<td>Changes approved by NMC Undergraduate Affairs Committee.</td>
</tr>
<tr>
<td>NMC389H1: Shii Islam II</td>
<td></td>
<td>Course has not been offered for a number of years after the retirement of the instructor.</td>
</tr>
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<td></td>
<td>Consultation</td>
<td>Approved by NMC Undergraduate Affairs Committee.</td>
</tr>
<tr>
<td>NMC392H1: The Taj Mahal and Its Origins</td>
<td></td>
<td>Instructor retired, course not offered for many years.</td>
</tr>
<tr>
<td></td>
<td>Consultation</td>
<td>Approved by NMC Undergrad Affairs Committee.</td>
</tr>
<tr>
<td>NMC393H1: Early Islamic Art &amp; Architectures</td>
<td></td>
<td>Instructor retired, course not offered for many years.</td>
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<tr>
<td></td>
<td>Consultation</td>
<td>Approved by NMC Undergrad Affairs Committee.</td>
</tr>
<tr>
<td>NMC396Y1: The Islamic City</td>
<td></td>
<td>Instructor retired, course not offered for many years.</td>
</tr>
<tr>
<td>NMC448H1: Alexander and Iran</td>
<td></td>
<td>Instructor has retired.</td>
</tr>
<tr>
<td></td>
<td>Consultation</td>
<td>Approved by NMC Undergraduate Affairs Committee.</td>
</tr>
<tr>
<td>NMC451H1: Iranian Constitutional Revolution</td>
<td></td>
<td>Course never taught.</td>
</tr>
<tr>
<td></td>
<td>Consultation</td>
<td>Approved by the NMC Undergraduate Affairs Committee.</td>
</tr>
</tbody>
</table>
### NMC481H1: Muslim Gnostics and Mystics

**Rationale:**
Course has not been offered for a number of years after the retirement of the instructor.

**Consultation:**
Approved by NMC Undergraduate Affairs Committee.

### NML464H1: Old and Middle Iranian

**Rationale:**
This course is redundant. It was supposed to be retired for the 2019-20 Calendar when it was replaced by NML262Y1 Old Persian and NML362Y1 Middle Persian (Pahlavi).

**Consultation:**
Approved by the NMC Undergraduate Affairs Committee.
### 7 New Courses:

**PHL238H1: Critical Reasoning**

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

**Description:**

The area of informal logic - the logic of ordinary language, usually non-deductive. Criteria for the critical assessment of arguments as strong or merely persuasive. Different types of arguments and techniques of refutation; their use and abuse.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

TRN200Y1, PHL247H1, PHL145H5, PHL238H5, PHL247H5

**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:* none

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

We are jointly reviewing our logic and philosophy of science curriculum with the UTM Philosophy department and we are both seeking to renumber a few courses so that our curriculum is more closely aligned. Students assumed that the material presented in PHL247H1 is more difficult than PHL245 and PHL246 which isn't the case. As such, we would like to change it so that this course is numbered lower than 245 and 246 to avoid confusion in the future.

**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:**

Philosophy

**Estimated Enrolment:**

37
Instructor:
Alex Koo

**PHL239H1: Introduction to South Asian Philosophy**

**Contact Hours:**
Lecture: 36

**Description:**
An introduction to the main schools of Indian philosophical thought (Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta) and other South Asian philosophies and their approaches to fundamental problems of philosophy such as epistemology and ethics.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Topics Covered:**
The broad aim of this one-semester course is to introduce students to the methods of philosophical analysis in the Indian tradition, to give a brief discussion of the six main schools, and to introduce further analysis on two philosophical themes, namely epistemology and ethics. Sometime will also be allocated to other South Asian Philosophies.

**Methods of Assessment:**
This course will be evaluated using tests, papers and a final exam.

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
We are seeking to broaden our non-western course offerings. An introductory course will give more exposure to the subject matter as it will have a larger cap than our upper level offerings (PHL339H and PHL418H) and it will also allow for more indepth study of the topic at the 300- and 400-levels. We also have new faculty members in this area joining us in July 2020.

**Consultation:**
This course has been approved by the department undergraduate curriculum committee which consists of faculty members and undergraduate students who are representatives from the Philosophy Course Union.
Philosophy (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:

- Philosophy
- Religion

Estimated Enrolment:

100

Instructor:

Elisa Freschi/Jonardon Granieri

PHL354H1: Philosophy of Mathematics

Contact Hours:

Lecture: 36

Description:

Platonism versus nominalism, the relation between logic and mathematics, implications of Gödel's theorem, formalism and intuitionism.

Prerequisites:

PHL245H1/MAT157Y1 and a full course in PHL/CSC/MAT

Corequisites:

Exclusions:

PHL346H1, PHL346H5, PHL344H5, PHL354H5

Recommended Preparation:

Breadth Requirements:

- Thought, Belief and Behaviour (2)

Distribution Requirements:

- Humanities

Competencies:

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

Experiential Learning:

- Research: none; Other: none

Rationale:

We are jointly reviewing our logic and philosophy of science curriculum with the UTM Philosophy department and we are both seeking to renumber a few courses so that our curriculum is more closely aligned. Many students incorrectly believed that this course fit with the logic curriculum as it was number closely with our other intermediate logic courses (345, 347, 348 and 349). We are moving it to PHL354H1 which is where are other philosophy of science courses are currently listed (PHL355, 356, 357).

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:
- Philosophy
- Mathematics

### Estimated Enrolment:
- 40

### Instructor:
- Alex Koo

## PHL445H1: Metalogic

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

### Description:
A continuation of PHL345H1, this is a course in the mathematical study of logic, also known as metalogic. We will investigate and prove theorems about logical systems. Topics covered may include: important results in metalogic, second and higher-order logic, or lambda-calculus.

### Prerequisites:
- PHL345H1/MAT309H1; 4.0 credits in philosophy

### Corequisites:

### Exclusions:
- PHL445H5; PHLD51H3

### Recommended Preparation:

### Topics Covered:
- Topics covered may include: foundational results in first-order metalogic, including Goedel's incompleteness theorem; the lambda calculus and higher-order logic; algebraic logic; non-classical logics.

### Methods of Assessment:
This course will assess students using a combination of in-class tests, take-home assignments and possibly an exam.

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

### Distribution Requirements:
- Humanities

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

### Experiential Learning:
- **Research:** none; **Other:** none
Rationale:
As stated in the rationale for the PHL345 changes, a problem that we have with our logic offerings is that while PHL345 was labelled as an intermediate course in logic, because we did not have a 4th year course in logic PHL345 was actually being taught at an advanced level. Since we are proposing to alter PHL345 to be truly intermediate, we wish to add PHL445 to the calendar as a genuinely advanced course in logic. This will be attractive to students who are deeply interested in mathematical logic. We have carefully considered what mathematical logic is being taught at the Mathematics Department. As such, the selection of topics for PHL445 go beyond what the Mathematics Department currently offers, and as such should be appealing for mathematics students as well.

Consultation:
Proposal sent to the Department of Mathematics for review.

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

Estimated Enrolment:
20

Instructor:
Michael Caie

PHL446H1: Seminar in Decision Theory

Contact Hours:
Seminar: 36

Description:
Decision theory studies what one ought to do when some more or less desirable outcomes of one’s actions depend on external facts about which one is uncertain. Uncertainty is characterized in terms of probabilities, desires are characterized in terms of utilities, and together they determine the expected utility of one’s actions. This course introduces these notions and their mathematical representations, as well as critically reflects on philosophical questions such as whether one should always take the action that maximize one’s expected utility, whether uncertainty is subjective or objective, and why uncertainty does, or ought to, obey the laws of probability.

Prerequisites:
PHL246H1, 4.0 Credits in Philosophy

Corequisites:

Exclusions:

Recommended Preparation:

Topics Covered:
Probability; utility; game theory; decisions under risk versus decisions under ignorance; causal versus evidential decision theory; social choice theory.

Methods of Assessment:
This course will use a combination of tests, weekly problem sets and possibly a final exam.
### Breadth Requirements:
- Thought, Belief and Behaviour (2)

### Distribution Requirements:
- Humanities

### Competencies:

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

### Experiential Learning:

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

### Rationale:

Our external review noted a lack of content and course options in our logic curriculum. With that in mind, we are adding this course to help address this issue.

### 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:

- Philosophy

### Estimated Enrolment:

- 20

### Instructor:

- Franz Huber

---

### PHL447H1: Seminar in Philosophical Logic

#### Contact Hours:

- **Seminar**: 36

#### Description:

Advanced discussion of some topic in philosophical logic.

#### Prerequisites:

- PHL245H1/MAT157Y1; one of PHL246H1/PHL345H1/PHL347H1/PHL445H1/MAT309H1; 4.0 credits in philosophy

#### Corequisites:

- 

#### Exclusions:

- 

#### Recommended Preparation:

- 

#### Topics Covered:
Topics covered may include: model theory and its philosophical significance; non-classical logic and philosophical arguments for classical and non-classical logics; modal logic and philosophical applications of modal logic; applications of higher-order logic to metaphysics.

Methods of Assessment:
This seminar will assess students using a combination of tests, take-home assignments and possibly and final exam.

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Humanities

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

Experiential Learning:
- Research: none; Other: none

Rationale:
PHL451 is currently titled “Seminar in Logic/Philosophy of Language.” A problem with this is that students would often register hoping for one of the options, but then they would get the other. This is problematic as a seminar in, say, advanced topics in decision theory, falls nicely under the label of Logic, but has little to do with Language. As such, our proposal is to split this course into two: PHL447 will be a Seminar in Logic, while PHL451 will remain but be renamed to be solely a Seminar in Philosophy of Language. This will fix an unnecessarily confusing problem for both our students and instructors.

Consultation:
A copy of this proposal has been sent to the Department of Mathematics for review.

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

Estimated Enrolment:
20

Instructor:
Michael Caie/Franz Huber

PHL455H1: Seminar in Philosophy of Science

Contact Hours:
- Seminar: 36

Description:
Advanced study of some area or problem in the philosophy of science.

Prerequisites:
One of PHL355H1, PHL357H1 or HPS250H1, 4.0 credits in philosophy

Corequisites:
Exclusions:

Recommended Preparation:

Breadth Requirements:
    None

Distribution Requirements:
    Humanities

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

Experiential Learning:
    Research: none; Other: none

Rationale:
    We are jointly reviewing our logic and philosophy of science curriculum with the UTM Philosophy department and we are both seeking to renumber a few courses so that our curriculum is more closely aligned. Numbering this course in 450's is consistent with the number of it's prerequisite courses.

Consultation:
    This renumbering has been reviewed by the undergraduate curriculum committees at UTM and St. George Philosophy departments.

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:
    Alex Koo/Denis Walsh/Mike Miller

1 Course Modification:

PHL339H1: Indian Philosophy

Title:
    Topics in South Asian Indian Philosophy

Description:
    Previous:
    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. < / p>
    New:
An intermediate level study of one or more topics in South Asian Philosophy.

**Recommended Preparation:**

- **Previous:**
- **New:** PHL239H1

**Topics Covered:**

- **Previous:**
- **New:** Topics will vary at the discretion of the instructor.

**Methods of Assessment:**

- **Previous:**
- **New:** This course will be assessed using a combination of tests, papers and exams. Participation may also be used depending on course size.

**Rationale:**

If our new 200-level course (Intro to South Asian Philosophy) is approved, we would like to give the topic a true intermediate level study as opposed to its current version which includes an introduction to the area. We would also like to expand the topics in this course beyond just Indian Philosophy to South Asian Philosophy as the current version can also be taught under the “South Asian” banner.

**Consultation:**

This course has been approved by the department undergraduate curriculum committee which consists of faculty members and undergraduate students who are representatives from the Philosophy Course Union.

**Resources:**

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

### 3 Retired Courses:

**PHL247H1: Critical Reasoning**

**Rationale:**

We are jointly reviewing our logic and philosophy of science curriculum with the UTM Philosophy department and we are both seeking to renumber a few courses so that our curriculum is more closely aligned. Students assumed that the material presented in PHL247H1 is more difficult than PHL245 and PHL246 which isn't the case. As such, we would like to change it so that this course is numbered lower than 245 and 246 to avoid confusion in the future.

**Consultation:**

The proposed changes have been review by our current faculty in the teaching area and by our undergraduate course union. Representatives from both faculty and staff as members of the curriculum committee have approved this change.

**PHL346H1: Philosophy of Mathematics**

**Rationale:**

We are jointly reviewing our logic and philosophy of science curriculum with the UTM Philosophy department and we are both seeking to renumber a few courses so that our curriculum is more closely aligned. Many students incorrectly believed that this course fit with the logic curriculum as it was number closely with our other intermediate logic courses (345, 347, 348 and 349). We are moving it to PHL354H1 which is where are other philosophy of science courses are currently listed (PHL355, 356, 357).

**Consultation:**

This renumbering has been approved by our undergraduate curriculum committee which consists of staff, undergraduate students and faculty.
**PHL415H1: Seminar in Philosophy of Science**

**Rationale:**
We are jointly reviewing our logic and philosophy of science curriculum with the UTM Philosophy department and we are both seeking to renumber a few courses so that our curriculum is more closely aligned. Numbering this course to 455 is consistent with the number of its prerequisite courses.

**Consultation:**
Consulted with UTM and St. George philosophy faculty members and this has been approved by the STG PHL undergraduate curriculum committee.
# 5 New Courses:

**SLA193H1: Objects of War**

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

**Description:**
An object or a thing always has a collective history. It speaks of the political and the social conditions under which it was made. In this course, objects of war – the material culture of conflict – from the 20th and 21st centuries will be critically and historically examined. How do these objects speak of violence, politics, and culture, but also rewrite and influence the arenas within which they circulate? Some objects include: canned food, drones, the journalists’ hotel, helmets, tents. Restricted to first-year students. Not eligible for CR/NCR option.

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

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

**Rationale:**
This new course serves to showcase new research by faculty.

**Consultation:**
Consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

**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:**
**Instructor:**
Prof. Dragana Obradovic, Associate Professor

**SLA229H1: Writing with Images: Eastern and Central European History Through the Graphic Novel**

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

**Description:**
This course examines how East and Central European graphic novelists retell the history of the 20th century in images and words. Our focus is the medium. How do comics effect the relationship between the personal and national? Can graphic novels substitute history textbooks?

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**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:* slightly

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

**Rationale:**
The course will allow the students to explore Central/Eastern European, and Russian history through a different means of artistic expression - the graphic novel: a syncretic medium that connects textual and visual elements offering a perspective currently undeveloped in the department. The course will broaden the student's understanding of historical processes not only as political and ideological discourse but also a variety of personal, idiosyncratic experiences. The multidisciplinary character of the course, which includes equal components of literature and visual arts, has the potential to attract a considerable number of students beyond the Slavic Department. The course develops literacy skills and provides students with foundational research abilities relevant to a broad range of disciplines.

**Consultation:**
Within the department and consultation with English Department who had no objections to this course.

**Resources:**
None.

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
SLA235H1: After Communism: Literature and Art Post-1989

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

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

**Description:**
This course examines the era inaugurated by the collapse of the state-socialist regimes in the former Eastern Bloc, marked by political turmoil, major economic restructuring, and social ambivalences. The course investigates topics such as: socialist legacy and nostalgia, mass emigrations and refugee crises, conflicts over national identity and borders, sociocultural anxieties about inclusion in the EU, perspectives on the future of socialist thought and practice in Eastern Europe.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- SLA377H1

**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:* none

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

**Rationale:**
We are re-numbering this course to a 200-level as we are expecting that our new tenure-stream hire will take this on as a regular course in the teaching calendar. We currently only offer this course sporadically, but it does fill a gap in the
Slavic Languages and Literatures (FAS), Department of

Having it on the timetable regularly will be a great addition to our programs. By changing the course to 200-level, we also hope to attract students from beyond the department.

Consultation:
Consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:
Prof. Dragana Obradovic

SLA253H1: Origins of Russia and Ukraine

Contact Hours:
Lecture: 24

Description:
A survey of Ukrainian and Russian civilizations through art, architecture, literature, and religion. Includes the Scythians, whose battle skills and gold fascinated the ancient world; Kyivan Rus’ and its princes, monks and martyrs; rise of the Cossacks; and Peter the Great, founder of the Russian Empire and St. Petersburg. Taught in English, all readings in English. No background knowledge required.

Prerequisites:
none

Corequisites:

Exclusions:
SLA102H1

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: slightly

Experiential Learning:
Research: none; Other: none

Rationale:
The course is designed to build on the general introduction in SLA103H and will focus in more detail on the cultural developments in the territories. This is a re-numbering of an existing course to reflect the level/rigour of material being covered.

**Consultation:**
Consultation was done internally within the Department.

**Resources:**
None

**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:**
European Studies.

**Estimated Enrolment:**
30

**Instructor:**
Taras Koznarsky

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**SLA308Y1: Advanced Ukrainian**

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

**Contact Hours:**
*Lecture:* 96

**Description:**
Development of advanced speaking, reading, listening and writing skills on a wide variety of topics. Work on grammar and vocabulary building. Review of morphology and study of syntax. Short compositions. Expressing a written formal argument or opinion.

**Prerequisites:**
SLA208Y1 or permission of instructor

**Corequisites:**

**Exclusions:**
Fluent native speakers of Ukrainian

**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:* slightly; *Social and Ethical Responsibility:* slightly

**Experiential Learning:**
**Rationale:**
To expand our language learning options in Ukrainian to a full three years which reflects other language streams in our department.

**Consultation:**
Within the department in Fall 2019.

**Resources:**
None.

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

**Overlap with Existing Courses:**
None.

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

**Estimated Enrolment:**
25

**Instructor:**
Prof. Maxim Tarnawsky

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### 16 Retired Courses:

**SLA102H1: Ukrainian and Russian Civilizations**

**Rationale:**
We are changing this course level from 100 to 200-level because we want this course to build on the general introduction in SLA103H Slavic Civilizations, which is one of our core courses. As SLA253H1, "Origins of Russia and Ukraine" will focus in more detail on the cultural developments in the territories of Russia and Ukraine.

**Consultation:**
Consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

**SLA223H1: Crossroads of Europe I: Heroes, Villains, and Jesters**

**Rationale:**
The two professors who designed this course are no longer teaching regularly in the department. One of them retired three years ago and another is on secondment as an administrator and would most likely not be back for another 5 years.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

**SLA230H1: Golems and Robots on Stage and Screen**

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.
## SLA242H1: The Novel and the Family in the Nineteenth Century

**Rationale:**
Due to program changes from 2 years ago, this course no longer fits with the particular duties of the faculty who teach within the Russian program. This faculty member is the only one who specializes in this time period and topic.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

## SLA255H1: Slavic Languages: Unity and Diversity

**Rationale:**
The course instructor who is the sole subject matter expert has now retired. We have no trained linguists amongst the faculty anymore and we have no funds to replace this instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

## SLA258H1: History of Croatian Culture

**Rationale:**
The course instructor who used to teach this was on a limited term appointment (a visiting scholar from a different country). We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

## SLA259H1: Special Topics in Croatian Literature

**Rationale:**
The course instructor who used to teach this was on a limited term appointment (a visiting scholar from a different country). We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

## SLA267H1: Great Plays in Great Performances

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

## SLA287H1: Deceptive Splendors: The European South in Literature and Film

**Rationale:**
The course instructor who is the sole subject matter expert was a post-doctoral fellow. We have not been able to find a replacement instructor.
### SLA325H1: Magic Prague

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

### SLA377H1: Post-socialism in Literature and Film

**Rationale:**
We are re-numbering this course to a 200-level as we are expecting that our new tenure-stream hire will take this on as a regular course in the teaching calendar. We currently only offer this course sporadically, but it does fill a gap in the curriculum. Having it on the timetable regularly will be a great addition to our programs. By changing the course to 200-level, we also hope to attract students from beyond the department.

**Consultation:**
Consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

### SLA435H1: Readings in Czech and Slovak

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor. This course was last offered in Winter 2015.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

### SLA465H1: Czech Short Story

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

### SLA475H1: Modern Czech Drama

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.
**SLA495H1: Aesthetics into Science**

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.

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**SLA496H1: Prague School Semiotics of Drama, Theatre and Cinema in Contemporary Context**

**Rationale:**
The course instructor who is the sole subject matter expert has now retired for three years. We have not been able to find a replacement instructor.

**Consultation:**
This is an elective course for our students looking to complete their Major or Specialist. As a result, consultation was done internally with our faculty members and within the departmental curriculum planning committee in Fall 2019.
2 New Courses:

**SPA195H1: Barcelona**

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<tr>
<th>Contact Hours:</th>
<th>Lecture: 24</th>
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**Description:**

A deep dive into the modern experience of one of the world’s most compelling cities, this course considers Barcelona from a multidisciplinary perspective that includes study of its architecture, foodways, politics and response to mass tourism. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

NA

**Corequisites:**

NA

**Exclusions:**

NA

**Recommended Preparation:**

NA

**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:* extensively; *Other:* none

**Rationale:**

As a world city, Barcelona has been a leader in urbanism and also in the growing response to mass tourism. With the advent of the School of Cities, a multidisciplinary FYF course such as this will give students early exposure to the issues that they will encounter in subsequent classes during their time at U of T.

**Consultation:**

Spanish and Portuguese curriculum committee

**Resources:**

This course requires one instructor and will be assigned to a permanent faculty member. Other instructional resources (such as tutorials) are not 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:**

Spanish
Estimated Enrolment: 25

Instructor: Robert Davidson

### SPA199H1: More than Nachos and Tequila: Mexican History and Culture

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

**Description:**

This course aims at studying the rich history of Mexico from an interdisciplinary perspective. We will cover a wide range of issues, such as identity, modernity, race, immigration, gender, sexuality, globalization, and iconic figures. The issue of identity as construed from the inside, but also from the outside and particularly from the English-speaking world (i.e. current US presidential views on the wall), will be widely examined. Course materials will range from chronicles of conquest to modern reflections and representations by historians, philosophers, filmmakers, musicians, writers and artist, among others. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**
- NA

**Corequisites:**
- NA

**Exclusions:**
- NA

**Recommended Preparation:**
- NA

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**

With an estimated population of over 129 million people, Mexico is the tenth most populous country and the most populous Spanish-speaking country in the world. Mexico’s rich history and culture is a topic which many students would benefit learning from, particularly in Canada where its population is rapidly growing.

**Consultation:**
- Spanish and Portuguese curriculum committee

**Resources:**
- This course requires one instructor and will be assigned to a permanent faculty member.
- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

57
<table>
<thead>
<tr>
<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish</td>
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<tr>
<th><strong>Estimated Enrolment:</strong></th>
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<td>25</td>
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<tr>
<th><strong>Instructor:</strong></th>
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<tr>
<td>Juan Carlos Rocha Osornio</td>
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## 2 New Courses:

### SMC328H1: Mediaeval Latin Poetry

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

**Description:**

This course studies selections from the rich variety of Mediaeval Latin poetry, rhymed as well as rhythmic, and provides a survey of prosody and metrics. A solid foundation in basic Latin morphology, syntax and vocabulary is assumed.

**Prerequisites:**

SMC222H1/LAT202H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**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: none

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

To provide greater consistency both within our own Latin course offerings, and in greater collaboration with the Classics Department. Also to allow Mediaeval Studies students to more easily complete a Classics Latin Minor with special emphasis on the Mediaeval Latin language and its literature.

**Consultation:**

Classics Department

**Resources:**

- No special 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:**

**Estimated Enrolment:**

59
**SMC345H1: Writing Ireland**

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

**Description:**
This course looks at some of the major literary figures of Ireland in the twentieth and twenty-first centuries, writing in both Irish and English. Authors examined may include W. B. Yeats, Patrick Pearse, Nuala Ní Dhomhnaill, Seán Ó Riordáin, Seamus Heaney and Claire Keegan. Through a close reading of poetry, prose and critical texts, students will examine how Ireland’s past, present and future are variously figured in its greatest modern literature. All Irish-language works will be read in English translation.

**Prerequisites:**  
8 FCE or permission of the instructor.

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**  
SMC241H1

**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:* notably

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

**Rationale:**
This course is designed to build upon the introduction to modern Irish literature as offered in SMC241H1. As a 300-level module it offers a rigorous and in-depth reading of a range of major authors writing in both the Irish and the English language. The course is timely as there are now more Irish works available in translation than ever before.

**Consultation:**
English Dept.

**Resources:**
No special resources required

**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:**
1 Course Modification:

SMC436H1: Mediaeval Latin IV

Title:
Advanced Mediaeval Latin Seminar IV

Description:
This seminar is devoted to the in-depth study of one or explores in depth a number of related Mediaeval Latin text (s) in their linguistic, historical, and intellectual context or a series of texts connected by a theme. Readings in the original Latin will be discussed and commented upon by students. A solid foundation in Latin morphology, syntax and vocabulary is assumed.

Prerequisites:
SMC323H1/SMC328H1

Rationale:
The change follows on a re-structure of course offerings and provides greater consistency both within our own Latin course offerings, and in greater collaboration with the Classics Department. Also it allows Mediaeval Studies students to more easily complete a Classics Latin Minor with special emphasis on the Mediaeval Latin language and its literature.

Consultation:
Classics Dept.

Resources:
No special resources required

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

1 Retired Course:

SMC175H1: Mediaeval Civilization

Rationale:
There are no plans to offer this course in the future; it was last offered in the fall of 2014.
1 Minor Program Modification:

Creative Expression and Society Minor

Completion Requirements:

4.0 FCE including at least 1.0 FCE at the 300+level, with a maximum of 1 FCE at the 100 level. Up to 1.0 FCE may be chosen from approved courses offered by other departments (see list of Cognate Courses).

1. At least 1.0 FCE from Group A – Creative Expression: VIC273H1, VIC275H1, VIC276H1, VIC279H1, VIC280H1, VIC350Y1, VIC370H1, VIC470H1, VIC479Y1, VIC480H1, IVP210H1. Students who achieve at least 77% in the Vic One course VIC191Y1 may count that course toward the Minor and use it to fulfill this requirement.

2. At least 1.0 FCE from Group B – Social Contexts and Interpretation: VIC209H1, VIC223Y1, VIC235H1, VIC270H1, VIC271H1, VIC281H1, VIC320Y1, VIC335H1, VIC352Y1, VIC371H1, VIC372H1, VIC373H1. Students who achieve at least 77% in the Vic One course VIC190Y1 may count that course toward the Minor and use it to fulfill this requirement.

3. Up to 1.0 FCE from Cognate Courses:
   INS300Y1, CIN201Y1, EAS349H1, ENG287H1, ENG389Y1, DRM428H1, FAH352H1, FAH377H1, INI211H1, INI311Y1, MUS211H1, SMC219Y1, SMC229H1, SMC317H1, SMC319H1

Description of Proposed Changes:

Added new proposed course, VIC276H1, to Requirement 1.

Rationale:

Embedding new course within the appropriate program.

Impact:

None

Consultation:

Consulted with several units within the course proposal process. Please see course proposal form.

Resource Implications:

3 New Courses:

VIC198H1: Posters and Propaganda

Contact Hours:

Lecture: 24

Description:

How and when have political posters been used? What forms do they take? How have they changed over time? What can these visual artifacts tell us about the relationship between art and propaganda, and about the political movements that have mobilized visual strategies to advance their aims? This course involves visits to several poster collections, develops visual literacy skills, and highlights the role of the visual in societies past and present. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:
Victoria College

Corequisites:

Exclusions:
Innis One, Munk One, New One, SMC One, Trinity One, UC One, Vic One, Woodsworth One; No more than another 0.5 FCE from FYF seminars or Vic One Hundred.

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Social Science

Competencies:

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

Experiential Learning:

- Research: extensively;
- Other: none

Rationale:

This interdisciplinary first-year seminar will engage with the fields of visual studies, history, and politics, and provides a pathway for students interested in Victoria College’s Material Culture and Semiotics and Communication Studies Minor programs. The course also involves experiential learning and develops first-hand archival and visual literacy skills, and provides students with foundational research abilities relevant to a broad range of disciplines.

Consultation:

- History, Art History, Slavic Languages and Literatures, Book and Media Studies, Political Science

“Looks like a great course — and an excellent link to art history courses. However, there does not need to be any exclusion for art history offerings. Thanks for letting me know about it!” – UG Coordinator, Art History

“Thank you for contacting me. I looked over the description of the course and, in light of our offerings, there is no significant overlap. It's a fantastic idea!” – UG Coordinator, Slavic Languages and Literatures

“No exclusions necessary.” – UG Chair, History

“At BMS we do have SMC470H Media Manipulation and History, a 4th-year seminar that assesses way in which governments, political parties, news agencies and other groups and institutions use media to shape particular messages or describe current events. There is no specific focus on visual strategies or visual literacy skills, as VIC198 does. I don’t see any significant overlap - no exclusion. On the contrary, since BMS is a Type 2 program, and VIC198 is a first-year course, I think VIC198 would be a great propedeutic and preparatory learning opportunity for potential future BMS students. Green lights on our side!” – Director, BMS

Resources:

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

Overlap with Existing Courses:
SLA346H1 Communism and Culture – possible minor overlap in exploration of totalitarian visual propaganda

Programs of Study for Which This Course Might be Suitable:
Material Culture, Semiotics, History

Estimated Enrolment:
25

Instructor:
Prof. Eric Jennings
VIC276H1: Writing for the Stage and Screen

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

Contact Hours:
Lecture: 24

Description:
A creative writing course for students interested in an introduction to writing for theatre and film. Seminars will focus on technical issues including plot, characterization, dramatic structure, dialogue, image-based storytelling, and aspects of dramaturgy. Seminars may also include analyses of notable plays and screenplays across a variety of genres. Students will write their own scripts, with editorial input from the instructor.

Prerequisites:
Application required. The instructor will review student portfolios of creative work to ensure a productive learning experience in which all students can contribute to and benefit from workshop-based pedagogy.

Corequisites:

Exclusions:
CIN349H1; DRM228H1; DRM328H1

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: slightly

Experiential Learning:
Research: none; Other: none

Rationale:
VIC276H1, an addition to the Creative Expression and Society (CES) Minor program at Victoria College, responds to student demand. Surveys conducted as part of an ongoing UTQAP review indicate that students desire a greater number of CES course offerings across a greater diversity of creative fields. VIC276H1 joins creative-writing courses in poetry, fiction, and documentary journalism, thereby providing students with an additional option for satisfying CES’s workshop-based course requirement. The Faculty of Arts and Science offers one course in screenwriting (CIN349H1, mounted biannually), and playwriting courses (DRM228H1 and DRM328H1), primarily available to students in the Cinema Studies and Drama (Playwriting Stream) programs respectively. VIC276H1 takes up screenwriting and playwriting in unison and welcomes students from a broad range of Specialist and Major programs.

Consultation:
Cinema Studies Institute; Drama, Theatre and Performance Studies; English (invitations for feedback sent Sept. 27, 2019)

“It sounds like a wonderful course.” – Director, Cinema Studies
“This looks great to me! And I don’t foresee any problems or exclusions.” – UG Chair, English
Proposed calendar copy and course rationale sent with an invitation to consult to Prof. Sharon English, Director of Writing & Rhetoric, on October 30, 2019.

Resources:

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

Overlap with Existing Courses:
CIN349H1 Screenwriting
DRM228H1 Playwriting I
DRM328H1 Playwriting II

Programs of Study for Which This Course Might be Suitable:
Creative Expression and Society, English

Estimated Enrolment:
20

Instructor:
CLTA

VIC356H1: Multiple Literacies in Education

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

Contact Hours:
Lecture: 36

Description:
While pedagogical theory has long emphasized the place of language acquisition in literacy, recent educators have begun exploring the role of digital, visual, print, and critical literacies in education. This course introduces students to a multiple literacies framework through the pedagogical lens of social justice and diversity. Class participants learn to integrate the multimodalities of literacy in their teaching practice and expand their understanding of 21st-century literacy. This course requires students' enrolment in the Education and Society Minor or permission of the instructor.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:
VIC355H1/VIC362H1

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
**Rationale:**
This course provides an additional opportunity for Education & Society Minor students to pursue a program elective in curricular pedagogies. It complements the existing VIC361H, a popular elective for Education & Society students that focuses on innovative methods in teaching mathematics. By examining language and literacy learning from a multiple literacies perspective, VIC365H provides a strong foundation for students who are interested in exploring another core area of the teaching curriculum. The course, situated in a social-justice framework, would also examine cross-cultural perspectives of language and literacy learning with particular attention given to Indigenous language and literacy pedagogies.

**Consultation:**
Digital Humanities, Linguistics, Book and Media Studies (Invitation for feedback sent Oct. 4, 2019)

“Thank you for checking with us on the new course offering. The description sounds fantastic. I don’t think there is any overlap with our current offerings, thus I wouldn’t suggest any exclusions.” – UG Coordinator, Linguistics

“I look forward with great enthusiasm to VIC356H1 Multiple Literacies in Education. This course would provide an excellent complementary learning opportunity for the BMS students in light of the relationship between print and digital literacies. In this regard, we might explore the possibility of cross-listing VIC356H1 in the BMS program offering. No overlapping or exclusion (we do offer Media Education, 4th-year seminar, mainly focused on digital media). Green lights!” – Director, BMS

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

**Overlap with Existing Courses:**
- JLS475H1 Literacy and Reading Disorders – minor overlap related to understanding the development of oral language and print literacy skills.
- SMC255H1 Critical Approaches to Media - minor overlap in the areas of critical and media literacies.
- WDW336H1 - Cultural Literacy in the Digital Age – minor overlap in the area of digital literacy in education.

**Programs of Study for Which This Course Might be Suitable:**
Education and Society, Semiotics, Linguistics

**Estimated Enrolment:**
25

**Instructor:**
Prof. Julia Forgie
2 New Courses:

WGS390H1: Land-ing: Indigenous and Black Futurist Spaces

Contact Hours:
Lecture: 24

Description:

Students are invited to think through the relationships between Indigenous and Afro-futurist concepts of land. This class will engage Indigenous feminist and Black queer and feminist theories of land and space, linking them to Afrofuturist and Indigenous futurist thought. We explore various texts in relation to emergent methodologies, decolonial desires, and love and radical relationalities.

Prerequisites:

Corequisites:

Exclusions:
WGS335H1 (Special Topic in Women and Gender Studies: Indigenous Feminist Theory), offered in Fall 2015,
WGS335H1 (Special Topic in Women and Gender Studies: Decolonial Aesthetics and Futurities), offered in Winter 2018, Winter 2019 and Winter 2020

Recommended Preparation:
WGS160Y1

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

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

Rationale:
Currently there isn't a course on Indigenous futurities or Afrofuturism being taught at UofT. This is an important moment for exploring land relationships and futurity alongside key scholars, artists, and writers shaping both Afro and Indigenous futurist thought. Complex land relationships exist among Indigenous and Afrofuturist thinkers and activists. This course will explore various texts, including film material, visual art, literature, theory, performance and movement art, and music in conversation with scholarship on genealogy of Afrofuturism and Indigenous futurist practice and theories. Further, we explore the implications of thinking alongside Katherine McKittrick and Tiffani King's scholarship on Black geographies in relationship with Indigenous thinkers of spaciality (Mishauna Goeman & Laura Harjo). What might Black lives matter on Indigenous lands mean, and how can these meanings be activated within Futuristic thought and praxis? What are the shapes of our gatherings? In dialogue with works by Octavia Butler, Nnedi Okorafor, Tiffani King, Daniel Heath Justice, Grace Dillon, Billy Ray Belcourt, and others, we will explore alternative land pedagogies to ask what it means to contextualize/root land within Indigenous and Black futurist spatial geographies. What might the implications of these types of conversations be for Indigenous land pedagogy? We will produce creative outputs which explore relationships between Indigenous and Afrofuturist traditions in considering
land relations, home and belonging and collectively we envision an Otherwise (Ashon Crawley) drawing upon creative thinkers in the fields of futurist thought.

Consultation:
Program meeting September 11, 2019.
I consulted with Professor Melanie Newton (History/Caribbean Studies) and Professor Susan Hill (Director of the Center of Indigenous Studies) last year in regards to possibly cross-listing this course. They were both interested and in favor of the cross-listing.

Resources:
N/A

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

Overlap with Existing Courses:
Currently, there are courses in Women and Gender Studies and Caribbean Studies that focus on art and activist movements for social change/diasporic conditions and possible visions for the future which will contain publications and conversations within the orbit of Afro and Indigenous futuristic theories. WGS370H1 will probably contain some of these knowledges. WGS440H1: Decolonial Cyborgs for Planetary Futures will have some overlap, so I will consult with the instructor as I continue to develop this course. There is also some possible overlap with WGS481H1: Gender, Sexuality and Black Liberation from Black Power to #BlackLivesMatter. I will also be in conversation with this instructor.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
40

Instructor:
Karyn Recollet

WGS442H1: Toxic Worlds, Decolonial Futures

Contact Hours:
Seminar: 24

Description:
This course explores the ways environmental violence is an integral practice of settler colonialism that affects human and non-human life, disrupts Indigenous sovereignty, and enacts ongoing racism. A typical way of addressing environmental violence is to document the harm done to bodies and communities. This class asks, how might we also refuse environmental violence and enact better obligations to land/body relations? What kind of decolonial futures can be summoned in the aftermath of environmental violence? Our readings will bring Indigenous feminist approaches together with Black feminist, queer, and feminist environmental justice approaches. Participants will build upon the readings to create their own decolonial environmental justice future projects.

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

Corequisites:

Exclusions:
WGS463H1 (Advanced Topics in Gender Theory: Toxic Worlds, Decolonial Futures), offered in Winter 2018, Winter 2019 and Winter 2020

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

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

### Rationale:
This course offers a higher level follow-up from the second-year WGS offering WGS273H1: Gender and Environmental (In)Justice to allow for more in depth study of feminist and Indigenous feminist approaches to environmental justice, including conducting a research project. It has been a successful and popular course offering for two years now under a "special topics" designation.

### Consultation:
Program meeting on September 11, 2019.

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

### Overlap with Existing Courses:
While there are courses in the Department of Geography on Indigenous geographies and environmental justice, there is no 4th year course at the University that has the specific purpose of teaching feminist approaches to environmental justice with a focus on Indigenous feminisms.

### Programs of Study for Which This Course Might be Suitable:
- Environmental Studies, Indigenous Studies

### Estimated Enrolment:
- 25

### Instructor:
- Michelle Murphy

### 1 Retired Course:

#### WGS350H1: Masculinities and the Human in an Age of Terror

#### Rationale:
We have not offered this course since spring 2016 and faculty would like to retire the course. Also, the course instructor that developed the course is teaching other courses in the curriculum.

#### Consultation:
Program meetings September 11, 2019 and October 9, 2019.
1 New Course:

**WDW196H1: From Rayguns to Light Sabers: Science Fiction in Contemporary Culture**

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<th>Contact Hours:</th>
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<td><strong>Seminar:</strong> 24</td>
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**Description:**

This course examines science fiction as pop culture genre, media industry, and sociocultural phenomenon, with attention to some of its key themes, its important texts, creators, and audiences, and its place in contemporary culture. We will study some works chosen by the class as well as by the instructor. Restricted to first year students. Not eligible for CR/NCR option.

**Prerequisites:**

- None

**Corequisites:**

- None

**Exclusions:**

- None

**Recommended Preparation:**

- None

**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:** slightly

**Experiential Learning:**

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

**Rationale:**

In accordance with recommendations from the First-Year Foundations Council and the Committee on Teaching & Learning, CCR199Y1 is being brought into the FYF category and will carry the WDW unit-specific designators, instead of the CCR breadth designator.

**Consultation:**

- N/A. See rationale.

**Resources:**

- Faculty of Arts and Science will continue to fund FYF courses.
- **Budget Implications:** The academic unit has received Decanal approval for additional resources required for this course.

**Overlap with Existing Courses:**

- N/A. See rationale.

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

- N/A
Woodsworth College

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<th>Estimated Enrolment:</th>
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<td>25</td>
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<th>Instructor:</th>
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<tr>
<td>W. Brock MacDonald, T. Moritz</td>
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1 Retired Course:

**WDW241Y1: Introduction to the Study of Popular Culture**

**Rationale:**

We launched this course as a trial run for a possible Minor in Popular Culture, to gauge the level of student interest and to get a sense of how well various topic areas and course readings would work in an introductory course for such a program. It has only been offered once, in 2016/17. FAS subsequently advised against proceeding with plans for a Pop Culture program, suggesting that we concentrate on developing the Digital Humanities Minor, which was established in due course. The course will not be offered again, and so should be removed from the Calendar.