Social Sciences Curriculum Committee
Proposals for Committee Approval

January 27, 2020
6 Minor Program Modifications:

Anthropology Major (Evolutionary)

Enrolment Requirements:

This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

Courses for admission: ANT100Y1 with a final mark of at least 67% or ANT203Y1 with a final mark of at least 65%.

Completion Requirements:

(6.5 full courses or their equivalent, including at least 2 FCE at the 300+ level, 0.5 FCE of which must be at the 400-level)

First Year and/or Second Year:
1. BIO120H1
2. ANT100Y1 or BIO220H1. If BIO220H1 is taken, students must take an additional 0.5 FCE in ANT
3. ANT203Y1

Upper Years:
4. 2.0 FCE from ANT208H1, ANT333Y1, ANT334H1, ANT335Y1, ANT336H1
5. 1.5 additional FCE from: Group B and/or ANT406H1, ANT415Y1, ARH312Y1
6. 0.5 FCE at the 400-level from Group B

Description of Proposed Changes:

We are lowering the grade requirements for entry into this program. We are also reducing the total number of FCEs from 7.5 to 6.5.

Rationale:

The proposed changes to enrollment barriers to our programs were determined via our Undergraduate Curriculum and Executive Committees as well as the Chair of our Department. The current enrollment barriers (i.e. minimum grades in certain 1st and 2nd year courses) were put in place years ago when we were experiencing very high enrollments in our programs, due in part to the 2003-04 double-cohort in Ontario. As you no doubt are aware, we have been experiencing declining enrollments in almost all of our programs.

Originally, we proposed to lower the admission requirements to 67%. Upon the recommendation of the Admissions Committee of which Prof Boddy is a member, it was recommended that we lower the admission requirements to 65%.

This proposal was then discussed and approved at the departmental level at the St. George Board meeting on December 6, 2019.

Thus, the proposed changes have nothing to do with resource limitation issue and/or a student academic success issue. Rather, we feel that these changes will allow us to gain higher enrollments in our degree programs. Moreover, the proposed changes relieve some student confusion as we would have greater homogeneity between our enrollment requirements in terms of required marks in 1st and 2nd year courses.

Reducing the number of FCEs from 7.5 to 6.5: It has been challenging staffing the number of courses that must be offered every year to maintain this program due to the relatively low number of faculty in this sub-field. Reducing the
number of courses that students need to complete this program will alleviate this issue. This change will also mean that
this program is more in line with our other Major programs which require students to complete 6.5 or 7 courses.

**Impact:**
Reducing the number of FCEs from 7.5 to 6.5: Students will need to complete less courses and this will allow them to
complete the program in a more timely manner. Lowering the admission requirements: We hope to attract additional
students which would result in a modest increase to the number of students enrolled in this program. A consequence of
the program numbers increasing would be an increase in course enrolments.

**Consultation:**
These changes were approved by the Undergraduate Curriculum Committee which includes student representatives
who were supportive of these changes. The changes to the admission requirements were approved at the departmental
level at the St. George Board meeting on December 6, 2019.

**Resource Implications:**
There will be no strain on departmental resources when we lower the admission requirements. The increases in course
enrolment may result in some additional TA positions.

**Anthropology Major (General)**

**Enrolment Requirements:**

This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the
required course(s) will be eligible to enrol.

Courses for admission: ANT100Y1 with a final mark of at least 67% or ANT200Y1 or ANT203Y1 or ANT204H1 or ANT207H1 with a final mark of at least 65% 70%.

**Completion Requirements:**

Major program:
(6.5 full courses or their equivalent)

First and/or Second Year
1. ANT100Y1
2. ANT207H1
3. 1.0 FCE from ANT200Y1, ANT203Y1
4. 0.5 from ANT204H1, ANT208H1, ANT253H1

Upper years
5. 2.5 FCE at the 300+-level from either Group A or Group B or Group C, including at least 0.5 FCE at the 400-level.
6. 400-level 6. 1.0 additional FCE from a Group other than that used to meet requirement #5

**Description of Proposed Changes:**
We are lowering the grade requirements for entry into this program.

**Rationale:**
The proposed changes to enrollment barriers to our programs were determined via our Undergraduate Curriculum and Executive Committees as well as the Chair of our Department. The current enrollment barriers (i.e. minimum grades in certain 1st and 2nd year courses) were put in place years ago when we were experiencing very high enrollments in our programs, due in part to the 2003-04 double-cohort in Ontario. As you no doubt are aware, we have been experiencing declining enrollments in almost all of our programs.

Originally, we proposed to lower the admission requirements to 67%. Upon the recommendation of the Admissions Committee of which Prof Boddy is a member, it was recommended that we lower the admission requirements to 65%. This proposal was then discussed and approved at the departmental level at the St. George Board meeting on December 6, 2019.

Thus, the proposed changes have nothing to do with resource limitation issue and/or a student academic success issue. Rather, we feel that these changes will allow us to gain higher enrollments in our degree programs. Moreover, the proposed changes relieve some student confusion as we would have greater homogeneity between our enrollment requirements in terms of required marks in 1st and 2nd year courses.

Impact:
We hope to attract additional students which would result in a modest increase to the number of students enrolled in this program. A consequence of the program numbers increasing would be an increase in course enrolments.

Consultation:
The changes to the admission requirements were approved at the departmental level at the St. George Board meeting on December 6, 2019.

Resource Implications:
There will be no strain on departmental resources when we lower the admission requirements. The increases in course enrolment may result in some additional TA positions.

Anthropology Major (Society, Culture, and Language)

Enrolment Requirements:
This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

Courses for admission: ANT100Y1 with a final mark of at least 67% or ANT207H1 with a final mark of at least 65% .

Description of Proposed Changes:
We are lowering the grade requirements for entry into this program.

Rationale:
The proposed changes to enrollment barriers to our programs were determined via our Undergraduate Curriculum and Executive Committees as well as the Chair of our Department. The current enrollment barriers (i.e. minimum grades in certain 1st and 2nd year courses) were put in place years ago when we were experiencing very high enrollments in our programs, due in part to the 2003-04 double-cohort in Ontario. As you no doubt are aware, we have been experiencing declining enrollments in almost all of our programs.

Originally, we proposed to lower the admission requirements to 67%. Upon the recommendation of the Admissions Committee of which Prof Boddy is a member, it was recommended that we lower the admission requirements to 65%. This proposal was then discussed and approved at the departmental level at the St. George Board meeting on December 6, 2019.

Thus, the proposed changes have nothing to do with resource limitation issue and/or a student academic success issue. Rather, we feel that these changes will allow us to gain higher enrollments in our degree programs. Moreover, the proposed changes relieve some student confusion as we would have greater homogeneity between our enrollment requirements in terms of required marks in 1st and 2nd year courses.
Anthropology (FAS), Department of

Impact:
We hope to attract additional students which would result in a modest increase to the number of students enrolled in this program. A consequence of the program numbers increasing would be an increase in course enrolments.

Consultation:
The changes to the admission requirements were approved at the departmental level at the St. George Board meeting on December 6, 2019.

Resource Implications:
There will be no strain on departmental resources when we lower the admission requirements. The increases in course enrolment may result in some additional TA positions.

Anthropology Minor (General)

Enrolment Requirements:
This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

Courses for admission: ANT100Y1 with a final mark of at least 67% or ANT200Y1 or ANT203Y1 or ANT204H1 or ANT207H1 with a final mark of at least 65% or 70%.

Description of Proposed Changes:
We are lowering the grade requirements for entry into this program.

Rationale:
The proposed changes to enrollment barriers to our programs were determined via our Undergraduate Curriculum and Executive Committees as well as the Chair of our Department. The current enrollment barriers (i.e. minimum grades in certain 1st and 2nd year courses) were put in place years ago when we were experiencing very high enrollments in our programs, due in part to the 2003-04 double-cohort in Ontario. As you no doubt are aware, we have been experiencing declining enrollments in almost all of our programs.

Originally, we proposed to lower the admission requirements to 67%. Upon the recommendation of the Admissions Committee of which Prof Boddy is a member, it was recommended that we lower the admission requirements to 65%. This proposal was then discussed and approved at the departmental level at the St. George Board meeting on December 6, 2019.

Thus, the proposed changes have nothing to do with resource limitation issue and/or a student academic success issue. Rather, we feel that these changes will allow us to gain higher enrollments in our degree programs. Moreover, the proposed changes relieve some student confusion as we would have greater homogeneity between our enrollment requirements in terms of required marks in 1st and 2nd year courses.

Impact:
We hope to attract additional students which would result in a modest increase to the number of students enrolled in this program. A consequence of the program numbers increasing would be an increase in course enrolments.

Consultation:
The changes to the admission requirements were approved at the departmental level at the St. George Board meeting on December 6, 2019.

Resource Implications:
There will be no strain on departmental resources when we lower the admission requirements. The increases in course enrolment may result in some additional TA positions.

Archaeology Major

Enrolment Requirements:
This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

Courses for admission: ANT100Y1 with a final mark of at least 67% or ANT200Y1 with a final mark of at least 65% 70%.

Description of Proposed Changes:
We are lowering the grade requirements for entry into this program.

Rationale:
The proposed changes to enrollment barriers to our programs were determined via our Undergraduate Curriculum and Executive Committees as well as the Chair of our Department. The current enrollment barriers (i.e. minimum grades in certain 1st and 2nd year courses) were put in place years ago when we were experiencing very high enrollments in our programs, due in part to the 2003-04 double-cohort in Ontario. As you no doubt are aware, we have been experiencing declining enrollments in almost all of our programs.

Originally, we proposed to lower the admission requirements to 67%. Upon the recommendation of the Admissions Committee of which Prof Boddy is a member, it was recommended that we lower the admission requirements to 65%. This proposal was then discussed and approved at the departmental level at the St. George Board meeting on December 6, 2019.

Thus, the proposed changes have nothing to do with resource limitation issue and/or a student academic success issue. Rather, we feel that these changes will allow us to gain higher enrollments in our degree programs. Moreover, the proposed changes relieve some student confusion as we would have greater homogeneity between our enrollment requirements in terms of required marks in 1st and 2nd year courses.

Impact:
We hope to attract additional students which would result in a modest increase to the number of students enrolled in this program. A consequence of the program numbers increasing would be an increase in course enrolments.

Consultation:
The changes to the admission requirements were approved at the departmental level at the St. George Board meeting on December 6, 2019.

Resource Implications:
There will be no strain on departmental resources when we lower the admission requirements. The increases in course enrolment may result in some additional TA positions.

Archaeology Minor

Enrolment Requirements:

This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol. Courses for admission: ANT200Y1 with a final mark of at least 65% 70%.

Description of Proposed Changes:
We are changing the minimum grade required for entry into this program from 70% to 65% in ANT200Y.

Rationale:
The proposed changes to enrollment barriers to our programs were determined via our Undergraduate Curriculum and Executive Committees as well as the Chair of our Department. The current enrollment barriers (i.e. minimum grades in certain 1st and 2nd year courses) were put in place years ago when we were experiencing very high enrollments in our programs, due in part to the 2003-04 double-cohort in Ontario. As you no doubt are aware, we have been experiencing declining enrollments in almost all of our programs.
Originally, we proposed to lower the admission requirements to 67%. Upon the recommendation of the Admissions Committee of which Prof Boddy is a member, it was recommended that we lower the admission requirements to 65%. This proposal was then discussed and approved at the departmental level at the St. George Board meeting on December 6, 2019.

Thus, the proposed changes have nothing to do with resource limitation issue and/or a student academic success issue. Rather, we feel that these changes will allow us to gain higher enrollments in our degree programs. Moreover, the proposed changes relieve some student confusion as we would have greater homogeneity between our enrollment requirements in terms of required marks in 1st and 2nd year courses.

**Impact:**

We hope to attract additional students which would result in a modest increase to the number of students enrolled in this program. A consequence of the program numbers increasing would be an increase in course enrolments.

**Consultation:**

The changes to the admission requirements were approved at the departmental level at the St. George Board meeting on December 6, 2019.

**Resource Implications:**

There will be no strain on departmental resources when we lower the admission requirements. The increases in course enrolment may result in some additional TA positions.

### 3 New Focuses:

#### Focus in Medical Anthropology (Major: General)

**Parent Program:**

**Description:**

This focus enables students in the Anthropology Major (General) ASMAJ1775 to identify courses pertaining to Medical Anthropology across the discipline’s social science and science fields and receive formal acknowledgement for completing a suite of health-related anthropology courses.

**Admission Requirements:**

**Enrolment Requirements:**

Enrolment in the Anthropology Major (General) is required.

**Completion Requirements:**

2.5 FCEs (total)

1. 0.5 from ANT205H1 or ANT208H1

2. 2.0 FCE from: ANT345H1, ANT348H1, ANT358H1, ANT371H1, ANT435H1, ANT458H1, ANT460H1, ANT474H1, ANT476H1.

Health related Special Topics courses may be chosen when offered at the third or fourth year levels.

**Proposal Description:**
This focus will guide students in the General Major Program and interested in issues surrounding human health to identify courses relevant to Medical Anthropology from sociocultural and evolutionary perspectives.

Rationale:
This initiative responds to student interest voiced during consultations for our 2019-2020 self study and our last UTQAP review (2012). We now have the critical mass of faculty to ensure that courses can be offered to fulfill the focus over the course of a student’s major degree in General Anthropology.

Impact:
Students will now have the option of pursuing more in-depth studies in the area of medical anthropology particularly since we have introduced a new course, ANT205H (Medical Anthropology: Sociocultural Perspectives on Illness, Medicine, and Care) and we anticipate an increase in enrolment in all medical anthropology courses. There is no impact on other academic units.

Consultation:
Anthropology Department, as well as undergraduate students. The date of our last meeting (Interim Director of HST, Anthropology Chair, and medical anthropology faculty) was November 28, 2019.

Resource Implications:
The focus can be fulfilled with existing faculty resources.

Focus in Medical Anthropology (Major: Society, Culture and Language)

Parent Program:

Description:
This focus enables students in the Anthropology Major (Society, Culture and Language) ASMAJ2112 to identify courses pertaining to Medical Anthropology from a sociocultural perspective and receive formal acknowledgement for completing a suite of health-related anthropology courses.

Admission Requirements:

Enrolment Requirements:
Enrolment in the Anthropology Major (Society, Culture, and Language) is required.

Completion Requirements:
2.5 FCEs (total)
1. ANT205H1
2. 2.0 FCE from: ANT208H1, ANT345H1, ANT348H1, ANT358H1, ANT371H1, ANT435H1, ANT458H1, ANT460H1, ANT474H1, ANT476H1
Health related Special Topics courses may be chosen when offered at the third or fourth year levels.

Proposal Description:
This focus will guide students in the Anthropology Major in Society, Culture and Language Program and interested in issues surrounding human health to identify courses relevant to Medical Anthropology from a sociocultural perspective.

Rationale:
This initiative responds to student interest voiced during consultations for our 2019-2020 self study and our last UTQAP review (2012). We now have the critical mass of faculty to ensure that courses can be offered to fulfill the focus over the course of a student’s ASSPE2112 Specialist degree.

**Impact:**
Students will now have the option of pursuing more in-depth studies in the area of medical anthropology particularly since we have introduced a new course, ANT205H (Medical Anthropology: Sociocultural Perspectives on Illness, Medicine, and Care) and we anticipate an increase in enrolment in all medical anthropology courses. There is no impact on other academic units.

**Consultation:**
Discussions have been ongoing since summer 2019 with HST and medical anthropologists in the St George Anthropology Department, as well as undergraduate students. The date of our last meeting (Interim Director of HST, Anthropology Chair, and medical anthropology faculty) was November 28, 2019.

**Resource Implications:**
The focus can be fulfilled with current faculty resources.

---

**Focus in Medical Anthropology (Specialist: Society, Culture and Language)**

**Parent Program:**

**Description:**
This focus enables students in the Anthropology Specialist (Society, Culture, and Language) ASSPE2112, to identify courses pertaining to Medical Anthropology (Health) and receive formal acknowledgement for completing a suite of health-related anthropology courses.

**Admission Requirements:**

**Enrolment Requirements:**

Enrolment in the Anthropology Specialist (Society, Culture, and Language) is required.

**Completion Requirements:**

3.5 FCEs (total)

1. ANT205H1

2. 3.0 FCEs from: ANT208H1, ANT345H1, ANT348H1, ANT358H1, ANT371H1, ANT435H1, ANT458H1, ANT460H1, ANT474H1, ANT476H1

Health related Special Topics courses may be chosen when offered at the third or fourth year levels.

**Proposal Description:**
This focus will guide students in the Society, Culture, and Language Specialist Program and interested in issues surrounding human health to identify courses relevant to Medical Anthropology from a sociocultural perspective.

**Rationale:**
This initiative responds to student interest voiced during consultations for our 2019-2020 self study and our last UTQAP review (2012). We now have the critical mass of faculty to ensure that courses can be offered to fulfill the focus over the course of a student’s ASSPE2112 Specialist degree.
**Impact:**
Students will now have the option of pursuing more in-depth studies in the area of medical anthropology particularly since we have introduced a new course, ANT205H (Medical Anthropology: Sociocultural Perspectives on Illness, Medicine, and Care) and we anticipate an increase in enrolment in all medical anthropology courses. There is no impact on other academic units.

**Consultation:**
Discussions have been ongoing since summer 2019 with HST and medical anthropologists in the St George Anthropology Department, as well as undergraduate students. The date of our last meeting (Interim Director of HST, Anthropology Chair, and medical anthropology faculty) was November 28, 2019.

**Resource Implications:**
The focus can be fulfilled with current faculty resources.
Completion Requirements:

The following requirements apply to students admitted to the Criminology and Sociolegal Studies major in 2018:

Students must complete a total of 8.0 FCEs including a minimum of 2.0 CRI 300+level FCEs, of these 0.5 must be a 400-level CRI course. A course taken on a CR/NCR basis may not be used to satisfy program requirements.

1. 2.0 FCEs from ECO/HIS/PHL/POL/PSY/SOC
2. All of CRI205H1, CRI210H1, CRI215H1, CRI225H1
3. At least 2.0 300+ level FCEs from Group A, at least 0.5 must be a 400-level lecture/seminar course
4. At least 0.5 from Group B
5. Additional courses (excluding those already counted) from Groups A and C for a total of 8.0 FCEs

Note: Students may use a maximum of 1.0 Independent Study FCE and 1.0 Research Participation FCE towards the Criminology & Sociolegal Studies program.

Group A: CRI300H1/ CRI335H1/ CRI340H1/ CRI343H1/ CRI364H1/ CRI365H1/ CRI370H1/ CRI380H1/ CRI383H1/ CRI385H1/ CRI386H1/ CRI390H1/ CRI391H1/ CRI392H1/ CRI393H1/ CRI394H1/ CRI395H1/ CRI396H1/ CRI415H1/ CRI420H1/ CRI422H1/ CRI425H1/ CRI427H1/ CRI428H1/ CRI429H1/ CRI431H1/ CRI435H1/ CRI445H1/ CRI480H1/ CRI487H1/ CRI490H1/ CRI491H1/ CRI498H1

Group B: PSY201H1/ PSY202H1/SOC200H1  SOC200H/SOC202H1/ CRI350H1

Group C: ANT444Y/HIS411H1/ PHL271H1/ PHL370H1/ PSY220H1/ PSY240H1/ PSY328H1/ SOC205H1/ SOC212H1/ SOC306Y/SOC313H1/ SOC315H1/ SOC413H1/ TRN412H1/CRI215H1/ CRI389Y0

Important Notes:

1. Group C Courses: These courses are offered by other academic units. Registration in these courses may be available only to students who have completed specified prerequisites and/or are enrolled in a program sponsored by the academic unit offering the course. Check the Faculty of Arts and Science's timetable for details.
2. Students who have completed criminology/sociolegal type courses in the Faculty of Arts and Science (not included in Group C) may email the Program Coordinator to find out if these courses can be used towards the Group C requirements.

Description of Proposed Changes:

Proposal: To make CRI215H1: Introduction to Sociolegal Studies a mandatory course in our Major and Specialist programs, taught in the Winter Term, enabling students to complete it in their Second Year (first year of Criminology and Sociolegal Studies), which can eventually become a co-requisite for 300 level courses and a pre-requisite for 400 level courses.

There are currently three mandatory introductory courses of this kind in the Major program: CRI205H1: Introduction to Criminology (Fall Term); CRI210H1: Criminal Justice (Winter Term); and CRI225H1: Criminal Law (Fall Term).

Making CRI215H1 mandatory for all our students will provide students with the required sociolegal grounding for
their upper year courses, currently recognized by our Faculty as an area of weakness in the program. This affects many of our upper year courses, but especially CRI364H1: Indigenous People and Criminal Law; CRI392H1: Topics: History of Criminal Justice in the Common Law World (we are currently applying to make this permanent as CRI345H1: History of Criminal Law); CRI393H1: Topics: Human Rights and Security; CRI420H1: Current Issues in Criminal Law; CRI487H1: Law, Space and the City. Second year students currently choosing their 200 and 300 level courses are not in a position to grasp the significance of the material presented in CRI215 for their other courses.

**Rationale:**

Criminology and Sociolegal Studies are complementary disciplines reflected in a wide range of the courses we offer. The proportion of our research and teaching content that is sociolegal increased many years ago, mirroring wider developments in the field and reflected in the change of name of the Centre from Centre of Criminology to Centre for Criminology and Sociolegal Studies (CrimSL) in 2011.

CRI205H1 and CRI210H1 were previously a one year introductory course in criminology, now divided into two one term 0.5 credit courses, in line with the Faculty’s preference for 0.5 credit courses. (CRI225H1 has also been regarded as a basic requirement.) Making CRI215H1 mandatory will balance the introductory instruction provided to all our students.

**Impact:**

The main pedagogical impact on our students will be their early development of basic sociolegal literacy, which will enhance their grasp of the sociolegal material presented in the wide range of CrimSL courses they undertake.

Making the course mandatory will approximately double the enrolment on the course, increasing it by about 100 students (Cap currently 120; estimated future enrolment 220). This will have some impact on the number of students participating in the range of elective courses we offer, which will be dispersed across the program.

Each year we have a small number of students entering the Major program in their Third Year. This change will make their navigation of the Major over two years somewhat less flexible.

In theory, this might have a marginal impact on the number of our students taking courses in other programs which we count towards the Criminology and Sociolegal Studies Specialist and Major, but it is unlikely this will be discernible for any one course or program.

**Consultation:**

At this point, we have had considerable discussion of this proposal within the Faculty over a number of Faculty meetings, including discussion of the practical as well as pedagogical implications. There is consensus that this is the right development.

By the time of the Curriculum Committee meeting on January 27 we will have undertaken consultations with other departments in which our students take elective courses, especially Sociology, and with the Criminology Students Association (CRIMSA).

**Resource Implications:**

Increasing the number of students enrolled in CRI215 will require additional TA support for the course. Overall, this should be matched by reduced need in other CrimSL courses. We currently work carefully to ensure our TA appointments accurately reflect the enrolment in each course, so this change should be manageable within our existing TA budget.

We currently implement an intensive WIT program in CRI205 and CRI210, involving TA training as well as enhanced writing feedback for the students. This program has been running successfully for a number of years, which has created room in our WIT funded work to extend the program to an additional course. We intend to develop and deploy a similar intensive WIT program for CRI215H1 when it becomes mandatory, having run a pilot of this program in the coming year. This is especially important because part of what distinguishes sociolegal from criminological studies are their different research and writing approaches. Having the WIT component for CRI215H1 will significantly enhance the pedagogical impact of making the course mandatory. Because the other WIT intensive courses are running successfully, they make limited demands on the LWTA’s time, so that there will be available time to develop and implement the program in CRI215H1. We will make a request for the additional TA hours in our WIT funding application.
Criminology and Sociolegal Studies (FAS), Centre for

Criminology and Sociolegal Studies - Specialist

Completion Requirements:

The following requirements apply to students admitted to the Criminology and Sociolegal Studies specialist in 2018: Each course requirement is individual and cannot be used more than once. A course taken on a CR/NCR basis may not be used to satisfy program requirements.

Total FCEs: 11.0 of which 7.0 FCEs must be CRI courses (including 3.0 FCEs 300+ level courses from Group A and 1.0 FCE 400-level from Group B).

1. 2.0 FCEs from ECO/HIS/POL/PSY/SOC
2. (any combination/level)
   2. All of: CRI205H1, CRI210H1, CRI215H1, CRI225H1, CRI335H1, CRI340H1, CRI343H1, CRI350H1
3. 3. At least 2.5 FCEs from Group A
4. 4. At least 1.0 FCE from Group B
5. 5. Additional FCEs (excluding those already counted) from Groups A, B or C for a total of 11.0 FCEs

Note: Students may use a maximum of 1.0 Independent Study FCE and 1.0 Research Participation FCE towards the their Criminology & Sociolegal Studies program.

Group A: CRI300H1/ CRI364H1/ CRI365H1/ CRI370H1/ CRI380H1/ CRI383H1/ CRI385H1/ CRI390H1/ CRI391H1/ CRI392H1/ CRI393H1/ CRI394H1/ CRI395H1/ CRI396H1/ CRI450H1

Group B: CRI415H1/CRI420H1/CRI422H1/CRI425H1/CRI427H1/CRI428H1/CRI429H1/CRI431H1/CRI435H1/CRI445H1/CRI480H1/CRI487H1/CRI490H1/CRI491H1/CRI498H1

Group C: ANT444Y/HIS411H1/ PHL271H1/ PHL370H1/ POL242Y/PSY201H1/PSY202H1/PSY220H1/PSY240H1/ PSY328H1/ SOC205H1/ SOC212H1/ SOC306Y/SOC313H1/ SOC315H1/ SOC413H1/ TRN412H1/ CRI215H1/ CRI389Y0

Note about non CRI courses:

1. Group C courses are offered by other departments. Registration in these courses may be available only to students who have completed specified prerequisites and/or are enrolled in a program sponsored by the department offering the course. Course enrolment conditions are listed in the Arts and Science timetable. Course descriptions, prerequisites, corequisites and exclusions are listed in the Calendar.

2. Students who have completed criminology/sociolegal type courses in the Faculty of Arts and Science that are not included in Group C may email the Program Coordinator to find out if the courses can be used towards the Group C program requirements.

Description of Proposed Changes:

Proposal: To make CRI215H1: Introduction to Sociolegal Studies a mandatory course in our Major and Specialist programs, taught in the Winter Term, enabling students to complete it in their Second Year (first year of Criminology and Sociolegal Studies), which can eventually become a co-requisite for 300 level courses and a pre-requisite for 400 level courses.

There are currently three mandatory introductory courses of this kind in the Major program: CRI205H1: Introduction
Making CRI215H1 mandatory for all our students will provide students with the required sociolegal grounding for their upper year courses, currently recognized by our Faculty as an area of weakness in the program. This affects many of our upper year courses, but especially CRI364H1: Indigenous People and Criminal Law; CRI392H1: Topics: History of Criminal Justice in the Common Law World (we are currently applying to make this permanent as CRI345H1: History of Criminal Law); CRI393H1: Topics: Human Rights and Security; CRI420H1: Current Issues in Criminal Law; CRI487H1: Law, Space and the City. Second year students currently choosing their 200 and 300 level courses are not in a position to grasp the significance of the material presented in CRI215 for their other courses.

Rationale:
Criminology and Sociolegal Studies are complementary disciplines reflected in a wide range of the courses we offer. The proportion of our research and teaching content that is sociolegal increased many years ago, mirroring wider developments in the field and reflected in the change of name of the Centre from Centre of Criminology to Centre for Criminology and Sociolegal Studies (CrimSL) in 2011.

CRI205H1 and CRI210H1 were previously a one year introductory course in criminology, now divided into two one term 0.5 credit courses, in line with the Faculty’s preference for 0.5 credit courses. (CRI225H1 has also been regarded as a basic requirement.) Making CRI215H1 mandatory will balance the introductory instruction provided to all our students.

Impact:
The main pedagogical impact on our students will be their early development of basic sociolegal literacy, which will enhance their grasp of the sociolegal material presented in the wide range of CrimSL courses they undertake.

Making the course mandatory will approximately double the enrolment on the course, increasing it by about 100 students (Cap currently 120; estimated future enrolment 220). This will have some impact on the number of students participating in the range of elective courses we offer, which will be dispersed across the program.

Each year we have a small number of students entering the Major program in their Third Year. This change will make their navigation of the Major over two years somewhat less flexible.

In theory, this might have a marginal impact on the number of our students taking courses in other programs which we count towards the Criminology and Sociolegal Studies Specialist and Major, but it is unlikely this will be discernible for any one course or program.

Consultation:
At this point, we have had considerable discussion of this proposal within the Faculty over a number of Faculty meetings, including discussion of the practical as well as pedagogical implications. There is consensus that this is the right development.

By the time of the Curriculum Committee meeting on January 27 we will have undertaken consultations with other departments in which our students take elective courses, especially Sociology, and with the Criminology Students Association (CRIMSA).

Resource Implications:
Increasing the number of students enrolled in CRI215 will require additional TA support for the course. Overall, this should be matched by reduced need in other CrimSL courses. We currently work carefully to ensure our TA appointments accurately reflect the enrolment in each course, so this change should be manageable within our existing TA budget.

We currently implement an intensive WIT program in CRI205 and CRI210, involving TA training as well as enhanced writing feedback for the students. This program has been running successfully for a number of years, which has created room in our WIT funded work to extend the program to an additional course. We intend to develop and deploy a similar intensive WIT program for CRI215H1 when it becomes mandatory, having run a pilot of this program in the coming year. This is especially important because part of what distinguishes sociolegal from criminological studies are their different research and writing approaches. Having the WIT component for CRI215H1 will significantly enhance the pedagogical impact of making the course mandatory. Because the other WIT intensive courses are running successfully, they make limited demands on the LWTA’s time, so that there will be available time to develop and
implement the program in CRI215H1. We will make a request for the additional TA hours in our WIT funding application.

2 New Courses:

CRI322H1: Inequality and Criminal Justice

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

Contact Hours:
Lecture: 36

Description:
This course examines the intersections between social inequality and the criminal justice system in Canada and internationally. The course explores how factors such as race, ethnicity, gender, sexual orientation and religion influence perceptions of and experiences with crime and criminal justice.

Prerequisites:
1 FCE from: CRI205H1, CRI210H1, SOC212H1.

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
Research: none; Other: none

Rationale:
This course has been successfully taught as a Topics course (CRI391: Inequality and Criminal Justice) for 2 years to Criminology and Sociolegal Studiers students. It provides students with a students with a comprehensive understanding of the intersections between social inequalities, crime and criminal justice which complements material provided in their introductory Criminology and Sociolegal Studies courses.

Consultation:
Undergraduate CRIM committee and Professor A. Owusu-Bempah.

Resources:
TA
Budget Implications: The academic unit will provide the resources required for this course from existing budget.
Criminology and Sociolegal Studies (FAS), Centre for

Overlap with Existing Courses:
UTM's SOC322H5 which is listed as an exclusion, above.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
60-100

Instructor:
A. Owusu-Bempah, Sociology

CRI345H1: History of Criminal Justice

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

Contact Hours:
Lecture: 36

Description:
The course offers a historical perspective on the development of the legal doctrines, professions and institutions that define criminal justice in Canada and the broader common law world today. Topics include the shift from medieval trial by ordeal and torture to the modern reliance on expert witnesses and forensic science; the emergence of the adversarial trial; the growth of the legal profession; the birth of policing; the rise of the penitentiary; and the changing fortunes of the death penalty. The course focuses primarily on the period from the eighteenth century to the present. Students will be introduced to historical debates and ways of thinking and writing about law and crime. We will explore how culture, politics, economics and social life are essential to how we understand the foundational elements of criminal justice, including concepts of truth, guilt, legitimacy, fairness and violence.

Prerequisites:
1 FCE from: CRI215H1, CRI210H1, SOC212H1, SOC313H1, HIS268H1, any HIS 300+ level course. Any course combination from this list is acceptable.

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
Research: none; Other: none

Rationale: 16
This course has been successfully taught as a Topics course (CRI392: History of Criminal Justice in the Common Law World) for 2 years to Criminology and Sociolegal Studies students. It provides students with a breadth of detailed historical and sociolegal content which complements material provided in their introductory Criminology and Sociolegal Studies courses. The historical and sociolegal content make it a suitable offering to History and Sociology, as well as Criminology and Sociolegal Studies students.

**Consultation:**
Undergraduate Committee, Centre for Criminology & Sociolegal Studies

**Resources:**

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

**Overlap with Existing Courses:**
We have contacted the HIS dept.

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

**Estimated Enrolment:**
100-120

**Instructor:**
Professor Catherine Evans, Centre for Criminology and Sociolegal Studies
12 New Courses:

**DTS305H1: Special Topics in Diaspora and Transnational Studies**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
<th>Lecture: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>An upper level course. Topics of study vary from year to year.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>DTS200Y1 or permission of course instructor</td>
</tr>
<tr>
<td><strong>Corequisites:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Preparation:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Breadth Requirements:</strong></td>
<td>Society and its Institutions (3)</td>
</tr>
<tr>
<td><strong>Distribution Requirements:</strong></td>
<td>Humanities, Social Science</td>
</tr>
<tr>
<td><strong>Competencies:</strong></td>
<td>Communication: none; Critical and Creative Thinking: extensively; Information Literacy: none</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: notably</td>
</tr>
<tr>
<td><strong>Experiential Learning:</strong></td>
<td>Research: none; Other: none</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>This course serves to fill a gap in the current curriculum as one of our 300-level courses as well as to showcase emerging academic topics.</td>
</tr>
<tr>
<td><strong>Consultation:</strong></td>
<td>DTS students and faculty members have been consulted.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td>No.</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td>40</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Edward Sammons</td>
</tr>
</tbody>
</table>
DTS311H1: Fun in Diaspora

Contact Hours:
   Lecture: 24

Description:

From parkour to “Baby Shark” remixes, concepts and practices surrounding fun, entertainment, and pleasure transcend cultural boundaries, reveal the reach of globalization, and help facilitate the maintenance of transnational communities through shared activities. This course will examine these relationships with fun, and we will also assess cases where concepts of fun diverge and clash in intercultural contexts. Additionally, the class will consider the relationship between entertainment practices and politics, marketing, and social movements. Cases examined will include K-pop fandom, bucket challenges, social media memes, and global YouTube phenomena.

Prerequisites:
   DTS200Y1 or permission of course instructor

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
   Creative and Cultural Representations (1)

Distribution Requirements:
   Humanities, Social Science

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

Experiential Learning:
   Research: none; Other: none

Rationale:
   We have hired a new faculty member who has done research and taught courses in this area.
Diaspora & Transnational Studies (FAS), Centre for

| Consultation: | DTS students and faculty members have been consulted, as well as Anthropology, Sociology, Cinema Studies, History, Political Science, East Asian Studies, and Urban Studies. |
| Resources: | **Budget Implications:** The academic unit will provide the resources required for this course from existing budget. |
| Overlap with Existing Courses: | There is slight overlap with EAS488H1 Fandom, Transmedia, and the Korean Wave (East Asian Studies), however, the proposed course takes a different disciplinary approach to the topic. Consultations with Sociology, Cinema Studies, Political Science, East Asian Studies, and Urban Studies confirmed that the overlap was either non-existent or insignificant. |
| Programs of Study for Which This Course Might be Suitable: | Anthropology  
Sociology  
Cinema Studies  
History  
Political Science  
East Asian Studies |
| Estimated Enrolment: | 75 |
| Instructor: | Andrea Allen |

**DTS312H1: Exile**

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

**Description:**  
Historically used to describe both voluntary departure and enforced banishment from a city, today, "Exile" is perhaps most famously associated with both the Jewish and the Palestinian condition. But exile is also a state of being, one that is creative, critical, and full of meaning-making. This class posits “Exile” as a conceptual framework through which to think through the 21st-century condition of migration and diaspora. Through foundational texts and historic case studies, particularly drawn from East Africa, South Asia, and the Middle East, we will consider how exile has been deployed in order to bring together diverse situations under a unifying theory of both individual and collective experience.

**Prerequisites:**  
DTS200Y1 or permission of course instructor

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**  
Humanities, Social Science
### Competencies:

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

### Experiential Learning:

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

### Rationale:

Professor Sumayya Kassamali is our new faculty member who has done research and taught courses in this area.

### Consultation:

DTS students and faculty members have been consulted, as well as Religion and Jewish Studies.

### Resources:

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

### Overlap with Existing Courses:

There is some overlap with RLG341H1 Dreaming of Zion: Exile and Return in Jewish Thought (Religion), however, the proposed course takes a different disciplinary approach to the topic. Consultations with Religion and Jewish Studies confirmed that the overlap was either non-existent or insignificant.

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

- Religion  
- Jewish Studies

### Estimated Enrolment:

- 20

### Instructor:

- Sumayya Kassamali

## DTS313H1: Slavery and its Afterlives

### Contact Hours:

- **Seminar**: 24

### Description:

The mass enslavement of people of African descent in the Americas was essential to the rise of European imperialism and industrialization. Capitalism was racialized from its very beginnings. The abolition of slavery in the Americas did not abolish ideas of race and racial hierarchy that had been invented to justify chattel slavery. This course explores the rise and fall of slavery and its legacies in the present, emphasizing the experiences of enslaved people and the diasporic cultures they built and preserved in the face of surveillance, violence and exploitation.

### Prerequisites:

- DTS200Y1 or permission of course instructor

### Corequisites:

### Exclusions:

### Recommended Preparation:

### Breadth Requirements:

- Society and its Institutions (3)
### Distribution Requirements:
- Humanities, Social Science

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

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

### Rationale:
Professor Padraic Scanlan is our new faculty member who has done research and taught on this topic.

### Consultation:
DTS students and faculty members have been consulted, as well as History, African Studies, and Caribbean Studies.

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

### Overlap with Existing Courses:
There is some overlap with HIS106Y1 The African Diaspora in the Americas, 1492-1804 (History), HIS222H1 African American History from 1865 to the Present (History), and NEW428H1 Caribbean Migrations and Diasporas (New College), however, the proposed course takes a different disciplinary approach to the topic. Consultations with African Studies, and Caribbean Studies confirmed that the overlap was either non-existent or insignificant.

### Programs of Study for Which This Course Might be Suitable:
- History
- New College (African Studies; Caribbean Studies)

### Estimated Enrolment:
20

### Instructor:
Padraic Scanlan

---

### DTS314H1: Citizenship and Multiculturalism

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

#### Description:
This course examines approaches to belonging and distinction that accompany different models of citizenship. What are some historical and recent trends in the intersections of place, custom, and rights? How have governments related social diversity to social justice in theory and in practice? Areas of emphasis will vary, but may include topics such as authenticity and assimilation; ethno-nationalism; immigration and naturalization policy; indigeneity; insurgency; legacies of colonialism; mass media and popular culture; policing and surveillance; racial stratification; transnational markets; and xenophobia.

#### Prerequisites:
- DTS200Y1 or permission of course instructor

#### Corequisites:

#### Exclusions:

#### Recommended Preparation:
Breadth Requirements:
  Society and Its Institutions (3)

Distribution Requirements:
  Humanities, Social Science

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  There has been a steady increase in student demand in this subject matter and this course would fill the gap in the current curriculum.

Consultation:
  DTS students and faculty members have been consulted, as well as Anthropology, Sociology, Political Science, History confirmed that the overlap was either non-existent or insignificant.

Resources:
  Budget Implications: The academic unit will provide the resources required for this course from existing budget.
  
Overlap with Existing Courses:
  There is some overlap with SOC347H1 Immigration and Race Relations in Canada (Sociology), POL467H1 The Politics of Immigration and Multiculturalism in Canada (Political Science), however, the proposed course takes a different disciplinary approach to the topic. Consultations with Sociology, and Political Science confirmed that the overlap was either non-existent or insignificant.

Programs of Study for Which This Course Might be Suitable:
  Anthropology
  Sociology
  Political Science
  History

Estimated Enrolment:
  20

Instructor:
  Edward Sammons

DTS410H1: Diasporic Foodways

Contact Hours:
  Seminar: 24

Description:

Food links people across space and time. As it spirals outward from parochial sites of origin to articulate with new sites, actors and scales, it assumes new substance and meaning in new locales. This movement of food gives rise to new ‘foodways’ to help us to understand the past in terms of temporally connected sites of intense interaction. Food also plays a strong role in shaping translocal identities. As peoples have moved in the world, food has played a central role in (re)defining who they are, reproducing myth and ritual, and bounding diasporic communities. This course seeks to address questions surrounding the dynamics of the food ‘we’ eat, the ways in which ‘we’ eat, the meaning ‘we’ give to eating, and the effect of eating in a transnational world. Recognizing that culinary culture is central to diasporic
identifications, the focus is on the place of food in the enduring habits, rituals, and everyday practices that are collectively used to produce and sustain a shared sense of diasporic cultural identity.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>DTS200Y1 or equivalent and a minimum of 15 FCEs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corequisites:</td>
<td></td>
</tr>
<tr>
<td>Exclusions:</td>
<td></td>
</tr>
<tr>
<td>Recommended Preparation:</td>
<td></td>
</tr>
<tr>
<td>Breadth Requirements:</td>
<td>Society and its Institutions (3)</td>
</tr>
<tr>
<td>Distribution Requirements:</td>
<td>Humanities, Social Science</td>
</tr>
<tr>
<td>Competencies:</td>
<td>Communication: none; Critical and Creative Thinking: extensively; Information Literacy: none; Quantitative Reasoning: none; Social and Ethical Responsibility: extensively</td>
</tr>
<tr>
<td>Experiential Learning:</td>
<td>Research: none; Other: none</td>
</tr>
<tr>
<td>Rationale:</td>
<td>This course has been offered as DTS403H1 Advanced Topics in DTS course for a number of years and has been extremely successful with the students, hence, we decided to offer it as a permanent course.</td>
</tr>
<tr>
<td>Consultation:</td>
<td>DTS students and faculty members have been consulted.</td>
</tr>
<tr>
<td>Resources:</td>
<td>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td>Overlap with Existing Courses:</td>
<td>No overlap.</td>
</tr>
<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td>Enrolment priority will be needed for this course.</td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>20</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Ken MacDonald, Associate Professor, Tenured Stream</td>
</tr>
</tbody>
</table>

**DTS411H1: Transnational Justice**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
<th>Seminar: 24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description:</td>
<td></td>
</tr>
</tbody>
</table>
This course explores the intersection between local conceptions of justice and their transnational and institutional circulations. It interrogates competing meanings of justice and examines the varied practices of actors engaged in justice making domains. From international human rights, to transitional justice and truth and reconciliation, to international legal and traditional justice formulations, the course offers students an opportunity to learn about and critically reflect on the processes and purposes through which justice conceptions are structured, implemented and being contested in the contemporary period. Topics include: theories of transnationalism, transnational justice, social injustice, law and culture, universalism, racism and social inequality.

**Prerequisites:**
DTS200Y1 or equivalent and a minimum of 15 FCEs

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities, Social Science

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

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

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

**Consultation:**
DTS students and faculty members have been consulted, as well as Criminology and Sociolegal Studies.

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

**Overlap with Existing Courses:**
No overlap.

**Programs of Study for Which This Course Might be Suitable:**
Criminology and Sociolegal Studies

**Estimated Enrolment:**
20

**Instructor:**
Kamari Clarke
DTS412H1: The Diasporic Imagination

Contact Hours:

**Seminar:** 24

Description:

This course focuses on echoes of diasporic and transnational life in artistic work, and on the significance of aesthetic production to the formation of diasporic and transnational worlds. How have practices, producers, and works of art illuminated the particularities of diasporic life? How do conventions of genre, performance, and tradition shape experiences of borders and crossings? Areas of emphasis will vary but may spotlight particular historical and geographic contexts, and may foreground one or more form, including film, poetry, fiction, music, and dance.

Prerequisites:

DTS200Y1 or equivalent and a minimum of 15 FCEs

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Creative and Cultural Representations (1)

Distribution Requirements:

Humanities, Social Science

Competencies:

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

Experiential Learning:

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

Rationale:

Professor Seidman is our faculty member who has done research and taught courses in this area. This course would also fill a gap in the current curriculum.

Consultation:

DTS students and faculty members have been consulted, as well as Cinema Studies, Drama, Theatre, and Performance Studies, and Slavic Languages and Literatures.

Resources:

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

Overlap with Existing Courses:

Consultations with Cinema Studies, and Slavic Languages and Literatures confirmed that there was no overlap with their existing courses.

Programs of Study for Which This Course Might be Suitable:

- Cinema Studies
- Drama, Theatre, and Performance Studies
- Slavic Languages and Literatures

Estimated Enrolment:
### DTS413H1: Global Sexualities

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

**Description:**
Sexuality is a complex interplay of desires, attractions, interests, and modes of behavior and has diverse meanings in different societies and cultures. In this course, we will examine the notion of sexuality as well as gender identity and expression from an interdisciplinary perspective that is rooted in ethnography. A cross-cultural study of sexuality and gender identity within global and transnational contexts will provide students with an understanding of how the intersections of culture, community, as well as social and political factors affect individuals’ sexual choices and understandings of gender. A particular focus in this course will be experiences of sexuality and gender within diasporic communities.

**Prerequisites:**
- DTS200Y1 or equivalent and a minimum of 15 FCEs

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

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

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

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

**Rationale:**
Professor Allen is our new faculty member who has done research and taught courses on this topic.

**Consultation:**
DTS students and faculty members have been consulted, as well as Women and Gender Studies, and Sexual Diversity Studies.

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

**Overlap with Existing Courses:**
There is some overlap with SDS380H1F Sexual Diversity in Transnational Perspective (Sexual Diversity Studies), WGS482H1 Translating Sexuality: Queer Migration, Queer Diasporas (Women and Gender Studies Institute), and WGS480H1 Challenging Coloniality: Caribbean Sexualities in Transnational Perspective (Women and Gender Studies Institute).
Diaspora & Transnational Studies (FAS), Centre for Institute). Consultations with Sexual Diversity Studies confirmed a certain overlap and in order to signal the difference, as suggested by Professor Seitler, DTS has decided to propose a different course title. Professor Allen reiterated that the overlap might be at the beginning of the course because of some foundational texts in the discussions of transnational sexuality, however, overall, the syllabus and the assignments will be different.

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

**Estimated Enrolment:**
- 20

**Instructor:**
- Andrea Allen

---

**DTS414H1: Money on the Move**

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

**Description:**

In the eighteenth and nineteenth centuries, industry and finance matured together, pushing people into motion around the world. The instruments of long-distance trade, like insurance, credit and debt, connected cities and continents in new and sometimes unsettling ways. The free movement of goods and cash was mirrored by restrictions on migration to some parts of the world and by forced or coerced migration to others. This course explores the history of the rise of global capitalism at a human scale, exploring how financialization, industrialization and imperialism overlapped and intertwined, and how the remaking of the world in the image of capital weighed on human lives.

**Prerequisites:**
- DTS200Y1 or equivalent and a minimum of 15 FCEs

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

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

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

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

**Rationale:**

Professor Padraic Scanlan is our new faculty member who has done research and taught courses in this area.

**Consultation:**

DTS students and faculty members have been consulted, as well as History and CIRHR.
Diaspora & Transnational Studies (FAS), Centre for

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overlap with Existing Courses:</td>
<td>Consultations with CIRHR confirmed no overlap.</td>
</tr>
<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Industrial Relations and Human Resources</td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>20</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Padraic Scanlan</td>
</tr>
</tbody>
</table>

**DTS415H1: Diaspora at Home**

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

**Description:**
What is the relationship between diaspora and domesticity? What does it mean to inhabit the position of the stranger not in the public life of the city, but in the private sphere of the household? This course approaches questions of migration, labour, and foreignness through the prism of the home. We consider the international phenomenon of migrant domestic labour and how it shapes social and family relations, both in countries of origin such as the Philippines and Ethiopia, as well as in countries of employment such as Canada and Lebanon. But we also reflect on how migration radically transforms life inside the home, affecting what it means to be a parent, a child, or a partner. In doing so we draw upon diverse representations of “the family”, kinship, and intimacy across both the humanities and the social sciences.

**Prerequisites:**
- DTS200Y1 or equivalent and a minimum of 15 FCEs

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

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

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

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

**Rationale:**
Professor Sumayya Kassamali is our new faculty member who has done research and taught courses in this area.
Diaspora & Transnational Studies (FAS), Centre for

Consultation:
DTS students and faculty members have been consulted, as well as Sociology, Southeast Asian Studies, and NMC.

Resources:

Overlap with Existing Courses:
Consultations with Sociology, and NMC confirmed no overlap.

Programs of Study for Which This Course Might be Suitable:
Sociology
Southeast Asian Studies
Near & Middle Eastern Civilizations

Estimated Enrolment:
20

Instructor:
Sumayya Kassamali

DTS416H1: Wars, Diaspora and Music

Contact Hours:
Seminar: 24

Description:
The course explores how composers, performers, songwriters and audiences made sense of traumatic and violent events that they experienced, such as ethnic conflicts, wars, exile and displacement, through music. We will also look at how government ideologies employ music during wars. The case studies will include stories of Jewish, Palestinian, Afghan, Romani, Korean, Rwandan and other diasporas severely affected by wars and violence.

Prerequisites:
DTS200Y1 or equivalent and a minimum of 15 FCEs

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities, Social Science

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

Experiential Learning:
Research: none; Other: none

Rationale:
This course has been offered as DTS404H1 Advanced Topics in DTS course for a number of years and has been extremely successful with the students, hence, we decided to offer it as a permanent course.
### Consultation:
DTS students and faculty members have been consulted, as well as Jewish Studies, Slavic Languages and Literatures, Germanic Languages and Literatures, and History.

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

### Overlap with Existing Courses:
Consultations with Jewish Studies and Slavic Languages and Literatures confirmed no overlap with their current courses.

### Programs of Study for Which This Course Might be Suitable:
- Jewish Studies
- Slavic Languages and Literatures
- Germanic Languages and Literatures
- History

### Estimated Enrolment:
20

### Instructor:
Anna Shternshis
2 New Focuses:

Focus in Data Analytics (Major)

Parent Program:

Description:

The Focus in Data Analytics (major) ensures that students gain proficiency in applied empirical economics. It provides students with hands-on exposure to the tools empirical economists use to build and analyze datasets - programming languages such as Python, and software programs to manage, statistically analyze, and visualize data such as Excel, GIS, Stata and R. The focus will also direct students to empirical economics courses that apply these tools in a wide variety of contexts.

Admission Requirements:

Enrolment Requirements:

Enrolment in the Economics Major program (ASMAJ1478) is required.

Completion Requirements:

1. CSC108H1/CSC148H1
2. ECO225H1/GGR272H1
3. ECO372H1
4. 1.0 FCE 300+ ECO elective courses from: ECO310H1, ECO324H1, ECO334H1, ECO336H1, ECO337H1, ECO339H1, ECO340H1, ECO374H1, ECO375H1
5. At least 0.5 FCE 400-level ECO course from: ECO401H1, ECO403H1, ECO404H1, ECO418H1, ECO439H1, ECO446H1, ECO466H1, ECO475H1, ECO499H1

Students may request that other courses not listed (such as temporary special topics courses) count towards the focus.

Proposal Description:

Relative to the ECO MAJ, this focus adds two additional required courses (1.0 FCE) - an introductory computer science course (e.g. CSC108H1) and one other 'tools' course - either a new second-year Data Tools for Economists course (ECO225H1) or an introductory GIS course offered by the Geography Department (GGR272H1). The first and second year economics requirements otherwise remain the same as for the ECO MAJ. The number of economics credits required at the 3rd and 4th year level remain the same as for the ECO MAJ, the focus differs in that one of the 1.5 FCE's required at the 300-level is the applied econometrics course (ECO372H1) in which students gain hands on experience with econometrics. Students are directed to fulfill the remaining 3rd year required credits (1.0 FCE) and the 0.5 FCE 400-level credit from a subset of courses that meet the goals of the program - they either practice or study applied empirical economics.

Rationale:

As part of our UTQAP review in 2018, we asked students about six different program changes they would recommend and the two changes that garnered the most support from students in the ECO MAJ included requiring the applied econometrics course (ECO372H1) and adding focuses (e.g., data analysis, development...). Students could answer "great idea, neutral or bad idea" and over 70 percent of students surveyed thought both of these changes were "great
Economics (FAS), Department of

ideas." This new focus implements both of these changes.

The UTQAP reviewers encouraged the undergraduate program to integrate more hands-on experience for students, early in the program. Students taking this focus will acquire more research tools early in their degree. With training in computer science (CSC108H1) and better (early) data creation and visualization skills (ECO225H1 or GGR272H1), students will be better equipped to participate in hands-on empirical work - from creating new and innovative datasets to modelling and analyzing empirical findings.

Impact:
Students taking this focus will improve their research-readiness and attractiveness on the job market for junior economists, analysts and the like.

In Computer Science: It will likely increase demand for CSC108H1 (or CSC148H1). Currently CSC108H1 does not fill immediately (when enrolment is opened), so there is capacity in CSC108H1. CSC108H1 also offers an on-line section, which also potentially eases any capacity concerns. In addition, the impact is not expected to be very marked because currently, without requiring any computer science in the ECO MAJ, 60 percent of our students graduate with some computer science course (i.e., CSC108H1 or higher) [information from Terry Lago]. This proportion had already been rising.

In Geography: Listing GGR272H1 as an optional course students can take to fulfill a required program element will likely increase demand for this course, but in reality this will have little impact on GGR272H1 enrolment because the two sections of this course (one section offered in fall - in person, and one offered in the winter term, on-line) are full. I believe there was some capacity in this course in the fall when enrolment opened (it is offered both terms, one term is on-line), but the course likely filled to capacity (there are 31 available seats now with a capacity of 188) and there is a waiting list for the spring on-line version. If the Geography Department increases capacity in the future, they may draw more ECO MAJ students into their course. This may have positive spillovers, as students may continue with GGR courses - either pursuing a GGR GIS minor or exploring other GGR offerings. We will mount our own course (ECO225H1) to offer students another way to gain data analytic "tools." We expect most of our students to take our own course.

Consultation:
We surveyed students (recent graduates and senior undergraduates) as part of the UTQAP (2018); Economics Undergraduate Curriculum Committee and Sub-Committee (over summer and fall) - with representation from Rotman Commerce (Alex MacKay) and students; two department faculty meetings (spring, fall); Computer Science Associate Chair, Undergraduate (Michelle Craig) and Course Instructor for CSC108H1 (Jennifer Campbell); Geography Associate Chair, Undergraduate (Matt Farish) and Course Instructor for GGR272H1 (Don Boyes) and Course Instructor for GGR372H1 (Michael Widener); Dean's Office - Martha Harris, Poppy Lockwood (Vice-Dean, Strategy) and Pamela Klassen (Vice-Dean, Undergraduate).

Resource Implications:
No new staff required; no anticipated enrolment implications - we are not trying to grow our programs, but rather guide students who have expressed interest in acquiring empirical skills.

Focus in Data Analytics (Specialist)

Parent Program:

Description:

Students in the Economics Specialist program who undertake a Focus in Data Analytics will gain advanced ability in applied empirical economics. The Focus (for specialists) provides students with hands-on exposure to the tools empirical economists use to build and analyze datasets - programming languages such as Python, and software programs to manage, statistically analyze, and visualize data such as Excel, GIS, Stata and R. The Specialist Focus will also direct students to required and elective empirical economics courses that apply these tools in a wide variety of contexts.
Admission Requirements:

Enrolment Requirements:

Enrolment in the Economics Specialist program (ASSPE1478) is required.

Completion Requirements:

1. CSC108H1/CSC148H1
2. ECO225H1/GGR272H1
3. ECO372H1
4. ECO374H1
5. ECO475H1
6. 2.0 FCE 300+ ECO elective courses from: ECO310H1, ECO324H1, ECO334H1, ECO336H1, ECO337H1, ECO339H1, ECO340H1 (or the 400-level courses listed below (#7)
7. 0.5 FCE 400-level ECO course from: ECO401H1, ECO403H1, ECO404H1, ECO418H1, ECO439H1, ECO446H1, ECO464H1, ECO466H1, ECO499H1

Students may request that other courses not listed (such as temporary special topics courses) count towards the focus.

Proposal Description:

Relative to the ECO SPE (ASSPE1478), this focus adds two additional required courses (1.0 FCE) - an introductory computer science course (e.g. CSC108H1) and one other 'tools' course - either a new second-year Data Tools for Economists course (ECO225H1) or an introductory GIS course offered by the Geography Department (GGR272H1). The first and second year economics requirements otherwise remain the same as for the ASSPE1478 program. In terms of upper year differences, this focus adds two third-year required courses (1.0 FCE) in econometrics - an applied course (ECO372H1) and a time series and forecasting course (ECO374H1) to the existing econometrics requirement (ECO375H1). At the fourth-year level, students in the focus will be required to take the advanced econometrics course (ECO475H1), which will require them to produce an original applied econometrics paper (using data). Lastly, students are directed to take half of the 4.0 FCE 300+ courses as well as the other 0.5 FCE 400-level course from a suite of applied empirical courses. The number of economics credits required at the 3rd and 4th year level remain the same as for the ASSPE1478 program.

Rationale:

As part of our UTQAP review in 2018, we asked students about six different program changes they would recommend and the two changes that garnered the most support from students in (any of the) ECO SPE programs included requiring the applied econometrics course (ECO372H1) and adding focuses (e.g., data analysis, development..). Students could answer "great idea, neutral or bad idea" and over 90 percent of specialist students surveyed (15 specialist students returned the survey) thought requiring applied econometrics courses was a 'great idea' and two-thirds thought adding a focus was a great idea. Focuses are likely less relevant to the specialist because the ECO requirements are quite substantial already. This new focus implements both of these changes. The UTQAP reviewers encouraged the undergraduate program to integrate more hands-on experience for students, early in the program. Students taking this focus will acquire more research tools early in their degree. With training in computer science (CSC108H1) and better (early) data creation and visualization skills (ECO225H1 or GGR272H1), students will be better equipped to participate in hands-on empirical work - from creating new and innovative datasets to modelling and analyzing empirical findings.

Impact:

The Economics Specialist program is a very small program (cohort size of about 20 students). Hence we are not anticipating any significant impact on students or other academic units. Students taking this focus will improve their research-readiness and attractiveness on the job market for junior economists, analysts and the like. They will also be well prepared for graduate school (as with the specialist generally) and especially prepared to conduct research in an applied empirical economics field.
Economics (FAS), Department of

Computer Science: It will likely increase demand for CSC108H1 (or CSC148H1), but as noted the number of students is small and most already pick up a computer science course independent of the requirement. Currently CSC108H1 does not fill immediately (when enrolment is opened), so there is capacity in CSC108H1. CSC108H1 also offers an online section, which also potentially eases any capacity concerns. In addition, the impact is not expected to be very marked because currently, without requiring any computer science in economics programs, roughly 60 percent of our students graduate with some computer science course (i.e., CSC108H1 or higher) [information from Terry Lago]. In addition, the proportion of our students graduating with a CSC course has been rising steadily over at least the last four years (it was 38% in 2016).

Geography: Listing GGR272H1 as an optional course students can take to fulfill a required program element will likely increase demand for this course, but in reality this will have little impact on GGR272H1 enrolment because the two sections of this course (one section offered in fall - in person, and one offered in the winter term, on-line) are full. I believe there was some capacity in this course in the fall when enrolment opened (it is offered both terms, one term is on-line), but the course likely filled to capacity (there are 31 available seats now with a capacity of 188) and there is a waiting list for the spring on-line version. If the Geography Department increases capacity in the future, they may draw more ECO MAJ students into their course. This may have positive spillovers for geography, as students may continue with GGR courses - either pursuing a GGR GIS minor or exploring other GGR offerings. We will mount our own course (ECO225H1) to offer students another way to gain data analytic "tools". We expect most of our students to take our own course.

Consultation:

We surveyed students (recent graduates and senior undergraduates) as part of the UTQAP (2018); Economics Undergraduate Curriculum Committee and Sub-Committee (over summer and fall) - with representation from Rotman Commerce (Alex MacKay) and students; two department faculty meetings (spring, fall); Computer Science Associate Chair, Undergraduate (Michelle Craig) and Course Instructor for CSC108H1 (Jennifer Campbell); Geography Associate Chair, Undergraduate (Matt Farish) and Course Instructor for GGR272H1 (Don Boyes) and Course Instructor for GGR372H1 (Michael Widener); Dean's Office - Martha Harris, Poppy Lockwood (Vice-Dean, Strategy) and Pamela Klassen (Vice-Dean, Undergraduate).

Resource Implications:

No new staff required; no anticipated enrolment implications - we are not trying to grow our programs, but rather guide students who have expressed interest in acquiring empirical skills.

2 New Courses:

ECO196H1: An Economist's Guide to the Galaxy

Contact Hours:

Seminar: 24

Description:

Climb aboard as we seek answers to the "Ultimate Question of Life, the Universe, and Everything" (Douglas Adams). Unlike the Hitchhiker's Guide to the Galaxy, the answer will not be 42. Prepare for a wide-ranging journey into the questions economists seek to answer and the evidence they muster to examine these questions. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:

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

<table>
<thead>
<tr>
<th><strong>Breadth Requirements:</strong></th>
<th>Society and its Institutions (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distribution Requirements:</strong></td>
<td>Social Science</td>
</tr>
<tr>
<td><strong>Competencies:</strong></td>
<td><em>Communication:</em> notably; <em>Critical and Creative Thinking:</em> notably; <em>Information Literacy:</em> notably; <em>Quantitative Reasoning:</em> notably; <em>Social and Ethical Responsibility:</em> notably</td>
</tr>
<tr>
<td><strong>Experiential Learning:</strong></td>
<td><em>Research:</em> notably; <em>Other:</em> none</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
<td>This course expands our FYF offerings and offers an interesting and eclectic view of the world through the lens of an economist.</td>
</tr>
<tr>
<td><strong>Consultation:</strong></td>
<td>New FYF course options discussed in the ECO Undergraduate Curriculum Committee, Fall 2019.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>n/a</td>
</tr>
<tr>
<td><strong>Budget Implications:</strong></td>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td>none</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Gillian Hamilton or Gustavo Indart</td>
</tr>
</tbody>
</table>

**ECO225H1: Data Tools for Economists**

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

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

**Description:**
This course explores unstructured data sources such as text files, webpages, weather data, social media posts, satellite imagery, and traffic data and how economists harness these types of data. It offers a practical introduction to: creating datasets from these types of sources (for example, via web scrapping and machine learning), linking data sources, and managing and visualizing these data (for example, via geospatial visualization).

**Prerequisites:**
ECO100Y1(67%)/(ECO101H1(63%), ECO102H1(63%))/ECO105Y1(80%); MAT133Y1(63%)/(MAT135H1(60%), MAT136H1(60%))/MAT137Y1(55%)/MAT157Y1(55%); CSC108H1/CSC148H1

**Corequisites:**
### Exclusions:

### Recommended Preparation:

### Topics Covered:
- creating datasets from unstructured sources (text files, webpages, weather data, social media posts, satellite imagery, and traffic data)
- tools for data creation, such as web scrapping and machine learning
- linking data sources
- summarizing and visualizing these data (geospatial visualization will be introduced)

### Methods of Assessment:
- Data project; test, final exam

### Breadth Requirements:
- The Physical and Mathematical Universes (5)

### Distribution Requirements:
- Social Science

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

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

### Rationale:
This course is a required* new course in the new Focuses in Data Analytics programs within the ECO MAJ and ECO SPE (ASMAJ1478 and ASSPE1478). Marshalling unstructured data from innovative sources such as the web, social media, and weather reports is a growing reality in economics and many other disciplines. This course will broaden our students' perspective on one of the building blocks of empirical analysis - the dataset itself - and expose them to the many creative approaches to data gathering. Students focusing on empirical economics currently receive strong training in econometrics - they learn how to use data to interpret empirical evidence, forecast and pose and answer causal questions, but we have not had a course focused on creating or visualizing datasets from unstructured sources. This course will give students hands on exposure to data creation, management, linkage and visualization and the economic studies that use these data sources.

*Students can take either this course or a GIS course from the Geography department. These two courses are not perfect substitutes - the GIS course will give students a more in-depth and focused introduction to GIS; the economics course will contain a briefer introduction to GIS in the context of data visualization but also address other sources of data creation.

### Consultation:
ECO Undergraduate Curriculum Committee, Fall 2019. Also consulted with the Department of Computer Science.

### Resources:
Department will assume the resource requirements (e.g. TA support)

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

### Overlap with Existing Courses:
No overlap

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

### Estimated Enrolment:
100

### Instructor:
37
1 Minor Program Modification:

Environmental Ethics Major

Completion Requirements:

Jointly sponsored by the School of the Environment and the Department of Philosophy, this program explores how value judgments and worldviews affect environmental decision making. For more information, please email the School of the Environment's Undergraduate Student Advisor, David Powell, at ug.office.env@utoronto.ca.

(6.0 full courses or their equivalent)

1. ENV221H1, ENV222H1; PHL273H1; JGE321H1
2. One FCE from PHL373H1; ENV333H1; JGE331H1
3. 0.5 FCE from among ENV421H1/ENV491Y1/ENV492H1/ENV493H1, ENV440H1, ENV451H1
4. 2.5 FCE’s from Group A below.

Group A:

ANT450H1; EAS479H1; ECO105Y1; ENV330H1; ENV333H1; ENV335H1; ENV347H1; FAH446H1; FOR302H1; GGR321H1/JIG322H1; HIS318Y1; HPS202H1, HPS307H1; INS402H1; JGE331H1; PHL373H1 PHL275H1, PHL295H1, PHL375H1, PHL394H1, PHL395H1, PHL413H1; PSY335H1/PSY435H1; RLG318H1/RLG228H1, RLG345H1, RLG484H1; VIC271H1; WGS273H1; WGS442H1/WGS273Y1

Description of Proposed Changes:

Added elective courses to the program.

Rationale:

These additional environment-related elective courses are relevant to the program, and also provide more choice to students in the program, particularly for those students also taking a program with a unit offering one of these new elective courses, as they can double count the course for both programs.

Impact:

See rationale above.

Consultation:

We consulted with and received permission from the units offering these courses, to add these elective courses to the program.

Resource Implications:

None.

2 New Courses:

ENV198H1: Idleness and the Environment: What Does Sustainable Work Mean?

Contact Hours:

Seminar: 24

Description:

In a fast-paced, high-tech world—and one that must rapidly decarbonize to address the climate crisis—the relationship between labour and environment is rapidly changing. This course explores the intersection of work and the
Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Topics Covered:

- what is work (labour, production, ownership, transformation);
- conceptions of idleness (rest, relaxation, fallow periods, laziness);
- political economy (types of economies, globalization, modes of production, production/consumption/waste);
- changes in the global economy (globalization, trade, gig/sharing economy, precarity, technological changes);
- relationship between labour and the environment (intersections and trade-offs: labour and environment, labour vs. environment);
- environmental (in)justice and labour (just transitions, working conditions);
- sustainable work (ideas of sustainability, proposals for change and consequences for the environment, e.g., labour laws, length of workday, length of work weeks, changes in types of work).

Methods of Assessment:

To be finalized, but likely to be:

- reading skills: reading journals and summaries;
- research skills: annotated bibliographies, reviews of literature;
- analytic skills: article/book reviews;
- oral participation skills: seminar participation through listening & speaking tasks.

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

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

Experiential Learning:

- Research: none;
- Other: none.

Rationale:

This course is being introduced as a new First Year Foundations course, to enable first year students to fulfill their FYF requirement at the School of the Environment. As with all proposed FYF courses, this class will include a focus on the core skills students will need to succeed in university-level studies. They will develop critical reading and writing skills, along with familiarity with library and research resources. In the context of the School of the Environment, the course will introduce students to a diversity of approaches to environmental studies.

The course will focus on the relationship between work and the environment, considering the nature and future of labour in an era of rapid social and environmental change. In an era of the gig economy, increasing production and consumption, and expanding global trade, the course will consider a wide range of labour-environment intersections, including just transitions for communities dependent on fossil fuel extraction and unsafe working conditions of labourers involved in e-waste recycling. Students will examine different approaches for addressing environmental
injustices and unsustainable social and environmental conditions, from a range of disciplinary perspectives. Drawing on scholarly, literary, and popular sources, students will consider economic, political, social, and philosophical questions about how we view work and idleness, growth and consumption, and stability and sustainability.

**Consultation:**
Consultation was done with the Centre for Industrial Relations & Human Resources, Economics, the Ethics, Society & the Law program, Political Science, and Geography. All are fine with the course, with one change that we made to the course description at the request of the Centre for Industrial Relations & Human Resources.

**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:**
Not applicable

**Estimated Enrolment:**
25

**Instructor:**
Kate Neville

---

**ENV491Y1: Independent Studies Project**

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

**Contact Hours:**

**Description:**

A research project or selected topic in an area of environment not otherwise available in the Faculty, meant to develop skills in independent study of interdisciplinary topics. This course is restricted to students enrolled in a School of the Environment program. A written proposal co-signed by the student and supervisor must be submitted for approval by the Academic Associate Director of the School normally one month prior to commencing the course. Not eligible for CR/NCR option.

**Prerequisites:**
Completion of 14.0 FCE including ENV221H1/ENV222H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Topics Covered:**
Research topic to be determined by the student, in consultation with faculty supervisor.

**Methods of Assessment:**
Some combination of annotated bibliography or literature review, research outline, written methodology, primary analysis, oral presentation, final research report.

**Breadth Requirements:**
Environment (FAS), School of

Distribution Requirements:
None

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

Experiential Learning:
Research: extensively; Other: none

Rationale:
The School offers two independent studies half courses, ENV492H1 and ENV493H1. We would like to reintroduce a full-year independent studies course to accommodate students who wish to take on a research project that cannot be completed within the time frame and time available in a half course. We have had several of these over the past three years, and the students have had to take both of our independent studies courses, ENV492H1 and ENV493H1 in order to complete their projects. This complicates their work by requiring them to divide the work load and assignments equally between the two courses.

In addition, because students in the Environment & Health Specialist are no longer allowed to take one of HMB396Y0, HMB496Y1 or HMB499Y1 to meet requirement 15 of the specialist (these courses have been replaced with ENV492H1 and ENV493H1), they must take ENV492H1 and ENV493H1 if they want to do primary research for requirement 15.

2018-19 requirement:
15. ENV421H1/ HMB396Y0/ HMB496Y1/ HMB499Y1 or a minimum of 0.5 FCE from any approved departmental or college independent research project

2019-20 requirement:
15. ENV421H1/ ENV492H1*/ ENV493H1* or a minimum of 0.5 FCE from any approved departmental or college independent research project (*the research topic for these courses must be related to environment and health)

Consultation:
N/A

Resources:
None
Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
N/A

Programs of Study for Which This Course Might be Suitable:
The course will be restricted to students in School of the Environment programs.

Estimated Enrolment:
1 - 5 students per year.

Instructor:
Various Faculty
6 Minor Program Modifications:

Environmental Geography Major

Completion Requirements:

First Year Geography Courses: Any 2 courses (1.0 FCE) from GGR107H1 (recommended), GGR196H1, GGR197H1, GGR198H1, GGR199H1. 200/300-level GGR courses may also be used to meet this requirement. Contact the Undergraduate Administrator to update your program.

Physical and Environmental Geography Courses: Any 2 courses (1.0 FCE) from GGR201H1, GGR203H1, GGR205H1, GGR206H1, GGR305H1, GGR308H1, GGR314H1, GGR347H1, GGR348H1, ENV200H1, ENV234H1

Methods & Core Courses: All (1.5 FCE) of GGR223H1, GGR270H1, GGR271H1

Regional Geography Courses: Any course (0.5 FCE) from GGR240H1, GGR246H1, GGR254H1, GGR341H1, GGR342H1, GGR343H1, GGR344H1

Fourth Year Course: Any course (0.5 FCE) at the 400 level from Group A.

Applications: Any 5 courses (2.5 FCEs) from Group A; up to 1.0 FCE can be from Group B; up to 0.5 FCE can be from Group C.

Note: At least 2.0 FCEs must be 300/400 series courses. Of these, at least 0.5 FCE must be 400 series (includes Fourth Year Course requirement).

Total FCEs: 7.0

Description of Proposed Changes:

1) Add GGR196H1, GGR197H1, GGR198H1, GGR199H1 to the list of course options to complete the First Year Geography Course requirement.
2) Remove GGR100
3) Add GGR344H1 to the list of course options for the Regional Geography Course requirement.

Rationale:

1) These courses were formerly SII199's. They are taught by Geography faculty on Geography topics, so we feel they should count towards our programs.
2) GGR100 was replaced by JEG100 5 years ago, so we are simplifying the language by just listing the current course code.
3) GGR344 is a new course that is suitable for this requirement.

Impact:

1) Students will have more course options to complete this program requirement.
2) Increased clarity on course options.
3) Increased course options for this program requirement.

Consultation:

Geography Undergraduate Committee

Resource Implications:
Environmental Geography Minor

Completion Requirements:

First Year Geography Courses: Any course (0.5 FCE) from GGR107H1 (recommended), GGR100H1, GGR101H1, GGR112H1, GGR124H1, GGR196H1, GGR197H1, GGR198H1, GGR199H1. 200/300-level GGR courses may also be used to meet this requirement. Contact the Undergraduate Administrator to update your program.

Core Course: All (0.5 FCE) of GGR223H1

Physical and Environmental Geography Course: Any course (0.5 FCE) from GGR201H1, GGR203H1, GGR205H1, GGR206H1, GGR305H1, GGR308H1, GGR314H1, GGR347H1, GGR348H1, ENV200H1, ENV234H1

Applications: Any 5 courses (2.5 FCEs) from Group A; up to 1.0 FCE can be from Group B.

Note: At least 1.0 FCE must be 300/400 series courses.

Total FCEs: 4.0

Description of Proposed Changes:
1) Add GGR196H1, GGR197H1, GGR198H1, GGR199H1 to the list of course options to complete the First Year Geography Course requirement.
2) Remove GGR100

Rationale:
1) These courses were formerly SII199's. They are taught by Geography faculty on Geography topics, so we feel they should count towards our programs.
2) GGR100 was replaced by JEG100 5 years ago, so we are simplifying the language by just listing the current course code.

Impact:
1) Students will have more course options to complete this program requirement.
2) Increased clarity on course options.

Consultation: Geography Undergraduate Committee

Resource Implications:

Environmental Geography Specialist

Completion Requirements:

First Year Geography Courses: Any 2 courses (1.0 FCE) from GGR107H1 (recommended), GGR100H1, GGR101H1, GGR112H1, GGR124H1, GGR196H1, GGR197H1, GGR198H1, GGR199H1. 200/300-level GGR courses may also be used to meet this requirement. Contact the Undergraduate Administrator to update your program.

Physical and Environmental Geography Courses: Any 2 courses (1.0 FCE) from GGR201H1, GGR203H1, GGR205H1, GGR206H1, GGR305H1, GGR308H1, GGR314H1, GGR347H1, GGR348H1, ENV200H1, ENV234H1

Methods & Core Courses: All (2.5 FCEs) of GGR223H1, GGR270H1, GGR271H1, GGR272H1, JGE331H1

Regional Geography Courses: Any course (0.5 FCE) from GGR240H1, GGR246H1, GGR254H1, GGR341H1, GGR342H1, GGR343H1, GGR344H1
Fourth Year Courses: Either GGR491Y1 or one of GGR416H1, GGR492H1, GGR497H1 and one additional 0.5 FCE 400 level course from Group A or Group B (1.0 FCE)

Application: Any 8 courses (4.0 FCEs) from Group A; up to 1.5 FCE can be from Group B; up to 1.0 FCE can be from Group C.

Note: At least 4.0 FCEs must be 300/400 series courses. Of these, at least 1.0 FCE must be 400 series (includes Fourth Year Course requirement).

Total FCEs: 10.0

Description of Proposed Changes:
1) Add GGR196H1, GGR197H1, GGR198H1, GGR199H1 to the list of course options to complete the First Year Geography Course requirement.
2) Remove GGR100
3) Add GGR344H1 to the list of course options for the Regional Geography Course requirement.

Rationale:
1) These courses were formerly SII199's. They are taught by Geography faculty on Geography topics, so we feel they should count towards our programs.
2) GGR100 was replaced by JEG100 5 years ago, so we are simplifying the language by just listing the current course code.
3) GGR344 is a new course that is suitable for this requirement.

Impact:
1) Students will have more course options to complete this program requirement.
2) Increased clarity on course options.
3) Increased course options for this program requirement.

Consultation:
Geography Undergraduate Committee

Resource Implications:

Human Geography Major

Completion Requirements:

First Year Geography Courses: Any two courses (1.0 FCE) from GGR100H1, JEG100H1, GGR101H1, GGR107H1, GGR112H1, GGR124H1, GGR196H1, GGR197H1, GGR198H1, GGR199H1. 200/300-level GGR courses may also be used to meet this requirement. Contact the Undergraduate Administrator to update your program.

Physical and Environmental Geography Course: Any course (0.5 FCE) not used to satisfy first year course requirement from GGR100H1, JEG100H1, GGR101H1, GGR201H1, GGR203H1, GGR205H1, GGR206H1, GGR223H1

Methods Courses: All (1.0 FCE) of GGR270H1, GGR271H1

Regional Geography Course: Any course (0.5 FCE) from GGR240H1, GGR246H1, GGR254H1, GGR341H1, GGR342H1, GGR343H1, GGR344H1

Fourth Year Course: Any course (0.5 FCE) from 400 series courses from Group E.

Applications: Any 7 courses (3.5 FCEs) from Group E; Up to 1.0 FCE can be from Group F.

Note: At least 2.0 FCEs must be 300/400 series courses. Of these, at least 0.5 must be 400 series (includes Fourth Year Course requirement).
Geography and Planning (FAS), Department of

Course requirement).

Total FCEs: 7.0

Description of Proposed Changes:
  1) Add GGR196H1, GGR197H1, GGR198H1, GGR199H1 to the list of course options to complete the First Year Geography Course requirement.
  2) Remove GGR100
  3) Add GGR344H1 to the list of course options for the Regional Geography Course requirement.

Rationale:
  1) These courses were formerly SII199's. They are taught by Geography faculty on Geography topics, so we feel they should count towards our programs.
  2) GGR100 was replaced by JEG100 5 years ago, so we are simplifying the language by just listing the current course code.
  3) GGR344 is a new course that is suitable for this requirement.

Impact:
  1) Students will have more course options to complete this program requirement.
  2) Increased clarity on course options.
  3) Increased course options for this program requirement.

Consultation:
  Geography Undergraduate Committee

Resource Implications:
  None.

Human Geography Minor

Completion Requirements:

First Year Geography Courses: Any 2 courses (1.0 FCE) from GGR100H1, JEG100H1, GGR101H1, GGR107H1, GGR112H1, GGR124H1, GGR196H1, GGR197H1, GGR198H1, GGR199H1. 200/300 level GGR courses may also be used to meet this requirement. Contact the Undergraduate Administrator to update your program.

Applications: Any 6 courses (3.0 FCEs) from higher level GGR/JFG/JGE/JGI/JUG social science or humanities courses, including at least 1.0 FCE at the 300/400 level. One course (0.5 FCE) can be from Group F.

Total FCEs: 4.0

Description of Proposed Changes:
  1) Add GGR196H1, GGR197H1, GGR198H1, GGR199H1 to the list of course options to complete the First Year Geography Course requirement.
  2) Remove GGR100

Rationale:
  1) These courses were formerly SII199's. They are taught by Geography faculty on Geography topics, so we feel they should count towards our programs.
  2) GGR100 was replaced by JEG100 5 years ago, so we are simplifying the language by just listing the current course code.

Impact:
  1) Students will have more course options to complete this program requirement.
  2) Increased clarity on course options.

Consultation:
  Geography Undergraduate Committee
Geography and Planning (FAS), Department of Geography Undergraduate Committee

Resource Implications:

**Human Geography Specialist**

**Completion Requirements:**

*First Year Geography Courses*: Any 2 courses (1.0 FCE) from GGR100H1, GGR101H1, GGR107H1, GGR112H1, GGR124H1, GGR196H1, GGR197H1, GGR198H1, GGR199H1. 200/300-level GGR courses may also be used to meet this requirement. Contact the Undergraduate Administrator to update your program.

*Physical and Environmental Geography Course*: Any course (0.5 FCE) not used to satisfy first year course requirement from GGR100H1, GGR101H1, GGR201H1, GGR203H1, GGR205H1, GGR206H1, GGR223H1

*Methods Courses*: All (1.5 FCE) of GGR270H1, GGR271H1, GGR272H1

*Regional Geography Course*: Any course (0.5 FCE) from GGR240H1, GGR246H1, GGR254H1, GGR341H1, GGR342H1, GGR343H1, GGR344H1

*Fourth Year Courses*: Any 2 (1.0 FCE) 400 series GGR courses, at least one of which must be from Group E. Up to 0.5 FCE can be used from GGR493Y1 based on internship.

*Applications*: Any 11 courses (5.5 FCEs) from Group E; Up to 1.5 FCE can be from Group F.

Note: At least 4.0 FCEs must be 300/400 series courses. Of these, at least 1.0 FCE must be 400 series (includes Fourth Year Course requirement).

**Total FCEs: 10.0**

**Description of Proposed Changes:**

1) Add GGR196H1, GGR197H1, GGR198H1, GGR199H1 to the list of course options to complete the First Year Geography Course requirement.
2) Remove GGR100
3) Add GGR344H1 to the list of course options for the Regional Geography Course requirement.

**Rationale:**

1) These courses were formerly SII199's. They are taught by Geography faculty on Geography topics, so we feel they should count towards our programs.
2) GGR100 was replaced by JEG100 5 years ago, so we are simplifying the language by just listing the current course code.
3) GGR344 is a new course that is suitable for this requirement.

**Impact:**

1) Students will have more course options to complete this program requirement.
2) Increased clarity on course options.
3) Increased course options for this program requirement.

**Consultation:**

Geography Undergraduate Committee

**Resource Implications:**

**6 New Courses:**
GGR324H1: Spatial Political Economy

Contact Hours:
Lecture: 24

Description:
This course aims to explore how economic agents act and interact in space and how this creates subdivisions within the global, national and regional political economy. In a largely conceptual and interdisciplinary manner, the course investigates the role of institutions in the relational economy and the spatial construction of the political economy. Institutions are viewed as formal or informal stabilizations of economic interaction. Questions which guide the analysis are related to how institutions are established, how they evolve, how they impact economic action, and how they are changed through political and economic action at different spatial scales. Through this, the course introduces a relational and spatial perspective to the analysis of economic action and institutions. This perspective is based on the assumption that economic action is situated in socio-institutional contexts, evolves along particular paths and, at the same time, remains fundamentally contingent. Topics to be discussed include the social construction of economic space, industrial organization and location, the establishment and maintenance of economic networks, as well as processes of firm formation, learning and knowledge creation.

Prerequisites:
8.0 FCEs

Corequisites:

Exclusions:
POL371H1

Recommended Preparation:
One of ECO101H1, GGR112H1, GGR221H1, GGR251H1, GGR252H1

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
Research: extensively; Other: none

Rationale:
This course engages with topics that are closely linked to the study of economic geography and comparative political economy. It investigates the spatial construction of the political economy, using a firm-centered perspective that addresses questions of industrial location, organization, innovation and the formation of networks at different spatial levels. The course proceeds in a largely conceptual way and provides a framework for economic policy-making by exploring regularities in the behavior of firms and organizations. It serves as an excellent preparation for 4th-year undergraduate seminars related to innovation studies, economic geography and political economy. The course is relevant in preparation for graduate studies and provides students with skills that are directly relevant in the labor market.

Consultation:
Consultation with Political Science: The course will be listed as an approved non-POL course in Political Science undergraduate programs.

Resources: 48
**Instructor**
Harald Bathelt

**TAs**

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

**Overlap with Existing Courses:**
A related version of this course was offered as POL371H in 2020 and before. Due to the transfer of Harald Bathelt from Political Science to Geography (he created and taught this course in Political Science) the course will be offered as GGR324H in the future.

**Programs of Study for Which This Course Might be Suitable:**
- Human Geography - Major, Minor, Specialist
- Focus in Planning
- Political Science
- Economics
- Management

**Estimated Enrolment:**
60

**Instructor:**
Harald Bathelt

---

**GGR332H1: Social Geographies of Climate Change**

**Contact Hours:**
- Lecture: 24

**Description:**
Analyses the social and behavioural geographies of climate change, including: climate change communication (how we interpret and communicate climate science); climate change prevention strategies, from the macro to micro scale; and possibilities for climate change adaptation.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
GGR387H1 (Special Topics in Environmental Geography: The Social Geographies of Climate Change), offered in Winter 2020

**Recommended Preparation:**
GGR223H1 and GGR271H1

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

**Distribution Requirements:**
Social Science

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

**Experiential Learning:**
Research: none; Other: none
Rationale:
Preventing – and ultimately, adapting to – climate change is one of the important challenges of our time. It is clear that our students are compelled that climate change is real, but struggle to think (either personally or societally) of effective prevention and mitigation strategies, and this leaves them feeling both alarmed and powerless. This course will fill this gap, at least for students in the geography program, by focusing on three things: first, climate change communication (how we interpret and communicate climate science, including climate change denial); second, climate change prevention strategies, from the macro to micro scale; third, possibilities for climate change adaptation. This course will complement the department’s existing course on climate change science, and will provide an interesting elective to geographers in all our programs, as well as to some students from other parts of the university.

Consultation:
Consultation with School of the Environment.

Resources:
Instructor
TAs
Requires a collaborative classroom with movable/group tables rather than lecture setting.

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

Overlap with Existing Courses:
A review of other units indicates that there are actually very few courses that focus on the social aspects of climate change, particularly given the phenomenon’s importance. There are a few courses that address the science of climate change, in particular GGR314 Global Climate Change, but many of the courses that exist deal only minimally with the social elements of climate change. Similarly, many humanities and social science courses on campus touch on climate change as one example of an environmental issue, but do not explore our responses as a focus of the course. This course will focus on geographical perspectives and place-based differences in understandings of – and responses to – climate change, making it unique among the university’s offerings and providing a unique, discipline-based perspective.

Programs of Study for Which This Course Might be Suitable:
Human Geography Major, Minor, and Specialist
Environmental Geography Major, Minor, and Specialist
Environment and Energy Minor

Estimated Enrolment:
55

Instructor:
Sarah Wakefield

GGR344H1: Political Economy of Germany and the EU

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

Contact Hours:
Lecture: 24

Description:
The goal of this course is to explore the structure and geography of the German political economy in the context of EU integration and economic globalization. This includes providing an understanding of the economic and political system (and its regional manifestations), which was once (and is now again) viewed as a successful socially-balanced alternative to the market-liberal structures in Anglo-Saxon economies. Drawing upon the varieties-of-capitalism approach, the main themes in the course address the institutional conditions for growth. In a comparative perspective, the course explores topics, such as the role of collective agents, corporate governance and finance, collective bargaining, inter-firm co-operation and regional networks, social security systems, and population structure and immigration. In order to understand the heterogeneous challenges to the “German model”, the conditions are explored under which regional economies develop. This includes an analysis of the reunification process, and of the economic
and political situation in the new Länder. Further, the question is raised as to how the “German model” can adapt to challenges related to globalization, climate change and economic crises.

**Prerequisites:**
8.0 FCEs

**Corequisites:**

**Exclusions:**
POL372H1

**Recommended Preparation:**
1.0 FCE from GGR or POL

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

**Distribution Requirements:**
Social Science

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

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

**Rationale:**
The goal of this course is to conduct a comparative institutional analysis of the German political economy in the context of EU integration and economic globalization, including an understanding of the economic and political system and its regional manifestations. Drawing upon the varieties-of-capitalism approach, the main themes in the course revolve around the institutional conditions for growth. The course suggests a comparative perspective to evaluate regional and national economic structures in comparison to other cases instead of conducting single case studies. It serves as an excellent preparation for 4th-year undergraduate seminars in economic geography and political economy and prepares students for conducting comparative field work.
The course is relevant in preparation for graduate studies and provides students with methodological skills that will be directly relevant in the labor market.

**Consultation:**
- Consultation with Political Science: The course will be listed as an approved non-POL course in Political Science undergraduate programs.

**Resources:**
- Instructor
- TAs

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

**Overlap with Existing Courses:**
A related version of this course was offered as POL372H in 2019 and before. Due to the transfer of Harald Bathelt from Political Science to Geography (he created and taught this course in Political Science) the course will be offered as GGR344H in the future.

**Programs of Study for Which This Course Might be Suitable:**
- Human Geography as an elective, as well as an option for the Regional Geography course requirement in the Human, Environmental, and Physical Geography major and specialist programs.
- Political Science
GGR429H1: Innovation and Governance

Contact Hours:
Seminar: 24

Description:

The course focuses on a broad range of topics related to innovation and governance, such as (i) technological change and its social and economic consequences, (ii) the spatial effects which result from this, and (iii) the necessities for economic policies at different territorial levels. Since international competitiveness of industrialized economies cannot be based on cost advantages alone, future growth in the knowledge-based economy will be increasingly associated with capabilities related to creativity, knowledge generation and innovation. As a consequence, questions regarding the performance in innovation and effectiveness of policy support become decisive at the firm level, regional level and national level. The first part of the course deals with conceptual foundations of innovation processes, such as evolutionary and institutional views of innovation. In the second part, national configurations of innovation processes are investigated. The third part deals with innovation at the subnational level, focusing on regional clustering, institution building, multilevel governance, and regionalized innovation systems.

Prerequisites:
10.0 FCEs

Corequisites:

Exclusions:
POL408H1

Recommended Preparation:
One of GGR221H1, GGR251H1, GGR324H1, GGR326H1, GGR328H1, GGR374H1

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
- Research: extensively; Other: none

Rationale:

The course discusses innovation and governance questions in economic context. It is inter-disciplinary in nature and draws literature from a number of different fields dealing with innovation, governance and its consequences in economic and social life. The course is of particular interest to students in Economics, Geography, History and Philosophy of Science and Technology, Management, Political Science and Sociology. Using this interdisciplinary approach, the course provides complex theoretical explorations and discusses empirical applications regarding concepts of innovation, the role of institutions in innovation, regularities in innovation as a cumulative, interactive, social process, and innovation systems in permanent and temporary clusters – and in regional, national and global context. The discussions in the course provide a framework for innovation policy-making and the management of
innovation, knowledge and creativity. The course is relevant in preparation for graduate studies and provides students with skills that will be directly relevant in the labor market.

**Consultation:**
- Consultation with Political Science: The course will be listed as an approved non-POL course in Political Science undergraduate programs.
- Consultation with faculty teaching Economic Geography courses

**Resources:**
- Instructor

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

**Overlap with Existing Courses:**
A related version of this course was offered as POL408H in 2019 and before. Due to the transfer of Harald Bathelt from Political Science to Geography (he created and taught this course in Political Science) the course will be offered as GGR429H course in the future.

**Programs of Study for Which This Course Might be Suitable:**
- Human Geography - Major, Minor, Specialist
- Political Science

**Estimated Enrolment:**
30

**Instructor:**
Harald Bathelt

---

**JIG322H1: Indigenous Worlds, Worldviews and the Environment**

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

**Description:**
Explores the diverse ways of understanding and responding to the world that emerge from indigenous cultures around the world. Examines how indigenous ways of being and relating to their natural environment can help us understand and address the current environmental crisis. Using examples of indigenous activism from Canada and around the world, examines how colonial histories shape dispossession and marginalization and inform visions for the future. Topics include traditional ecological knowledge, place-based social movements, environmental concerns of indigenous peoples, bio-cultural restoration and decolonization of nature-human relations.

**Prerequisites:**
- 0.5 FCE from INS200H1, INS201H1, INS250H1, GGR107H1, GGR124H1, GGR240H1, GGR246H1, GGR254H1;
- 8.0 FCEs

**Corequisites:**

**Exclusions:**
- JAG321H1, GGR321H1

**Recommended Preparation:**

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

**Distribution Requirements:**

53
### 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 have hired a new faculty member who will be teaching this course, and they are cross-appointed with Indigenous Studies. We are changing the course designator to JIG to reflect that it is now a joint course. The point of cross listing this course is to bring it closer to the heart of the INS curriculum.

### Consultation:
Indigenous Studies and the Geography Undergraduate 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:
- Human Geography
- Environmental Geography
- Indigenous Studies

### Estimated Enrolment:
60

### Instructor:
Heather Dorries

## JIG440H1: Indigenous Geographies

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

### Description:
This course draws on theoretical texts of Indigeneity, with a primary focus on Indigenous spaces in the Americas. Course participants will examine how core geographic concepts such as place, territory, land, movement and the scale of the body are sites of colonial dispossession and violence, as well as sites for decolonial and liberatory thought and practice. We will primarily engage with Indigenous-led scholarship within Geography and Indigenous Studies, and creative forms of knowledge production generated across Indigenous communities.

### Prerequisites:
- 0.5 FCE from INS200H1, INS201H1, INS250H1, GGR107H1, GGR124H1, GGR240H1, GGR246H1, GGR254H1;  
- 10.0 FCEs

### Corequisites:

### Exclusions:
- GGR400H1 (Special Topics in Geography I: Indigenous Geographies), offered in Fall 2019

### Recommended Preparation:
Geography and Planning (FAS), Department of

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

**Distribution Requirements:**
- Social Science

**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:** Community Involvement

**Rationale:**
This course offers a higher level of understanding on the workings of colonialism, as well as Indigenous forms of resistance, resurgence and self-determination. The course adds a geographically-focused course in the Centre for Indigenous Studies, and builds on lower level courses in GGR, including GGR 240HI “Geographies of Colonialism in North America” and GGR 321 “Indigenous Worlds, Worldviews, and the Environment”. The course has been successful as a “special topics” course offering, fall 2019.

**Consultation:**
The following have been consulted, and have no concerns about overlap:
- Susan Hill- Department of History (11/24/2019)
- Michelle Murphy- Women & Gender Studies Institute (11/25/2019)
- Dale Turner- Department of Political Science (11/26/2019)
- Jill Carter- Centre for Drama, Theater & Performance Studies (11/26/2019)
- Uahikea Maile, Department of Political Science (11/27/2019)
- Cheryl Suzack, Department of English (11/28/2019)

**Resources:**
- Instructor, TAs

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

**Overlap with Existing Courses:**
There are courses in Women and Gender Studies on decolonial Indigenous futures, courses in Political Science on settler colonialism and Indigenous theory, and courses in History on Indigenous-settler relations and decolonization in Canada. However, there is no 4th year course at the University that has the specific purpose of teaching Indigenous geographies, and geographically-oriented works in Indigenous Studies.

**Programs of Study for Which This Course Might be Suitable:**
- Human Geography - Major, Minor, Specialist
- Environmental Geography - Major, Minor, Specialist?
- Indigenous Studies

**Estimated Enrolment:**
30

**Instructor:**
Michelle Daigle

### 2 Retired Courses:

**GGR321H1: Indigenous Worlds, Worldviews and the Environment**

**Rationale:**
We have submitted a proposal to change the course code from GGR321H1 to JIG322H1 as the course is now being taught by a new faculty member who is cross appointed with Indigenous Studies. GGR321H1 will then be retired.
**GGR323H1: Issues in Population Geography**

<table>
<thead>
<tr>
<th>Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty member who taught this course has not been with the department since 2013. We do not intend to offer this course again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography Undergraduate Committee consulted in Nov 2019.</td>
</tr>
</tbody>
</table>
2 Minor Program Modifications:

Accounting Specialist

Description:

Rotman Commerce at the University of Toronto offers an innovative curriculum combining studies in management, economics, and the liberal arts for an enriched professional undergraduate experience. The program explores the role of commerce in modern society while developing skill and confidence in analysis, effective communication, and decision making. The Rotman Commerce program offers a Bachelor of Commerce (BCom) degree in three different specialist programs: Finance & Economics, Accounting, and Management.

All programs within the Bachelor of Commerce degree build on a common foundation of business and liberal arts courses. Rotman Commerce students specialize in one of three programs: Accounting, Finance and Economics, or Management. Each program combines courses in management and applied economics with a variety of advanced courses in the liberal arts and sciences. The balance assures graduates of a solid understanding of business and modern society along with a command of critical skills in decision-making and organizational leadership.

Rotman Commerce graduates frequently become economists, accountants, actuaries, financial analysts, marketing analysts, managers of firms and government, or proprietors of small businesses. Some Rotman Commerce students elect to undertake post-graduate studies in the form of further university education: law schools and MBA programs have been particularly favoured destinations of recent graduates.

Enrolment Requirements:

In order to be admitted into the Rotman Commerce program POST, students are first admitted to Year 1 Y1 of the Faculty of Arts and Science in the Rotman Commerce stream with an “admission guarantee.” Students admitted with the guarantee are invited to enroll in the program after first-year, provided that the following academic requirements are met:

- Complete RSM100H1 Introduction to Management with a mark of at least 67%
- Complete ECO101H1 Principles of Microeconomics and ECO102H1 Principles of Macroeconomics with a mark of at least 63% in each
- Complete MAT133Y1 Calculus and Linear Algebra for Commerce with a mark of at least 63% (C)
- Complete a minimum of 4.0 full-course equivalents (i.e. 1.0 FCE in addition to beyond the three required courses above)

These requirements must be met within one calendar year of the student's enrolment in Arts & Science. For students beginning their studies in September, the requirements must be satisfied no later than the end of the following Summer Session.

Students may repeat any of the required courses once, in order to attain the requisite mark. The repeated course (s) must be completed within the calendar year (as per the terms of the "guarantee"); as such, the repeated course (s) must be taken during either the Winter or Summer Session of first-year (i.e. a student may not extend the terms of her/his guarantee in order to attain the minimum marks).

Failure to meet any of these requirements, or failure to complete all the required courses within the calendar year (assuming full-time studies), will result in losing the admission guarantee. Note that none of the required courses may be completed using the CR/NCR option.

A small number of students are accepted as transfer from other Arts & Science streams in a competitive process after completing similar requirements. More information is in the 'Rotman Commerce Notes' above.
Completion Requirements:

(15.5 +6.0 full courses or their equivalent)

First Year:

1. (ECO101H1, ECO102H1), RSM100H1/MGT100H1
2. MAT133Y1/(MAT135H1, MAT136H1)/MAT137Y1/MAT157Y1
3. Students are strongly encouraged to take RSM219H1, RSM230H1 and RSM250H1 in their first year of study
4. Students are encouraged to take one course towards the Breadth Requirement in their first year of study

Higher Years:

5. ECO204Y1/ECO206Y1; ECO220Y1/ECO227Y1/(STA220H1, STA255H1) */(STA237H1, STA238H1)/(STA257H1, STA261H1)
6. RSM219H1, RSM220H1, RSM221H1, RSM222H1, RSM225H1, RSM230H1, RSM250H1, RSM260H1, RSM270H1
7. RSM320H1, RSM321H1, RSM322H1, RSM323H1, RSM324H1, RSM326H1, RSM332H1, RSM333H1, RSM392H1
8. Any 0.5 FCE in 300+ ECO
9. RSM420H1 RSM422H1, RSM422H1 RSM423H1, RSM424H1, RSM426H1; RSM427H1

Notes:

* The combination
  
  For students who began their Year 2 studies of (Rotman Commerce in Fall 2019 and after) STA220H1, and STA255H1) is are considered equivalent to ECO220Y1 for the purposes of completing Rotman Commerce program requirements only. It is They are not considered equivalent by the Economics department of Economics. Therefore (STA220H1, and STA255H1) will not count towards an ECO major minor nor will it count as a pre-requisite pre-req for 300+ upper level ECO courses where ECO220Y1 is required. Please consult the Rotman Commerce Program office department if you are considering taking (STA220H1, and STA255H1) to complete your requirements.

Notes:

• Students may enrol in only one Rotman Commerce Specialist.
• Students must take a minimum of 8.0 FCE in RSM and 8.0 FCE in non-RSM courses to complete their Specialist requirements. MGT100H1 is considered equivalent to RSM100H1 and counts as 0.5 FCE in RSM courses towards this requirement. Students may enrol in only one Rotman Commerce Specialist.

Description of Proposed Changes:

The proposed changes impact only the Accounting Specialist within the BCom degree jointly offered by the Rotman School of Management (RSM) and the Faculty of Arts & Science (FAS).

The Accounting Specialist is accredited by CPA Ontario. To maintain that accreditation, the program is reviewed periodically to confirm its requirements align with the competencies of CPA Ontario. Currently the program is under review for reaccreditation. As part of the reaccreditation process, the Rotman Commerce program must map the most recent CPA Ontario competencies into the required courses offered in the Accounting Specialist and should provide an outline of this mapping to CPA Ontario by March 2020. CPA Ontario updates its competencies regularly with the most recent update in 2019 increasing the emphasis on data analytics training for the Accounting Specialist and making revisions to the taxation competencies.
In April 2019, a committee comprised of the Program Director and Rotman’s Vice-Dean of Undergraduate and Specialized program and four members of Rotman’s Accounting faculty reviewed the 2019 CPA Competency map and gathered input from relevant faculty members including colleagues in the Economics Department to help with mapping of relevant topics. The committee identified several areas where aspects of the Accounting Specialist curriculum could be rationalized and where data analytics training and taxation competencies could be added and updated.

• The requirements of the Accounting Specialist will be changed as follows:
  (1) Remove RSM322H1, RSM423H1 and RSM427H1
  (2) Create and include RSM326H as a new required course (this would largely follow the current topics course RSM311H with some small adjustments to incorporate all required key CPA competencies)
  (3) Create and include RSM420H1 as a new required course (requiring RSM323H1 as a prerequisite)

• The overall requirements of the Accounting Specialist are therefore reduced by one HCE. This is a one HCE reduction in the required courses offered by RSM for this specialization. It would not have any impact on the required HCEs offered by FAS for students wanting to attain this specialization.

• As a result of removing RSM322H1, the pre-requisite requirements for RSM422H1 and RSM426H1 would change to require RSM222H1 rather than RSM322H1.

• The program description and program learning outcomes are not changed.

Rationale:
The Accounting Specialist of the Bachelor of Commerce program is accredited by CPA Ontario. To maintain that status, the requirements of the Accounting Specialist are reviewed at least every three years and compared to the current Competency Map of CPA Ontario. An internal Rotman committee comprised of Rotman’s Vice Dean, Undergraduate & Specialized Programs, the Director of Rotman Commerce, and four members of Accounting faculty of the Rotman School was struck in April 2019 for the most recent review to confirm continued accreditation status. The committee chose to map the Accounting Specialist courses to the substantially revised and updated 2019 CPA Competency Map.

The main changes to the Competency Map since the Accounting Specialist’s last accreditation include:
• Incorporation of data analytics and information systems (DAIS) competencies in each of the six technical competency areas;
• Revisions to the taxation competency area.

Since the last accreditation, the Bachelor of Commerce program has undergone an approved Major Modification to its requirements. Of particular relevance to this proposed Minor Modification, the changed curriculum now includes RSM260H1, RSM270H1, and RSM392H1 as required courses for all BCom students so the competencies covered in these newly required courses are now mapped into the new competency mapping.

The tax and auditing courses of the Accounting Specialist are those most impacted by the new CPA Competency Map. The proposed changes to the requirements of the Accounting Specialist in this Minor Modification address redundancies in some courses that now exist, and introduce content related to the updated data analytics competencies.

Impact:
The changes in requirements for the Accounting Specialist of the BCom program will reduce the required number of courses by 0.5 FCEs. This will allow students in the Accounting Specialist increased scope and flexibility to choose electives either from within RSM courses, or from Arts and Science.

Consultation:
The proposed changes of this Minor Modification are contained in the recommendations of the internal RSM committee reviewing the CPA Accreditation requirements of the Accounting Specialist. That committee’s membership included:
• Professor Susan Christoffersen, Vice Dean, Undergraduate and Specialized Programs
• Professor Alexandra MacKay, Director, Rotman Commerce
• Professor Catherine Barrette, Accounting Area
• Professor Alexander Edwards, Accounting Area
• Professor Baohua Xin, Accounting Area
• Professor Elisa Zuliani, Accounting Area.

Professor Partha Mohanram, Area Coordinator, Accounting Area was also consulted on the proposed changes.
Four student members of the Rotman Commerce Student Advisory Group who are all pursuing the Accounting Specialist of the BCom degree were also consulted. (Lily, Arbab, Zainab, Diana) They are in Y2 through Y4. All were enthusiastically supportive, and were clear that they believed their peers would be as well. None could offer any negative caveats to the proposed changes.

Members of the Rotman Commerce Steering Committee and the Deans of RSM and FAS were kept apprised of the needed changes to the curriculum arising from the accreditation process.

Gillian Hamilton of the Economics Department at FAS was contacted for input on the mapping of Economic competencies.

Resource Implications:
The proposed minor modifications to the requirements of the Accounting Specialist of the BCom degree will have minor implications for the Accounting Area of the Rotman School. It will be necessary to create and staff one new HCE. The teaching assignments of existing faculty will be shifted somewhat with the removal of RSM322H1, RSM423H1 and RSM427H1 as required courses, and the addition of RSM326H1 and RSM420H1 (proposed codes) as required courses. This will be accomplished with existing resources.

Focus in International Business (UofT Global Scholar)

Title:
Focus in International Business (UofT Global Scholar)

Completion Requirements:

This Focus requires the completion of 2.5 FCE.

1. 1.5 FCE from: RSM437H1, RSM480H1, RSM490H1, ECO324H1, ECO364H1, ECO365H1, ECO419H1
2. 1.0 FCE from either the remaining courses in requirement 1 or the following: RSM295Y0, RSM296Y0, RSM395Y0, RSM461H1, RSM462H1, RSM481H1, RSM491H1, ECO341H1, ECO342H1, ECO362H1, ECO403H1, ECO406H1, ECO435H1, ECO451H1, language courses at the 200+ level and any international business-themed RSM special topics courses as determined by the Director of Rotman Commerce. Transfer credits from participation in an international exchange may count up to 1.0 FCE towards this requirement.

Alternative courses may be substituted with approval of the Director. Rotman Commerce Program Office:

* RSM210H1, RSM211H1, RSM212H1, RSM213H1, RSM310H1, RSM311H1, RSM312H1, RSM313H1, RSM314H1, RSM315H1, RSM316H1, RSM317H1, RSM318H1, RSM319H1, RSM410H1, RSM411H1, RSM412H1, RSM413H1, RSM414H1, RSM415H1, RSM416H1, RSM417H1, RSM418H1, RSM419H1, RSM498Y1 are special topics courses where the content will change from year to year. When the course offerings and content are confirmed, the department will indicate whether a specific course will count towards this focus. Contact Consult the Rotman Commerce Program office Portal for more information course descriptions and prerequisites.

Description of Proposed Changes:

A change in the title of the focus to indicate that this focus is part of the U of T Global Scholar initiative.

Removal of the list of all RSM special topics course codes.

Rationale:

Students taking the International Business focus are completing the objectives of the U of T Global Scholar program, so in consultation with the program we are adding the designation to the focus title so that it will be included on the students' transcripts.

To simplify the requirements for students. The course codes seemed redundant and over-complicated since it...
Management, Joseph L. Rotman School of

in Req 2 that special topics courses may be used for this requirement. All special topics courses are titled 'Special Topics', so students will know if they are taking one.

**Impact:**
Positive impact for the students that complete the focus as they will have an additional designation on their transcripts.

No other impact as the requirements are not changing in any way.

**Consultation:**
Undergraduate Program Committee, Rotman School of Management

Director, Rotman Commerce

**Resource Implications:**
N/A

**4 New Courses:**

**RSM326H1: Data Analytics with Financial Accounting Information**

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

**Contact Hours:**
Lecture: 24 / Tutorial: 12

**Description:**
Students will learn how to better understand and analyze accounting information through empirical analysis. The course will teach students how to extract information from rich accounting and finance datasets to help provide insights in a wide range of corporate business problems in both equity and debt markets. Different modeling approaches are used to analyze accounting data and disclosure information.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
RSM311H1 (Special Topics in Management: Analytical Insights using Financial Data), offered in Fall 2019

**Recommended Preparation:**

**Topics Covered:**
The course, along with other required courses in the accounting specialist, will cover some of the 2019 CPA competency map requirements in analytics that are needed for the program accreditation from CPA Ontario.

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

**Distribution Requirements:**
Social Science

**Competencies:**
Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably
Quantitative Reasoning: extensively; Social and Ethical Responsibility: extensively
### Rationale:
The course, along with other required courses in the accounting specialist, will cover some of the 2019 CPA competency map requirements in analytics that are needed for the program accreditation from CPA Ontario.

### Consultation:
The inclusion of this newly created permanent course is based on the recommendations of the internal RSM committee reviewing the CPA Accreditation requirements of the Accounting Specialist. The committee’s membership included:

- Professor Susan Christoffersen, Vice Dean, Undergraduate and Specialized Programs
- Professor Alexandra MacKay, Director, Rotman Commerce
- Professor Catherine Barrette, Accounting Area
- Professor Alexander Edwards, Accounting Area
- Professor Baohua Xin, Accounting Area
- Professor Elisa Zuliani, Accounting Area.

Professor Partha Mohanram, Area Coordinator, Accounting Area was also consulted on the proposed changes and is supportive.

Four student members of the Rotman Commerce Student Advisory Group who are all pursuing the Accounting Specialist of the BCom degree were also consulted regarding the minor modification.

Members of the Rotman Commerce Steering Committee and the Deans of RSM and FAS were kept apprised of the needed changes to the curriculum arising from the accreditation process.

Gillian Hamilton of the Economics Department at FAS was contacted regarding the minor modification.

This new course will be brought through governance at Rotman in the Winter of 2020 in parallel with governance at the Faculty of Arts & Science. It will be reviewed by the Undergraduate Program Committee on January 29 for final approval at Faculty Council in March.

This new course is arising from proposed changes and Minor Modification to the BCom Accounting Specialist. It will largely follow the current topics course RSM311 that is taught by Scott Liao but there will be some additional material integrated into the course to incorporate the required CPA Ontario competencies.

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

### Overlap with Existing Courses:
This new course RSM326H will largely follow the current topics course RSM311H taught by Professor Liao with assurance that the all topics and competencies required by CPA Ontario are integrated into the newly designed permanent course RSM326H. With the introduction of the new course RSM326H, the topics course RSM311H would be retired.

### Programs of Study for Which This Course Might be Suitable:
- Bachelor of Commerce - Accounting specialist

### Estimated Enrolment:
200

### Instructor:
Scott Liao, Franco Wong
**RSM355H1: Managing Customer Value**

**Contact Hours:**

*Lecture:* 24

**Description:**

This course builds on the foundation developed in RSM250H1 (Principles of Marketing) in a competitive simulation environment. While RSM250H1 focuses on the fundamental marketing elements for operationalizing this basic philosophy - segmentation, targeting, positions and 3 of the 4 Ps, this course is designed to advance a participant's understanding of designing and implementing marketing strategies and explore the management of the 4th P (promotion) in greater depth. In particular, participants will make decisions about all 4 Ps simultaneously and manage the interactions between them.

**Prerequisites:**

RSM250H1; Completion of 9.0 FCEs

**Corequisites:**

**Exclusions:**

RSM310H1 (Special Topics in Management: Managing Customer Value), offered in Winter 2019 and Winter 2020

**Recommended Preparation:**

**Topics Covered:**

The objective of this course is (1) to introduce participants to concepts and tools that enable firms to cope with these three sources of complexity and (2) to provide participants with "hands on" experience in designing and implementing marketing strategies in a competitive environment. Central concepts include competitive and customer analyses, problem identification, the design of marketing strategies for existing and new product markets and the allocation of resources across marketing mix elements and products. The course puts special emphasis on teamwork and the application of the technical and conceptual skills under time pressure.

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

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

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

**Experiential Learning:**

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

*Nature of "Other" Experiential Learning:* Distinctive Practicals or Laboratories

**Rationale:**

The objective of this course is (1) to introduce participants to concepts and tools that enable firms to cope with these three sources of complexity and (2) to provide participants with "hands on" experience in designing and implementing marketing strategies in a competitive environment. Central concepts include competitive and customer analyses, problem identification, the design of marketing strategies for existing and new product markets and the allocation of resources across marketing mix elements and products. The course puts special emphasis on teamwork and the application of the technical and conceptual skills under time pressure.

**Consultation:**

Approved by the Undergraduate Program Committee, Rotman School of Management

Through this process, previous enrolment and course evaluations are taken into account.
Management, Joseph L. Rotman School of

**Resources:**

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

**Overlap with Existing Courses:**

No

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

Bachelor of Commerce
Specialists in Management
Specialists in Finance & Economics

**Estimated Enrolment:**

40

**Instructor:**

David Soberman

---

**RSM420H1: Advanced IT Audit and Data Analytics**

**Impact on Programs:**

This proposal triggers modifications in the unit's program(s)

**Contact Hours:**

Lecture: 24 / Tutorial: 12

**Description:**

This course is an extension of the study of areas covered in the introductory audit course and will include the application of risk and materiality to more advanced topic areas with a focus on digitized information. Other topics include special reports, future-oriented financial information and prospectuses. The course will incorporate the use of data analytics in auditing and will explore how to analyze financial data in order to assist in audit engagements.

**Prerequisites:**

RSM323H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Topics Covered:**

The course, along with other required courses in the accounting specialist, will cover the CPA competency map requirements that are needed for the program accreditation from CPA Ontario.

This course will replace RSM423 and RSM427 as part of Accounting Specialist; It includes some of the material from these courses and introduces new material in data analytics as it applies to accounting

**Breadth Requirements:**

Society and Its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

*Communication:* extensively; *Critical and Creative Thinking:* extensively; *Information Literacy:* notably
Management, Joseph L. Rotman School of

Quantitative Reasoning: extensively; Social and Ethical Responsibility: extensively

Experiential Learning:
Research: none; Other: none

Rationale:
The course, along with other required courses in the accounting specialist, will cover the CPA competency map requirements that are needed for the program accreditation from CPA Ontario.

Consultation:
This new course is arising from proposed changes and Minor Modification to the BCom Accounting Specialist. It is based on the recommendations of the internal RSM committee reviewing the CPA Accreditation requirements of the Accounting Specialist. That committee’s membership included:
• Professor Susan Christoffersen, Vice Dean, Undergraduate and Specialized Programs
• Professor Alexandra MacKay, Director, Rotman Commerce
• Professor Catherine Barrette, Accounting Area
• Professor Alexander Edwards, Accounting Area
• Professor Baohua Xin, Accounting Area
• Professor Elisa Zuliani, Accounting Area.

Professor Partha Mohanram, Area Coordinator, Accounting Area was also consulted on the proposed changes and is supportive.

Four student members of the Rotman Commerce Student Advisory Group who are all pursuing the Accounting Specialist of the BCom degree were also consulted regarding the minor modification.

Members of the Rotman Commerce Steering Committee and the Deans of RSM and FAS were kept apprised of the needed changes to the curriculum arising from the accreditation process.

Gillian Hamilton of the Economics Department at FAS was contacted regarding the minor modification.

This new course will be brought through governance at Rotman in the Spring of 2020 in parallel with governance at the Faculty of Arts & Science. It will be reviewed by the Undergraduate Program Committee on January 29 for final approval at Faculty Council in March.

Resources:
None

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

Overlap with Existing Courses:
None; This course will replace RSM423 and RSM427 as part of Accounting Specialist; It includes some of the material from these courses and introduces new material in data analytics as it applies to accounting

Programs of Study for Which This Course Might be Suitable:
Bachelor of Commerce - Accounting specialist

Estimated Enrolment:
200

Instructor:
Michael Khan, Wally Smieliauskas, Ralph Tassone

RSM452H1: Creativity and Business Innovation

Contact Hours:
Lecture: 12 / Practical: 12 / Tutorial: 2

Description:
Creativity is identified as the most important skill business leaders need at all levels. As humans, we must first embrace and develop our creativity, and then use technology to creatively solve business problems. This course guides individuals to combine their thinking, knowledge and skills in imaginative ways, develop key creative behaviours and build personal and professional creative confidence. Through a combination of active lectures, immersive in-class and in-field activities along with online tutorials, you will engage in creative ways to see business problems and opportunities in new ways and develop solutions unseen and unimagined by others.

Prerequisites:  
RSM250H1; Completion of 14.0 FCEs

Corequisites:

Exclusions:  
RSM414H1 (Special Topics in Management: Creativity for Business Innovation), offered in Fall 2018 and Fall 2019

Recommended Preparation:

Topics Covered:  
Creativity is the ability to both imagine original ideas or solutions to problems and actually do what needs to be done to make them happen. It is not just a critical skill for artists or musicians, but an extremely valuable way of thinking about managing and engaging in business activities. According to the world Economic Forum's 'Future of Jobs Report', complex problem solving, critical thinking and creativity are the three most important skills individuals will need to navigate uncertainty and effectively participate in business innovation.

Breadth Requirements:  
Creative and Cultural Representations (1)

Distribution Requirements:  
Social Science

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

Experiential Learning:  
Research: none; Other: none

Rationale:  
Creativity is the ability to both imagine original ideas or solutions to problems and actually do what needs to be done to make them happen. It is not just a critical skill for artists or musicians, but an extremely valuable way of thinking about managing and engaging in business activities. According to the world Economic Forum's 'Future of Jobs Report', complex problem solving, critical thinking and creativity are the three most important skills individuals will need to navigate uncertainty and effectively participate in business innovation.

This course is being changed from a Special topics course to a permanent course.

Consultation:  
Approved by the Undergraduate Program Committee, Rotman School of Management
Through this process, previous enrolment and course evaluations are taken into account.

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

Overlap with Existing Courses:  
No.

Programs of Study for Which This Course Might be Suitable:  
66
<table>
<thead>
<tr>
<th>Management, Joseph L. Rotman School of</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Commerce</td>
</tr>
<tr>
<td>Specialists in Management</td>
</tr>
<tr>
<td>Specialists in Finance and Economics</td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
</tr>
<tr>
<td>40</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
</tr>
<tr>
<td>Beausoleil, Angèle</td>
</tr>
</tbody>
</table>
2 Minor Program Modifications:

**Equity Studies Major**

**Completion Requirements:**

Consult Program Administrator: nc.undergradadmin@utoronto.ca or 416-978-5404.

(7 full courses or their equivalent, including two FCEs at the 300+level)

**First Year:**
No specific first-year courses required.

**Higher Years**
1. NEW240H1 + NEW240Y1
2. NEW341H1
3. JQR360H1
4. 2.0 4.5 additional full course equivalents from the core group, including at least 0.5 at the 400-level
5. 3.5 FCEs from Groups A, B, C, D (including one or more FCEs from at least three of the four groups)

**Description of Proposed Changes:**
Core course being re-weighted. Requirement of an additional 0.5 FCE from the core group added.

**Rationale:**
Part of Program restructuring.

**Impact:**
None

**Consultation:**
New College Academic Affairs Committee approved the changes at the meeting of October 7, 2019.

**Resource Implications:**

---

**Equity Studies Minor**

**Completion Requirements:**

Consult Program Administrator: nc.undergradadmin@utoronto.ca or 416-978-5404.

(4 full courses or their equivalent, including at least one FCE at the 300+ level)

**First Year:**
No specific first-year courses required.

**Higher Years:**
1. NEW240H1 + NEW240Y1
2. One FCE in any area from the core group
3. 1.5 One additional FCE in any area from the core group or one FCE from Groups A, B, C, D.
4. An additional FCE from Groups A, B, C, D.

**Description of Proposed Changes:**
Core course re-weighting. Modification of requirement 3 to include an additional 0.5 FCE requirement.
### New College

<table>
<thead>
<tr>
<th><strong>Rationale:</strong></th>
<th>Part of program restructuring.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Impact:</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Consultation:</strong></td>
<td>Approved by the New College Academic Affairs Committee at the meeting of October 7, 2019.</td>
</tr>
<tr>
<td><strong>Resource Implications:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### 1 New Course:

**NEW240H1: Introduction to Critical Equity and Solidarity Studies**

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

#### Contact Hours:
- **Lecture:** 24<br>- **Tutorial:** 12

#### Description:
An interdisciplinary intersectional interrogation and examination of systemic inequity and social justice in local and global contexts. Provides a foundation for the field of critical equity and solidarity studies through a concentrated focus on theory and practice as it relates to major concepts, historical perspectives, key debates and radical grassroots community resistance to inequity. Introduces and foregrounds the concept of critical equity as both a theoretical framework and as a lived contestation of the structural nature and effects of systemic inequity.

#### Prerequisites:

#### Corequisites:

#### Exclusions:
- NEW240Y1

#### Recommended Preparation:

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

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

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

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

#### Rationale:
NEW240Y1 being retired and being offered as NEW240H1.

#### Consultation: 69
Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:
  Stan Doyle-Wood

20 Course Modifications:

NEW241Y1: Introduction to Disability Studies

Title:
  Introduction to Critical Disability Studies

Description:
  Previous:
  Introduces students to the theory and practice of Disability Studies. Explores the history of the development of disability studies. Examines cultural representations of disability and critically assesses the ways disability is conceptualized in societal institutions. Forms of disability activism are also discussed.

  New:
  Draws on an intersectional history and politics of normativity and bodily difference to understand disability as a diverse and materially salient social category that can be used as a lens to better understand systems and experiences of colonization, race, class, gender, age, etc. Explores scenes of disability or 'crip' solidarity, resistance and cultural production, disability D/deaf and mad arts, coalitional movements for disability justice, collective approaches to access and other non-normative ways of knowing and being.

Rationale:
  The description and/or title has been revised/refreshed as many of the core courses have been updated for the Equity Studies programs.

Consultation:

Resources:

NEW270H1: Foundations for Community Engagement

Title:
  Foundations for Community (dis) Engagement and Solidarity

Description:
  Previous:
  Examines issues in community-based organizing, partnerships and advocacy. Drawing on interdisciplinary theory,
methodology and case studies, develops skills both to analyze the social, economic, political, ethical and cultural dimensions of working with communities and to critically evaluate organizing practices and strategic approaches in community engagement. 

**New:**

An introduction to issues and questions arising from the field of 'community engagement'. Explores the meaning, practices and implications of / for 'community' and 'community (dis) engagement' from multiple perspectives (e.g. the State and its agencies, institutional power, colonial discourse, communities of embodied difference, etc.) Takes a multimedia and arts-based approach to examining self-care from an anti-colonial perspective of central importance in the practice and pedagogy of critical equity and solidarity in the collective struggle for freedom and transformation.

**Rationale:**
The description and/or title has been revised/refreshed as many of the core courses have been updated for the Equity Studies programs.

**Consultation:**

**Resources:**

---

**NEW340H1: Special Topics in Equity Studies**

**Description:**

An upper level course. Topics of study vary from year to year.

**Prerequisites:**

NEW240H1/NEW240Y1

**Rationale:**

NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

---

**NEW341H1: Theorizing Equity**

**Title:**

Theorizing Settler Colonialism, Capitalism and Race Equity

**Description:**

Previous:

Explores theories that inform Equity Studies and situates them historically to examine both the social conditions and practices that generate inequities and the responses by equity advocates. Examines texts in relevant fields such as post-colonial theory, queer theory, disability studies, feminist theory and transnational studies.

**New:**
New College

Provides students with a theoretical background for understanding settler colonialism, capitalist social relations and difference (including race, class, gender, disability and sexuality) and solidarity. Provides an analysis of state violence and the formation of hegemonic power relations. Introduces students to the method of thinking dialectically to examine the social world as a set of relations between multiple phenomena occurring at the same time. Articulates an emancipatory politics of knowledge production and strategies of building solidarities to enable the imagination of a different future.

Prerequisites:
NEW240H1/NEW240Y1

Rationale:
The description and/or title has been revised/refreshed as many of the core courses have been updated for the Equity Studies programs. NEW240Y1 is being retired and replaced with NEW240H1.

Consultation:

Resources:

NEW342H1: Theory and Praxis in Food Security

Prerequisites:
NEW240H1/NEW240Y1

Rationale:
NEW240Y1 is being retired and replaced with NEW240H1.

Consultation:

Resources:

NEW345H1: Equity and Activism in Education

Prerequisites:
NEW240H1/NEW240Y1

Rationale:
NEW240Y1 is being retired and replaced with NEW240H1.

Consultation:

Resources:

NEW346H1: Community Organizing and Global Solidarity

Prerequisites:
NEW240H1/NEW240Y1

Rationale:
NEW240Y1 is being retired and replaced with NEW240H1.

Consultation:
### NEW347H1: Critical Race and Anti-Racism Studies

**Prerequisites:**  
NEW240H1/NEW240Y1

**Rationale:**  
NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

### NEW348H1: Special Topics in Equity Studies

**Prerequisites:**  
NEW240H1/NEW240Y1

**Rationale:**  
NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

### NEW349H1: Disability and Representation

**Title:**  
Disability Arts and Culture Representation

**Description:**

**Previous:**

Explores the connection between disability and representation through contemporary social theories and methods in disability studies. Problematizes disability representation to challenge the taken-for-granted cultural assumption that disability is a problem that requires a solution.

**New:**

Explores the work of disabled, mad, sick and/or Deaf artists and considers how disability disrupts - or 'crips' - artistic spaces and cultural movements. Engaged with contemporary debates emanating from within these spaces and movements to renewal disability as a dynamic range of bodily practices, aesthetics and relations.

**Prerequisites:**  
NEW240H1/NEW240Y1

**Rationale:**  
The description and/or title has been revised/refreshed as many of the core courses have been updated for the Equity Studies programs. NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**
NEW440Y1: Advanced Special Topics in Equity Studies

**Prerequisites:**
NEW240H1/NEW240Y1 and an additional 0.5 Equity Studies Core Group 300+ level course

**Rationale:**
NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

NEW441H1: Advanced Topics in Equity Studies

**Prerequisites:**
- **Previous**: NEW240Y1 or permission of instructor
- **New**: NEW240H1 / NEW240Y1

**Rationale:**
NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

NEW442H1: Food Systems and the Politics of Resistance

**Description:**
Examines the food we eat in the local and global context of food systems, food sovereignty and food movements. Explores the possibilities for food as a catalyst for learning, resistance and social change. Consult the Program Office for course enrolment procedures.

**Note:** This is a joint graduate/undergraduate course.

**Prerequisites:**
14.0 credits, NEW240H1/NEW240Y1, NEW342H1, and an additional 0.5 Equity Studies Core Group 300+ level course. Students must have completed 14.0 credits, be enrolled in the Equity Studies Major Program, and will normally have a GPA CGPA of at least 3.5 in NEW Equity Studies courses. Enrolment is by application. Consult the Program Office (nc.undergradadmin@utoronto.ca or 416-978-5404) for course enrolment procedures.

**Rationale:**
NEW240Y1 is being retired and replaced with NEW240H1. A&S moving away from use of CGPA, updated this in the prerequisite.

**Consultation:**

**Resources:**
**NEW443H1: Advanced Special Topics in Equity Studies**

**Prerequisites:**
- NEW240H1/NEW240Y1 and an additional 0.5 Equity Studies Core Group 300+ level course.

**Rationale:**
- NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

---

**NEW446H1: Community Development and Social Change**

**Description:**

Explores the significance of community development as a social change strategy, through a critical social analysis of local and global case studies and policies. Consult the Program Office for course enrolment procedures.

**Note:** This is a joint graduate/undergraduate course.

**Prerequisites:**
- 14.0 credits, NEW240H1/NEW240Y1, NEW346H1, and an additional 0.5 Equity Studies Core Group 300+ level course. Students must have completed 14.0 credits; be enrolled in the Equity Studies Major Program, and will normally have a GPA CGPA of at least 3.5 in NEW Equity Studies courses. Enrolment is by application. Consult the Program Office (nc.undergradadmin@utoronto.ca or 416-978-5404) for course enrolment procedures.

**Rationale:**
- NEW240Y1 is being retired and replaced with NEW240H1. A&S moving away from use of CGPA, updated this in the prerequisite.

**Consultation:**

**Resources:**

---

**NEW447H1: Race, Ethnicity and Educational Praxis**

**Description:**

An application of critical race, **ethnicity** discourse to educational praxis. Examines the articulation of theoretical perspectives to explain particular incidents in society, and to understand forms of institutional racism and emerging minority responses. Explores the implications for pedagogical practices in education.

**Prerequisites:**
- NEW240H1/NEW240Y1, NEW347H1 and one additional half-course at the 300+ level in Equity Studies; permission of Program Director

**Rationale:**

**Consultation:**
NEW449H1: Contemporary Theories in Disability Studies

**Title:**
Contemporary Theories in Critical Disability Studies

**Description:**

Previous:
Explores the influence of contemporary social theory in the formation of Disability Studies and its contemporary expressions. Examines how contemporary feminist theory, queer theory, and post-colonial theory intersect with Disability Studies to develop an understanding of disability as a socio-political phenomenon.

New:
Explores competing conceptions, definitions and practices of disability through a range of critical disability theories, including crip-of-colour critique, decolonial theories of disability studies and black feminist disability frameworks. Enacts disability studies as a justice-oriented methodology or practice that has value for understanding and responding to colonial systems of race, class, gender and disability. Interrogates the shape and limits of disability and disability studies to ask the provocative question: what can disability studies do?

**Prerequisites:**
NEW240H1/NEW240Y1 and 0.5 FCE from Equity Studies Core Group: Disability Studies

**Rationale:**
The description and/or title has been revised/refreshed as many of the core courses have been updated for the Equity Studies programs. NEW240Y1 is being retired and replaced with NEW240H1.

NEW469Y1: Senior Research Project in Equity Studies

**Title:**

Previous: Senior Research Project in Equity Studies

New: Decolonizing Research Methodologies for New Researchers

**Description:**

A feminist/anti-racist/anti-colonial/anti-imperialist exploration of supervised research methods. Examines project undertaken in the work final year of researchers study. Students attend a seminar to present their on-going research and scholar-activists who seek to humanize discuss the research with communities detrimentally impacted by colonial, imperialist, heteropatriarchal research agendas and processes process. Supports students' independent Final projects will be presented in a public student research projects through guidance from the course instructor. Prepares students for graduate studies or research-oriented careers symposium. Not eligible for CR/NCR option.

**Prerequisites:**
NEW240H1/NEW240Y1, 1.0 FCE from Equity Studies Core Group 300+ level courses course; and a GPA minimum cGPA of 3.0 from NEW Equity Studies Core courses.
Rationale:
The description and/or title has been revised/refreshed as many of the core courses have been updated for the Equity Studies programs.
NEW240Y1 is being retired and replaced with NEW240H1. A&S moving away from use of CGPA, updated this in the prerequisite.

Consultation:

Resources:

**NEW495Y1: Independent Community Engaged Learning**

**Recommended Preparation:**
NEW120Y1/NEW150Y1/NEW220H1/NEW221H1/NEW224Y1/NEW225H1/NEW226H1/NEW232H1/NEW232Y1/
NEW240H1/NEW240Y1/NEW241Y1/NEW270H1/HIS230H1/HIS231H1/other NEW courses

**Rationale:**
NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

**NEW496H1: Independent Community Engaged Learning**

**Recommended Preparation:**
NEW120Y1/NEW150Y1/NEW220H1/NEW221H1/NEW224Y1/NEW225H1/NEW226H1/NEW232H1/NEW232Y1/
NEW240H1/NEW240Y1/NEW241Y1/NEW270H1/HIS230H1/HIS231H1/other NEW courses

**Rationale:**
NEW240Y1 is being retired and replaced with NEW240H1.

**Consultation:**

**Resources:**

**1 Retired Course:**

**NEW240Y1: Introduction to Equity Studies**

**Rationale:**
NEW240H1 is being proposed for Fall 2020 in place of NEW240Y1.
3 Minor Program Modifications:

Sexual Diversity Studies Major

Completion Requirements:

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

1. One course from: WGS160Y1, NEW240H1 NEW240Y1, or SOC209H1 HIS223H. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, with the approval of the Director or Undergraduate Director.

2. 1.0 FCE from the SDS Foundational Courses:
   - SDS255H1: Histories of Sexuality
   - SDS256H1: Methods in Sexual Diversity Studies
   - SDS355H1: Theories of Sexuality

3. Thematic Clusters (1.5 FCE): 0.5 FCE from each of the three Thematic Clusters, with at least 0.5 FCE at 400-level.
   - Politics & Policy
     JSU237H1, SDS345H1, SDS365H1, JPS378H1, SDS378H1, SDS390H1, JPS315H1, SDS425H1
   - Formations & Practices
     SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
   - Media & Aesthetics
     CIN336H1, ENG273Y1, JSU325H1, SDS346H1, SDS279H1/SDS379H1, SDS470H1, SDS478H1

4. Capstone requirement (a minimum of 0.5 FCE from the following list):
   All 400-level SDS and JNS courses, including: SDS457H1; SDS458H1; SDS459Y1; SDS460Y1; SDS485H1; and SDS490Y1

5. Other Electives (1.5-2.5 FCE): Remaining credits from the SDS Electives Group.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Director or Undergraduate Director on an individual basis. Students are responsible for checking co- and pre-requisites for courses from the SDS Electives Group.
Description of Proposed Changes:
- Updates to SDS Electives list
- Add CIN336H1 Queer Film and Media to “Media and Aesthetics” thematic cluster
- Replace HIS222H1 in introductory course requirement(s) with SOC209H1 Sexuality and Modernity

Rationale:
These changes are primarily housekeeping arising from the curriculum overhaul from last year (2018-2019). The electives list has been updated with new courses that deal with sexuality/sexual diversity, retired courses have been removed and course codes that changed have been updated. SDS courses approved in the 2018-19 governance cycle have been added to the list as well. The new electives list focuses exclusively on courses that deal with sexuality and sexual diversity (those that mention sexuality in course titles and descriptions). With a growing number of course offerings within the Sexual Diversity Studies program, students are less dependent upon courses from outside departments to meet the degree/electives requirements. This streamlined electives list gives the program a more unified focus on the study of sexuality and sexual diversity. Individual courses from outside the electives list may still be approved at the Director or Undergraduate Director’s discretion.

CIN336H1 was planned in consultation between SDS and Cinema Studies and fits within the “media and aesthetics” thematic cluster in the SDS programs. Some seats in the course are reserved for SDS students.

The course pre-requisites throughout the program have also been revised to provide easier access for students to some upper-year SDS classes. Former pre-requisites SDS255H1, SDS256H1, SDS355H1 remain required courses for students in the Specialist and Major programs, but the pre-requisites are now less proscriptive about when students must take them.

Impact:
Streamline student requirements in SPE, MAJ, MIN. Increased clarity in degree requirements language.

Consultation:
Ongoing consultation with Women and Gender Studies Institute and Cinema Studies Institute.

Resource Implications:
N/a

Sexual Diversity Studies Minor

Completion Requirements:

(4 full courses or their equivalent.)

1. 0.5 FCE One course from SDS Foundational Courses: SDS255H1, WGS160Y1, NEW240Y1, SDS256H1 or HIS222H1. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, SDS355H1 with the approval of the Director or Undergraduate Director.

2. Thematic Clusters (1.5 FCE): 0.5 FCE from each of the three Thematic Clusters. May substitute 0.5 FCE in this requirement from the list of Capstone courses; refer to the SDS website for current options.

- Politics & Policy
  JSU237H1, SDS345H1, SDS365H1, JPS378H1, SDS378H1, SDS390H1, JPS315H1, SDS425H1
- Formations & Practices
  SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
- Media & Aesthetics
  CIN336H1, ENG273Y1, JSU325H1; SDS346H1; SDS279H1/SDS379H1, SDS470H1, SDS478H1
Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the Business Officer/Associate Director on an individual basis. Students are responsible for checking co- and pre-requisites for courses from the SDS Electives Group.

Description of Proposed Changes:
- Updates to SDS Electives list
- Add CIN336H1 Queer Film and Media to “Media and Aesthetics” thematic cluster
- Replace requirement of an introductory course on sexuality (WGS160Y1, NEW240Y1, HIS222H1) with 0.5 FCE from SDS foundational course (SDS255H1, SDS256H1, SDS355H1). This matches language used in the SPE and MAJ programs. The foundational courses were not otherwise represented in the SDS MIN.

Rationale:
These changes are primarily housekeeping arising from the curriculum overhaul from last year (2018-2019). The electives list has been updated with new courses that deal with sexuality/sexual diversity, retired courses have been removed and course codes that changed have been updated. SDS courses approved in the 2018-19 governance cycle have been added to the list as well. The new electives list focuses exclusively on courses that deal with sexuality and sexual diversity (those that mention sexuality in course titles and descriptions). With a growing number of course offerings within the Sexual Diversity Studies program, students are less dependent upon courses from outside departments to meet the degree/electives requirements. This streamlined electives list gives the program a more unified focus on the study of sexuality and sexual diversity. Individual courses from outside the electives list may still be approved at the Director or Undergraduate Director’s discretion.

CIN336H1 was planned in consultation between SDS and Cinema Studies and fits within the “media and aesthetics” thematic cluster in the SDS programs. Some seats in the course are reserved for SDS students.

The curriculum revisions to the SDS Minor left out core courses SDS255H1, SDS256H1, SDS355H1. These have been reintroduced and replace the previous requirement of “an introductory course in sexuality WGS160Y1, NEW240Y1, HIS222H1”

The course pre-requisites throughout the program have also been revised to provide easier access for students to some upper-year SDS classes. Former pre-requisites SDS255H1, SDS256H1, SDS355H1 remain required courses for students in the Specialist and Major programs, but the pre-requisites are now less prescriptive about when students must take them.

Impact:
Streamline student requirements in SPE, MAJ, MIN. Increased clarity in degree requirements language.

Consultation:
Ongoing consultation with Women and Gender Studies Institute and Cinema Studies Institute.

Resource Implications:
N/a
Sexual Diversity Studies Specialist

Completion Requirements:

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

1. One course from: WGS160Y1, NEW240H1 NEW240Y1, or SOC209H1 HIS222H1. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, with the approval of the Director or Undergraduate Director.

2. SDS Foundational Courses (1.5 FCE):
   - SDS255H1: Histories of Sexuality
   - SDS256H1: Methods in Sexual Diversity Studies
   - SDS355H1: Theories of Sexuality

3. Thematic Clusters (3.0 FCE): 1.0 FCE from each of the three Thematic Clusters.
   - Politics & Policy
     JSU237H1, SDS345H1, SDS365H1, JPS378H1, SDS378H1, SDS390H1, JPS315H1, SDS425H1
   - Formations & Practices
     SDS377H1, SDS380H1, SDS381H, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
   - Media & Aesthetics
     CIN336H1, ENG273Y1, JSU325H1; SDS346H1; SDS279H1/SDS379H1, SDS470H1, SDS478H1

4. Capstone (1.0 FCE): SDS460Y1

5. Other Electives (3.5-4.0 FCE): Remaining credits selected from the SDS Electives Group

   ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, ANT474H1 CIN213H1, CAS360H1 CIN330Y1, CIN213H1 CRI380H1, CIN336H1 CRI387H, CLA319H1, ENG235H1, CRI380H1 ENG254Y1, ENG273Y1; ENG355H1; ENG364H1; ENG365H1; ENG382Y1; ENG384Y1; FRE304H1; GGR327H1; GGR363H1; GGR466H1; HIS202H1; HIS348H1; GGR465H1 HIS363H1, HIS417Y1 HIS383H1, ITA332H1 JAL355H1, JNH350H1, JNS450H1; JPR364H1, JPS315H1, JPS378H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1; NEW344H1, NEW345Y1 NEW349H1, NMC357H1 NEW440H1, NMC358H1, PHL243H1, PHL243H1 PHL271H1, PHS300H1 PHL367H1, POL377H1 POL482H1, PSY323H1, RLG235H1, RLG311H1, RLG312H1, RLG313H1, SDS199H1, SDS255H1, SDS256H1, SDS279H1, SDS345H1, SDS364H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, SDS390H1, SDS425H1, SDS455H1, SDS456Y1, SDS457H1, SDS458H1, SDS459Y1, SDS460Y1, SDS465H1, SDS470H1, SDS475H1, SDS477H1, SDS485H1, SDS490Y1; SOC214Y1, SOC309Y1, SOC365H1, SOC209H1 SOC367H1, SOC309H1 SOC410H1, VIC343Y1, VIC352Y1, WGS160Y1, WGS275H1 WGS250H1, WGS374H1 WGS365H1, WGS480H1 WGS367H1, WGS481H1 WGS368H1, WGS369H1, WGS374H1.

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

Description of Proposed Changes:
- Updates to SDS Electives list
- Add CIN336H1 Queer Film and Media to “Media and Aesthetics” thematic cluster
- Replace HIS222H1 in introductory course requirement(s) with SOC209H1 Sexuality and Modernity
**Rationale:**
These changes are primarily housekeeping arising from the curriculum overhaul from last year (2018-2019). The electives list has been updated with new courses that deal with sexuality/sexual diversity, retired courses have been removed and course codes that changed have been updated. SDS courses approved in the 2018-19 governance cycle have been added to the list as well. The new electives list focuses exclusively on courses that deal with sexuality and sexual diversity (those that mention sexuality in course titles and descriptions). With a growing number of course offerings within the Sexual Diversity Studies program, students are less dependent upon courses from outside departments to meet the degree/electives requirements. This streamlined electives list gives the program a more unified focus on the study of sexuality and sexual diversity. Individual courses from outside the electives list may still be approved at the Director or Undergraduate Director’s discretion.

CIN336H1 was planned in consultation between SDS and Cinema Studies and fits within the “media and aesthetics” thematic cluster in the SDS programs. Some seats in the course are reserved for SDS students.

The course pre-requisites throughout the program are also being revised to provide easier access for students to some upper-year SDS classes. Former pre-requisites SDS255H1, SDS256H1, SDS355H1 remain required courses for students in the Specialist and Major programs, but the pre-requisites are now less proscriptive about when students must take them.

**Impact:**
Streamline student requirements in SPE, MAJ, MIN. Increased clarity in degree requirements language.

**Consultation:**
Ongoing consultation with Women and Gender Studies Institute and Cinema Studies Institute.

**Resource Implications:**
N/a

### 3 Course Modifications:

**SDS385H1: Queer Indigenous Politics and Cultures**

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

**Prerequisites:**

- **Previous:** SDS255H1, SDS256H1
- **New:** 0.5 credit in SDS / INS

**Rationale:**
As an interdisciplinary course, the department is allowing courses from Indigenous Studies or SDS to count as the prerequisite. This will allow more students to take the course.

**Consultation:**
SDS Department and Indigenous Studies

**Resources:**

**SDS425H1: Sexuality & Health**

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

**Prerequisites:**

- **Previous:** SDS255H1, SDS256H1
- **New:** 1.0 credit in SDS / HST

**Rationale:**
As an interdisciplinary course, the department is allowing courses from Health Studies or SDS to count towards the prerequisite. This will allow more students to take the course.

Consultation:
SDS Department

Resources:

**SDS465H1: Queer Migrations and Refugee Politics**

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

Prerequisites:
- **Previous:** SDS255H1, SDS256H1
- **New:** 1.0 credit in SDS / DTS

Rationale:
As an interdisciplinary course, the department is allowing courses from Diaspora and Transnational Studies or SDS to count towards the prerequisite. This will allow more students to take the course.

Consultation:
SDS Department, Diaspora and Transnational Studies

Resources:
12 New Courses:

SOC240H1: Sociology of Law

| Contact Hours: |
| Lecture: 24 |

| Description: |
| This course asks students to think critically about the role of law in society, and to develop a sociological understanding of law and legal institutions. The course will include theoretical approaches to understanding the role of law and legal authority, and the constitutive ways in which law affects, shapes, and is negotiated in everyday life. In addition, attention will be paid to the legal profession, including empirical research on lawyers, legal careers, and their relationship to fields of practice, with an emphasis on the relationship between the structure of the legal profession and law as a democratic institution. |

| Prerequisites: |
| SOC101Y1 or SOC102H1 or SOC100H1 |

| Corequisites: |

| Exclusions: |
| SOC293H1 (Topics: Sociology of Law), offered in Summer 2018, Winter 2019, Summer 2019; SOC396H1 (Topics: Sociology of Law), offered in Winter 2013 |

| Recommended Preparation: |

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

| Distribution Requirements: |
| Social Science |

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

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

| Rationale: |
| Sociology of Law has been offered on and off for over a decade as a New Topics, but three times in the last two years. It is time to make it a regular course offering |

| 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: |
SOC270H1: Introduction to Social Networks

Contact Hours:
  * Lecture: 24

Description:
This course covers the fundamentals of the social network perspective, including a short introduction to social network theory and a survey of major findings in social network research. We will study how patterns of relations between social actors develop and how they affect outcomes such as health, status attainment, and inequality. Students will write a proposal to conduct research from a social network perspective.

Prerequisites:
  SOC101Y1 or SOC102H1 or SOC100H1

Corequisites:

Exclusions:
  SOC355H1, SOC294H1 (Topics: Introduction to Social Networks) offered in Winter 2018 and Winter 2020

Recommended Preparation:

Breadth Requirements:
  Society and its Institutions (3)

Distribution Requirements:
  Social Science

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

Experiential Learning:
  * Research: none; Other: none

Rationale:
This course was moved from a 300 level to a 200 level in 2017 because it was a survey course better suited as a 200 level course. Since that change it was offered as a New Topics at the 200 level, but now is the time to make it a regular course offering at the 200 level and retire the 300 level calendar entry (SOC330H program-only which was never used, and SOC355H)

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: 

85
SOC310H1: Sociology of Atrocities

Contact Hours:
Lecture: 24

Description:
This course focuses on the sociology of atrocities. We focus on the range of social actors and processes involved when atrocities occur, how we identify, name, and respond to atrocities (such as genocide or crimes against humanity), the behavior of bystanders and intervenors, cultural trauma and the effects of atrocities, and processes of commemoration. We investigate the collective and social dynamics to try and explain the role of individuals, groups, and institutional actors in committing atrocities, including the role of group identities, bureaucracies, collective decision-making, shared repertoires, legacies of hate, and peer networks. We study the role of other actors – in particular legal institutions, but also humanitarian bodies, journalists, and others – in identifying, naming and sometimes responding to these atrocities, along with sociological evidence about how they do so and the efficacy of any such response.

Prerequisites:
1.0 SOC FCE at the 200+ level

Corequisites:

Exclusions:
SOC330H1; SOC395H1F (13/14); SOC397H1 (Selected Topics in Sociological Research: International Criminal Justice & Atrocities), offered in Winter 2015 and Winter 2016

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
Research: none; Other: none

Rationale:
This course has been offered numerous times over the years and we want now to regularize it.

Consultation:

Resources:
Budget Implications: The academic unit will provide the resources required for this course from existing budget.
SOC330H1: Sociology of Atrocities

Contact Hours:

\[ \text{Lecture: 24} / \text{Tutorial: 12} \]

Description:

This course focuses on the sociology of atrocities. We focus on the range of social actors and processes involved when atrocities occur, how we identify, name, and respond to atrocities (such as genocide or crimes against humanity), the behavior of bystanders and intervenors, cultural trauma and the effects of atrocities, and processes of commemoration. We investigate the collective and social dynamics to try and explain the role of individuals, groups, and institutional actors in committing atrocities, including the role of group identities, bureaucracies, collective decision-making, shared repertoires, legacies of hate, and peer networks. We study the role of other actors – in particular legal institutions, but also humanitarian bodies, journalists, and others – in identifying, naming and sometimes responding to these atrocities, along with sociological evidence about how they do so and the efficacy of any such response. This is a program-only course and is restricted to sociology majors and specialists.

Prerequisites:

SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/SOC252H1/SOC254H1

Corequisites:

Exclusions:

SOC310H1; SOC395H1F (13/14); SOC397H1 (Selected Topics in Sociological Research: International Criminal Justice & Atrocities), offered in Winter 2015 and Winter 2016

Recommended Preparation:

Breadth Requirements:

Society and its Institutions (3)

Distribution Requirements:

Social Science

Competencies:

- \textit{Communication:} notably; \textit{Critical and Creative Thinking:} notably; \textit{Information Literacy:} notably
- \textit{Quantitative Reasoning:} slightly; \textit{Social and Ethical Responsibility:} notably

Experiential Learning:

- \textit{Research:} none; \textit{Other:} none

Rationale:

This course has been offered numerous times over the years and we want now to regularize it.

Consultation: 87
**Sociology (FAS), Department of**

<table>
<thead>
<tr>
<th>Resources: Budget Implications:</th>
<th>The academic unit will provide the resources required for this course from existing budget.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overlap with Existing Courses:</td>
<td></td>
</tr>
<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td></td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>130</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Prof. Ron Levi</td>
</tr>
</tbody>
</table>

**SOC336H1: Transnational Asia**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong> 24 / <strong>Tutorial:</strong> 12</td>
</tr>
</tbody>
</table>

**Description:**

This course explores how transnational flows of capital, labor, ideas, and culture are reconstituting the ways in which we organize our political, economic, and cultural life by particularly focusing on Asia, the region that has been at the center of this global transformation. How has the notion of the "transnational" evolved and invited critical reevaluations? What has been the place of Asian countries in this global process and what political, economic, social, and cultural changes do they experience? By examining these questions, this course aims to enhance our understanding of contemporary Asian societies closely tied with each other and the rest of the world. This is a program-only course and is restricted to sociology majors and specialists.

**Prerequisites:**

SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/SOC252H1/SOC254H1

**Corequisites:**

**Exclusions:**

SOC372H1; SOC351H1 (New Topics in Sociology: Transnational Asia), offered in Winter 2019; SOC395H1 (New Topics in Sociology: Transnational Asia), offered in Fall 2019

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

88
This course was developed by a recent faculty hire in the area of Political Sociology. It bolsters the offerings in this area in our department. It was offered as a New Topics for two years and is now proposed as a regular course offering since it will be a regular part of our schedule going forward.

This is the program-only version of this course with the standard version being SOC372H1.

Consultation:

Resources:
Staffing and resources will come from within departmental budget

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:
Sociology Major and Sociology Specialist

Estimated Enrolment:
35

Instructor:
Prof. Yoonkyung Lee

SOC349H1: Deconstructing 'Muslim American' - Race, Nationalism, and Religion

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
Since the 2016 U.S. presidential election, Muslim Americans have been once again been cast as both threatening “outsiders” as well as examples of what makes the United States a “nation of immigrants.” What do these contestations teach us about how race, nationalism, and globalization shape immigrant identities? This course examines a range of topics, from everyday boundary-making to ongoing global politics pertaining to different Muslim groups in the United States, often drawing comparisons with Muslims in other Western countries. Course materials include theoretical overviews, research articles, survey reports, book chapters, newspapers, films, and T.V. shows. This is a program-only course and is restricted to sociology majors and specialists.

Prerequisites:
SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/SOC252H1/SOC254H1

Corequisites:

Exclusions:
SOC373H1; SOC394H1 (New Topics in Sociology: Deconstructing "Muslim American" - Race, Nationalism and Religion), offered in Winter 2019; SOC352H1 (New Topics in Sociology: Deconstructing "Muslim American’ - Race, Nationalism and Religion), offered in Winter 2020

Recommended Preparation:

Breadth Requirements:
Society and Its Institutions (3)

Distribution Requirements:
**Sociology (FAS), Department of**

**Competencies:**

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

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

**Rationale:**

This course was developed by a recent faculty hire in the area of Race and Immigration. It bolsters the offerings in this area in our department. It was offered as a New Topics for two years and is now proposed as a regular course offering since it will be a regular part of our schedule going forward.

This is the program-only version of this course with the standard version being SOC373H1.

**Consultation:**

**Resources:**
- Staffed and resourced within current existing departmental budget

**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:**
- Sociology Major and Sociology Specialist

**Estimated Enrolment:**
- 35

**Instructor:**
- Prof. Tahseen Shams

---

**SOC372H1: Transnational Asia**

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

**Description:**

This course approaches Asia from a transnational perspective to enhance our understanding of the complexities involved in Asia’s contemporary transformations. By departing from traditional nation-state-oriented analyses, this class explores how Asia shapes and is shaped by trans-Pacific politics, war and colonial legacies, global capitalism, labor migration, international norms of citizenship, urban development, and flows of ideas and popular culture. By closely examining Asia’s transnational interconnectedness, we question the prevalent notion of Asia and regional studies and highlight the contradictions and challenges Asia faces in its political, economic, social, and cultural spheres. This critical approach is expected to offer a deeper investigation of Asia in and of itself while critiquing dominant assumptions and frameworks found in existing approaches to Asia.

**Prerequisites:**
- 1.0 SOC FCE at the 200+ level

**Corequisites:**

**Exclusions:**
- SOC336H1; SOC351H1 (New Topics in Sociology: Transnational Asia), offered in Winter 2019; SOC395H1 (New Topics in Sociology: Transnational Asia), offered in Fall 2019
Sociology (FAS), Department of

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

Experiential Learning:
- Research: none
- Other: none

Rationale:
This is the standard version of a newly developed course by a recently hired faculty member. It has been offered twice as a New Topics and we are ready to make it a regular course offering

Consultation:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
100

Instructor:
Prof. Yoonkyung Lee

SOC373H1: Deconstructing 'Muslim American' - Race, Nationalism, and Religion

Contact Hours:
- Lecture: 24 / Tutorial: 12

Description:
Since the 2016 U.S. presidential election, Muslim Americans have once again been cast as both threatening “outsiders” as well as examples of what makes the United States a “nation of immigrants.” What do these contestations teach us about how race, nationalism, and globalization shape immigrant identities? Taking Muslim Americans as a case study, this course will examine a range of topics, from everyday boundary-making to ongoing global politics pertaining to different Muslim groups in the United States, often drawing comparison with Muslims in other Western countries. More broadly, the course aims to unpack how various global and local/national forces shape the contours, dimensions, and meanings attached to an identity category. To that end, the course begins with some prominent sociological theories, such as intersectionality, double-consciousness, and Orientalism. We will apply these theoretical lenses to analyze issues of race, globalization, cultural citizenship, media representation, and political integration in Muslim American and immigrant experiences.

Prerequisites:
SOC408H1: Sociology of Organizations

**Contact Hours:**
- Lecture: 24

**Description:**
This course covers central issues in the field of organizational sociology. It explores different perspectives on why complex organizations look and operate the way that they do, and examines the social consequences of their behavior. The first part of the course focuses on the evolution of the modern firm. We will trace the history of different models of management and strategy, and evaluate their relative efficacy. The second part of the course examines how organizations shape, and are shaped by, their environments. The third part of the course will explore how...
organizational behavior influences social inequality, and how social inequality shapes the way that modern organizations function. We will make use of both social scientific analyses and Harvard Business School case studies.

Prerequisites:
1.0 SOC FCE at the 300+ level

Corequisites:

Exclusions:
SOC489H1 (Topics: Sociology of Organizations), offered in Fall 2017 and Fall 2019

Recommended Preparation:

Breadth Requirements:

Distribution Requirements:

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

Experiential Learning:
Research: none; Other: none

Rationale:
A 4th year seminar developed by a recent faculty hire in the field of Social Policy and Economic Sociology. This is her 4th year seminar in the Sociology of Organizations which has been offered for a few cycles as a New Topics

Consultation:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
15

Instructor:
Prof. Kim Pernell

SOC409H1: Sexuality and Research Design

Contact Hours:
Lecture: 24

Description:
Research designs are much like jigsaw puzzles, but harder: they require scholars to carefully connect a variety of distinct yet intricately linked pieces into a thematically consistent, practical and defensible whole. Few tasks in the research process are as commonplace and as riddled with difficulty. This semester length course will provide a forum for students to compose a research design on the topic of sexuality using qualitative approaches that include in-depth interview and ethnography. Throughout the course, students will read a variety of works that describe the goals, procedures, and underlying logic of research design. These works will draw from articles and chapters on methodological problems and issues, and also from actual studies that use in-depth interview and ethnography in sexuality studies.

**Prerequisites:**

1.0 SOC FCE at the 300+ level

**Corequisites:**

**Exclusions:**

SOC485H1 (Topics: Sexuality of Research Design), offered in Fall 2017, Winter 2019, Fall 2019, SOC497H1 (Topics: Sexuality of Research Design), offered in Fall 2016

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

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

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

**Experiential Learning:**

*Research:* notably; *Other:* none

**Rationale:**

A 4th year seminar which has been offered regularly since 2016 as a New Topics. It fills up every year and now is time to turn it into a regular course offering

**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:**

Sociology Major and Sociology Specialist

**Estimated Enrolment:**

15

**Instructor:**

Prof. Adam Green
### SOC460H1: Global Inequalities and Contentious Politics

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

**Description:**

Global Inequality and Contentious Politics: This is a seminar course designed to understand global inequalities and contentious politics. Inequality has been one of the primary subjects in sociological inquiries and its scope naturally expands to a global dimension as our societies are increasingly shaped by international connections. This seminar focuses on understanding various manifestations of global inequalities intersected by international hierarchy, race, gender, and class. Yet, these divisions and injustices are neither static nor unchallenged as people react to these realities via divergent methods. This class will read major theoretical approaches to social movements and examine contentious mobilizations taking place in different geographies around the world to reshape the global order ridden with disparities. Empirical cases of contentious activism include anti-globalization protest, the Occupy movement, campaigns for migrant care workers, resistance against American military bases, and the Me Too movement.

**Prerequisites:**
- 1.0 SOC FCE at the 300+ level

**Corequisites:**

**Exclusions:**
- SOC494H1 (Topics: Global Inequalities and Contentious Politics), offered in Winter 2019, SOC495H1 (Topics: Global Inequalities and Contentious Politics), offered in Winter 2020

**Recommended Preparation:**

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

**Distribution Requirements:**
- Social Science

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

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

**Rationale:**
- 4th year seminar developed by one of our recent faculty hire in Political Sociology that will be offered regularly.

**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:**
- Sociology Major and Sociology Specialist

**Estimated Enrolment:**
- 95
Instructor: Prof. Yoonkyung Lee

**SOC463H1: Mental Health and Education**

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

**Description:**
In this course, we examine institutions of higher education as unique social contexts within which student mental health unfolds. In doing so, we will address mediating and moderating factors, which characterize the unique and varied socio-emotional experiences of students attending post-secondary. As such, we will distinguish and clarify social approaches to studying mental health – focusing on mentorship, funding, social support, academic demands and healthcare resources – from mental illness as characterized in medical disciplines. Students will be expected to read thoroughly and apply insights from the course to authentic mental health concerns facing institutions of higher education today.

**Prerequisites:**
- 1.0 SOC FCE at the 300+ level

**Corequisites:**

**Exclusions:**
- SOC493H1 (Topics: Mental Health and Education), offered in Fall 2018 and Winter 2020

**Recommended Preparation:**

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

**Distribution Requirements:**
- Social Science

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

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

**Rationale:**
- 4th year seminar developed by a recently faculty hire that will be offered every year.

**Consultation:**

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

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
- Sociology Major and Sociology Specialist
# Sociology (FAS), Department of

<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Prof. Rachel La Touche</td>
</tr>
</tbody>
</table>

## 2 Retired Courses:

**SOC330H1: Introduction to Social Network Analysis**

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

**SOC355H1: Introduction to Social Network Analysis**

<table>
<thead>
<tr>
<th>Rationale:</th>
</tr>
</thead>
</table>
4 Minor Program Modifications:

Focus in International Law & Human Rights (Major)

Completion Requirements:

*Note: this Focus requires completion of 0.5 FCE or more in addition to the 7.5 FCE required for the International Relations Major.*

(2.5 FCEs)

| 1. POL340Y1 (International Law) |
| 2. 1.5 FCE chosen from the following list: |
| ECO320H1 (Law and Economics), HIS338H1 (The Holocaust to 1942), HIS361H1 (The Holocaust from 1942), HIS397H1 (Political Violence and Human Rights in Latin America); POL323Y1 (Might and Right among Nations), POL324H1 (Politics of the European Union), GGR419H1 (Environmental Justice), HIS411H1 (Great Trials in History), HIS465Y1 (Gender and International Relations), HIS470H1 (History, Rights and Differences in South Asia), HIS487H1 (Animal and Human Rights in Anglo-American Culture), HIS493H1 (Humanity in War: The Modern Evolution of the Law of Armed Conflict), POL412H1 (Human Rights and International Relations), POL456Y1 (The G8; G20 and Global Governance), POL457Y1 (Markets; Justice and the Human Good), POL469H1 (Ethics in International Politics), TRN421Y1 (Fragile and Conflict-Affected States in Global Politics) |

Notes:

- Focus courses meet the basic IRP inclusion standard of substantially and directly addressing relations between and among countries at the state or society level.
- Students can request substitutions from the IRP Director
- Not all courses may be available at all times without scheduling conflicts.

**Description of Proposed Changes:**

Removal of POL323Y1 from list of eligible courses as this course is slated to be retired by the Department of Political Science. Removal of course titles from completion requirements.

**Rationale:**

**Impact:**

**Consultation:**

**Resource Implications:**

Focus in International Law & Human Rights (Specialist)

Completion Requirements:

(2.5 FCEs)
Trinity College

1. POL340Y1 (International Law)
2. 1.5 FCE chosen from the following list:
   ECO320H1 (Law and Economics), HIS338H1 (The Holocaust to 1942), HIS361H1 (The Holocaust from 1942),
   HIS397H1 (Political Violence and Human Rights in Latin America); POL323Y1 (Might and Right among Nations),
   POL324H1 (Politics of the European Union), GGR419H1 (Environmental Justice), HIS411H1 (Great Trials in
   History), HIS465Y1 (Gender and International Relations), HIS470H1 (History, Rights and Differences in South Asia),
   HIS487H1 (Animal and Human Rights in Anglo-American Culture), HIS493H1 (Humanity in War: The Modern
   Evolution of the Law of Armed Conflict), POL412H1 (Human Rights and International Relations), POL456Y1 (The
   G8, G20 and Global Governance), POL457Y1 (Markets, Justice and the Human Good), POL469H1 (Ethics in
   International Politics), TRN421Y1 (Fragile and Conflict-Affected States in Global Politics)

Notes:

• Focus courses meet the basic IRP inclusion standard of substantially and directly addressing relations between and
  among countries at the state or society level.
• Students can request substitutions from the IRP Director
• Not all courses may be available at all times without scheduling conflicts.

Description of Proposed Changes:

Removal of POL323Y1 from list of eligible courses as this course is slated to be retired by the Department of Political
Science. Removal of course titles from completion requirements.

Rationale:

Impact:

Consultation:

Resource Implications:

International Relations Major

Enrolment Requirements:

The International Relations Major is a Type 3 program. Applicants must complete an application form including a
Statement of Interest. Enrolment is limited to students with a combined average of at least 70% in the required first-year
courses:

1. One FCE from: ECO100Y1 / (ECO101H1, ECO102H1) / ECO105Y1
2. One FCE from:
   GGR112H1
   HIS102Y1/HIS103Y1
   MUN101H1/MUN102H1/MUN105Y1 (in Munk One)
   POL101H1, POL106H1, POL107H1, POL109H1, POL101Y1
   TRN150Y1/TRN151Y1/TRN152Y1 (in Trinity One)
   VIC181H1, VIC183H1, VIC184H1, VIC185H1 (in Vic One)

Achieving the threshold mark does not necessarily guarantee admission to the program in any given year. Studen999 who
are not admitted to the program may reapply for admission in a subsequent year.

**Completion Requirements:**

(7.5 FCEs)

Year 1 (2 FCEs)

1. One FCE from: ECO100Y1/(ECO101H1, ECO102H1)/ECO105Y1
2. One FCE from:
   - GGR112H1
   - HIS102Y1/HIS103Y1
   - MUN101H1/MUN102H1/MUN105Y1 (in Munk One)
   - POL101H1, POL106H1, POL107H1, POL109H1, POL101Y1
   - TRN150Y1/TRN151Y1/TRN152Y1 (in Trinity One)
   - VIC181H1, VIC183H1, VIC184H1, VIC185H1 (in Vic One)

Year 2 (2.5 FCEs)

1. ECO230Y1
2. POL208H1, POL208Y1
3. TRN250Y1

Year 3 (2.5 FCEs)

1. TRN350H1
2. 1 FCE from:
   - HIS311Y1/HIS312H1/HIS324H1/HIS330H1/HIS338H1/HIS341Y1/HIS343H1/HIS347H1/HIS350H1/HIS359H1/HIS361H1/HIS364H1/HIS377H1/HIS379H1/HIS385H1/HIS386H1/HIS397H1/TRN307H1/TRN308H1
3. 1 FCE from:

Year 4 (0.5 FCEs)

TRN409H1/TRN410H1

Note: Those students choosing to add a Focus should be guided in their selection of courses at the third and fourth year level by the courses listed in the specific Focus group they choose.

**Description of Proposed Changes:**

These proposed changes fall into two categories:

1) Adjustments to POL offering to reflect change from Y to H course
2) The addition of TRN350H as a required course for all Majors and Specialists in the program
Trinity College

Rationale:
TRN350H is designed as the social science cognate course to TRN250Y, a humanities course. Where TRN250Y requires students to investigate the history of international relations, TRN350H will ask students to think about the future of international relations. It is, fundamentally, an international relations course. Current scholarship on contemporary and future international relations focuses on a number of challenges on the horizon (if they are not already here): climate change, resource scarcity, great power competition, and changes in mass politics. Crises of scarcity and the challenge of sustainable solutions, then, lie at the heart of the scholarly conversation about the future of global affairs – and both the concepts of scarcity and sustainability will be contested in the course.

The addition of TRN350H to IR Program Requirements will provide IR students with a required course in every year of the Program. This responds to student requests for cohort building within the curriculum. As an H course, (and with changes to 2nd year program requirements), the addition of TRN350 still allows significant flexibility for IR students to pursue a Major or Specialist, or a focus, with courses related to their specific interests. The addition of TRN350 is not an “additional requirement” for IR Program students because of the change of another required course, POL208Y to POL208H.

Impact:
The impact of the POL changes are minor. The ultimate effect of changing POL courses from Y to H is to give students a broader range of choice in first-year offerings.

The impact of TRN350H is significant for the student experience in the IR Program: it provides students with a common learning experience at the third-year level and balances their study of the history of international relations with a forward-looking social science course. The IR Program already has a 2nd and 4th year required course. The addition of TRN350H is part of a larger effort to ensure IR Program students benefit from progressing through the program in a cohort while also enjoying the opportunity to select from a range of optional program requirements. The addition of TRN350 does not impact the number of credits students are required to complete either the Major or Specialist degree. (This is because of the change of POL208Y to POL208H).

Consultation:
The IR Program and Trinity College conducted consultations with other units during the preparation and proposal of TRN350H as a new course. Discussion on adding TRN350H as a Program Requirement were taken in the Trinity College Arts & Science Committee.

Resource Implications:

International Relations Specialist

Enrolment Requirements:
The International Relations Specialist is a Type 3 program. Applicants must complete an application form including a Statement of Interest. Enrolment is limited to students with a combined average of at least 75% in the required first-year courses:

1. One FCE from: ECO100Y1 / (ECO101H1, ECO102H1)/ ECO105Y1
2. One FCE from:
   GGR112H1
   HIS102Y1/HIS103Y1
   MUN101H1/MUN102H1/MUN105Y1 (in Munk One)
   POL101H1, POL106H1, POL107H1, POL109H1, POL101Y1
   TRN150Y1/TRN151Y1/TRN152Y1 (in Trinity One)
   VIC181H1, VIC183H1, VIC184H1, VIC185H1 (in Vic One)
3. One FCE from:
   Introductory modern language: EAS100Y1, EAS120Y1, FSL100H1, FSL102H1, FSL121Y1, FSL221Y1, GER100Y1, GER101H1, GER200Y1, GER201H1, ITA100Y1, ITA250Y1, NML110Y1, PRT100Y1, PRT220Y1, SLA100H1, SLA101H1, SLA108Y1, SLA208Y1, SLA220Y1, SPA100Y1, SPA220Y1
   Or or MAT133Y1/MAT137Y1/(MAT135H1, MAT136H1)
   Or a statistics course from social science departments (e.g. POL222H1+POL232H1 for students with the prerequisites, from e.g. Advance Placement)

Note: Students are strongly encouraged to have or acquire fluency in French and another modern international language; including through relevant Advance Placement and other transfer credits. Students entering with basic language skills are strongly encouraged to take advanced language courses.

Achieving the threshold mark does not necessarily guarantee admission to the program in any given year. Students who are not admitted to the program may reapply for admission in a subsequent year.

Completion Requirements:

(13 full courses or the equivalent)

Consult the Office of the International Relations Program, room 310N, Munk School of Global Affairs, 416-946-8950.

Year 1:

1. One FCE from: ECO100Y1/(ECO101H1, ECO102H1)/ECO105Y1
2. One FCE from:
   GGR112H1
   HIS102Y1/HIS103Y1
   MUN101H1/MUN102H1/MUN105Y1 (in Munk One)
   POL101H1, POL106H1, POL107H1, POL109H1
   TRN150Y1/TRN151Y1/TRN152Y1 (in Trinity One)
   VIC181H1, VIC183H1, VIC184H1, VIC185H1 (in Vic One)
3. One FCE from:
   Introductory modern language: EAS100Y1, EAS120Y1, FSL100H1, FSL102H1, FSL121Y1, FSL221Y1, GER100Y1, GER101H1, GER200Y1, GER201H1, ITA100Y1, ITA250Y1, NML110Y1, PRT100Y1, PRT220Y1, SLA100H1, SLA101H1, SLA108Y1, SLA208Y1, SLA220Y1, SPA100Y1, SPA220Y1
   Or or MAT133Y1/MAT137Y1/(MAT135H1, MAT136H1)
   Or a statistics course from social science departments (e.g. POL222H1+POL232H1 for students with the prerequisites, from e.g. Advance Placement)

Note: Students are strongly encouraged to have or acquire fluency in French and another modern international language; including through relevant Advance Placement and other transfer credits. Students entering with basic language skills are strongly encouraged to take advanced language courses.

Achieving the threshold mark does not necessarily guarantee admission to the program in any given year. Students who are not admitted to the program may reapply for admission in a subsequent year.

Year 2 (2.5 FCEs): ECO230Y1, POL208H1 POL208Y1, TRN250Y1

Year 3 (4.0 FCEs):

1. TRN350H1
Trinity College

2. 1 FCE from:
   ECO320H1/ECO341H1/ECO342H1/ECO362H1/ECO364H1/ECO365H1/ECO368H1

3. 1 FCE from:
   HIS311Y1/HIS312H1/HIS324H1/HIS330H1/HIS338H1/HIS341Y1/HIS343H1/HIS344H1/HIS347H1/HIS350H1/
   HIS359H1/HIS361H1/HIS364H1/HIS377H1/HIS379H1/
   HIS385H1/HIS386H1/HIS397H1

4. 1 FCE from:
   ANT452H1/ECO200Y1/ECO202Y1/ECO206Y1/ECO208Y1/ECO324H1/ECO341H1/ECO342H1/
   ECO362H1/ECO364H1/ECO368H1/EUR200Y1/GGR314H1/GGR326H1/
   GGR329H1/GGR439H1/JHA384H1/JPA376Y0 JPA376H1/LAS200H1/LAS201H1/NMC378H1/
   POL300H1/POL302Y1/POL312Y1/POL324H1/POL326Y1/POL329H1/POL330Y1/
   POL340Y1/POL361H1/POL362H1/POL371H1/POL372H1/POL377H1/POL380H1/POL384H1

5. 0.5 FCE from:
   ECO351H1/TRN307H1/TRN308H1/TRN377Y1/
   Or any of the above not previously counted

Note: Those students choosing to add a Focus should be guided in their selection by the courses listed in their Focus group.

Year 4 (3.5 FCEs)

1. 1 FCE from: TRN419Y1/TRN421Y1

2. 2.5 FCE from:
   ECO403H1/ECO419H1/ECO429H1/ECO430Y1/ECO431H1/ECO459H1/ECO465H1
   GGR418H1/GGR419H1/GGR430H1, GLA2050H1
   HIS401H1/HIS402H1/HIS405Y1/HIS411H1/HIS415Y1/HIS416H1/HIS417H1/HIS429H1/
   HIS430H1/HIS439H1/HIS445H1/HIS451H1/HIS457H1/HIS458Y1/HIS465Y1/HIS470H1/
   HIS471H1/HIS473H1/HIS479H1/HIS487H1/HIS488H1/HIS492H1/HIS493H1/HIS494H1/HIS498H1
   POL409H1/POL410H1/POL412H1/POL413H1/POL417Y1/POL435H1/
   POL441H1/POL442H1/POL445H1/POL456Y1/POL457Y1/POL459Y1/POL466H1/
   POL467H1/POL468H1/POL469H1/POL472H1/POL477H1/POL481H1/POL486H1/POL486Y1/POL487H1/
   POL487Y1
   TRN409H1/TRN410H1/VIC476H1

Note: Those students choosing to add a Focus should be guided in their selection by the courses listed in their Focus group.

Description of Proposed Changes:
These proposed changes fall into two categories:
1) Adjustments to POL offering to reflect change from Y to H course
2) The addition of TRN350H as a required course for all Majors and Specialists in the program

Rationale:
TRN350H is designed as the social science cognate course to TRN250Y, a humanities course. Where TRN250Y requires students to investigate the history of international relations, TRN350H will ask students to think about the future of international relations. It is, fundamentally, an international relations course. Current scholarship on contemporary and future international relations focuses on a number of challenges on the horizon (if they are not already here): climate change, resource scarcity, great power competition, and changes in mass politics. Crises of scarcity and the challenge of sustainable solutions, then, lie at the heart of the scholarly conversation about the future of global affairs – and both the concepts of scarcity and sustainability will be contested in the course.
The addition of TRN350H to IR Program Requirements will provide IR students with a required course in every year of the Program. This responds to student requests for cohort building within the curriculum. As an H course, (and with changes to 2nd year program requirements), the addition of TRN350 still allows significant flexibility for IR students to pursue a Major or Specialist, or a focus, with courses related to their specific interests. The addition of TRN350 is not an “additional requirement” for IR Program students because of the change of another required course, POL208Y to POL208H.

**Impact:**

The impact of the POL changes are minor. The ultimate effect of changing POL courses from Y to H is to give students a broader range of choice in first-year offerings.

The impact of TRN350H is significant for the student experience in the IR Program: it provides students with a common learning experience at the third-year level and balances their study of the history of international relations with a forward-looking social science course. The IR Program already has a 2nd and 4th year required course. The addition of TRN350H is part of a larger effort to ensure IR Program students benefit from progressing through the program in a cohort while also enjoying the opportunity to select from a range of optional program requirements. The addition of TRN350 does not impact the number of credits students are required to complete either the Major or Specialist degree. (This is because of the change of POL208Y to POL208H).

**Consultation:**

The IR Program and Trinity College conducted consultations with other units during the preparation and proposal of TRN350H as a new course. Discussion on adding TRN350H as a Program Requirement were taken in the Trinity College Arts & Science Committee.

**Resource Implications:**
2 Minor Program Modifications:

American Studies Major

Completion Requirements:

7.0 full courses or equivalent (FCEs), specified as follows:

1. 1.0 FCE from the 200-level gateway courses in English (ENG250H1 and either ENG270H1 or ENG235H1), History (HIS271Y1), Geography (GGR240H1 and GGR254H1), or Political Science (POL386Y1 POL203Y1), or Cinema Studies (CIN270Y1).

2. USA200H1 and USA300H1 (total of 1.0 FCE).

3. 1.0 FCE from at least three disciplinary/thematic clusters, categorized as follows (3.0 FCEs): a) Politics and Economics b) Society (Indigenous Studies, Anthropology, East Asian Studies, Geography) c) Culture (Cinema Studies, English, Music, Religion) d) History

4. 0.5 FCE in Breadth Requirement Category 5: The Physical or Mathematical Universe, or another half course approved by the CSUS Program Director, to fulfill the Quantitative Reasoning competency requirement of the program.

5. Additional eligible courses from the Recommended Courses listed on the Centre for the Study of the United States website (http://munkschool.utoronto.ca/csus/undergraduate-program) to a total of 7.0 FCEs, including requirement #4 above.

6. At least 2.0 FCEs of the student’s 7.0 FCEs must be at the 300-level or above.

7. At least 1.5 FCEs of the student’s program must be in American Studies (USA prefix courses), at the 300- or 400-level.

Recommended Sequence of Courses:

First Year:

Students are encouraged to take any pre-requisites for the 200-level gateway course required, and/or enroll directly in USA200H1 as a first year student. Of the required second-year disciplinary survey courses, only one–POL203Y1–has a pre-requisite; students interested in politics, therefore, should take one full POL course, a pre-requisite for POL203Y1. Other recommended courses at the first year level include: HIS106Y1.

Second Year:

- USA200H1
- HIS271Y1 (or) ENG250H1 AND either ENG270H1 or ENG235H1 (or) GGR240H1 AND GGR254H1 (or) POL386Y1 POL203Y1

Second, Third, and Fourth Years:

- USA300H1, plus other eligible courses, to a total of 7.0 FCEs.
- At least 2.0 of these courses must be at the 300-level or above.
- At least 1.5 of these courses must be in American Studies (USA prefix courses) at the 300- or 400-level. Courses must be chosen in a way that satisfies the disciplinary/thematic variety described above, plus 0.5 FCE in Breadth Requirement Category 5, or another half course approved by the CSUS Program Director, to fulfill the Quantitative Reasoning competency requirement of the program.
NOTE: Other 300+ series courses with 50% or more American content may be allowed; students should seek early approval of program credit for such courses from the CSUS Director.

**Description of Proposed Changes:**

The proposed changes are a result of anticipating the code change for the course (from POL270Y1 to POL386Y1) by the Department of Political Science. There is no change in the credit weight of the course.

**Rationale:**

**Impact:**

No, or little, impact is expected of proposed changes on students as the course weight and content are not expected to change. In fact, the proposed change will provide more choice for students looking to fulfill requirement 6 of the American Studies Major.

**Consultation:**

Professor Dickson Eyoh, Associate Chair and Undergraduate Director at the Department of Political Science informed and consulted with the American Studies program regarding the change.

**Resource Implications:**

---

**American Studies Minor**

**Completion Requirements:**

(4 full courses or their equivalent, including at least one 300+ series course in at least two disciplines)

**Second year:**

1. 1.0 FCE from the 200-level gateway courses in English (ENG250H1 and either ENG270H1 or ENG235H1), History (HIS271Y1), Geography (GGR240H1 and GGR254H1), or Political Science (POL386Y1 and POL203Y1), or Cinema Studies (CIN270Y1).

**Third year:**

2. Students must take USA200H1 and USA300H1 (0.5 FCE).

**Second, third, and fourth years:**

3. 2.5 courses from the eligible courses listed below to total 4.0 FCEs.

NOTE: Other 300+ series courses with American content may be allowed; students should seek early approval of program credit for such courses.

**Description of Proposed Changes:**

The replacement of USA300H1: Theories and Methods in American Studies with USA200H1: Introduction to American Studies as a requirement for the American Studies Minor (ASMIN0135).

**Rationale:**

This change is part of the ongoing rationalization of requirements for American Studies minor. Given the course content and scope, USA200H1 will serve as better introduction to the field to the American Studies minors.

**Impact:**

There is little or no expected impact on students or other academic units. The enrollment cap for USA200H1 is sufficiently high to allow for any current or future American Studies student to enroll in the course.

**Consultation:**
The proposed change is a result of consultation between the CSUS Director and CSUS Planning Committee, which consists of affiliated faculty, American Studies students and the Centre’s staff.

**Resource Implications:**
3 Minor Program Modifications/Revisions:

Education and Society Minor

Completion Requirements:

The Vic-sponsored Education and Society Minor is open to all Arts and Science students. This program is for those who are interested in education, either as a skill that will prepare you for many occupations, or as a strong background for admission to a teacher education program, such as the Combined Degree Program with OISE (separate application required, see below) or another consecutive teacher education program.

Entry Requirement:

Interested students can apply every spring for September entry into the program.

This is a limited entry program. Meeting the minimum requirements does not guarantee admission to the program.

Applicants MUST have completed the following in order to apply:

- PSY100H1 with a minimum grade of 70
- obtain a grade of 73 or greater in at least 3 FCE
- Minimum of 4.0 Full Course Equivalents (FCE)

Program Requirements

(4.0 FCE including at least 1.0 FCE at 300+ level)

1. PSY100H1
2. All of VIC260H1, VIC261H1, VIC262H1, and VIC265H1
3. VIC360H1/VIC360Y1
4. VIC355H1/VIC362H1
5. One FCE from: VIC356H1, VIC361H0 VIC361Y0, VIC363H1, VIC368H1, VIC369H1, or a course related to Education and Society at the 300+ level selected from the offerings in Sociology, Anthropology or Geography (Arts).

Description of Proposed Changes:

Added the re-coded course (VIC265H1) to Requirement 2; deleted former course (VIC362/355H1) from Requirement 4.

Rationale:

Revising program requirements to align with proposed curriculum changes.

Impact:

Consultation:

Victoria College Council – Academic Committee

Resource Implications:
Semiotics and Communication Studies Minor

Completion Requirements:

(4 FCE, including 1.0 FCE at the 300+ level)

1. 1.0 FCE from: ANT100Y1, LIN100Y/(LIN101H1, LIN102H1), PHL100Y1, SOC101Y/(SOC102H, SOC103H)/(SOC100H1, SOC150H1), one FCE in Vic One.
2. VIC223Y1
3. 1.0 FCE from: VIC320H1, VIC320Y1, VIC322H1, VIC323Y1, VIC324H1, VIC325H1
4. 1.0 FCE from Groups A-E.

Group A: Anthropology
ANT204H1, ANT253H1, ANT322H1, ANT329H1, ANT356H1, ANT366H1, ANT425H1, ANT426H1, ANT427H1, ANT450H1; JAL328H1, JAL355H1

Group B: Linguistics
LIN200H1, LIN229H1, LIN232H1, LIN251H1, LIN333H1, LIN341H1, LIN456H1; JAL355H1; JLP315H1, JLP374H1

Group C: Philosophy
PHL200Y1, PHL201H1, PHL235H1, PHL244H1, PHL245H1, PHL285H1, PHL304H1, PHL310H1, PHL311H1, PHL317H1, PHL320H1, PHL321H1, PHL322H1, PHL325H1, PHL340H1, PHL342H1, PHL346H1, PHL351H1, PHL385H1

Group D: Psychology
PSY210H1, PSY220H1, PSY260H1, PSY270H1, PSY280H1, PSY312H1, PSY316H1, PSY320H1, PSY323H1, PSY362H1, PSY370H1, PSY371H1, PSY372H1, PSY421H1, PSY427H1, PSY434H1; JLP315H1

Group E: Other Related Area Courses
CAS414H1; CDN221H1, CIN201Y1, CIN270Y1, CIN301Y1, CIN310Y1, CIN314Y1, CIN330Y1, CIN332Y1, CIN364H1; CLA204H1, CLA219H1, CLA305H1, CLA388H1, CLA389H1; COG250Y1; DRM230Y1, ENG382Y1, ENG384Y1; FAH231H1, FAH245H1, FAH246H1, FAH270H1, FAH272H1, FAH337H1, FAH346H1, FAH348H1; FAH372H1, FAH374H1; FRE310H1; HIS374H1, HIS459H1 OR HIS460H1; HPS250H1; INI301H1, INI305H1; JUM203H1; MUS300H1, MUS306H1; NEW302Y1, NEW303H1; RLG200H1, RLG210Y1, RLG211H1, RLG212H1, RLG227H1, RLG230H1, RLG232H1, RLG233H1, RLG249H1, RLG301H1, RLG304H1, RLG305H1, RLG315H1, RLG316H1; SLA331H1, SLA495H1, SLA496H1; SMC219Y1, SMC271H1, SMC387H1, SMC392H1, SMC397H1; SOC365H1, SOC382H1, SOC388H1; VIC202Y1, VIC224Y1, VIC225Y1, VIC281H1, VIC302H1, VIC305H1, VIC306H1, VIC307H1, VIC308H1, VIC326H1, VIC343Y1, VIC345H1; WGS271Y1, WGS372H1

Description of Proposed Changes:
Added the re-weighted course (VIC320H1) to Requirement 3; deleted former course (VIC320Y1) from Requirement 3.

Rationale:
Revising program requirements to align with proposed curriculum changes.

Impact:

Consultation:
Victoria College Council – Academic Committee

Resource Implications:
Science and Society Minor

Completion Requirements:

The Minor in Science and Society is an interdisciplinary program that focuses on the different ways science and technology shape modern society and, in turn, how society shapes science and technology. From the food we eat to the way we conceive family relations or our obligations to future generations, our daily practices and our beliefs are increasingly influenced by scientific research and its applications. In turn, politics, public opinion, moral beliefs and cultural practices affect scientific and technological development. Courses in this program address such topics as science and values, science-related policy and politics, ethical uses of technology, scientific revolutions and controversies, modeling and communication of scientific research, and knowledge transfer from research to commercial and societal applications.

(4.0 FCEs, including at least 1.0 FCE at 300+ level)

1. HPS200H1
2. 1.0 FCE from: VIC206H1, VIC207H1, VIC242H1, VIC274H1, VIC277H1, VIC278H1, VIC343H1/VIC343Y1, VIC377H1, IMC200H1, IVP210H1. Students who achieve at least 77% in the Vic One course VIC170Y1 or VIC172Y1 may count that course toward the Minor and use it to fulfill this requirement.
3. 1.0 FCE from: HPS202H1, HPS210H1, HPS211H1, HPS222H1, HPS240H1, HPS260H1, HPS270H1, HPS272H1, HPS303H1, HPS307H1, HPS308H1, HPS309H1, HPS316H1, HPS318H1, HPS319H1, HPS324H1, HPS350H1
4. An additional 0.5 FCE from program requirements 2. and 3. above.
5. An additional 1.0 FCE from program requirements 2. and 3. above and/or from the approved list of cognate courses below:
   ANT353H1, ANT358H1, ANT364H1, BIO220H1, EEB215H1, ENV200H1, ETH220H1, GGR223H1, GGR321H1, HIS355H1, HIS423H1, JGE321H1, PHL273H1, PHL281H1, PHL373H1, PHL380H1, PHL381H1, PHL382H1, PHL383H1, PHL384H1, PHS300H1, PSY328H1, WGS275H1, WGS367H1

Description of Proposed Changes:
Adding new proposed Special Topics courses to requirement 2. Further program requirement revisions based on routine housekeeping and emerging from consultation.

Rationale:
Revising program requirements to align with proposed curriculum changes.

Impact:

Consultation:
Victoria College Council – Academic Committee
IHPST

Resource Implications:

4 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:**

**Corequisites:**

**Exclusions:**

**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
Victoria College

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

VIC265H1: Introduction to Teaching

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

Contact Hours:
**Seminar:** 24

Description:
Builds understanding of teaching as professional practice. The course primarily focuses on the research base underlying policies and documents such as the Foundations of Professional Practice. This course is restricted to students enrolled in the Education and Society Minor (Arts).

Prerequisites:

Corequisites:

Exclusions:
VIC362H1, VIC355H1

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

Competencies:

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

Experiential Learning:
Research: none; Other: none

Rationale:
We would like to recode the existing VIC355H1 as VIC265H1 in order to move the "introductory" course to the first year of the Minor program. This change will also enable students to proceed to the Education internship opportunity earlier in their programs.
### Victoria College

**Consultation:**
Victoria College Council - Academic 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:**
Education & Society

**Estimated Enrolment:**
30

**Instructor:**
Prof. Julia Forgie

---

### VIC277H1: Special Topics in Science and Society

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

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

**Description:**
In-depth study of a topic related to science and society. Content varies with instructor. Please see the Victoria College website for current offerings.

**Prerequisites:**
- Students must have completed a minimum of 4.0 FCE

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

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

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

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

**Rationale:**
A new 200-level Special Topics course in Science and Society will allow for greater flexibility of program offerings and allow faculty to pilot new course ideas.
**Consultation:**
Victoria College Council - Academic Committee
IHPST

**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:**
Science & Society

**Estimated Enrolment:**
25

**Instructor:**
Varies by term

---

**VIC320H1: Semiotics of Visual Art**

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

**Contact Hours:**

*Lecture:* 24

**Description:**
Theories and models of applied semiotics: analysis of sign systems as articulated in various forms of artistic and cultural production.

**Prerequisites:**
VIC220Y1/VIC223Y1

**Corequisites:**

**Exclusions:**
VIC320Y1

**Recommended Preparation:**

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

**Distribution Requirements:**
Social Science

**Competencies:**

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

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

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

---

114
Victoria College

We are re-weighting the course from 1.0FCE to 0.5FCE in order to make it more accessible to students, allow more flexibility in students’ timetables, and allow the course to be taught with greater frequency in the future given the availability of faculty.

**Consultation:**
Victoria College Council – Academic 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:**

**Estimated Enrolment:**
45

**Instructor:**
Prof Paolo Granata

---

**2 Retired Courses:**

**VIC320Y1: Semiotics of Visual Art**

**Rationale:**
We re-weighted this course to a 0.5FCE in order to make it more accessible to students, allow more flexibility in students’ timetables, and allow the course to be taught with greater frequency in the future given the availability of faculty.

**Consultation:**
Victoria College Council – Academic Committee

**VIC355H1: Introduction to Teaching**

**Rationale:**
We have proposed moving "Introduction to Teaching" to the 200-level so that students are taking the "introductory" course in their first year of the program, and to enable them to proceed to an Internship opportunity. As part of this change, we would like to retire the 300-level iteration of the "Introduction to Teaching" course.

**Consultation:**
Victoria College Council - Academic Committee