1 New Course:

FAH273H1: Canada Buildings and Landscapes

Contact Hours:
Lecture: 24

Description:
An introduction to the traditions and patterns of building in Canada taking into account the unique landscapes, resources and history that comprise what is now a unified political entity. Lectures will pay special attention to the complexity of architecture throughout Canada including issues of land rights, natural resources, immigration, settlements and urban design, transportation, and heritage issues. A special feature of this class will be the opportunity to study Toronto first-hand through class projects. No previous architectural history study is required.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: extensively; Other: none

Rationale:
A study of the buildings and landscapes in Canada present a unique opportunity for students to engage with their immediate built and natural environment, and thus develop the skills of research and evaluation that will be relevant to a wide range of programs (Geography, Canadian Studies, Indigenous Studies, Environmental Studies, Architecture, etc) as well to employ those skills in their role as informed citizens. For the Art History student in particular, the re-introduction of this course fills a serious lacuna in our program that has not taught the history of architecture/landscapes in Canada. This will be the preliminary course leading to a 400 level research seminar [FAH473H: Studies in Canadian Architecture and Landscapes]. This 200 level course will be an additional gateway course (alongside FAH270 and FAH271) to the study of architectural history.

Consultation:
See above under Course Overlap.

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

Overlap with Existing Courses:
There are several courses in Geography which also treat Canadian cities and landscapes such as GGR336H1 - Urban Historical Geography of North America. The closest course in Geography, however, is GGR360H1 - Culture, History, and Landscape. Joseph Clarke and Christy Anderson discussed the connections between the courses with Matt Farish (DUS, Geography) and determined that which there is some overlap in subject matter, the approach, methodology and skills developed are different and derived from the disciplinary goals of each program. In discussions with Emily Gilbert (DUS, Canadian Studies) there are courses within Canadian Studies that touch on architecture and landscapes, such as JUG320H1 - The Canadian Wilderness or CDN368H1 - Canada's Borders, however these do not take the broader view of the built and natural landscapes as does this course and again aim for the development of a different set of skills in the student work.

Programs of Study for Which This Course Might be Suitable:
- Canadian Studies, Geography

Estimated Enrolment:
- 150

Instructor:
- Christy Anderson and Joseph Clarke

2 Course Modifications:

FAH494H1: Independent Studies in Modern and Contemporary Art and Architecture

Title:
- Previous: Independent Studies in Modern and Contemporary Art and Architecture
- New: Independent Studies

Description:

Eligible students may undertake an independent study course under the supervision of Department of Art History (St. George campus) faculty member. Refer to the Independent Studies in Modern and Contemporary Art History website for further information and application instructions. Architecture. Not eligible for CR/NCR option.

Rationale:

Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

Consultation:
- FAH undergraduate program committee

Resources:
- N/A

FAH494Y1: Independent Studies in Modern and Contemporary Art and Architecture

Title:
- Previous: Independent Studies in Modern and Contemporary Art and Architecture
- New: Independent Studies

Description:

Eligible students may undertake an independent study course under the supervision of a Department of Art History (St. George campus) faculty member. Refer to the Independent Studies in Modern and Contemporary Art History website for detailed information and application instructions. Architecture. Not eligible for CR/NCR option.
**Rationale:**
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

**Consultation:**
FAH undergraduate program committee

**Resources:**
N/A

### 22 Retired Courses:

**FAH333H1: The Altarpiece in Italy ca. 1400 - ca. 1600**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

**FAH344H1: Rembrandt, Rubens and their Age**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

**FAH368H1: Encounters: Art Within and Beyond East Asia**

**Rationale:**
The instructor doesn’t intend to teach this course in the future.

**FAH372H1: Architecture in the Age of Historicism ca. 1750-ca. 1900**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

**FAH373H1: Modern Architecture Since 1890**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

**FAH374H1: Consequences of Modernism: Architecture after 1945**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

**FAH377H1: Dilemmas of Nature and Culture: Landscape Architecture since 1850**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

**FAH432H1: Caravaggio**

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.
### FAH435H1: Correggio

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

### FAH445H1: The Paris Salon and French Art of the Nineteenth Century

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

### FAH466H1: Photography in India

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

### FAH480H1: University Art Centre Exhibition Course

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

### FAH488H1: Special Topics in Chinese Art: Ideas and Practices

**Rationale:**
This course has not been taught in the past 5 years and won’t be taught in the foreseeable future.

### FAH491H1: Independent Studies in Ancient Art and Architecture

**Rationale:**
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

### FAH492Y1: Independent Studies in Medieval Art and Architecture

**Rationale:**
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

### FAH493H1: Independent Studies in Renaissance and Baroque Art and Architecture

**Rationale:**
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

### FAH493Y1: Independent Studies in Renaissance and Baroque Art and Architecture

**Rationale:**
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

### FAH495H1: Independent Studies in Canadian Art and Architecture

**Rationale:**
5
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

**FAH495Y1: Independent Studies in Canadian Art and Architecture**

Rationale:
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

**FAH496Y1: Independent Studies in Asian Art and Architecture**

Rationale:
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

**FAH497H1: Independent Studies in Architectural History**

Rationale:
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.

**FAH497Y1: Independent Studies in Architectural History**

Rationale:
Given the relatively few independent study courses undertaken each year, we have decided to retire area specific independent study courses in favour of a generic course code.
1 New Course:

CIN197H1: School Daze

Contact Hours:
- Practical: 24 /
- Seminar: 24

Description:
This first-year foundation course is a survey of sound film (with a brief selection of silent shorts) on the topic of how popular cinemas have represented going to school. Looking at one film and one scholarly text a week, the course will offer an introduction to the close reading of film texts, reading and writing film criticism, and the fundamentals of film history. By engaging with only one film/reading per week, the course emphasizes depth over breadth. Texts for the course may include excerpts from Corrigan’s *A Short Guide to Writing About Film*, Sturken and Cartwright’s *Practices of Looking*, Staiger’s *Interpreting Film*, and Prince’s *Movies and Meaning*, along with selected criticism on the movies screened. Those films may include *Zero for Conduct*, *Aparajito*, *Tom Brown’s School Days*, *Tea and Sympathy*, *If*, *Rock and Roll High School*, *Mean Girls*, *School Daze*, *Blackboard Jungle*, or *Lady Bird*. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:
- None

Corequisites:
- None

Exclusions:
- None

Recommended Preparation:
- None

Breadth Requirements:
- Creative and Cultural Representations (1)

Distribution Requirements:
- Humanities

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

Experiential Learning:
- Research: none; Other: none

Rationale:
CSI has long sought to build a basic competency in reading film texts, and in critical writing about film and media, early in the student career. This course will provide students with basic tools that will greatly enhance their ability to critically engage with film and other image-based media, and to communicate their analysis of those media to others.

Consultation:
- Yes with English, History, Books and Media.

Resources:
- One instructor.

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

Overlap with Existing Courses: 7
<table>
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<th>Cinema Studies Institute (FAS)</th>
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<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<tr>
<td>Cinema Studies, English, History, Books and Media</td>
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<td><strong>Estimated Enrolment:</strong></td>
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<td><strong>Instructor:</strong></td>
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<td>Nicholas Sammond</td>
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1 New Course:

**CLA195H1: Socrates and his Legacy**

**Contact Hours:**
- Seminar: 24

**Description:**
Socrates was a well-known figure in Athens during his lifetime: charismatic and inspirational to some, but a figure of fear and derision to others, who saw in him a challenge to political and religious norms. This course will look at the debates, ancient and modern, provoked by the unconventional life and controversial death of Socrates, and the influence he had over the public image, style, and content of subsequent philosophy. Plato is an important source for our view of Socrates, but we will make a point of exploring wider perspectives too: from the work of others in his circle, through literary representations, to his later reception in antiquity and beyond. 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:**

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

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

**Rationale:**

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**
Instructor: George Boys-Stones

2 Course Modifications:

CLA197H1: Poetics of Desire

Title:

Previous: Poetics of Desire
New: Death and Immortality in Ancient Thought

Description:

It seems natural for us to love life and hate death -- to long, therefore, for immortality. But are human beings immortal? If so, what is the afterlife? Are our souls reincarnated? And are we really right to fear death? Homer, or is this somehow childish? What is death? Sappho, Catullus and what exactly is it that we are so afraid of? Ovid. It will also examine ancient discussions of the nature of dying desire, loss of the pleasures of life, non-existence? We will read a series of ancient texts which engage with these questions: the Mesopotamian epic such as those in Plato’s Gilgamesh Symposium, Homer’s and Odyssey Phaedrus. Finally, the course will explore how these traditions were received in Renaissance poetry and thought, Euripides’ play through works such as Petrarch’s Alcestis, Plato’s Phaedo, and Shakespeare’s De Rerum Natura Sonnets by the Roman poet Lucretius. All are great works with many dimensions; while focusing on our themes we will try to make the most of what they have to offer. The course is designed for students to get practice at several important skills: close reading of complex texts, analysis of philosophical arguments, oral discussion, and essay-writing. Restricted to first-year students. Not eligible for CR/NCR option.

Rationale:

Consultation:

Resources:

CLA199H1: Death and the Underworld in Classical Antiquity

Title:

Previous: Death and the Underworld in Classical Antiquity
New: Monsters

Description:

The question of what happens after death has long fascinated humanity. Every culture elaborates a variety of answers to this question, resorting to different approaches in order to discuss, represent and attempt to control the end of human life. Ancient Greeks and Romans articulated their responses to the problem through philosophical and historical-ethnographic inquiries, through the figurative arts, and through myth and poetry. Death, funeral, and mourning were in antiquity at the centre of complex social rituals, often crucial to the construction of a community’s identity. Mass casualties in war or following disastrous events, while causing exceptional bereavement, also engendered artistic monumentalization. At the core of ancient responses to the mystery of death, however, are attempts to imagine the specifics of the afterlife (its setting, nature and quality), or else to deny such an afterlife altogether. The seminar will focus on Greco-Roman answers...
to the problems of death and afterlife, with an interest in the various practices of funeral and mourning, a consideration of funerary monuments, and a special focus on mythical and literary representations of the Underworld. Restricted to first-year students. Not eligible for CR / NCR option.

**New:**

We will be examining the monsters of classical antiquity. How do we think of monstrosity today? What is the shape of this category in the Greco-Roman world? Why are our monsters not the same as theirs? What occasions the peculiar horror that one labels “monstrosity”? <p>

We will look at the exotic, inhuman creatures of mythology. But we will also explore other genres like ethnographic writing and natural history where one entertains the idea that there are real monsters “out there” at the edge of the world. Similarly we will consider tragedy and its “human monsters”, people guilty of crimes such as incest and cannibalism. And lastly we will ponder the “monsters of history”, that is, the concrete historical individuals whose acts were so shocking that they could be described in the register reserved for the outlandishly inhuman. Restricted to first-year students. Not eligible for CR/NCR option.

**Rationale:**

**Consultation:**

**Resources:**
3 Minor Program Modifications:

Drama Major

Enrolment Requirements:

This is an open enrolment program. A student who has completed 4.0 credits may join Enrolment in the Major program. Please note (below) that while there are no specific course requirements to join the program, completion of the Studio (Group B) requirement will be limited and selection is normally require either an audition, made after a personal interview, audition and/or the portfolio submission of a portfolio to match students with courses as required. The Centre Students will, however, work with any student who enrolls in be admitted to the program Major only after they have been admitted to determine the best options for proceeding through and completing the program either DRM200Y1, DRM228H1 or DRM254Y1/DRM254H1.

Completion Requirements:

8 credits full courses or their equivalent (FCE), including at least 2 FCE at the 300+ series courses with at least 0.5 FCE at the 400 level.

1. ± DRM100Y1/DRM101Y1
2. / (UNI102H1, UNI106H1)/UNI102Y1
   ±: DRM220Y1
3. 2.0 credits from Drama, Theatre, and Performance Studies courses (DRM230Y1
   ±: From Group A)
4. ±: 2.0 FCE
   ±: 2.0 credits FCE from Studio courses (Group B)
5. including at least one entry point course: DRM200Y1/DRM202H1/DRM228H1/DRM254Y1/DRM254H1
   ±: From Group A, B, C or other DRM: 2.0 credits FCE to make up the total of 8 credits full-course equivalents

Notes on Note: Students taking Group A and B requirements:

• Following completion of DRM220Y1, students are advised to complete at least 0.5 FCE Studio courses must take an academic co-requisite from Foundations or a course from Group A per academic year until they: Students who have completed the required total of 3.0 4.0 FCE from Group A. Students can take a maximum of 3.0 ± FCE from Group B per year.
• Minimum grade requirements apply Students with fewer are only eligible to some pre-requisite courses (DRM101Y1, DRM220Y1 and second-year foundation courses) to advance through some Studio (take ± FCE from Group B) courses in their first year.

Some Studio (Group B) courses will require a separate assessment either through an audition (performance), submission of a portfolio (playwriting), or a personal interview (design and production). For information on the deadlines for these assessments and the process for applying, please consult the Centre website.
• The Centre is committed to working with any student to consider best options for not only progressing but completing the program. Students are strongly encouraged to reach out to Centre staff for advising on planning their program.

Description of Proposed Changes:
POSt revision: We will change Drama Major (AS MAJ2148) Subject POSt Type & Enrollment from Limited (Type 3) to Open (Type 1) and no longer require application or selection into DRM202H, DRM228H or DRM254H (three of four entry Group B courses).

Once a Major has completed any of our entry Group B courses with a minimum grade of 70%, they can enroll themselves directly into any of the following Group B courses: DRM368H, DRM375H, DRM376H, DRM377H, DRM378H. This will make it possible for anyone (grade permitting) to complete the 2.0 FCE required from Group B needed for a Major.

Foundation course revisions: We will retire DRM100Y as a 100-level foundation; we will no longer accept UNI102H in conjunction with UNI106H as a 100-level foundation; and we will reweight DRM230Y into DRM320H, moving it from a 200-level foundation to a 300-level group A.

We will retain DRM101Y Intro to Drama, Theatre and Performance Studies as our sole 100-level foundation course and DRM220Y as our sole 200-level foundation. Both will remain 1 FCE.

Rationale:

POSt revision: Changing our Major and Specialist to an Open POSt will simplify the process of applying for a Major/Specialist. Currently, the entry process is confusing for students, since the interview/audition step must be approved before students are approved as Specialists/Majors. Many students enroll in a Drama Minor as a placeholder so they can have priority access to 200-level entry courses. We hope that, by removing the application step from three of our four entry point courses, and by removing the enrolment limitation, to attract more students to our programs. Also, opening up more than 2.0 FCE from our Group B courses to all Majors and Specialists without an application or selection process allows direct enrollment into our Group B, making the Open POSt work.

Foundation course revisions: The streamlining of foundation courses will ensure uniformity of knowledge and skill sets across the student population.

Impact:

Any student who has completed 4.0 FCE can enroll directly into a Drama Major and enroll directly into three out of four of our entry points (space permitting). More students will declare a Major if the process is simplified. Some Group B courses will still require a minimum grade of 70% in foundational 200-level courses to proceed in the program, or may still require an audition, interview or portfolio to match students with courses. The Centre will work with students on course selection and planning their program.

The streamlining of foundation courses will make it easier for students to navigate the program and it will help them achieve a shared set of skills and knowledge with their peers.

Consultation:

POSt revision: Faculty meeting on March 13, 2019 – all colleagues agreed that changing our Major and Specialist to an Open POSt would be beneficial. Email exchange on July 18, 2019, between Martha Harris and Tamara Trojanowska (cc A&S Vice Dean Undergrad), confirmed the request to change our Drama Major from Limited (Type 3) to Open (Type 1). Follow-up meeting on December 2nd between Drama and Arts & Science (present: Tamara Trojanowska, Colleen Osborn, Martha Harris, Tamara Jones, Tom Mackay) to discuss implications and restrictions.

Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (December 5 2019) where we decided to open up more of our Group B courses.

Foundation course revisions: Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (December 5 2019) where we decided to open up more of our Group B courses.

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Foundation course revisions: Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (December 5 2019) where we decided to open up more of our Group B courses.

Resource Implications:

The Centre expects to accommodate the changes with existing resources and course capacity.
Drama Minor

Enrolment Requirements:

**Previous:**

**New:**

This is an open enrolment program. A student who has completed 4.0 credits may join the program.

Please note that while there are no specific course requirements to join the program, completion of the Studio (Group B) requirement may require an audition, a personal interview, or the submission of a portfolio to match students with courses as required. The Centre will, however, work with any student who enrolls in the program to determine the best options for proceeding through and completing the program.

Completion Requirements:

4 credits full courses or their equivalent (FCE) including at least 1.0 FCE at the 300+ level.

1. \( \pm \) DRM100Y1/DRM101Y1
2. 1.0 credit from Drama/Theatre, and Performance Studies courses (UNI102H1/UNI106H1)
3. \( \pm \) DRM220Y1/DRM230Y1
4. 1.0 credit from Group A, or DRM220Y1

3. 1.0 credit from Studio courses (Group B)
4. FCE
   \( \pm \) From Groups A, B, C or other DRM (when eligible): 1.0 credit FCE to make up the total of 4 full-course equivalents

Note: Priority is reserved for Drama Majors and Specialists for Group B Studio courses.

Description of Proposed Changes:

We will retire DRM100Y as a 100-level foundation; we will no longer accept UNI102H in conjunction with UNI106H as a 100-level foundation; we have retired DRM230Y as a foundation, moving it from a 200-level foundation to a 300-level group A.

Rationale:

Foundations revision: we have decided to retain DRM101Y Intro to Drama, Theatre and Performance Studies as our sole 100-level foundation course in order to ensure uniformity of knowledge and skillsets across the student population, and to simplify the structure of foundations. Drama Minors require only 4 FCE so instead of making 2 FCE mandatory courses from our foundations, we will allow them the option to take either the foundation DRM220Y or 1 FCE from Group A.

Impact:

The streamlining of foundation courses will make it easier for students to navigate the program and it will help them achieve a shared set of skills and knowledge with their peers.

Consultation:

Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019 and November 21); Faculty meeting and vote on the proposed change (October 3 2019) — the vote registered unanimous agreement among those present; email exchange between the Associate Undergraduate Director of the Centre for Drama, Theatre and Performance Studies and Prof. John W. Marshall (Vice-Principal, University College and Director of the UC one program) to discuss the proposed changes concerning UNI102H and UNI106H — the exchange resulted in agreement not to count the two classes a CDTPS 100-level foundation.
Drama, Theatre and Performance Studies (FAS), Centre for

Resource Implications:

Drama Specialist

Admission Requirements:

Previous:

New:

Enrolment Requirements:

This Enrolment in the Specialist and Major programs is limited and selection is an open enrolment program. A student who has completed 4.0 credits may join the program.

Please note (below) that while there are no specific course requirements to join the program, completion of the Studio (Group B) requirement will normally require either an audition, made after a personal interview, and/or the portfolio submission of a portfolio to match students with courses as required. The Centre Students will be admitted to the Major only after they have been admitted to either DRM200Y1, DRM202H1, however DRM228H1 or DRM254Y1/DRM254H1, work with any student who enrolls in the program and to determine the best options for proceeding through and Specialist only after completing the program 8.0 full-course equivalents.

Completion Requirements:

12 credits full courses or their equivalent (FCE), including at least 4.0 300+ series with at least 1.0 FCE at the 400 level.

1. 1: DRM100Y1/DRM101Y1
2. 2: DRM200Y1
3. 3.0 credits from Drama, Theatre, and Performance Studies courses (DRM230Y1
4. 4: From Group A)
5. 5: 3.0 FCE

including at least one entry point course: DRM200Y1/DRM202H1/DRM228H1/DRM254Y1/DRM254H1
5: From Group A, B, C or other DRM: 5.0 credits FCE to make up the total of 12 credits full-course equivalents

Notes on Note: Students taking Group A and B requirements:

- Following completion of DRM220Y1, students are advised to complete at least 0.5 FCE Studio courses must take an academic co-requisite from Foundations or a course from Group A per academic year until they. Students who have completed the required total of 3.0 4.0 FCE from Group A. Students can take a maximum of 3.0 3 FCE from Group B per year.
- Minimum grade requirements apply Students with fewer are only eligible to some pre-requisite courses (DRM101Y1, DRM220Y1 and second-year foundation courses) to advance through some Studio (take 1 FCE from Group B) courses.
Drama, Theatre and Performance Studies (FAS), Centre for

- Some Studio (Group B) courses will require a separate assessment either through an audition (performance), submission of a portfolio (playwriting), or a personal interview (design and production). For information on the deadlines for these assessments and the process for applying, please consult the Centre website.
- The Centre is committed to working with any student to consider best options for not only progressing but completing the program. Students are strongly encouraged to reach out to Centre staff for advising on planning in their program first year.

Description of Proposed Changes:

POSt revision: We will change Drama Specialist (AS SPE2148) Subject POSt Type & Enrollment from Limited (Type 3) to Open (Type 1) and no longer require application or selection into DRM202H1, DRM228H1 or DRM254H1 (three of four entry Group B courses).

Once a Specialist has completed any of our entry Group B courses, they can enroll themselves directly into any of the following Group B courses: DRM368H, DRM375H, DRM376H, DRM377H, DRM378H. This will make it possible for anyone (grade permitting) to complete the 2.0 FCE required from Group B needed for a Specialist.

Foundation course revisions: We will retire DRM100Y as a 100-level foundation; we will no longer accept UNI102H in conjunction with UNI106H as a 100-level foundation; and we will reweight DRM230Y into DRM320H, moving it from a 200-level foundation to a 300-level group A.

We will retain DRM101Y Intro to Drama, Theatre and Performance Studies as our sole 100-level foundation course and DRM220Y as our sole 200-level foundation. Both will remain 1 FCE.

Rationale:

POSt revision: Changing our Major and Specialist to an Open POSt will simplify the process of applying for a Major/Specialist. Currently, the entry process is confusing for students, since the interview/audition step must be approved before students are approved as Specialists/Majors. Many students enroll in a Drama Minor as a placeholder so they can have priority access to 200-level entry courses. We hope that, by removing the application step from three of our four entry point courses, and by removing the enrolment limitation, to attract more students to our programs. Also, opening up more than 2.0 FCE from our Group B courses to all Majors and Specialists without an application or selection process allows direct enrollment into our Group B, making the Open POSt work.

Foundation course revisions: The streamlining of foundation courses will ensure uniformity of knowledge and skill sets across the student population.

Impact:

Any student who has completed 4.0 FCE can enroll directly into a Drama Specialist and enroll directly into three out of four of our entry points (space permitting). More students will declare a Specialist if the process is simplified. Some Group B courses will still require a minimum grade of 70% in foundational 200-level courses to proceed in the program, or may still require an audition, interview or portfolio to match students with courses. The Centre will work with students on course selection and planning their program.

The streamlining of foundation courses will make it easier for students to navigate the program and it will help them achieve a shared set of skills and knowledge with their peers.

Consultation:

POSt revision: Faculty meeting on March 13, 2019 – all colleagues agreed that changing our Major and Specialist to an Open POSt would be beneficial. Email exchange on July 18, 2019, between Martha Harris and Tamara Trojanowska (cc A&S Vice Dean Undergrad), confirmed the request to change our Drama Major from Limited (Type 3) to Open (Type 1).

Foundation course revisions: Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019); Faculty meeting and vote on the proposed change (October 7 2019) — the vote registered unanimous agreement among those present; email exchange between the Associate Undergraduate Director of the Centre for Drama, Theatre and Performance Studies and Prof. John W. Marshall (Vice-Principal, University College and Director of the UC one program) to discuss the proposed changes concerning UNI102H and UNI106H — the exchange resulted in agreement not to count the two classes a CDTPS 100-level foundation.
Resource Implications:
The Centre expects to accommodate the changes with existing resources and course capacity.

29 Course Modifications:

DRM200Y1: Performance I

Corequisites:
- **Previous**: DRM100Y1 / DRM101Y1/ (UNI102H1, UNI106H1) /UNI102Y1 or DRM220Y1/DRM230Y1
- **New**: DRM101Y1 or DRM220Y1

Rationale:
Removed co-requisites to be consistent with our new program changes to our foundations.

Consultation:

Resources:

DRM202H1: Directing I

Description:
- **Previous**: An introduction to major concepts and artistic practices in directing, emphasizing theoretical and historical issues with supplemental practical application. The course focuses on different styles, ideas, and goals of theatre directors in their relations to actors, audiences, and broad cultural and political contexts. The Application Form Deadline is March 10th for the first round of interviews; August 10th for the second round. Please consult the CDTPS undergraduate web page for information on how to apply.

- **New**: A practical introduction to directing theatre and to the different styles, concerns, and goals that can guide directors in their relations to actors, audiences, and politics. Through lectures, discussions, and practical exercises, students learn how directors prepare for their work in terms of generating ideas, breaking down a text, animating space, and communicating with actors and audiences.

Prerequisites:
- **Previous**: An interview in April or in August with a letter of interest. Newly admitted students can apply for an interview before beginning their first year of studies.
- **New**: Specialist or Major in Drama; DRM101Y1 or permission of the Centre.

Corequisites:
- **Previous**: DRM100Y1 / DRM101Y1/ (UNI102H1, UNI106H1) /UNI102Y1 or DRM220Y1/DRM230Y1
- **New**: DRM220Y1

Rationale:
We updated the course description and removed co-requisites to be consistent with our new program changes to our foundations. We also opened up DRM202H1 for any Majors or Specialists to directly enroll themselves without needing to submit an online application for an interview. This will support our new Open program.

Consultation:
The undergraduate associate director consulted with the current directing instructor of the course in person on November 18th and follow-up consultation via email. Meeting between undergraduate associate director and Chair on November 28th and final Chair approval via email on December 2nd.
Drama, Theatre and Performance Studies (FAS), Centre for

DRM220Y1: Comparative Theatre Histories

Description:

This course will introduce students to major developments in world theatre history through the exploration of a wide range of plays, performances, historical and cross-cultural dramatic and performance texts and practices. In the Fall term our trajectory will go roughly from antiquity to the 16th Century; in the Winter term, from the 16th Century to the present. We will examine material from Africa, America, Asia, Europe, that contextualize theatre and Oceania, with close attention to performance more broadly within the social, religious, historical, aesthetic and political parameters in which theatre and performance they take place. Nurturing ethnically sensitive approaches to Theatre history is necessarily inextricable from world theatre history, and this course considers the many ways theatre and performance interact with the globalized world. Students will have an opportunity to participate in collaborative projects and focus on writing for research in the performing arts.

Prerequisites:

Previous: DRM100Y1 / DRM101Y1/ ( UNI102H1, UNI106H1 ) /UNI102Y1
New: DRM101Y1

Rationale:

Updated course description and pre-requisites to be consistent with our new program changes to our foundations.

Consultation:

The undergraduate associate director consulted with the current instructor of the course in person on November 25th and follow-up consultation via email. Meeting between undergraduate associate director and Chair on November 28th and final Chair approval via email on December 2nd 2019.

Resources:

DRM228H1: Playwriting I

Description:

A hands-on study of the craft of dramatic writing. The class examines the basic elements of playwriting such as plot, structure, theme, character, dialogue, setting, with an emphasis on story-making. Attention is given to the development of students own work through written assignments and in-class exercises. The Application Deadline is March 10th for the first round; August 10th for the second round. Please consult the CDTPS undergraduate web page for information on how to apply. 

Prerequisites:

Previous: A portfolio of writing samples due on March 10th or August 10th. Newly admitted students can submit their portfolio of writing samples before beginning their first year of studies.
New: Specialist or Major in Drama; DRM101Y1 or permission of the Centre.

Corequisites:

Previous: DRM100Y1 / DRM101Y1/ ( UNI102H1, UNI106H1 ) /UNI102Y1 or DRM220Y1/DRM230Y1
New: DRM220Y1

Enrolment Limits:

Previous:
New: 20
Drama, Theatre and Performance Studies (FAS), Centre for

Rationale:
We removed co-requisites to be consistent with our new program changes to our foundations. We also opened up this course for any Majors or Specialists to directly enroll themselves without needing to submit an online application portfolio. This will support our new Open program.

Consultation:
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

Resources:

DRM254H1: Design and Production I

Description:
A practical and theoretical introduction to the fundamentals of theatrical performance design. This course touches on theatre architecture, conceptual approaches to theatrical design and spatial considerations of live performance. Students will work on case studies and practical projects geared toward understanding theatre terminology, design, and production processes. Students will also explore concrete aspects of technical theatre production, particularly as they pertain to theatrical design elements: Applications are required in order to enroll in this course: First-round applications are due in March; and second-round applications are due in August. Please consult the CDTPS Application Guidelines for specific procedures and deadlines. < / p>

Prerequisites:
Previous: An interview in April or in August. Newly admitted students can apply for an interview before beginning their first year of studies.
New: Specialist or Major in Drama; or permission of the Centre.

Corequisites:
Previous: DRM100Y1 / DRM101Y1 / (UNI102H1, UNI106H1) /UNI102Y1 or DRM220Y1/DRM230Y1
New: DRM101Y1 or DRM220Y1

Recommended Preparation:
Previous:
New: DRM101Y1

Rationale:
We removed co-requisites to be consistent with our new program changes to our foundations. We also opened up this course for any Majors or Specialists to directly enroll themselves without needing to submit an online application for an interview. This will support our new Open program.

Consultation:
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

Resources:

DRM300Y1: Performance II

Prerequisites:
Minimum 70% in required courses: DRM101Y1; DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; and permission of the Centre.

Corequisites:
DRM220Y1/DRM230Y1 or any course from Group A if DRM220Y1/DRM230Y1 is complete complete; 0.5 FCE from DRM375H1/DRM376H1/DRM377H1/DRM378H1 or permission of the Centre.
### Drama, Theatre and Performance Studies (FAS), Centre for

#### Rationale:
Removed co and pre-requisites to be consistent with our new program changes to our foundations.

#### Consultation:

#### Resources:

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### DRM301H1: Concepts of Voice and Movement

#### Title:
**Concepts of Voice and Movement I**

#### Description:
A practice-based exploration of voice. An experiential studio course that introduces and movement develops physical skills in relation to performance. Through an exploration of contemporary theatre practice with particular attention on the connections between voice and moment via the voice, breath, body, movement, voice, impulse, emotion, space, character, character and text, students learn to use their voice and body in informed and efficient ways in practice and performance and to develop a wide expressive range. Emphasis is placed on both personal awareness and ensemble work imagery. Taken in conjunction with DRM300Y1: Performance II. See [website](#) for more details.

#### Prerequisites:
- **Previous**: DRM100Y1 / DRM101Y1 / (UNI102H1, UNI106H1) / UNI102Y1, and 1 FCE from Group B
- **New**: DRM101Y1 and DRM200Y1

#### Corequisites:
- **Previous**
- **New**: DRM300Y1

#### Recommended Preparation:
DRM220Y1/DRM230Y1

#### Rationale:
Currently, with voice and movement integrated into DRM300Y Performance II, the course load is 8 hours a week for one FCE only. Despite the fact that they are integral components of the performance training, teaching the voice and movement components as a separate course (as was done in the past) better reflects the time commitment required from students on a 300 level.

#### Consultation:
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 2019 and November 21). Studio instructor meeting on October 24, 2019 – all colleagues agreed that returning to the old model of separating Performance from Voice & Movement at the 300 level would be beneficial to our students.

#### Resources:

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### DRM302H1: Directing II

#### Description:
A continuation of DRM202H1, concentrating on deepening the exploration of what it means to think major concepts and work like a director. Artistic practices in directing. Through practical exercises and scene study, The course focuses on different styles, ideas, students learn how to conceptualize a production and how goals of theatre directors in their relations...
to communicate their vision, actors, audience, as well as deepen their understanding and broad cultural and political contexts. A major component will be the practical application of what is involved in basic directing actors and collaborating with a production team techniques. Please consult the [CDTPS undergraduate web page](#) for information on how to apply and the deadline to apply.

**Prerequisites:**
- Minimum 70% in required courses: DRM101Y1; DRM100Y1/DRM101Y1/UNI102H1; UNI106H1/UNI102Y1; DRM202H1; and permission of the Centre.

**Corequisites:**
- DRM220Y1/DRM230Y1 or any course from Group A.

**Recommended Preparation:**
- DRM220Y1 and DRM331H1/DRM230Y1

**Rationale:**
- Updated course description and pre/co-requisites.

**Consultation:**
- The undergraduate associate director consulted with the current directing instructor of the course in person on November 18th and follow-up consultation via email. Meeting between undergraduate associate director and Chair on November 28th and final Chair approval via email on December 2nd.

**Resources:**

### DRM303H1: Theories of Acting

**Prerequisites:**
- DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE

**Recommended Preparation:**
- DRM220Y1/DRM230Y1

**Rationale:**
- Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

### DRM311H1: Movement for the Actor II

**Title:**
- Voice and Movement for the Actor II

**Description:**
- **Previous:**
  
  A continuation of previous training to develop a more expressive body and increase devising skills through a more concentrated study of the relationship between objective, impulse and action using the principles of Viewpoints, Laban and the Margolis Method. See [website](#) for more details.

- **New:**


Building on DRM301H1, students deepen their exploration of vocal and physical practices and techniques. Taken in conjunction with DRM300Y1: Performance II.

**Prerequisites:**
- Previous: DRM100Y1 / DRM101Y1 / (UNI102H1, UNI106H1) / UNI102Y1; DRM200Y1
- New: DRM101Y1 and DRM200Y1

**Corequisites:**
- Previous: DRM300Y1

**Recommended Preparation:**
- Previous: DRM220Y1

**Rationale:**
Currently, with voice and movement integrated into DRM300Y Performance II, the course load is 8 hours a week for one FCE only. Despite the fact that they are integral components of the performance training, teaching the voice and movement components as a separate course (as was done in the past) better reflects the time commitment required from students on a 300 level.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1, 2019 and November 21). Studio instructor meeting on October 24, 2019 – all colleagues agreed that returning to the old model of separating Performance from Voice & Movement at the 300 level would be beneficial to our students.

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

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**DRM328H1: Playwriting II**

**Prerequisites:**
- Minimum 70% in required courses: DRM101Y1; DRM100Y1 / DRM101Y1 / (UNI102H1, UNI106H1) / UNI102Y1; DRM228H1; and permission of the Centre.

**Corequisites:**
- DRM220Y1 / DRM230Y1 or any course from Group A

**Rationale:**
- Removed co and pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

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**DRM331H1: Dramaturgy**

**Prerequisites:**
- Previous: DRM100Y1 / DRM101Y1 / (UNI102H1, UNI106H1) / UNI102Y1
- New: DRM101Y1

**Recommended Preparation:**
- DRM220Y1 / DRM230Y1

**Rationale:**
DRM342H1: The Contemporary Avant-Garde

**Prerequisites:**
- DRM100Y1/DRM101Y1/UNH202Y1 or any 4.0 FCE

**Recommended Preparation:**
- DRM220Y1/DRM230Y1

**Rationale:**
Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

DRM354H1: Design II

**Prerequisites:**
- Minimum 70% in required courses: DRM101Y1; DRM254H1; DRM100Y1/DRM101Y1/(UNH202H1, UNH206H1)/UNH202Y1; DRM254H1/DRM254Y1; and permission of the Centre.

**Corequisites:**
- DRM220Y1/DRM230Y1 or any course from Group A

**Rationale:**
Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

DRM355Y1: Production II

**Prerequisites:**
- Minimum 70% in required courses: DRM101Y1; DRM254H1; and DRM100Y1/DRM101Y1/(UNH202H1, UNH206H1)/UNH202Y1; DRM254H1/DRM254Y1; or permission of the Centre.

**Corequisites:**
- DRM220Y1/DRM230Y1 or any course from Group A

**Rationale:**
Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**
Drama, Theatre and Performance Studies (FAS), Centre for

**DRM362H1: Theatre and the World**

**Prerequisites:**
- DRM100Y1/DRM101Y1/UNH102Y1 or any 4.0 FCE

**Rationale:**
Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

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

**Prerequisites:**
- DRM101Y1 DRM100Y1/DRM101Y1/UNH102Y1 or any 4.0 FCE

**Rationale:**
Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

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**DRM366H1: Canadian Theatre**

**Prerequisites:**
- DRM100Y1/DRM101Y1/UNH102Y1 or any 4.0 FCE

**Recommended Preparation:**
- For Drama Majors and Specialists: DRM220Y1/DRM230Y1

**Rationale:**
Removed pre-requisites to be consistent with our new program changes to our foundations.

**Consultation:**

**Resources:**

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**DRM368H1: Devised Theatre**

**Prerequisites:**
- Minimum 70% in required courses: DRM100Y1/DRM101Y1 and DRM200Y1/DRM202H1 (UNH02H1, UNH06H1)/DRM228H1/DRM254H1; UNH02Y1; DRM200Y1 or permission of the Drama Centre.

**Recommended Preparation:**
- Previous: DRM220Y1

**Rationale:**
We are opening up our pre-requisites allowing Drama Majors or Specialists to enroll themselves after completing a 200 level studio (Group B) entry course and no longer limit it to only DRM200Y1 Performance. This will support our new Open program.

**Consultation:**

**Resources:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

Resources:

**DRM375H1: Special Topics in Studio Practice**

**Prerequisites:**
Minimum 70% in required courses: DRM101Y1; DRM200Y1 DRM100Y1/DRM202H1 DRM101Y1/DRM228H1 (UNH02H1, UNH06H1)/DRM254H1; UNH02Y1; DRM200Y1; or permission of the Centre.

**Corequisites:**

**Previous:** DRM300Y1 or permission of the Centre.

**New:**

**Recommended Preparation:**
DRM220Y1/DRM230Y1

**Rationale:**
We are opening up our pre-requisites allowing Drama Majors or Specialists to enroll themselves after completing a 200 level studio (Group B) entry course and no longer limit it to only DRM200Y1 Performance. This will support our new Open program.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

**Resources:**

**DRM375Y1: Special Topics in Studio Practice**

**Prerequisites:**
Minimum 70% in required courses: DRM101Y1; DRM200Y1 DRM100Y1/DRM202H1 DRM101Y1/DRM228H1 (UNH02H1, UNH06H1)/DRM254H1; UNH02Y1; DRM200Y1; or permission of the Centre.

**Corequisites:**

**Previous:** DRM300Y1 or permission of the Centre.

**New:**

**Recommended Preparation:**
DRM220Y1/DRM230Y1

**Rationale:**
We are opening up our pre-requisites allowing Drama Majors or Specialists to enroll themselves after completing a 200 level studio (Group B) entry course and no longer limit it to only DRM200Y1 Performance. This will support our new Open program.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

**Resources:**

**DRM376H1: Special Topics in Studio Practice**

**Prerequisites:**
Minimum 70% in required courses: DRM101Y1; DRM200Y1 DRM100Y1/DRM202H1 DRM101Y1/DRM228H1 (UNH02H1, UNH06H1)/DRM254H1; UNH02Y1; DRM200Y1; or permission of the Centre.
Drama, Theatre and Performance Studies (FAS), Centre for

Corequisites:
Preceding: DRM300Y1 or permission of the Centre.
New:

Recommended Preparation:
DRM220Y1/DRM230Y1

Rationale:
We are opening up our pre-requisites allowing Drama Majors or Specialists to enroll themselves after completing a 200 level studio (Group B) entry course and no longer limit it to only DRM200Y1 Performance. This will support our new Open program.

Consultation:
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

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

DRM377H1: Special Topics in Studio Practice

Prerequisites:
DRM101Y1; DRM200Y1 Minimum 70% in required courses: DRM100Y1/DRM202H1 DRM101Y1/DRM228H1 (UNH102H1, UNH106H1)/DRM254H1; UNH102Y1; DRM200Y1; or permission of the Centre.

Corequisites:
Preceding: DRM300Y1 or permission of the Centre.
New:

Recommended Preparation:
DRM220Y1/DRM230Y1

Rationale:
We are opening up our pre-requisites allowing Drama Majors or Specialists to enroll themselves after completing a 200 level studio (Group B) entry course and no longer limit it to only DRM200Y1 Performance. This will support our new Open program.

Consultation:
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

Resources:

DRM378H1: Special Topics in Studio Practice

Prerequisites:
Minimum 70% in required courses: DRM101Y1; DRM200Y1 DRM100Y1/DRM202H1 DRM101Y1/DRM228H1 (UNH102H1, UNH106H1)/DRM254H1; UNH102Y1; DRM200Y1; or permission of the Centre.

Corequisites:
Preceding: DRM300Y1 or permission of the Centre.
New:

Recommended Preparation:
DRM220Y1/DRM230Y1

Rationale:
We are opening up our pre-requisites allowing Drama Majors or Specialists to enroll themselves after completing a 200 level studio (Group B) entry course and no longer limit it to only DRM200Y1 Performance. This will support our new Open program.
Open program.

**Consultation:**
Meeting between the Chair, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (November 21 and December 5 2019).

**Resources:**

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<thead>
<tr>
<th>DRM385H1: Special Topics in Drama, Theatre and Performance Studies</th>
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<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
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<tr>
<td>DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE</td>
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<tr>
<td><strong>Recommended Preparation:</strong></td>
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<tr>
<td>DRM220Y1/DRM230Y1</td>
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<td><strong>Rationale:</strong></td>
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<tr>
<td>Removed pre-requisites to be consistent with our new program changes to our foundations.</td>
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<td><strong>Consultation:</strong></td>
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<td><strong>Resources:</strong></td>
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<thead>
<tr>
<th>DRM385Y1: Special Topics in Drama, Theatre and Performance Studies</th>
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<td><strong>Prerequisites:</strong></td>
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<td>DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE</td>
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<td><strong>Recommended Preparation:</strong></td>
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<tr>
<td>Previous: DRM220Y1</td>
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<tr>
<td>New: DRM220Y1</td>
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<tr>
<td><strong>Rationale:</strong></td>
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<th>DRM386H1: Special Topics in Drama, Theatre and Performance Studies</th>
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<td><strong>Prerequisites:</strong></td>
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<td>DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE</td>
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<td><strong>Recommended Preparation:</strong></td>
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<td><strong>Rationale:</strong></td>
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<td><strong>Consultation:</strong></td>
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<td><strong>Resources:</strong></td>
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DRM387H1: Special Topics in Drama, Theatre and Performance Studies

Prerequisites:
DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE

Recommended Preparation:
DRM220Y1/DRM230Y1

Rationale:
Removed pre-requisites to be consistent with our new program changes to our foundations.

Consultation:

Resources:

DRM388H1: Special Topics in Drama, Theatre and Performance Studies

Prerequisites:
DRM100Y1/DRM101Y1/UNI102Y1 or any 4.0 FCE

Recommended Preparation:
Previous:
New: DRM220Y1

Rationale:
Removed pre-requisites to be consistent with our new program changes to our foundations.

Consultation:

Resources:

2 Retired Courses:

DRM100Y1: Introduction to Acting and Performance

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

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

DRM230Y1: Concepts of Twentieth-Century Theatre

Rationale:
Foundations revision: we have decided to retain DRM220Y Comparative Theatre Histories as our sole 200-level foundation course in order to ensure uniformity of knowledge and skillsets across the student population, and to streamline the structure of foundations. We want our 200-level foundation to cover a broader and more comparative historical material, and we feel that the more advanced and specialized material covered in the old DRM230Y will be better served by being offered as a 300-level Group A half course (0.5 FCE) that will build on the foundation offered by DRM101Y and DRM220Y.

Consultation:
Meetings between the Director, Associate Undergraduate Director, and Undergraduate Administrative Coordinator of the Centre for Drama, Theatre and Performance Studies (October 1 and October 7); faculty meeting (October 3); in-person communication between Professor Tamara Trojanowska, the CDTPS Chair, and Prof. Pia Kleber, who taught the retired course and will be teaching the two new upper level courses offered in its stead, resulting in the agreement that the change will fit better the academic structure of the program (October 11).
## 8 New Courses:

### EAS194H1: East Asia through Music

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong> 24</td>
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<tr>
<th>Description:</th>
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<tr>
<td>This course will discuss ‘East Asia’ through music as composed, performed, recorded, processed, remembered, imagined, and represented. Questions to be asked include: what kinds of sound are recognized as music in East Asia? What are the goals and effects of music? When, where, and how is music performed in East Asia? How is music described in East Asian literature and visual art? How does music translate East Asian literature and visual art? How are certain musical elements—tonality, rhythm, genre, instruments—recognized as ‘East Asian’? How is East Asia imagined musically? How are East Asian composers and performers received globally? Restricted to first-year students. Not eligible for CR/NCR option.</td>
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<thead>
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<th>Prerequisites:</th>
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<th>Corequisites:</th>
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<th>Exclusions:</th>
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<th>Recommended Preparation:</th>
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<table>
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<tr>
<th>Breadth Requirements:</th>
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<tr>
<td>Creative and Cultural Representations (1)</td>
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<table>
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<tr>
<th>Distribution Requirements:</th>
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<tr>
<td>Humanities</td>
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<table>
<thead>
<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td>Communication: notably; Critical and Creative Thinking: notably; Information Literacy: slightly</td>
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<tr>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: slightly</td>
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<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td>Research: none; Other: none</td>
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<th>Rationale:</th>
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<tr>
<td>This course will create a space for consideration of one of the most prominent areas of speciality for which East Asia has built an indisputable presence in the world. It explores East Asia as image, method, and subject. It applies interdisciplinary and transregional approaches to art and its reception. It considers music both as an art form and experience in everyday life, which allows us to discuss many current and long-standing issues in aesthetics, ethics, and politics. On one hand, it benefits from the thriving field of sound studies, and thus prepares students for EAS349 and EAS447. On the other hand, this course will create an interface of media studies, translation studies, things theory, and literary studies, which are fields well represented in the currently available courses in the Department of East Asian Studies.</td>
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<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
</tbody>
</table>
Overlap with Existing Courses:  
This course does not overlap significantly with any offerings in EAS or CAS, although several courses on popular culture and media do touch on music. Nor (somewhat surprisingly) does it overlap with any courses offered by the Faculty of Music, which lists two courses in Japanese drumming as the extent of their courses on the music of East Asia.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:  
25

Instructor:  
Atsuko Sakaki

EAS195H1: Shan Shui Landscape: A Cultural Historical Study

Contact Hours:  
Lecture: 24

Description:  
This course looks into the history of cultural production of Chinese Shan Shui (lit., mountain and water) landscape representations from an environmental humanities perspective. As an artistic motif, Shan Shui travels between past and present and across various mediums as well as literary and artistic genres. What exactly are we invited to see and contemplate on in the Shan Shui? Are Shan Shui works about “nature,” spirit, Qi, or the human world? The course seeks to inquire into these and other questions through examining the concepts, arts, and transformations of selected Shan Shui works in imperial and contemporary China. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:  
Creative and Cultural Representations (1)

Distribution Requirements:  
Humanities

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

Experiential Learning:  
Research: none; Other: none

Rationale:  
First-Year Foundations course in environmental humanities.

Consultation:  
31
EAS355H1: The Art and Politics of Video in Japan

Contact Hours:
- **Lecture:** 24

Description:
This course will study the history of Japanese video art, beginning in the 1960s (when the Sony Corporation released the first portable video cameras) leading to the contemporary moment in which recording devices (phones, surveillance cameras, computers) and new distribution models (the Internet, public projections) abound. Video art is neither cinema nor television, and its early history is marked by some of the most radical artistic and political experiments in the history of modern Japan. This course will focus on the aesthetics and politics of experimental video with an eye on its global flows and Japan’s central role in its development.

Prerequisites:
- EAS105H1

Corequisites:

Exclusions:

Recommended Preparation:

Topics Covered:

Methods of Assessment:
- In-class written examinations; essay, quizzes, one-page responses to readings and visual materials.

Breadth Requirements:
- Creative and Cultural Representations (1)

Distribution Requirements:
- Humanities

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

Experiential Learning:
   Research: none; Other: none

Rationale:
Fills a curricular gap and adds a 300-level option for EAS students interested in the intersection between art and politics. Studying the history of video (beginning in the 1950s), provides a richer context to contemporary questions regarding information, digital culture, social media, surveillance and state-corporate power.

Consultation:
EAS Curriculum Committee. CIN has been contacted and did not raise any concerns.

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

Overlap with Existing Courses:
Does not overlap with current course offerings. Complements media studies courses taught by Michelle Cho as well as various film courses taught by Cho, Meng, and Cazdyn.

Programs of Study for Which This Course Might be Suitable:
East Asian Studies, Cinema Studies, Sociology, Information studies, Political Science, Art History, Visual Studies, Gender Studies.

Estimated Enrolment:
45

Instructor:
Eric Cazdyn

EAS373H1: Revolutionaries, Rebels, and Dissent in Korea's Long 20th Century

Contact Hours:
   Lecture: 24

Description:
Korea’s long 20th century experienced many tumultuous moments of dissent, rebellion, and revolution. When, why, and how do specific people dissent? This course devotes each weekly meeting to the study of a single moment of dissent, ranging from the peasant uprisings of the 1890s to labor activities in the colonial period and from anti-regime student movements in the 1970s to recent social movements and candlelight demonstrations.

Prerequisites:
EAS105H1

Corequisites:

Exclusions:

Recommended Preparation:
EAS271H1

Breadth Requirements:
   Society and its Institutions (3)

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

Competencies:

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

Experiential Learning:

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

Rationale:

Fills a curricular gap and also provides EAS students interested in Korean history with a second course option at the 300-level.

Consultation:

Discussions with the EAS student union on course offerings; discussion within the EAS Curriculum Committee. HIS has been contacted and did not raise any concerns.

Resources:

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

Overlap with Existing Courses:

This course will be of interest to History students. There is no overlap with current History courses.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

- 45

Instructor:

- Andre Schmid

---

**EAS387H1: Images and Ideas in Chinese Art**

**Contact Hours:**

- **Lecture:** 24

**Description:**

Making use of the Royal Ontario Museum’s excellent Chinese art collection, this object-based and oriented seminar encourages exploration of the ideas and practices behind works of Chinese art. We examine art and artifacts in relation to their social environment and historical contexts, paying close attention to such issues as political practices, power and authority, identity, gender, and materiality. Other relevant topics include patronage, audience, religious quests, and literati culture. Depending on special Chinese exhibitions of the year at the ROM, the course may incorporate case-studies of relevant exhibition content.

**Prerequisites:**

- EAS105H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)
## Distribution Requirements:
- Humanities

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

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

## Rationale:
**Consultation:**
FAH has been contacted and did not raise any concerns.

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

### Overlap with Existing Courses:
This course overlaps somewhat with our FYF EAS199H Thinking Through Art in Chinese Culture, but is more advanced at the 300-level, and is object-based through the teaching of a ROM curator who has access to the collections. It overlaps with FAH465H Exhibiting China in its object-oriented approach, but that course is squarely on practical curation skills, while this course is on the images and ideas communicated through artworks. The course overlaps significantly with FAH488H Special Topics in Chinese Art: Ideas and Practices, but that course is not available to most EAS students because of its prerequisites (8 FAH half-courses).

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

## Estimated Enrolment:

## Instructor:
Wen-chien Cheng (ROM)

## EAS391H1: Transnational East Asian Cinema

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

### Description:
This course investigates cinema's border-crossing modes of production, reception, and circulation, to uncover the ways in which the study of cinema enriches current theories and approaches to the transnational. Films and sites to be explored may include Asian co-productions (documentaries, feature films, shorts), transnational genre adaptations (e.g, *The Ring/Ringu*), and film festivals.

### Prerequisites:
- EAS105H1

### Corequisites:

### Exclusions:

### Recommended Preparation:
**Breadth Requirements:**
Creative and Cultural Representations (1)

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
There are currently no transnational courses which approach East Asian region from the perspective of cinema. Students of contemporary Asia, across East Asian Studies, Cinema Studies, and other programs, will benefit from this course, as the content and approach situate cinema in geopolitical as well as aesthetic terms.

**Consultation:**
Discussions with Cinema Studies took place when Professor Cho was first hired last year. No potential overlap. Cinema Studies cross-lists EAS film courses.

**Resources:**

**Overlap with Existing Courses:**
No overlap at St. George. A similar course called “East Asian Cinemas” is being offered for the first time next term at UTM.

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

**Estimated Enrolment:**
45

**Instructor:**
Michelle Cho

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**EAS392H1: East Asian Television**

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

**Description:**
This course approaches television and televisuality in regional, transnational, and global perspectives. Beginning with the cold war histories of transmission infrastructures in the Asia Pacific, continuing with an exploration of key television shows and genres that support and resist the nation-building ethos of the medium, the course will introduce students to the history and ideology of televisuality in East Asia.

**Prerequisites:**
EAS105H1

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
East Asian Studies (FAS), Department of

Breadth Requirements:
  Creative and Cultural Representations (1)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  No other courses at U of T focus on television from an East Asian perspective, despite the fact that televisual
technologies owe their development to military developments in the region. The course will help students connect their
own daily experience of media use with regional and global histories.

Consultation:
  Book and Media Studies and SMC has been informed.

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

Overlap with Existing Courses:
  No overlap with Book and Media Studies.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
  45

Instructor:
  Michelle Cho

EAS421H1: History of the Chinese Book

Contact Hours:
  Lecture: 24

Description:
  This seminar traces the changing forms of the Chinese book from the early ‘page’ to modern print editions. We begin
by considering the Chinese writing system and the bones, shells, bamboo and silk on which it was first inscribed. Next,
we examine the specific technologies associated with medieval manuscript and early print cultures, many of which
were associated with Buddhist textual production. Along the way we consider the social dimensions of Chinese book
culture by considering the scribes, binders, engravers, printers, publishers, distributors and readers who produced,
circulated and consumed Chinese books. The course draws on the methods and theories developed in diverse fields of
study, including book history, philology, literacy studies and archive studies, to examine different chapters in the
history of the Chinese book.

Prerequisites:
  EAS209H1

Corequisites:
Exclusions:

Recommended Preparation:

Breadth Requirements:
- Creative and Cultural Representations (1)

Distribution Requirements:

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

Experiential Learning:
- Research: none; Other: none

Rationale:
Fills a need in our program to directly address the production and circulation of texts in premodern China, which complements our offerings in East Asian history, philosophy and literature.

Consultation:
Of interest to Book & Media Studies at St. Michael's who have been consulted and expressed interest in making it eligible for their program requirements.

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:
- Book & Media Studies

Estimated Enrolment:
25

Instructor:
Amanda Goodman
2 Course Modifications:

ENG198H1: Shipwrecks and Castaways: Disaster at Sea in Literature

<table>
<thead>
<tr>
<th>Title:</th>
<th>Monster Encounters Shipwrecks and Castaways: Monsters and the Monstrous Disaster at Sea in Literature</th>
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<tbody>
<tr>
<td>Description:</td>
<td>Monsters and the monstrous For thousands of years, stories of disaster at sea have been among the most compelling widespread and popular of literary genres. These stories raise fundamental questions about the relationship between human beings and frequently recurring elements in literature, from ancient times to the present day. From Homer's Cyclops to Ridley Scott's alien, monstrous figures have terrified non-human world and transfixed all those who come upon them the nature of humanity itself. In this This course, we will examine explore the figure treatment of such questions in some great literary accounts of the monster disaster at sea, from Homer's Odyssey to see what we might gain from our own encounter with the monstrous twenty-first century. Readings will include epic poems, novels, and critical selections from the burgeoning field of inquiry known as &quot;monster studies.&quot; Restricted to first-year students. Not eligible for CR/NCR option.</td>
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<tr>
<th>Enrolment Limits:</th>
<th>Previous: 30</th>
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<tbody>
<tr>
<td>New:</td>
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<th>Rationale:</th>
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<th>Consultation:</th>
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ENG199H1: Writing About Music

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<th>Title:</th>
<th>Previous: Writing About Music</th>
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<tr>
<td>New:</td>
<td>&quot;Tell It Slant&quot; : Mental Illness and Literature</td>
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</table>

| Description: | This course will explore representations consider what makes for an effective piece of critical or creative writing about music by looking at a wide range of mental illness in poetry essays, short fiction stories and essays from poems that celebrate, theorize, or attempt to translate the nineteenth impact of classical, twentieth jazz and twenty-first centuries popular musical performances. We Authors studied will consider the relationship of literature to "madness include Ross, Murakami, Byrne, Cather, Nabokov, Baldwin, " "hysteria" Ishiguro and "melancholia" and work to historically and politically contextualize some of our contemporary dilemmas regarding psychic distress others. Restricted to first-year students. Not eligible for CR/NCR option. |

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<tr>
<th>Rationale:</th>
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<th>Consultation:</th>
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<th>Resources:</th>
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2 Minor Program Modifications:

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.

Environmental Studies Minor

Completion Requirements:

For more information, please email the School of the Environment’s Undergraduate Student Advisor, David Powell, at ug.office.env@utoronto.ca.

(4 FCE or their equivalent, including at least 1.5 FCE at the 300+ level)

First Year:

Students must complete at least 4 FCE before applying to this type 1 minor. ENV100H1 is recommended but not
Environment (FAS), School of

Higher Years:
1. ENV221H1; ENV222H1
2. ENV200H1
3. An additional 2.5 FCE, a maximum 1.0 of which may be environmental courses offered by academic units other than the School of the Environment (from Group A below). The remainder must be selected from the following: ENV261H1; ENV281H1; ENV282H1; ENV307H1; ENV320H1; ENV322H1; ENV323H1; ENV330H1; JGE321H1; JGE331H1; ENV333H1; ENV335H1; ENV347H1; ENV350H1; ENV361H1; ENV362H1; ENV381H1; ENV382H1; ENV395Y0; ENV396H0; ENV396Y0; ENV421H1*; ENV422H1*; ENV430H1*; ENV431H1*; ENV440H1*; ENV461H1; ENV462H1; PHL273H1

*Note: with permission of Undergraduate Associate Director

Note: Daniels Students enrolled in this program may be able to fulfill up to 1 FCE in requirement 3, Group A, from ARC courses. Consult the School of the Environment for more information.

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**Description of Proposed Changes:**
Added a proposed new course, ENV330H1, to the electives for the program. ENV330H1 has been offered as a special topics course for the past three years.

**Rationale:**
A useful elective for the program.

**Impact:**
Makes the course more visible to our students and interested students in other units.

**Consultation:**

**Resource Implications:**
None.

---

**1 New Course:**

**ENV330H1: Waste Not: Faith-Based Environmentalism**

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

**Contact Hours:**

* Lecture: 24

**Description:**
This course explores religious environmentalism, its proponents and opponents, and its core values within the Abrahamic faiths of Judaism, Christianity and Islam. Religious environmentalists have used teachings from sacred texts as exemplars of sustainability. Some, however, claim that these texts teach domination, anthropocentrism and hierarchical values. Looking at a range of worldviews, we focus on the topics of wastefulness, consumption, and simplicity. Readings about barriers, motivations, and values that inform environmental behaviour are complemented with field trips to places of worship where we will hear religious leaders speak about the environmental initiatives undertaken in their communities and see sacred spaces.

**Prerequisites:**
Completion of 8.0 FCE including ENV221H1/ ENV222H1; or permission of the Undergraduate Associate Director

**Corequisites:**
Exclusions:

Recommended Preparation:

Topics Covered:
Please see attached course outline from fall 2018, when course was offered as ENV382H1, Special Topics Course.

Methods of Assessment:
Please see attached course outline from fall 2018, when course was offered as ENV382H1, Special Topics Course.

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Humanities

Competencies:

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

Experiential Learning:

- Research: none; Other: extensively;
- Nature of "Other" Experiential Learning: Community Involvement

Rationale:
The environmental movement is often seen as secular, at odds with religious teachings and/or practice. This overlooks the long religious engagement with the natural world and the moral imperative of religion as a motivator of behaviour. Students look critically at a wide range of sacred historical and contemporary texts and ask: In the age of environmental awareness is new meaning being read into these texts, or is old wisdom being taken out of them? What are the values emphasized in these teachings? How similar are they to general environmentalism? In what ways are they unique? How do they manifest themselves in the behaviour of adherents? Students are given a window into the complexities and heterogeneity of Toronto's environmentally engaged religious communities and are exposed to the work of faith-based environmental organizations.

The course has been successfully offered as a special topics course from 2017-18 to 2019-20, with enrolment increasing each year, such that this year it is full (40) with as small wait list.

Consultation:
Religious Studies, NMC, Jewish Studies all agreed to publicize the course with their undergrad students, when it has been offered as ENV382H1.

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:
Environmental Studies, NMC, Religion, Jewish Studies, Ethics, Society, & Law

Estimated Enrolment:
40

Instructor:
Tanhum Yoreh
1 New Course:

FCS194H1: Urban Youth Languages of the World

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

Are there such phenomena as urban youth “languages”? How do they evolve and what commonalities or divergences are there? In this course, we will survey a range of urban youth languages that have emerged in African, North American and European contexts – with specific focus on their structural (linguistic) and social typicalities. Discussions and presentations will focus on the sociolinguistic concepts of language contact, bi/multilingualism, lexical innovation/renovation, language mixing, etc. in relation to youth language practices. We will be comparing major varieties of these language practices within and between the continents, and also be assessing their prospects and implications for language change. This course is taught in English. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

None

**Corequisites:**

None

**Exclusions:**

None

**Recommended Preparation:**

None

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* none; *Other:* none

**Rationale:**

This course is a practical introduction to several sociolinguistic concepts in relation to youth language practices that have emerged in African, North American and European contexts. It provides students with an awareness of language practices across continents and it connects to other courses offered by the Department of French such as FRE379H1S Sociolinguistics of French.

**Consultation:**

Curriculum Committee; I have also contacted both the Department of Linguistics and New College (African Studies) regarding the new course proposal and they both confirmed that there is no overlapping.

**Resources:**

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

**Overlap with Existing Courses:**
1 Course Modification:

FCS199H1: Francophone Indigenous Voices from Quebec

<table>
<thead>
<tr>
<th>Title:</th>
<th>Previous: Francophone Indigenous Voices from Quebec</th>
<th>New: Marketing in the French Speaking World</th>
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</table>

| Description:                 | Previous: This course will explore Indigenous arts and literature from Quebec, from 1975 until present day. We will examine the ways in which these contemporary francophone artists re-write colonial histories, assert Indigenous cultural sovereignty, make place for Indigenous languages, and represent positive interpersonal relationships. The course will draw from a variety of literary genres (poetry, short story, essay, autobiography, historical fiction) as well as visual art and cinema. In addition, the works considered will be by artists from diverse nations (Wendat, Cri, Innu, Algonquin, Métis). In these ways, students will come to understand the many diverse forms of the contemporary Indigenous “renaissance.” The course will be held in English. Restricted to first-year students. Not eligible for CR/NCR option. |
|------------------------------|---------------------------------------------------|-------------------------------------------|

| New:                         | This course investigates sociocultural and linguistic issues surrounding market expansion and marketing of products and services to French-speaking audiences in Canada and elsewhere. Students consider challenges posed by increased globalization through comparisons of English- and French-speaking communities, while exploring basic marketing theory. Through case studies of successes and failures, students examine how companies develop and adapt branding and messaging for Francophone audiences by integrating differences in humour, values, politics, and financial considerations. Students thus develop an understanding of the Francophone consumer and gain skills for advertising and branding in a Francophone or bilingual environment. This course is taught in English. Restricted to first-year students. Not eligible for CR/NCR option. |
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<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Previous: None</th>
<th>New: None</th>
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<tr>
<th>Enrolment Limits:</th>
<th>Previous: 30</th>
<th>New:</th>
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| Rationale:                  | This course aims to bridge the gap between students’ interest in French cultural and linguistic studies and possible educational and career paths in commerce and beyond, in which a knowledge of cultural differences between English and French is relevant. The areas of academic inquiry are not limited to French studies but would be relevant for any student with an interest in business and marketing from a global perspective. From a departmental perspective, this course is likely to attract students to programs such as the Minor in Practical French or the Major in French Language Learning. From a career development perspective, this course should attract students in French programs, but also in |
|------------------------------|---------------|-----------|
French (FAS), Department of

- business, economics, or communications programs, in addition to those who aim to work for multinational or cross-provincial organizations.

<table>
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<tr>
<th>Consultation:</th>
<th>Curriculum Committee</th>
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<th>Resources:</th>
<th>n/a</th>
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**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
1 Minor Program Modification:

Business German Minor

Completion Requirements:

(4.0 credits full GER courses or their equivalent)

This Minor Program requires 4.0 credits full courses from the Department of German.

1. GER100Y1/GER200Y1, OR proof of comparable German level

2. GER270H1, GER272H1, GER370H1 and GER372H1 are mandatory

3. 1.0 credit must be taken from GER270H1/GER272H1/GER290H1/GER391H1

4. the remainder of the courses or equivalent must have a GER designator OR must be a pre-approved cognate course.

Note: Students enrolled in the German Studies Specialist of Major Program may not simultaneously enroll for a Business German Minor Program.

Description of Proposed Changes:

We are adding two courses that we added to our program a few years ago (GER290H1 "Global Issues - German Contexts" and GER391H1 "iPraktikum: Experimental Learning and Internship) in preparation of a more comprehensive revision of our Business German minor degree in the coming year.

Rationale:

This change allows us to re-introduce a practical/experimental element to our Business German minor degree. (Note: An internship used to be part of the degree program, but it was discontinued over a decade ago.)

Impact:

There is no impact on other academic units. It gives students - especially those who come to us with pre-knowledge of German - additional options relevant to the study of Business German.

Consultation:

Undergraduate Curriculum Committee, Department Meeting

Resource Implications:

2 New Courses:

GER194H1: The Age of Reason and the New World (E)

Contact Hours:

Seminar: 24

Description:

In this course we will examine the growing awareness of the strange new world beyond Europe in the so-called Age of Reason. How did writers respond to the challenges of radically different cultures? What did their way of life and their world view mean for a Europe that placed reason above all other human qualities? How did the fact of slavery and exploitation change the way they viewed the “New World”? What did this encounter mean for growing preoccupations
with common humanity? We will read a number of classic texts from the European Enlightenment with an eye to these and other questions. All readings and class discussions will be in English. Restricted to first-year students. Not eligible for CR/NCR option.

| Prerequisites: |
| Corequisites: |
| Exclusions: |
| Recommended Preparation: |
| Breadth Requirements: |
| Creative and Cultural Representations (1) |
| Distribution Requirements: |
| Humanities |
| Competencies: |
| Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: extensively |
| Quantitative Reasoning: none; Social and Ethical Responsibility: slightly |
| Experiential Learning: |
| Research: none; Other: none |
| Rationale: |
| This is a FYF-seminar that we’re required to offer. Since our faculty members are taking turn offering FYF-seminars, we need more than the 4 courses that we submitted last year. |
| Consultation: |
| This course has been offered as a 199-seminar before. We consulted in our Undergraduate Curriculum Committee about our FYF-offerings. |
| Resources: |
| none |
| Budget Implications: The academic unit will provide the resources required for this course from existing budget. |
| Overlap with Existing Courses: |
| Programs of Study for Which This Course Might be Suitable: |
| Estimated Enrolment: 25 |
| Instructor: Noyes, John |
GER195H1: Cities, Real and Imagined (E)

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

**Description:**

Cities have been described as places of desire and places of fear. They pulse with life, bringing together people from different class, gender, and ethnic backgrounds, simultaneously giving rise to a sense of freedom and oppression, a sense of belonging and alienation. This course will explore the city as a physical reality that shapes our lives, but is also a projection of our deepest imaginings. Through readings of philosophical and sociological texts by influential theorists of the city, we will consider various ancient and modern conceptions of urban space and subjectivity. Alongside these theoretical readings, we will also examine literary and filmic representations of the city as a space of desire, memory and power. All readings and class discussions are in English. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:***
- Humanities

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

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

**Rationale:**

This is a FYF-seminar that we’re required to offer. Since our faculty members are taking turn offering FYF-seminars, we need more than the 4 courses that we submitted last year.

**Consultation:**
- Undergraduate Curriculum Committee

**Resources:**
- none

**Overlap with Existing Courses:**
- none

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

**Estimated Enrolment:**
- 25
1 Course Modification:

**GER370H1: German Business Culture 1**

**Prerequisites:**

- GER200Y1, GER272H1/GER300Y1 or GER301H1

**Rationale:**

To facilitate modified degree requirements of Business German minor.

**Consultation:**

Undergraduate Curriculum Committee

**Resources:**
3 Minor Program Modifications:

History Major

Enrolment Requirements:

1.0 FCE 100-level HIS course

FYS courses do not count for entry to the program but can be applied to students’ program requirements with the exception of Geographic, Temporal or Methodological requirements. 0.5 200-level HIS course

Completion Requirements:

(7 full courses or their equivalent)

First Year: 1.0 HIS FCE at the 100-level; in addition, students may take 1.0 HIS FCE at the 200-level.

Higher Years:

Additional HIS courses to a total of seven, meeting the following requirements:

1. Geographic Distribution At least 2.0 FCEs at the 300-level or above; including 0.5 FCE at the 400-level.
2. 1 FCE at the 200-level or above from each of the following divisions:
   a) 2.0 FCEs I. Asia/Africa/Asia/Middle East with at least .50 FCE in each region
   b) 1.0 FCE H. Canada/US United States/Latin America/The Caribbean
   c) 1.0 FCE III. Europe

These distribution requirements must be at the 200-level or above.

2 3. Temporal Requirement - 1.0 FCE in pre-modern (pre-1800) history course(s)*.

3. At least 2.0 FCEs at the 300-level or above, including 0.5 FCE at the 400-level

*Courses which satisfy Geographic the Pre-modern and Pre-1800 Divisional requirements are listed on the History website.

Courses in other departments:

a) Equivalent Courses: Students the History Department website lists a number of history courses offered by other departments, such as East Asian Studies; Near and Middle Eastern Civilizations; and Classics which can be taken for program credit. Typically these courses are taught by faculty members who are trained as historians but whose primary appointment is in another department; they may take up include subjects not covered by HIS offerings. These are considered equivalent to 1.0 history HIS courses for the purpose of all program requirements except the 100-level requirement; and there is no limit on the number of these courses that can be included in a student's program.

b) Related Courses: the History Department website also lists a number of courses taught in other departments that may be substantially historical in content but that differ in methodology or approach from an approved list HIS course. These "equivalent" courses History Majors may not be used draw up to 1.0 FCE to full fulfill items 1 through 3 of the Major program. Note: A 100-level, geographic, related course may be applied toward the Divisional or temporal Pre-modern requirements but does not take the place of the required 100-series HIS course.
**Description of Proposed Changes:**
To make program entry requirements clearer to students and to expand geographic requirements.

**Rationale:**
Expand students' knowledge of history in the geographic areas Africa/Asia/Middle East

**Impact:**

**Consultation:**

**Resource Implications:**

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**History Minor**

**Completion Requirements:**

The minor program provides a useful grounding for students interested in the study of the past and contributes to their development of interdisciplinary perspectives from across the Humanities and Social Sciences.

(4 full courses or their equivalent)

**First Year:**
1.0 HIS FCE at the 100-level is required. It is recommended that students complete this requirement prior to enrolling in the minor program.

**Higher Years:**
Additional HIS courses to a total of 4.0 FCEs, including at least 1.0 FCE at the 300- or 400-level.

Courses in other departments:

a) **Equivalent Courses:** Students the History Department website lists a number of history courses offered by other departments; such as East Asian Studies, Near and Middle Eastern Civilizations; and Classics which can be taken for program credit. Typically these courses are taught by faculty members who are trained as historians but whose primary appointment is in another department; they may take up include subjects not covered by HIS offerings. These are considered equivalent to 0.5 history HIS courses for the purpose of all program requirements except the 100-level requirement, and there is no limit on the number of these courses that can be included in a student’s program.

b) **Related Courses:** the History Department website also lists a number of courses taught in other departments that may be substantially historical in content but that differ in methodology or approach from an approved list HIS course. History Minors may draw up to 1.0 FCE as part of their History program. These "equivalent" courses Note: A 100-level related course may not be used to fulfill the 100-level, geographic, or temporal requirements required 100-series HIS course.

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**Description of Proposed Changes:**
To make requirements more clear

**Rationale:**
To bring the department’s minor program in line with other departments
History Specialist

Enrolment Requirements:

This is a limited enrolment Program Post that can only accommodate a limited number of students. Eligibility will be based on a student’s marks in the required courses. The precise mark thresholds outlined below are an estimate of what will be required in the coming Program Post admission cycle. Achieving those marks does not necessarily guarantee admission to the Program Post in any given year.

Required courses: 2.0 HIS FCEs, one of which must be at the 100-level, with a final mark of at least 70% in each.

FYS courses do not count for entry to the program but can be applied to students’ program requirements with the exception of Geographic, Temporal or Methodological requirements.

Completion Requirements:

The Specialist program gives students in-depth training in historical research, analysis, and writing for future graduate study or professional use or graduate study. To tailor the program to your needs achieve these objectives, in your students choose one of two options when entering their third year you have a choice between two pathways: a higher level coursework option in order to further the development of excellent skills via a wider variety of courses or a thesis option where you will be able to do the same while also concentrating on a specific research topic.

(10 full courses or their equivalent) Consult the department for details of equivalent courses.

First year: 1.0 HIS FCE at the 100-level; in addition, students may take 1.0 HIS FCE at the 200-level

Higher Years: Additional HIS courses to a total of 10 FCEs overall, meeting the following requirements:

1. 1.0 FCE at the 200-level or above from each of the following Divisions:
   1. Geographic Distribution
      a) 2.0 FCEs Asia/Africa/Asia/Middle East with at least .50 FCE in each region
      b) 1.0 FCE Canada/US United States/Latin America/The Caribbean
      c) 1.0 FCE Europe

   These distribution requirements have to be at the 200-level or above.

2. Temporal Requirement
2. 1.0 FCE in Pre-1800 history course *Pre-modern (s before 1800) history*.

3. Levels

3. At least 5 FCEs at the 300-level or above, including 1.5 FCEs at the 400-level to be fulfilled in one of the following ways:

   1) HIS476Y1 (full year senior thesis) and a 400-level H seminar course; or

4. Pathways

   a H) Thesis Option:
   HIS475H1 (half year senior thesis) and HIS476H1 taken in that order, and an additional .50 FCE at the two 400-level H seminar courses; or
   b II) Coursework option: 0.5 FCE senior Methodology course* and an additional 1.0 FCE at the 400-level course(s)

Students interested in Note that the Thesis Option should contact the Undergraduate Chair for advice about the pathway, thesis topics, and the selection of an appropriate faculty advisor.

* has limited enrolment due to limited capacity in Thesis Courses which satisfy the Geographic, Temporal HIS475H1 and Pre-1800 requirements are listed on the History website HIS476Y1.

Students interested in the Thesis Option Interested students should contact the Undergraduate Chair department for advice about the pathway, thesis topics, and the selection of an appropriate faculty advisor more information regarding Thesis supervision.

*Courses which that satisfy the Geographic Methodology, Temporal, Pre-modern and Methodology Divisional requirements are listed on the History website.

a) Equivalent Courses: Students may take up to 1.0 history courses taught in other departments from an approved list. These "equivalent" courses may not be used to full the 100-level, geographic, or temporal requirements.

Description of Proposed Changes:
To make program requirements more clear, to bring in line with requirements from other departments.

Rationale:
In the last two years, we found that specialists were confused with what exactly we required of them, leading to low enrollments in the seminar or confusion on the part of students.

Impact:
More clear requirements for specialists.

Consultation:
Undergraduate Program Committee, FAS Vice Dean’s office, EAS UG co-ordinator

Resource Implications:
None

1 New Focus:

Focus in Law and History (Major)

Parent Program:

Description:
The Focus in Law and History gives students the critical skill-set to interrogate the ‘force of law’, not only in the sense of law as enforced, but also as a vehicle of cultural, social, and economic knowledge. Importantly, it will ask students to interrogate assumptions of what counts as law across time and space. At the core of this Focus to the Major are fundamental questions of both law and society: Who has law? What does (or should) it look like? Who decides? What sorts of critical histories can be written from and about legal archives that span time, space, and language tradition?

Admission Requirements:

Enrolment Requirements:

Enrolment in the History Major is required.

Completion Requirements:

3.0 FCE

2. Law and History Focus Enrichment. 2.5 FCE from the following list, including at least 1.0 FCE at the 300 level or higher.

   HIS101Y1, HIS230H1, HIS231H1, HIS283Y1, HIS303H1, HIS303H1, HIS357Y1, HIS379H1, HIS389H1, HIS390H1, HIS391H1, HIS397H1, HIS419H1, HIS424H1, HIS438H1, HIS443H1, HIS466H1, HIS470H1, HIS493H1, HIS496H1, HIS496H1, JHN323H1

Up to 0.5 FCE from non-HIS courses may be substituted for requirement 2, with permission of the department. Substitutions will be reviewed based on a copy of the course syllabus.

Proposal Description:

The Law and History Focus contributes to the existing History Major in four important ways. First, the current major in History is designed to maximize the student’s choice among a range of history subjects. It lists the number of FCEs required for the minor, but does not structure those FCE around a specific topic or locate the historical approach in a context of others. The Law and History Focus will appeal to students who want to bring a greater focus to their historical training, with specific attention to the law. By offering a theme to the Major, the Focus will give students both breadth and depth in their historical analysis. Second, the proposed Focus has a methodological component. Students must take the Law and History course, which introduces students to the study of law and history across a range of methodological approaches under the discipline of history. Third, while the History Major caters to students with broad, but not fully defined, interests in history, the Law and History Focus caters to students with a more distinct focus to their historical inquiry. These courses have been reviewed for their content, engagement, and pedagogy in the study of law and history, thereby enhancing the unique position of this Focus within the History Department’s programmatic offerings. Moreover, future HIS courses can qualify for fulfillment of the Focus based on a set of expressly articulated criteria (see above). Fourth, the Focus will require students to take HIS courses, with limited exceptions requiring student petition and departmental evaluation of the course syllabus, in light of the same criteria used to evaluate future HIS courses, and an additional inquiry into the historiographical content of the course. This process for allowing limited substitutions ensures students are enriched by (a) the study of legal traditions not their own; (b) attentiveness to the salience of both regional variation and temporality in structuring how we approach the study of another legal tradition; (c) an examination of the changing conditions of legality across both formal state-based legal systems and less formal, non-state based legal systems; and (d) the force of law in the production of knowledge across cultural, social, political, and economic landscapes.

Rationale:

The Focus in Law and History will allow students to examine—across both time and legal tradition—the historical, legal, and institutional dynamics of legal traditions as their efficacy as law changes alongside changes in the conditions
of political society. Whereas professional law school programs celebrate their capacity to teach students how to “think like a lawyer”, the Focus in Law and History will give students critical skills to appreciate how that professional pedagogic sentiment has the effect of relegating some traditions of law to the margins of legality—where they become little more than culture or tradition—while others occupy, police, and at times violently defend the centre. The Focus will bring a distinctly historical approach, which is missing from UofT’s current slate of course offerings.

**Impact:**
The Focus will leverage the existing capacity of the History Department to bring the study of History greater visibility while also appealing to a wider cross-section of UofT’s undergraduate population. History faculty bring important strengths into the study of labor and capitalism, thereby contributing historically to the theoretical and presentist debates in law and economy (e.g. Ritu Birla, Max Mischler, Melanie Newton, Brian Gertler). By adopting a historical lens with a wide regional swath, the Focus in Law and History will pluralize the understanding of both history and law for students that bring with them memories and histories of legal traditions locally and globally (e.g. Lisa Mar, Li Chen, Heidi Bohaker, Bhavani Raman, Nhung Tuyet Tran, & Y. Yvon Wang). It will locate our current legal landscape in a broader history intersecting with global trade, economics, and politics (e.g. Cindy Ewing, Margaret MacMillan, Luis Van Ischot, Rebecca Wittman). In this sense, the Focus overcomes certain parochialisms that have for long centered North America and Europe in the study of law, while relegating the rest of the world to law’s Other.

**Consultation:**
Internally, the History Department’s Undergraduate Curriculum Committee met on October 10th to discuss this program. Whereas it was originally designed as a thematic minor, the committee agreed that a Focus is a much better option for the program and the Department as a whole. Thereafter, the Focus proposal was subject to a special meeting of the Department on October 16, 2019 devoted to consultations on the Focus. At that meeting, colleagues in History expressed their support of the Focus, while offering important contributions that have helped globalize how the Focus is both framed and presented. Moreover, colleagues gave important feedback that maximizes academic freedom in the design of courses while ensuring that courses that qualify for the Focus bring value added to the critical analysis of law through historical study. Thereafter, the proposal was submitted to the full Department for consideration at its October 23, 2019 Undergraduate Curriculum Committee Meeting. While colleagues offered suggestions to improve the text of that will appear in the Calendar, there was enthusiastic agreement to support this focus, along with hope that this Focus may serve as a template for future foci. In short, it has received departmental approval.

Parallel to the departmental consultation, the Undergraduate Curriculum Committee (UCC) consulted the following academic units at UofT: (a) the Trinity Law, Ethics and Society program; (b) the Center for Criminology and Socio-Legal Studies; (c) the Department of Sociology at UTSG; and (d) the Faculty of Law. These programs offer courses that address matters of law. Moreover, in the case of the Faculty of Law, it claims an institutionally exceptional role in training future lawyers for the legal profession. We approached them both to ensure there were no objects to the proposed law and history program, as well as to determine whether any of their courses might be plausible fits within the Focus as alternatives to the Focus’ Enrichment component. The undergraduate programs (e.g. Sociology, Trinity, and Criminology) all stated that their courses are either oversubscribed or are undertaking curriculum overhaul. As such, there was no possibility of opening them up, formally and through an institutional arrangement, to be included as plausible alternatives to the Focus Enrichment courses. Nonetheless, we recognize that in any given year, those (and other) courses offer important insights in the study of law. For that reason we will allow students

**Resource Implications:**
The one new course that needs to be mounted is the Law and History course at the 200 level. However that course is already being designed. It will be offered in Winter 2020 for the first time. By the time the Focus works its way through governance, there will be no new courses that have to be mounted. Having said that, the HIS faculty contributing to the Focus are working together to coordinate their law/history teaching so as to support the Focus.

**11 New Courses:**

**HIS 110 Y1: Connected Histories from Dakar to Jakarta**

**Contact Hours:**

| Lecture: 48 | Tutorial: 20 |

**Description:**
In 1325, the twenty-year old Moroccan, Ibn Battuta, began an unprecedented series of journeys by land and sea stretching between the contemporary capitals of Senegal and Indonesia. His routes wove together large parts of Africa, Central & South Asia, and East & Southeast Asia. For more than a thousand years before Battuta began his journey, other travelers had transported ideas, products, and scripts across each of these routes, connecting the histories of the peoples living throughout this vast landmass. Human migration, economic trade, and religious conversion had linked the lands and the seas, making possible for Ibn Battuta to traverse these territories, and to visit the religious homelands of Buddhism, Judaism, Christianity, and Islam and their expanse across the Africa and Asia. Nearly a thousand years after Ibn Battuta’s travels, human migration, economic trade, and religious conversion continue to affect and connect the cultures, ecology, and economies of these communities. This course investigates how the creation, disruption, and maintenance of the economic, linguistic, and religious communities in the millennium before and after Ibn Battuta’s travels affected the lives and livelihoods of peoples of Africa and Asia, where 80% of the world’s population resided, then and today.

**Prerequisites:**
None

**Corequisites:**

**Exclusions:**
Any HIS 100-level Y course

**Recommended Preparation:**

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

**Distribution Requirements:**
Humanities

**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:**
The course provides first year students with an introduction to the histories of two important geographic regions where 80% of humanity presently reside.

**Consultation:**

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

**Overlap with Existing Courses:**
None

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

**Estimated Enrolment:**
120

**Instructor:**
Sean Hawkins, Nhung Tran
**HIS192H1: A History of Queer Asia**

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

**Description:**
A first-year seminar on the history of queerness, in all its complexity and diversity, in the no less complex and diverse settings of East, South, and Southeast Asia. Our journey will encompass empires and indigenous peoples, rulers and rebels, and range from early recorded history down to the twentieth century. Focus will be placed on primary sources and introducing students to the evolving definitions of "queerness" itself. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Topics Covered:**
There were no fields for this in the new course form so information not provided

**Methods of Assessment:**
There were no fields for this in the new course form so information not provided

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

**Distribution Requirements:**

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

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

**Rationale:**
Growing visibility of queer communities throughout the world and a topic of current interest among first year students.

**Consultation:**
- EAS, WGS

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

**Overlap with Existing Courses:**
There may be some overlap with offerings from WGSI and the Bonham Center for Sexual Diversity Studies, but we will be taking a temporally and geographically expansive historical look at "queerness" in its many permutations in Asia, in addition to probing the history of the concept of "queerness" itself.

**Programs of Study for Which This Course Might be Suitable:**
HIS194H1: Power, Resistance, and the Graphic Novel

Contact Hours:
  Seminar: 24

Description:
This course will look broadly at the question of power and resistance in the Americas (Canada, the United States, and Latin America) through the prism of graphic novels. Each week we will read a graphic novel related to important historical moments or events, drawing on scholarly articles to help us contextualize the novel. We will discuss the medium of graphic novels, their history and place in the broader culture, as well as how they might help or hinder our ability to study and disseminate information about the past. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
  Society and its Institutions (3)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: notably; Other: none

Rationale:
Historians are now thinking broadly about both the sources they use to study the past and the venues through which they attempt to communicate knowledge. This course takes up both questions by centering graphic novels as both primary and secondary sources. Further, this class will help students think more creatively about what it means to be a historian.

Consultation:
WGS. I have spoken with several colleagues who teach Canadian and Latin American history, and they have all expressed support for this course.

Resources:
  A/V Equipment
### History (FAS), Department of

<table>
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<tr>
<th>Budget Implications:</th>
<th>The academic unit will provide the resources required for this course from existing budget.</th>
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### Overlap with Existing Courses:
- This course resonates with multiple courses in Canadian, American, and Latin American History

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

### Estimated Enrolment:

### Instructor:
- Max Mishler

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### HIS218H1: Environmental History

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<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td><strong>Lecture:</strong> 24  /  <strong>Tutorial:</strong> 8</td>
</tr>
</tbody>
</table>

### Description:
A lecture-based course designed to introduce students to key moments and concepts in the field of environmental history since c. 1400. This course will track the reciprocal influence of humans and the non-human world since the so-called "Columbian Exchange," emphasizing the ways in which the non-human world—from plants, animals, and disease organisms to water, topography, and geography—have shaped human endeavours. At the same time, students will engage with many of the ways in which human beings have shaped the world around us, from empire and colonization, to industrial capitalism, nuclear power, and modern wildlife conservation.

### Prerequisites:
- any 100-level History course

### Corequisites:

### Exclusions:

### Recommended Preparation:

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

### Distribution Requirements:
- Humanities

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

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

### Rationale:
Environmental history is a growing sub-discipline of great significance across the humanities. This course will lay a key foundation for the growth of environmental history at UofT by providing students with grounding in the foundation of the discipline, and preparing them to pursue more advanced inquiry in upper-level courses.

### Consultation:

59
I have consulted with the IHPST Director of Undergraduate Studies Joseph Berkovitz about my plan to develop this course in a way that complements rather than competes with HPS316, which I teach for the IHPST.

**Resources:**

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

**Overlap with Existing Courses:**

This course is designed to complement HPS316: Technology, Nature, Environment, which explores in depth the human-environment-technology interface; is organized around environmental epistemologies; and which takes a problem-based approach (rather than a survey) to the field of "envirotech," a distinct sup-discipline at the intersection of the history of technology and environmental history.

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

**Estimated Enrolment:**

80

**Instructor:**

Rebecca Woods

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**HIS312H1: Immigration to Canada**

**Contact Hours:**

*Lecture:* 24  /  *Tutorial:* 5

**Description:**

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

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

HIS263Y1/HIS264H1

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* none;  *Other:* none

**Rationale:**

It is not possible to be a history department in Canada without teaching Immigration history.
### Consultation:
- Undergraduate Program Committee, Canadian historians.

### Resources:

### Overlap with Existing Courses:
- This was a previous course that was erroneously retired.

### Programs of Study for Which This Course Might be Suitable:
- Transnational and Diaspora Studies, Chinese-Canadian History, International Relations

### Estimated Enrolment:
- 100

### Instructor:

### HIS370H1: Modern Palestine

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

#### Description:
Weekly lectures provide an overview of the political struggles over Palestine between Zionist Jews, Palestinian Arabs and Arab Jews in the twentieth century in the context of British colonialism, UN negotiations and resolutions, thirdworldism, superpower rivalry and everyday cooperation and occupation on the ground.

#### Prerequisites:
- HIS108Y1/HIS245H1/HIS231H1

#### Corequisites:

#### Exclusions:

#### Recommended Preparation:
- HIS340H1

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

#### Distribution Requirements:
- Humanities

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

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

#### Rationale:

#### Consultation:
- Email sent to NMC

#### Resources:

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<table>
<thead>
<tr>
<th><strong>Budget Implications:</strong></th>
<th>The academic unit will provide the resources required for this course from existing budget.</th>
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<tbody>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td>HIS339 History of Israel</td>
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<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>45</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Jens Hanssen</td>
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</table>

**HIS382H1: China from the Mongols to the Last Emperor**

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

This course traces the history of Chinese empire from its political reorganization, economic expansion, and cultural efflorescence in the 11th century, through its peak of power in the 18th century, and to its decline during the 19th. We will consider how these centuries broke with as well as continued previous developments, and how they have influenced Chinese and world history in the last 150 years.

**Prerequisites:**

HIS280Y1/EAS103H1/EAS209H1 or comparable course in E. Asian/Chinese history

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Humanities

**Competencies:**

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

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

**Experiential Learning:**

*Research:* notably; *Other:* none

**Rationale:**

This course, which I previously offered in 2014-15 and 2015-16 as a HIS326H1 Topics in Chinese History course, essentially revives a previous Late Imperial China course, with updates for the 21st century. I plan to teach the course as a semi-flipped lecture: every other week, the lecture will be online as a recording, allowing me to conduct a tutorial with students on assigned materials and practical skills like library research and writing.

**Consultation:**

Consultation with EAS, Undergraduate Program Committee
History (FAS), Department of

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

Overlap with Existing Courses:
  Some overlap with EAS103, and with other more topical courses in EAS (e.g. "Cities in Premodern China" or "Literary Lives in Late Imperial China"), but themes and approaches differ in focusing specifically on China and ranging beyond literature to cover political, economic, social, and cultural history, I do not believe would affect EAS programming.

Programs of Study for Which This Course Might be Suitable:
  EAS students, as well as those in IR, Contemporary Asian Studies, Art History, Political Science.

Estimated Enrolment:
  45

Instructor:
  Y. Yvon Wang

HIS401H1: History of the Cold War

Contact Hours:
  Seminar: 24

Description:
  This course covers international relations from World War II to the collapse of the Soviet Union. Topics include the breakdown of the wartime alliance, Soviet predominance in eastern Europe, the Western response, NATO, atomic weaponry.

Prerequisites:
  HIS311Y1/HIS344H1/HIS344Y1/HIS377H1

Corequisites:

Exclusions:
  HIS401Y1, HIS306H5

Recommended Preparation:

Breadth Requirements:
  Society and its Institutions (3)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  The department is converting the existing full-credit course to a half-credit course instead.

Consultation:
HIS408H1: Topics in Environmental History

Contact Hours:
- Seminar: 24

Description:
This advanced undergraduate seminar will explore themes in environmental history. Thematic focus will vary from year to year, and may include extinction, nuclear power in environmental history, empire and environment, toxicity and contamination, climate change, the Columbian exchange, the Anthropocene, agriculture, animals, and/or other themes. Time period and geographical focus will also vary in keeping with the thematic focus of this course.

Prerequisites:
HIS281H1 or HPS316H1

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Humanities

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

Experiential Learning:
- Research: extensively
- Other: none

Rationale:
Environmental history is a growing sub-discipline of great significance across the humanities. This course will lay a key foundation for the growth of environmental history at UofT by providing students with the opportunity to explore salient themes in depth over the course of the semester. Students will benefit from having the opportunity to pursue research topics, related to the year's theme, of their choice.

Consultation:
I have consulted with the IHPST Director of Undergraduate Studies, Joseph Berkovitz about my plan to develop this course in a way that complements rather than competes with HPS316, which I teach for the IHPST.

**Resources:**

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

**Overlap with Existing Courses:**

This course is designed to complement HPS316: Technology, Nature, Environment, which explores in depth the human-environment-technology interface; is organized around environment epistemologies; and which takes a problem-based approach (rather than a survey) to the field of "envirotech," a distinct sub-discipline at the intersection of the history of technology and environmental history. Unlike HPS316, this course will present an opportunity for students to engage deeply with a particular topical theme in environmental history; to explore in depth scholarly literature related to the given theme; and to pursue independent research projects in relation to the course.

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

**Estimated Enrolment:**

16

**Instructor:**

Rebecca Woods

---

**HIS476H1: Senior Thesis**

**Impact on Programs:**

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

**Contact Hours:**

- **Seminar:** 24

**Description:**

Compulsory for all Specialists undertaking a one-year dissertation.

History Specialists only. Students must find topics and thesis supervisors. Not eligible for CR/NCR option. See department website for prerequisites and specific registration instructions. (http://history.utoronto.ca/undergraduate/senior-thesis)

**Prerequisites:**

- HIS475H1 and consent of supervisor and department

**Corequisites:**

**Exclusions:**

- HIS476Y1, HIS498H1, HIS499Y1

**Recommended Preparation:**

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Humanities

**Competencies:**
**Rationale:**
This course has been converted from a full-credit course and will now be the second half of the thesis course to be taken upon completion of HIS475H1.

**Consultation:**

**Resources:**

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**

**Instructor:**
Rotating between permanent faculty

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**HIS482H1: Soccer: The History of the World's Game**

**Contact Hours:**
- Seminar: 24

**Description:**
This seminar proposes to explore the history of the world's most popular sport, soccer, in broader political, social, and economic context. We will consider critical approaches to the history of sport; modern soccer's emergence in industrializing Britain; its globalization; its mobilization as a vehicle for political expression, as well as social, cultural, and gendered identities; supporter and soccer as an industry.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- HIS199H1

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

**Competencies:**
- Communication: extensively; Critical and Creative Thinking: none; Information Literacy: slightly
History (FAS), Department of

Quantitative Reasoning: slightly; Social and Ethical Responsibility: slightly

Experiential Learning:
  Research: extensively; Other: none

Rationale:
The history of sport is a dynamic and rapidly growing field of scholarship, and there are currently no courses in the undergraduate program that cover this area. Further, based on the experience of teaching a similar course at the 100 level, there is very considerable student demand.

Consultation:
Discussions with undergraduate office, discussions with Kinesiology deans, program chair, and all relevant faculty.

Resources:
Powerpoint/ 1 visit to Media Commons in Robarts

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

Overlap with Existing Courses:
None to my knowledge, outside of the Faculty of Kinesiology & Physical Education

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
16

Instructor:
Paul Cohen

2 Course Modifications:

HIS283Y1: Southeast Asian Crossroads

Title:
History of Southeast Asia: how the Lands Below the Winds Reshaped the World Asian Crossroads

Description:
This course examines how surveys the cultural, economic, religious, and social histories historical experiences of "Southeast Asia" [Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar (Burma), the Philippines, Thailand, & Vietnam] shaped the world as we see it today. Lectures will demonstrate states that constitute present-day Southeast Asia and examines how long term socio-economic trends affected the millennia-long cultural and material exchanges daily lives of Southeast Asians engaged via water across. Lectures introduce the Indian and Pacific Oceans and major themes while weekly readings explore the lands across Eurasia affected the lives major themes of its inhabitants and the proximal and distant regions with which it had contact. In Tutorials course: state structure; cultural commonalities; ethnic, students will be trained to read primary sources. Themes to be explored include economic exchange, colonialism class and its impact, gender relations; religious practice and sexual diversity, and religion and society trade.

Rationale:
To update title and description.

Consultation:

Resources:
none
HIS465Y1: Gender and International Relations

Prerequisites:
- Previous: HIS311Y/HIS344Y/HIS377H1/POL208Y1/POL351H1/JPP343H1/WGS160Y1 or permission of instructor
- New:

Recommended Preparation:
- Previous:
- New: 0.5 credit at the 300-level in HIS/POL/WGS

Rationale:
- Changed prerequisites, added recommended preparation instead.

Consultation:

Resources:

6 Retired Courses:

HIS301H1: Imperial Spain

Rationale:

HIS305H1: Popular Culture and Politics in the Modern Caribbean

Rationale:

HIS315H1: Narratives of Viet Nam

Rationale:

HIS350H1: War, State & Society

Rationale:

HIS401Y1: History of the Cold War

Rationale:
- This course is being converted to a half-credit course.

HIS476Y1: Senior Thesis Seminar

Rationale:
- This course is being converted to a half-credit course and will now be second half of the thesis course to be taken upon completion of HIS475H1.
5 New Courses:

**HPS245H1: Visions of Society and Progress**

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

**Description:**

This course explores influential visions of society and progress found in the history of the human sciences. It addresses questions such as: Are human beings naturally selfish or cooperative? Is society in harmony with the individual or opposed to the individual? It explores the significance of race, class, population growth, capitalism, and gender in debates about the good society.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

- HPS352H1

**Recommended Preparation:**

One half-course in any of the following: HPS, history, sociology, economics, political science, anthropology, or another field that intersects with the social sciences such as criminology

**Breadth Requirements:**

- Thought, Belief and Behaviour (2)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

In light of changes in IHPST course offerings and student enrollments during the last few years, this course would now fit better as a 200-level course. The adjustments to the course materials and requirements from the current 300-level course to the proposed 200-level course will be easy enough and relatively minor. Though it’s hard to predict, there’s good reason to believe that course enrollment will double, from about 40 to 80 students. We currently have a very successful 100-level course (HPS 110) on the sciences of human nature, which focuses mainly on developments in the recent history of biology, psychology, and social psychology. Currently Mark Solovey co-teaches this course in two sections with a combined enrollment of more than 500 students. The course presented here by Solovey should be appealing to many students who would like to explore the broader history of the human sciences, including developments related to the modern disciplines of political science, economics, anthropology, and sociology.

**Consultation:**

The IHPST consulted with the History, New College (Equity Studies), and Women and Gender Studies departments on the FAS’s recommendation.

**Resources:**

- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
History & Philosophy of Science & Technology (FAS), Institute for the

Overlap with Existing Courses:
Does not overlap with IHPST’s existing courses. Individual departments in the human sciences, such as sociology, anthropology, and psychology, have courses that cover disciplinary history, sometimes in a general way or sometimes focusing on a specific dimension, such as the history of sociological theory. But there is no UofT course, at least that we are aware of, that examines visions of society and progress put forth in the human sciences from a historical perspective.

Programs of Study for Which This Course Might be Suitable:
ASMAJ0667, ASMIN0667, and ASMIN2743

Estimated Enrolment:
100

Instructor:
Mark Solovey

HPS345H1: Quantifying the World: the Debates on the Ethical and Epistemic Implications of AI and Automation

Contact Hours:
Lecture: 24

Description:
The effects of automation, computing, and information technology have had a great impact on our society. The rise of automation and computing the almost cult-like trust in mechanization have transformed our society both at the material and the epistemological level. This course will examine the epistemological and ethical debates that AI and automation have produced in all sectors of society. It will consider a variety of media and instruments from data visualization and mapping, to the use of AI and robotics, contextualizing them within popular and hotly contested examples in the military field and in cybersecurity, in medical diagnostics and epidemiology, in the automotive industry, and in the personal realm.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities

Competencies:

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

Experiential Learning:
Research: notably; Other: none

Rationale:
The course will introduce students to the epistemological and ethical implications of automation, computing, and AI in our society. It will provide them with the tools to develop a broader, deeper, and more critical understanding of the influences of automation, computing, and AI on our society and its values.

Consultation:
We have consulted with the Departments of Anthropology, Computer Science, Geography, History and Philosophy, the Center for Ethics, the Institute for Cinema Studies, the Faculty of Applied Science and Engineering, and John H. Daniels Faculty of Architecture, Landscape and Design. We are still waiting to hear from Architecture and Engineering. The Departments of Anthropology, Computer Science, Geography, History and Philosophy, the Center for Ethics, and the Institute for Cinema Studies found either no or insignificant overlap. The Philosophy Department has some courses that might have some overlap, and following the consultation they are satisfied that the overlap is not significant.

Resources:
Teachings assistants to run the tutorials.

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

Overlap with Existing Courses:
The course content has very little overlap with other courses at U of T. Furthermore, the courses is taught from the perspective of Science Technology Studies (STS), and as such provides a different approach to analyzing the ethical and epistemological implications of automation, computing, and AI.

Programs of Study for Which This Course Might be Suitable:
IHPST, History, Anthropology, Engineering, Computer Science, Architectural Studies, Geography, Cinema Studies, and any other program that is interested in the epistemological and ethical implications of the interaction between science and technology.

Estimated Enrolment:
60

Instructor:
Rebecca Woods

HPS346H1: Modifying and Optimizing Life: on the Peculiar Alliance between AI, Biology, and Engineering

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
Taking cue from the entanglements that historically have pervaded the relation between biology and information technology since the early 20th century, this course interrogates the sociocultural and technological conjuncture that has brought computer science, biology and engineering together into peculiar, ingenious, and often controversial alliances. What do AI, synthetic biology, and biotechnology have in common? How have they come to be associated? What are the debates and ethics emerging from such associations? The course will focus on topics such as: geengineering and bioremediation; GMO and Robotic insects; the use of expert systems and machine learning to optimize synthetic biology; the flourishing and marketing of precision and personalized medicine/immunotherapy; and the ethics behind CRISPR babies.

Prerequisites:

Corequisites:

Exclusions:
<table>
<thead>
<tr>
<th><strong>Recommended Preparation:</strong></th>
</tr>
</thead>
</table>

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

| **Distribution Requirements:** |
| Humanities |

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

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

| **Rationale:** |
| The course will introduce students to the epistemological and ethical implications of the alliance between computer science, biology, and engineering. It will provide students with the tools to develop a broader, deeper, and more critical understanding of these implications. |

| **Consultation:** |
| We have consulted with the Departments of Anthropology, Cells and System Biology, Computer Science, Geography, History, Immunology and Philosophy, the Center for Ethics, and the Institute for Cinema Studies. We are still waiting to hear from the Department of Immunology. All the other units found either no or insignificant overlap. |

| **Resources:** |
| Teachings assistants to run the tutorials. |

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

| **Overlap with Existing Courses:** |
| The course content has very little overlap with other courses at U of T. Furthermore, the course is taught from the perspective of Science Technology Studies (STS), and as such provides a different approach to analyzing the ethical and epistemological implications of the alliance between computer science, biology, and engineering. |

| **Programs of Study for Which This Course Might be Suitable:** |
| IHPST, History, Anthropology, Life Sciences, Engineering, Computer Science, Cinema Studies, and any other program that is interested in the epistemological and ethical implications of the interaction between science and technology. |

| **Estimated Enrolment:** |
| 60 |

| **Instructor:** |
| Rebecca Woods |

**HPS370H1: Philosophy of Medicine**

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

| **Description:** |
| This course introduces students to philosophical issues in the study of medicine. The course will cover foundational questions, such as what constitutes evidence that a therapy is effective, how do we define health and disease, and information derived from research is used to support clinical practice. Students will be introduced to different movements in contemporary clinical medicine, such as Evidence-based Medicine, Person-Centered Healthcare, and Precision Medicine. |
History & Philosophy of Science & Technology (FAS), Institute for the

| Prerequisites: |  |
| Corequisites: |  |
| Exclusions: |  |

**Recommended Preparation:**
- HPS250H1

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
Philosophy of medicine is a growing field both within the humanities and applied health sciences. The University of Toronto is in a unique position to capitalize on this growth due to a critical mass of internationally respected researchers currently working within the University. In the past few years, we have seen increased interest across several programs at the University of Toronto, as evidenced by the development of two undergraduate courses at Victoria College (Vic 121, Vic 122) that dovetail well with the two foundational courses (Vic 170, Vic 171) of the Vic One Stowe-Gullen Stream. A new IHPST undergraduate course in the philosophy of medicine at the 300 level will strengthen IHPST’s extent History and Philosophy of Science major, and at the same time expand this major so that it reflects the science that falls under the rubric “applied health science.”

**Consultation:**
The syllabus for this new course has been designed with input from Ross Upshur (Dalla Lana School of Public Health) and Brian Feldman (IHPME). We have consulted with the Departments of Human Biology and Philosophy, the Faculty of Medicine, and University College (Health Studies). The Depts. of Human Biology and Philosophy and the Faculty of Medicine have reported that there is no overlap with their courses, and the Health Studies at University College replied that they have no concerns about the new course.

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

**Overlap with Existing Courses:**
- Philosophy of medicine is a concentration within philosophy of science, which is a sub-discipline within Philosophy. It is not offered at the University of Toronto by any department.

**Programs of Study for Which This Course Might be Suitable:**
- ASMAJ0667, ASMIN0667, and ASMIN2743

**Estimated Enrolment:**
- 40

**Instructor:**
- Brian Baigrie
<table>
<thead>
<tr>
<th><strong>HPS413H1: Reading and Writing about Physics</strong></th>
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<tbody>
<tr>
<td><strong>Contact Hours:</strong></td>
</tr>
<tr>
<td><em>Seminar:</em> 24</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
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<tr>
<td>Historians, philosophers, and sociologists have produced a wealth of literature on the analysis and examination of physics from the early modern period to the present. In this seminar, we read and discuss in depth a collection of recent classics and cutting-edge works on the historical studies of physics. Students also conduct research based on this literature. We aim to use physics as a lens to understanding key themes in the making of modern science, from incommensurability, epistemic cultures, and historical ontology, to materiality, social construction, pedagogy, and countercultures.</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
</tr>
<tr>
<td>At least one HPS course</td>
</tr>
<tr>
<td><strong>Corequisites:</strong></td>
</tr>
<tr>
<td><strong>Exclusions:</strong></td>
</tr>
<tr>
<td><strong>Recommended Preparation:</strong></td>
</tr>
<tr>
<td>Develop the ability to read scholarly books and conduct research in history of science</td>
</tr>
<tr>
<td><strong>Breadth Requirements:</strong></td>
</tr>
<tr>
<td>Thought, Belief and Behaviour (2)</td>
</tr>
<tr>
<td><strong>Distribution Requirements:</strong></td>
</tr>
<tr>
<td>Humanities</td>
</tr>
<tr>
<td><strong>Competencies:</strong></td>
</tr>
<tr>
<td><em>Communication:</em> extensively; <em>Critical and Creative Thinking:</em> extensively; <em>Information Literacy:</em> slightly</td>
</tr>
<tr>
<td><em>Quantitative Reasoning:</em> slightly; <em>Social and Ethical Responsibility:</em> notably</td>
</tr>
<tr>
<td><strong>Experiential Learning:</strong></td>
</tr>
<tr>
<td><em>Research:</em> extensively; <em>Other:</em> none</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
</tr>
<tr>
<td>This course complements the existing HPS courses for its emphasis on reading and engaging closely the scholarly works in an area (physics) of the history of science. Instead of covering various episodes or developments in the history of science, we focus on historiography, methodology, and frames of analysis. This course thus provides substantial training for students to read and write critically and with perspective the scholarly literature in the history of science.</td>
</tr>
<tr>
<td><strong>Consultation:</strong></td>
</tr>
<tr>
<td>We have consulted with the Depts. of History, Philosophy and Physics. All these departments found no significant overlap with their courses.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
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<tr>
<td>n/a</td>
</tr>
<tr>
<td><strong>Budget Implications:</strong></td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
</tr>
<tr>
<td>HPS, Philosophy, History, Physics</td>
</tr>
</tbody>
</table>
1 Retired Course:

**HPS352H1: History of the Human Sciences**

**Rationale:**

In light of changes in IHPST course offerings and student enrollments during the last few years, this course would now fit better as a 200-level course.

The adjustments to course material and requirements from the current 300-level course to the proposed 200-level course will be easy enough and relatively minor.

Though it’s hard to predict, there’s good reason to believe that course enrollment will double, from about 40 to 80 students.

We currently have a very successful 100-level course (HPS 110) on the sciences of human nature, which focuses mainly on developments in the recent history of biology, psychology, and social psychology. Currently Mark Solovey co-teaches this course in two sections with a combined enrollment of more than 500 students. The course presented here by Solovey should be appealing to many students who would like to explore the broader history of the human sciences, including developments related to the modern disciplines of political science, economics, anthropology, and sociology.
1 New Course:

LIN194H1: The Science behind our Accents

Contact Hours:
Practical: 24

Description:

When we speak, the sound is transmitted through the air as a complex sound wave. How are various speech sounds – vowels and consonants – manifested acoustically? What does it mean, in physical terms, to have an accent? These and other related questions will be explored through computer-based acoustic analysis and perceptual experimentation. Upon completion of this course, students will (i) have overview knowledge of basic acoustic properties characterizing phonetic variation pertaining to speech, and accents in particular, (ii) be able to conduct simple speech production and perception experiments, and write up results in the form of scientific research reports, (iii) begin to read and understand scientific literature pertaining to acoustic phonetic variation and its relevance for communication. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:
No

Corequisites:

Exclusions:

Recommended Preparation:

Topics Covered:
Acoustics and articulation of speech sounds, acoustic analysis, perceptual experiments, phonetic variation across languages and accents

Methods of Assessment:
Group and individual reports, in-class participation

Breadth Requirements:
The Physical and Mathematical Universes (5)

Distribution Requirements:
Science

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

Experiential Learning:
Research: extensively; Other: none

Rationale:
This is a first-year seminar course. An earlier version of it, TBB199 Analyzing Speech Sounds was taught in Fall 2011 (as HUM199) and in Fall 2017, and had reasonably good enrollments. The proposed course has a somewhat narrower focus - on the acoustics and perception of speech accents. The addition of this course would expand the unit's offerings of first-year seminars. The course may appeal to students in hard sciences and engineering.

Consultation: 76
### Linguistics (FAS), Department of

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

<table>
<thead>
<tr>
<th>Overlap with Existing Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no apparent overlap with other courses.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
</tr>
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<tbody>
<tr>
<td>n/a</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
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<tbody>
<tr>
<td>25</td>
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</table>

<table>
<thead>
<tr>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexei Kochetov</td>
</tr>
</tbody>
</table>
4 Minor Program Modifications:

Near and Middle Eastern Civilizations Specialist (Ancient)

Completion Requirements:

(11 FCEs, including at least 4 300+ FCEs, 1 FCE of which must be at the 400-level.)

At least 9 FCEs must be NMC and/or NML courses. Others may be taken only from a list of pre-approved courses offered by other departments.

1. First Year: 1 FCE from NMC101H1/NMC102H1/NMC103H1/NMC104H1.

2. 4 FCEs in one or two primary source languages (Akkadian, Ancient Egyptian, Biblical, Middle, or Modern Hebrew; Aramaic; Syriac; Arabic; Persian; Turkish); with NML designator (i.e., not literature in translation): It is recommended that language instruction begin in first year if possible. 2a: The 4 FCEs in primary source languages must be from among the following languages: Akkadian, Ancient Egyptian, Aramaic, Coptic, Ge'ez, Hebrew (Biblical, or Middle) Hebrew, Persian (Old Persian, Avestan, Pahlavi) Aramaic, Syriac.

3. Higher years:

3 FCEs from NMC245H1, NMC247H1, NMC248H1, NMC254H1, NMC270H1, NMC276H1, NMC277H1, NMC343H1, NMC344H1, NMC346H1, NMC359H1, NMC349H1, NMC370H1, NMC371H1, NMC372H1, NMC446H1, NMC447H1, NMC448H1, NMC449H1, NMC471H1, NMC472H1 (History & Society courses) and NMC247H1, NMC254H1, NMC289H1, NMC380H1, NMC382Y1 (Religion & Thought courses).

2 FCEs from NMC260H1, NMC261Y0, NMC262H1, NMC263H1, NMC264H1, NMC265H1, NMC266H1, NMC259H1, NMC360H1, NMC361H1, NMC362Y1, NMC363H1, NMC364H1, NMC398Y0, NMC366Y1, NMC445H1, NMC369Y1, NMC461H1, NMC461Y1, NMC462H1, NMC462Y1, NMC463H1, NMC464H1, NMC465H1, NMC466H1, NMC467H1, NMC468H1, NMC470H1, NMC474H1 (Archaeology courses) and NMC246H1, NMC251H1, NMC252H1, NMC253H1, NMC259H1, NMC351H1, NMC352H1, NMC450H1, NMC480H1, NMC491H1 (Art, Architecture, & Literature courses).

4. 1 additional FCE in Medieval or Modern stream courses or those from a list of pre-approved courses offered by other departments.

Description of Proposed Changes:

Re #2: Only primary source languages relevant to this Program have been listed, with additional ancient languages that were not included earlier.

Re #3: Lists of courses have been edited to incorporate existing courses in Calendar that were not listed in these Program Requirements.

Rationale:

To make the presentation more student-friendly and to update the Calendar listing.

Impact:

To increase enrollment in the courses that were in the NMC Calendar entry but not added to the Program Requirements.

Consultation:

Approved by NMC Undergraduate Affairs Committee.

Resource Implications:
Near and Middle Eastern Civilizations Specialist (General)

Completion Requirements:

(11 FCEs, including at least 4 300+ FCEs, 1 FCE of which must be at the 400-level.)

At least 9 FCEs must be NMC and/or NML courses. Others may be taken only from a list of pre-approved courses offered by other departments.

1. First Year: 1 FCE from NMC101H1/NMC102H1/NMC103H1/NMC104H1.

2. 4 FCEs in one or two primary source languages (with NML designator) from among the following languages: Akkadian, Ancient Egyptian, Biblical, Middle, Arabic or Modern Hebrew, Aramaic, Coptic, Syriac, Ge'ez, Arabic, Hebrew, Persian, Persian Turkish, Syriac with NML designator (i.e., Turkish not literature in translation): It is recommended that language instruction begin in first year if possible.

3. Higher years: 3 FCEs from NMC241H1, NMC245H1, NMC248H1, NMC254H1, NMC270H1, NMC273Y1, NMC274H1, NMC275H1, NMC276H1, NMC277H1, NMC278H1, NMC342H1, NMC343H1, NMC344H1, NMC346H1, NMC347H1, NMC348Y1, NMC349H1, NMC355H1, NMC356H1, NMC358H1, NMC370H1, NMC359H1, NMC371H1, NMC370H1, NMC372H1, NMC373H1, NMC374H1, NMC376H1, NMC377Y1, NMC378H1, NMC386H1, NMC446H1, NMC447H1, NMC448H1, NMC449H1, NMC451H1, NMC452H1, NMC471H1, NMC472H1, NMC473H1, NMC475H1, NMC476H1, NMC477H1, NMC478H1, NMC479H1 (History & Society courses) and NMC247H1, NMC254H1, NMC283Y1, NMC284H1, NMC285H1, NMC286H1, NMC288H1, NMC289H1, NMC380H1, NMC381H1, NMC382Y1, NMC384H1, NMC385H1, NMC387H1, NMC388H1, NMC389H1, NMC387H1, NMC388H1, NMC389H1, NMC484H1 (Religion & Thought courses).

2 FCEs from NMC248H1, NMC260H1, NMC261Y0, NMC262H1, NMC263H1, NMC264H1, NMC265H1, NMC266H1, NMC359H1, NMC360H1, NMC361H1, NMC362Y1, NMC363H1, NMC364H1; NMC365Y1, NMC366Y1, NMC367H1, NMC368H1, NMC398Y0, NMC445H1, NMC369Y1, NMC461H1, NMC462H1, NMC462Y1, NMC463H1, NMC464H1, NMC465H1, NMC466H1, NMC467H1, NMC468H1, NMC469Y1, NMC470H1, NMC474H1 (Archaeology courses) and NMC243H1, NMC246H1, NMC251H1, NMC252H1, NMC253H1, NMC255H1, NMC256H1; NMC287H1, NMC258H1, NMC259H1, NMC315H1, NMC316H1, NMC350H1, NMC351H1, NMC352H1, NMC353H1, NMC357H1, NMC392H1, NMC394H1, NMC395H1, NMC396Y1, NMC450H1, NMC480H1, NMC491H1 (Art, Architecture, & Literature courses).

4. 1 additional FCE of NMC or NML courses or those from a list of pre-approved courses offered by other departments.

Description of Proposed Changes:

Incorporated existing courses in Calendar into Program Requirements.
Re Section 2, simplified list of languages.

Rationale:
To make the presentation more student-friendly and update the Calendar listing.

Impact:
Requirement waiver deleted in order to emphasize the importance of Gateway courses for the Specialist.

Consultation:
Approved by the NMC Undergrad Affairs Committee.

Resource Implications:

Near and Middle Eastern Civilizations Specialist (Medieval)

Completion Requirements:

79
Near & Middle Eastern Civilizations (FAS), Department of

(11 FCEs, including at least 4 300+ FCEs, 1 FCE of which must be at the 400-level.)

At least 9 FCEs must be NMC and/or NML courses. Others may be taken only from a list of pre-approved courses offered by other departments.

1. First Year: 1 FCE from NMC101H1/NMC102H1/NMC103H1/NMC104H1.

2. 4 FCEs in one or two primary source languages (Akkadian, Ancient Egyptian, Biblical, Middle, or Modern Hebrew; Aramaic; Syriac; Arabic; Persian; Turkish); with NML designator (i.e., not literature in translation): It is recommended that language instruction begin in first year if possible. The 4 FCEs in primary source languages must be from among the following languages: Arabic Biblical or Middle Hebrew, Aramaic, Coptic Syriac, Ge'ez, Hebrew (Biblical, Middle) Arabic, Persian, Syriac, Turkish.

3. Higher years:
   3 FCEs from NMC270H1, NMC273Y1, NMC274H1, NMC275H1, NMC276H1, NMC277H1, NMC342H1, NMC348Y1; NMC372H1, NMC374H1, NMC376H1, NMC377Y1, NMC386H1, NMC471H1, NMC472H1 (History & Society courses) and NMC283Y1, NMC285H1, NMC286H1, NMC289H1, NMC289H1, NMC384H1, NMC385H1, NMC387H1, NMC388H1, NMC389H1, NMC481H1, NMC484H1 (Religion & Thought courses).
   2 FCEs from NMC261Y0, NMC365Y1, NMC264H1 NMC366Y1, NMC367H1, NMC368H1 NMC369Y1, NMC464H1 NMC462Y1, NMC465H1, NMC469Y1 (Archaeology courses) and NMC255H1, NMC256H1, NMC258H1, NMC259H1, NMC350H1, NMC353H1, NMC357H1, NMC394H1, NMC395H1, NMC480H1 NMC396Y1 (Art, Architecture, & Literature courses).

4. 1 additional FCE in Ancient or Modern stream courses or those from a list of pre-approved courses offered by other departments.

Description of Proposed Changes:
Incorporated relevant courses in Calendar which not included in program requirements.

Rationale:
Program requirements needed to have the courses listed in Calendar included.

Impact:
Requirement waiver deleted in order to emphasize the importance of Gateway courses for the Specialist.

Consultation:
Changes approved by NMC Undergraduate Affairs Committee.

Resource Implications:

Near and Middle Eastern Civilizations Specialist (Modern)

Completion Requirements:

(11 FCEs, including at least 4 300+ FCEs, 1 FCE of which must be at the 400-level.)

At least 9 FCEs must be NMC and/or NML courses. Others may be taken only from a list of pre-approved courses offered by other departments.

1. +First Year: 1 FCE from NMC101H1/NMC102H1/NMC103H1/NMC104H1.

2. 4 FCEs in one or two primary source languages (Akkadian, Ancient Egyptian, Biblical, Middle, or Modern Hebrew;
Near & Middle Eastern Civilizations (FAS), Department of

Aramaic, Syriac, Arabic, Persian, Turkish; with NML designator (i.e., not literature in translation). It is recommended that language instruction begin in first year if possible. The 4 FCEs in primary source languages must be from among the following languages: Modern Hebrew; Arabic, Hebrew, Persian, Turkish.

3. Higher years:

3 FCEs from NMC241H1, NMC270H1, NMC274H1, NMC275H1, NMC276H1, NMC277H1, NMC278H1, NMC279H1, NMC348Y1, NMC355H1, NMC356H1, NMC358H1, NMC373H1, NMC375H1, NMC377H1, NMC378H1, NMC386H1, NMC451H1, NMC452H1, NMC471H1, NMC472H1, NMC473H1, NMC475H1, NMC476H1, NMC477H1, NMC478H1, NMC479H1 (History & Society courses) and NMC283Y1, NMC284H1, NMC285H1, NMC286H1, NMC289H1, NMC381H1, NMC384H1, NMC385H1, NMC387H1, NMC389H1, NMC481H1, NMC484H1 (Religion & Thought courses).

2 FCEs from NMC261Y0, NMC264H1, NMC367H1, NMC368H1, NMC369Y1, NMC464H1, NMC468Y1, NMC469Y4, NMC465H1 (Archaeology courses) and NMC243H1, NMC257H1, NMC315H1, NMC259H1, NMC316H1, NMC353H1, NMC392H1, NMC394H1, NMC395H1, NMC480H1, NMC396Y4 (Art, Architecture, & Literature courses).

4. 1 additional FCE in Ancient or Medieval stream courses or those from a list of pre-approved courses offered by other departments.

Description of Proposed Changes:

Existing courses in Calendar incorporated into Program Requirements.

Section 2 on primary source languages simplified.

Rationale:

Program requirements updated to include courses listed in Calendar but not in the Requirements.

Impact:

Requirement waiver deleted in order to emphasize the importance of Gateway courses for the Specialist.

Consultation:

Approved by NMC Undergrad Affairs Committee.

Resource Implications:

1 New Course:

NMC480H1: Structural Development of the Iranian Languages

Impact on Programs:

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

Contact Hours:

Seminar: 24

Description:

This interdisciplinary course focuses on chronological development of Persian language from Old Persian (551 BC) to Modern Persian (7th century) with the emphasis on the word formation and grammar. This course also examines the role of language in maintaining cultural identity and civilization through structural analysis of Iranian languages including Farsi, Dari, Tajiki, Baluchi, Kurdish and Pashtu.

Prerequisites:

NML360Y1 or 1 FCE in Linguistics or permission of instructor
Corequisites:

Exclusions:
- NML463H1

Recommended Preparation:

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

Distribution Requirements:
- Humanities

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

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

Rationale:
The course designator has been changed from a language course (with NML designator) to a course in linguistics (with NMC designator) in order to accommodate students without Persian language but interested in linguistics and the historical development of Iranian languages. Title of course changed to better reflect content.

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:

Instructor:

1 Retired Course:

NML463H1: Iranian Languages in the Path of History and Civilization

Rationale:
The course designator has been changed from a language course (with NML designator) to a course in linguistics (with NMC designator) in order to accommodate students without Persian language but interested in linguistics and the historical development of Iranian languages.
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 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:

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

NEW240H1: Introduction to Critical Equity and Solidarity Studies

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<tr>
<th>Impact on Programs:</th>
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<tr>
<td>This proposal triggers modifications in the unit's program(s)</td>
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<tr>
<th>Contact Hours:</th>
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<tr>
<td>Lecture: 24 / Tutorial: 12</td>
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<tr>
<th>Description:</th>
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<tr>
<td>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.</td>
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<th>Prerequisites:</th>
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<th>Corequisites:</th>
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<table>
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<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>NEW240Y1</td>
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<tr>
<th>Recommended Preparation:</th>
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<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>Society and its Institutions (3)</td>
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<table>
<thead>
<tr>
<th>Distribution Requirements:</th>
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<tbody>
<tr>
<td>Humanities, Social Science</td>
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<tr>
<th>Competencies:</th>
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<tbody>
<tr>
<td>Communication: none; Critical and Creative Thinking: none; Information Literacy: none; Quantitative Reasoning: none; Social and Ethical Responsibility: none</td>
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<tr>
<th>Experiential Learning:</th>
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<tr>
<td>Research: none; Other: none</td>
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<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>NEW240Y1 being retired and being offered as NEW240H1.</td>
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<th>Consultation:</th>
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<tr>
<th>New College</th>
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<tr>
<td>Resources:</td>
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<tr>
<td>Overlap with Existing Courses:</td>
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<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
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<tr>
<td>Estimated Enrolment:</td>
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<tr>
<td>Instructor:</td>
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<tr>
<td>Stan Doyle-Wood</td>
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**NEW359H1: The Horn of Africa - Critical Perspectives**

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

**Description:**  
Examines the Horn of Africa, its diversity, geopolitics, cultural politics, present conditions and current debates through a critical and comparative lens. Considers social forces in contemporary politics within the region including competing claims, explanations of the underpinnings of the Horn's conflict, and the promise of peace. Draws upon interdisciplinary scholarship, public discourse, texts and media to reflect on the future of the Horn of Africa at this historical moment.

**Prerequisites:**  
Completion of at least 4.0 FCEs

**Corequisites:**

**Exclusions:**  
NEW357H1 (Special Topics in African Studies: The Horn of Africa: Critical Perspectives) offered in Fall 2018, Fall 2019

**Recommended Preparation:**  
NEW150Y1/NEW250Y1

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

**Distribution Requirements:**  
Social Science

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

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

**Rationale:**  
Offers students an opportunity for critical understanding and comparative analysis of African regional dynamics and conditions through an interdisciplinary lens.

**Consultation:**  
85
The New College Vice Principal consulted with the Department of Political Science and the Department of History in early October 2019. Course approved by the New College Academic Affairs Committee on October 7, 2019.

<table>
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<tr>
<th>Resources:</th>
<th>None</th>
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<tr>
<td><strong>Budget Implications:</strong></td>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
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</table>

| Overlap with Existing Courses: | No overlap |

| Programs of Study for Which This Course Might be Suitable: | African Studies, Political Science, History |

| Estimated Enrolment: | 40 |

| Instructor: | Prof. Marieme Lo, Associate Professor |

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**NEW455H1: Conflicts, Negotiations and Peacebuilding in Africa**

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<tr>
<th>Contact Hours:</th>
<th><em>Seminar:</em> 24</th>
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**Description:**

Examines conflicts and peace negotiations in African contexts such as Somalia, Sudan, the Democratic Republic of Congo, and North Africa through public discourse, citizen actions, policy debates and mobilizations. Explores formal, informal, indigenous and institutional mediation and peace negotiation platforms, strategies, and impulses. Analyzes various conflict zones, case studies and intervention strategies for negotiating and sustaining peace in Africa in the broader context of the war on terror, increasing militarism, and securitization in peacebuilding.

**Prerequisites:**

NEW150Y1/NEW250Y1

**Corequisites:**

**Exclusions:**

NEW451H1 (Special Topics in African Studies: Conflicts, Negotiations and Peacebuilding in Africa), offered in Winter 2019, Winter 2020, NEW452H1

**Recommended Preparation:**

NEW353H1

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

86
An advanced-level seminar that engages with scholarly debates that are integral to African Studies today.

**Consultation:**
The New College Vice Principal consulted with the Department of Political Science, the Department of History, and with Peace and Conflict Studies in early October 2019. Course approved by the New College Academic Affairs Committee on October 7, 2019.

**Resources:**
None

**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:**
African Studies, Political Science, History, Peace and Conflict Studies

**Estimated Enrolment:**
25

**Instructor:**
Prof. Marieme Lo, Associate Professor

### 12 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:**

**NEW341H1: Theorizing Equity**

**Title:**
Theorizing Settlement Colonialism, Capitalism and Race

**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:**

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:**

NEW344H1: Equity and the Body

**Title:**

**Previous:** Equity and the Body

**New:** Body Matters: Oppression, Solidarity and Justice

**Description:**

**Previous:**

An analysis of the body as the product of complex social organizations, processes and structures. Examines cultural stories recounted about the body through topics that include genetics, beauty, health, pathology and the multiple identities that intersect at the site of the body.

**New:**

Through lectures, small-group discussions and experiential activities, explores how intersecting cultural stories impact our bodies and how stories inscribed upon us shape and constrain our relations, perceptions, experiences and vulnerabilities as embodied subjects. Draws on work in cultural studies, critical race and decolonial theory, gender studies, queer, trans and disability theory and fat studies to ask: Whose bodies matter? How do bodies come to matter? And, how are we - as embodied beings - engaged in acts of rewriting, resisting and otherwise transforming the the body means and what it can do?

**Prerequisites:**

NEW240H1/NEW240Y1/NEW241Y1
### NEW344Y1: Equity and the Body

| Title: | Previous: Equity and the Body  
New: Body Matters: Oppression, Solidarity and Justice |
|--------|--------------------------------------------------|
| Description: | Previous: An analysis of the body as the product of complex social organizations, processes and structures. Examines cultural narratives recounted about the body through topics that include genetics, beauty, health, pathology and the multiples identities that intersect at the site of the body.  
New: Through lectures, small-group discussions and experiential activities, explores how intersecting cultural stories impact our bodies and how stories inscribed upon us shape and constrain our relations, perceptions, experiences and vulnerabilities as embodied subjects. Draws on work in cultural studies, critical race and decolonial theory, gender studies, queer, trans and disability theory and fat studies to ask: Whose bodies matter? How do bodies come to matter? And, how are we - as embodied beings - engaged in acts of rewriting, resisting and otherwise transforming the the body means and what it can do? |

| Prerequisites: | NEW240H1/NEW240Y1/NEW241Y1 |

| Exclusions: | Previous:  
New: NEW344H1 |

| Rationale: | |

| 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 revitalize 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:

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:

NEW444H1: Social Change and Non-Violence

Title:
Previous: Social Change and Non-Violence
New: Anti-colonization and the Politics of Violence

Description:
Previous:
Examines theories and practices that promote the building of cooperative, non-violent communities. Grounded in a series
of historical cases studies, the course critically considers Gandhian principles and the ways in which these have been translated into collective action.

**New:**

Interrogates how theorizations, embodied lived experiences and lived resistance to structural violence can create social, epistemological, ontological and political decolonizing / an-colonial transformation. Examines the work of Frantz Fanon, Kwame Ture, Eric Williams, Walter Rodey, The Black Panther Party for Self-Defense, Elaine Brown and Assata Shakur amongst others to search for alternative and oppositional ways to rethink and re-respond to violence. Pursues a nuanced understanding of disability as a socio-political phenomenon.

**Prerequisites:**

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

**Rationale:**

**Consultation:**

**Resources:**

**NEW448H1: Advanced Special Topics in Disability Studies**

**Title:**

**Previous:** Advanced Special Topics in Disability Studies

**New:** Disability and the Child

**Contact Hours:**

**Previous:** Lecture: 24

**New:** Seminar: 24

**Description:**

Examines a range of historical and present-day meanings associated with the figure of the disabled child. Draws on work emanating from a variety of disciplines, including history, psychology, neuroscience, visual arts, film and literature, and engaging with critical theories of race, class, gender, sexuality and disability, to discuss ideas and issues relevant to the construction of 21st century disabled childhoods. Counters the near monolithic story of disability as threat to the presumed goodness of normative childhood by asking: what alternate depictions and narratives of disabled childhood exist and what can they teach us?

**Prerequisites:**

NEW240H1/NEW240Y1/NEW241Y1 and an additional 0.5 Equity Studies Core Group 300+ level course

**Exclusions:**

**Previous:**

**New:** NEW448H1 (Special Topics: Disability and the Child), offered in Fall 2016, Fall 2018 and Fall 2019.

**Breadth Requirements:**

Society, Thought, Belief and Its Institutions Behaviour (3 2)

**Distribution Requirements:**

**Previous:** Humanities

**New:** Social Science
Rationale:
The development of this course came after having taught disability studies in the Equity Studies program for several years. In class discussions and in course assignments, the students routinely expressed a desire to talk more about the particularities and politics of the disabled child. A great many students in the program go on to pursue careers in advocacy and social work, education, physical and occupational therapy and other health professions, career paths where experience thinking with and through disability and childhood is an asset. This course was developed in response to student interest, the instructor's research background (her book ‘War on Autism’ is largely focused on the figure of the child) and a gap in the current suite of courses in the Equity Studies Program’s disability studies stream, all of which focus on the disabled adult. The course has been offered successfully as a special topics course several times. There are currently no courses addressing theories of disabled childhoods at U of T.

Consultation:
None

Resources:
None

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

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. < / p>

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? < / p>

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.

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
**NEW240Y1: Introduction to Equity Studies**

**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.
7 New Courses:

**PHL238H1: Critical Reasoning**

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

**Description:**

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

**Prerequisites:**

**Corequisites:**

**Exclusions:**

TRN200Y1, PHL247H1, PHL145H5, PHL238H5, PHL247H5

**Recommended Preparation:**

**Breadth Requirements:**

Thought, Belief and Behaviour (2)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

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

**Consultation:**

STG Philosophy Curriculum Committee, and STG/UTM Logic Faculty

**Resources:**

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

**Overlap with Existing Courses:**

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

- Philosophy

**Estimated Enrolment:**

94
Instructor: Alex Koo

**PHL239H1: Introduction to South Asian Philosophy**

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

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

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

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

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

**Distribution Requirements:**
- Humanities

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

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

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

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

Resources:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
- Philosophy
- Religion

Estimated Enrolment:
- 100

Instructor:
- Elisa Freschi/Jonardon Granieri

**PHL354H1: Philosophy of Mathematics**

Contact Hours:
- **Lecture:** 36

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

Prerequisites:
- PHL245H1/MAT157Y1 and a full course in PHL/CSC/MAT

Corequisites:

Exclusions:
- PHL346H1, PHL346H5, PHL344H5, PHL354H5

Recommended Preparation:

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

Distribution Requirements:
- Humanities

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

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

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

Consultation: 96
Philosophy (FAS), Department of

STG Philosophy Curriculum Committee, and STG/UTM Logic Faculty

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

| Overlap with Existing Courses:     |

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

<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
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</thead>
<tbody>
<tr>
<td>40</td>
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<tr>
<th>Instructor:</th>
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<tbody>
<tr>
<td>Alex Koo</td>
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**PHL445H1: Metalogic**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td><strong>Seminar:</strong> 36</td>
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<tr>
<th>Description:</th>
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<tr>
<td>A continuation of PHL345H1, this is a course in the mathematical study of logic, also known as metalogic. We will investigate and prove theorems about logical systems. Topics covered may include: important results in metalogic, second and higher-order logic, or lambda-calculus.</td>
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<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>PHL345H1/MAT309H1; 4.0 credits in philosophy</td>
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| Corequisites:           |

<table>
<thead>
<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>PHL445H5; PHLD51H3</td>
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</table>

| Recommended Preparation: |

<table>
<thead>
<tr>
<th>Topics Covered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics covered may include: foundational results in first-order metalogic, including Goedel's incompleteness theorem; the lambda calculus and higher-order logic; algebraic logic; non-classical logics.</td>
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<thead>
<tr>
<th>Methods of Assessment:</th>
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<tbody>
<tr>
<td>This course will assess students using a combination of in-class tests, take-home assignments and possibly an exam.</td>
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<thead>
<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>Thought, Belief and Behaviour (2)</td>
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<table>
<thead>
<tr>
<th>Distribution Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
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</table>

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

<table>
<thead>
<tr>
<th>Experiential Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research:</strong> none; <strong>Other:</strong> none</td>
</tr>
</tbody>
</table>

97
Rationale:  
As stated in the rationale for the PHL345 changes, a problem that we have with our logic offerings is that while PHL345 was labelled as an intermediate course in logic, because we did not have a 4th year course in logic PHL345 was actually being taught at an advanced level. Since we are proposing to alter PHL345 to be truly intermediate, we wish to add PHL445 to the calendar as a genuinely advanced course in logic. This will be attractive to students who are deeply interested in mathematical logic. We have carefully considered what mathematical logic is being taught at the Mathematics Department. As such, the selection of topics for PHL445 go beyond what the Mathematics Department currently offers, and as such should be appealing for mathematics students as well.

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

Resources: 

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

Overlap with Existing Courses:

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

Estimated Enrolment:  
20

Instructor:  
Michael Caie

PHL446H1: Seminar in Decision Theory

Contact Hours:  
Seminar: 36

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

Prerequisites:  
PHL246H1, 4.0 Credits in Philosophy

Corequisites:

Exclusions:

Recommended Preparation:

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

Methods of Assessment:  
This course will use a combination of tests, weekly problem sets and possibly a final exam.
<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
<th>Thought, Belief and Behaviour (2)</th>
</tr>
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<tbody>
<tr>
<td>Distribution Requirements:</td>
<td>Humanities</td>
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<tr>
<td>Competencies:</td>
<td></td>
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<tr>
<td>Communication:</td>
<td>slightly; Critical and Creative Thinking: extensively; Information Literacy: slightly</td>
</tr>
<tr>
<td>Quantitative Reasoning:</td>
<td>extensively; Social and Ethical Responsibility: none</td>
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<tr>
<td>Experiential Learning:</td>
<td></td>
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<tr>
<td>Research:</td>
<td>none; Other: none</td>
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<tr>
<td>Rationale:</td>
<td></td>
</tr>
<tr>
<td>Our external review noted a lack of content and course options in our logic curriculum. With that in mind, we are adding this course to help address this issue.</td>
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<tr>
<td>Consultation:</td>
<td></td>
</tr>
<tr>
<td>STG Philosophy Curriculum Committee, Proposal was sent to the undergrad chairs at Economics, Statistics and Mathematics</td>
<td></td>
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<tr>
<td>Resources:</td>
<td></td>
</tr>
<tr>
<td>Budget Implications:</td>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td>Overlap with Existing Courses:</td>
<td></td>
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<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Estimated Enrolment:</td>
<td>20</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Franz Huber</td>
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</tbody>
</table>

**PHL447H1: Seminar in Philosophical Logic**

| Contact Hours: |  |
| Seminar: | 36 |

| Description: |  |
| Advanced discussion of some topic in philosophical logic. |

| Prerequisites: |  |
| PHL245H1/MAT157Y1; one of PHL246H1/PHL345H1/PHL347H1/PHL445H1/MAT309H1; 4.0 credits in philosophy |

| Corequisites: |  |

| Exclusions: |  |

| Recommended Preparation: |  |

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

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

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

**Distribution Requirements:**
Humanities

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

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

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

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

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**
20

**Instructor:**
Michael Caie/Franz Huber

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**PHL455H1: Seminar in Philosophy of Science**

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

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

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

**Corequisites:**
### Philosophy (FAS), Department of

#### Exclusions:

#### Recommended Preparation:

#### Breadth Requirements:
- None

#### Distribution Requirements:
- Humanities

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

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

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

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

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

#### Overlap with Existing Courses:

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

#### Estimated Enrolment:
- 20

#### Instructor:
- Alex Koo/Denis Walsh/Mike Miller

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### 2 Course Modifications:

**PHL199H1: Trump, the Rule of Law and the Rise of Illiberal Democracy**

#### Title:
- **Previous:** Trump, the Rule of Law and the Rise of Illiberal Democracy
- **New:** Ethics and Fiction

#### Description:
The goal of this seminar is to investigate ethical questions via works of fiction, primarily novels. The idea is not to see fiction as a pedantic vehicle for ethical
argument, but rather virtue to consider how, and with having what effect, fiction functions as an ethical medium the state can do to its subjects governed by law. We will not judge characters as ‘likeable’ or ‘relatable’; rather, we will reflect on investigate concrete examples of what fiction can teach us about happens when the pressing challenges rule of choice and responsibility law is put under stress, and how it can (perhaps) enhance empathy.

The focus is on issues of individual identity and integrity: creating and maintaining oneself as a moral whole within environments hostile or indifferent to that end. All arguably the works considered are novels or plays from the period between about 1900 and 2020—for convenience, Trump administration. It will also examine the ‘modern’ and ‘postmodern’ ages, though we will query those notions. A running theme is rise of what is usually gets called ‘existential’ philosophy and illiberal democracy, a notion celebrated by Victor Orban in Hungary, but we will query the validity of that label as well and by other Central and Eastern European politicians. Restricted to first-year students. Not eligible for CR/NCR option.

Methods of Assessment:

   Previous: Weekly Reflection papers, 2 Longer Essays, Participation and Attendance

New: Weekly Reflection papers, 2 Longer Essays, Participation and Attendance

Breadth Requirements:

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

Rationale:

   The department is required to have 2.0 First-Year Foundation Seminars. As one of our faculty is unable to teach their current 199 course, we are submitting a new one in its place.

Consultation:

   Copies of this proposal were sent to the Department of English Undergraduate Chair and Administrator - December 2nd.

   Prof. Morgenstern (English) has no issues with this seminar.

Resources:

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

PHL339H1: Indian Philosophy

Title:

   Topics in South Asian Indian Philosophy

Description:

   Previous:

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

   New:

   An intermediate level study of one or more topics in South Asian Philosophy .

Recommended Preparation:

   Previous:

   New: PHL239H1

Topics Covered:

   Previous:

   New: Topics will vary at the discretion of the instructor.
Methods of Assessment:

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

Rationale:

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

Consultation:

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

Resources:

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

3 Retired Courses:

PHL247H1: Critical Reasoning

Rationale:

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

Consultation:

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

PHL346H1: Philosophy of Mathematics

Rationale:

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

Consultation:

This renumbering has been approved by our undergraduate curriculum committee which consists of staff, undergraduate students and faculty.

PHL415H1: Seminar in Philosophy of Science

Rationale:

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

Consultation:

Consulted with UTM and St. George philosophy faculty members and this has been approved by the STG PHL undergraduate curriculum committee.
7 Minor Program Modifications:

Buddhist Studies Major

Completion Requirements:

(7 full courses or their equivalent)

1. One RLG FCE at 1. A full year of introductory courses in the 100-level first or second year, to be selected from RLG100Y1/RLG200Y1 or RLG101H1F and RLG101H1S.

2. No later than the third year of study: RLG200H1. RLG200H1 RLG200H is a prerequisite for all 400-level courses.

3. RLG206H1

4. A total of eight half-courses (or equivalent) chosen from the following list; at least six half-courses must be RLG courses (EAS324H1 EAS324H, EAS325H1 EAS325H, and EAS361Y1 EAS361Y are counted as RLG courses here). Six half-courses must be taken at the 300-level or higher.

Second year courses: RLG205H1, RLG236H1, RLG245H1, RLG246H1, RLG203H3F, RLG207H3F, FAH260H1, EAS209Y1, EAS215H1, HIS280Y1, HIS281Y, HIS282Y1, HIS283Y1 HIS283H1, NEW214H1 NEW214Y1, NEW232H1 NEW232Y1, PHL237H1.

Third year courses: RLG311H1, RLG316H1, RLG356H1, RLG361H1, RLG363H1, RLG366H1, RLG367H1, RLG368H1, RLG377H1, RLG372H1, RLG373H1, RLG374H1, RLG375H1, RLG379H1, RLG371H5, RLG373H5, RLG374H5, RLG07H3S: FAH361H1; FAH362H1, FAH363H1, FAH364H1, FAH368H1; EAS324H1, EAS325H1, EAS338H1, EAS361Y1, EAS364H1, EAS361H1, HIS380H1, JNR301H1 NEW333H1, NEW332H1, NEW333H1, NEW339H1, PHL337H1.

5. One half-course at the 400 level, selected from the following: RLG462H1, RLG463H1, RLG464H1, RLG465H1, RLG466H1, RLG467H1, RLG468H1, RLG469Y1 RLG469H1, RLG470H1, RLG470H5; RLG473H1, RLG490Y1, FAH461H1; HIS409H1, HIS485H1, NEW433H1.

6. RLG404H1 RLG404H1 or RLG405H1 or RLG407H1 RLG406H1, a capstone, integrative course. (Note: this does not fulfill the requirement of the 400 level FCE in #5 above.)

Courses from UTM/UTSC/other Departments may be considered with permission.

Description of Proposed Changes:

Removing some RLG, EAS, HIS, NEW courses from requirements. Replacing RLG406H1 with RLG407H1. Other language changes to Completion Requirement 1.

Rationale:

Updating the curriculum to reflect actual course offerings. Updated Requirement 1 to make the language clearer.

Impact:

Consultation:

Consulted with Department Buddhist study faculty

Resource Implications:
Religion (FAS), Department for the Study of

Buddhist Studies Specialist

Completion Requirements:

(10 full courses or their equivalent)

1. One RLG FCE at 1.
   A full year of introductory courses in the 100-level first or second year, to be selected from RLG100Y1/RLG280Y1 or RLG101H1F and RLG101H1S.
2. No later than the third year of study: RLG200H1. RLG200H1 is a prerequisite for all 400-level courses.
3. RLG206H1.
4. One course drawn from RLG209H1 RLG209H1/RLG211H1 RLG211H1/RLG212H1 RLG212H1/RLG213H1 RLG213H1.
5. Two consecutive (FCE) language courses in one of: Chinese, Japanese, Korean, Sanskrit, Pali or Tibetan.
6. A total of nine half-courses (or equivalent) chosen from the list below. At least five half-courses (or equivalent) must be RLG courses (EAS324H1; EAS325H1, and EAS361Y1 are counted as RLG courses here). At least five half-courses (or equivalent) must be taken at the 300-level or higher.
   Second year courses: RLG205H1, RLG205H1, RLG245H1, RLG246H1, FAH260H1, EAS209H1, EAS215H1, HIS280Y1, HIS281Y1, HIS282Y1, HIS283Y1, HIS283H1, NEW214H1, NEW214Y1, NEW223H1, NEW232Y1, PHL237H1.
   Third year courses: RLG311H1, RLG316H1, RLG356H1, RLG361H1, RLG363H1, RLG366H1, RLG368H1, RLG372H1, RLG373H1, RLG374H1, RLG375H1, RLG371H5, RLG373H5, RLG374H5, RLG375H5, RLG376H5, RLG377H5, RLG378H5, RLG379H5, RLG380H5, RLG381H5, RLG382H5, RLG383H5, RLG384H5, RLG385H5, RLG386H5, RLG387H5, RLG388H5, RLG389H5, RLG390H5, RLG391H5, RLG392H5, RLG393H5, RLG394H5, RLG395H5, RLG396H5, RLG397H5, RLG398H5, RLG399H5, RLG400H5.
   Fourth year courses: RLG462H1, RLG463H1, RLG464H1, RLG465H1, RLG466H1, RLG467H1, RLG468H1, RLG469Y1, RLG470H1, RLG470H5, RLG472H1, FAH461H1, HIS485H1, NEW433H1.
7. One half-course at the 400 level.
8. RLG404H1 or RLG405H1 or RLG407H1 RLG406H1: a capstone integrative course. (Note: this does not fulfil the requirement of the 400 level FCE in #7 above.)

Courses from UTM/UTSC/other Departments may be considered with permission.

Description of Proposed Changes:

Deleting courses that are no longer in the current Calendar; Replacing RLG406 with RLG407. RLG406 is cross-listed with a graduate course, does not meet the needs of the program, and is not taught annually. Other language changes to Completion Requirement 1.

Rationale:

Updating the curriculum to reflect actual course offerings. Updated Requirement 1 to make the language clearer.

Impact:

Consultation:

Buddhist Studies Faculty within the Department and the Undergraduate Curriculum Committee

Resource Implications:

Islamic Studies Major

Completion Requirements:

(6.5 full courses or their equivalent)

1. RLG100Y1/RLG280Y1 in first or second year (1.0 credit).
2. RLG200H1. RLG200H1 is a prerequisite for all 400-level courses and must be taken no later than the third year of study (0.5 credit).
3. RLG204H1 (0.5 credit).
4. One half-course from RLG209H1/RLG211H1/RLG212H1/RLG213H1 (0.5 credit).
5. Seven half-courses from the following list (four half-courses must be at the 300+ level): NMC103H1, NMC273Y1, NMC275H1, NMC348Y1, NMC355H1, NMC374H1, NMC376H1, NMC377Y1, NMC381H1, NMC385H1, NMC393H1, NMC396Y1, NMC471H1, NMC475H1; PHL336H1; RLG312H1, RLG350H1, RLG351H1, RLG352H1, RLG355H1, RLG356H1, RLG458H1; FAH265H1. FAH326H1 (3.5 credits).
6. RLG404H1 or RLG405H1 or RLG407H1, a capstone, integrative course (0.5 credit).
Note: Special Topics courses with Islam content (like NMC277H1 or RLG412H1) will also count towards the program.

Description of Proposed Changes:
Replaced RLG406H with RLG407H. RLG406 is cross-listed with a graduate course and does not meet the needs of the program.

Rationale:
RLG406 is cross-listed with a graduate course and does not meet the needs of the program.

Impact:

Consultation:
Department Curriculum Committee

Resource Implications:

Religion Major

Completion Requirements:

(6.5 full courses or their equivalent)

1. One RLG FCE at A full year of introductory courses in the 100-level first or second year, to be selected from RLG100Y1/RLG280Y1 or RLG101H1F and RLG101H1S.
2. No later than the third year of study: RLG200H1. RLG200H1 is a prerequisite for all 400-level courses.
3. One course from RLG202H1/203H1/204H1/205H1/206H1/RLG208H1/RLG241H1.
4. Four RLG half-courses at the 300+ level, one of which must be in the same tradition as was chosen from #3 above.
5. Four half-courses chosen from other RLG courses.
6. RLG404H1 or RLG405H1 or RLG407H1, a capstone, integrative course.

Two half-course cross-listed courses may be counted towards the fulfillment of the degree (consult the Religion website for a list of eligible courses).

Description of Proposed Changes:
Replaced RLG406H with RLG407H. Updated Requirement 1 to make the language clearer.

Rationale:
RLG406 is cross-listed with a graduate course and does not meet the needs of the program.

Impact:

Consultation:
Department Curriculum Committee

Resource Implications:
Religion Minor

Completion Requirements:

(Four full courses or their equivalent)

1. One RLG FCE at A full year of introductory courses in the 100-level, first or second year; to be selected from RLG100Y1/RLG280Y1 or RLG101H1F and RLG101H1S
2. Two half-courses from the RLG 300+ series.
3. Four other RLG half-courses.
4. No cross-listed courses may be counted. NMC283Y, SOC250Y and JPR courses will be counted as Religion courses.

Pali, Sanskrit, Tibetan and Modern Hebrew courses will not count towards the program

Description of Proposed Changes:

Removing NMC283Y and SOC250Y;
Students cannot count language courses offered by the Department towards their program. Other language changes to Completion Requirement 1.

Rationale:

These courses were formerly counted as equivalent to RLG courses (not as cross-listed) in other RLG programs, but have since been removed.
Language courses such Pali, Tibetan, Sanskrit and Modern Hebrew are part of the curriculum to primarily assist majors and specialists who are considering grad school in religion or a cognate field, where languages, especially textual languages, are often required.
Updated Requirement 1 to make the language clearer.

Impact:

Consultation:
Department Curriculum committee

Resource Implications:

Religion Specialist

Completion Requirements:

(10 full courses or their equivalent)

1. One RLG FCE at A full year of introductory courses in the 100-level, first or second year; to be selected from RLG100Y1/RLG280Y1 or RLG101H1F and RLG101H1S.
2. No later than the third year of study: RLG200H1. RLG200H1 is a prerequisite for all 400-level courses.
3. One course from RLG202H1/RLG203H1/RLG204H1/RLG205H1/RLG206H1/RLG208H1/RLG241H1.
4. One course from RLG209H1/RLG211H1/RLG212H1/RLG213H1.
5. Any other 200 level RLG course (excluding language courses).
6. Seven RLG half-courses at the 300+ level. Students should develop a focused program of study and may consult the Associate Chair or program office for advice.
7. One half-course at the 400 level in your area of focus.
8. Five other RLG half-courses at any level.
9. RLG404H1 or RLG405H1 or RLG407H1 RLG406H1; a capstone integrative course (note: this does not fulfil the requirement of the 400-level courses in #7, above.)
Four half-course cross-listed courses may be counted towards the fulfillment of the degree (consult the Religion website)
Religion (FAS), Department for the Study of

for a list of eligible courses).

It is highly recommended that Religion Specialists who are interested in pursuing graduate training also complete two full years of a relevant foreign language. This should be discussed early in a student's program with the Associate Chair or other Religion professors.

**Description of Proposed Changes:**

Replaced RLG406H with RLG407H. Updated Requirement 1 to make the language clearer.

**Rationale:**

RLG406 is cross-listed with a graduate course and does not meet the needs of the program.

**Impact:**

**Consultation:**

Department Curriculum Committee

**Resource Implications:**

**Religion: Christian Origins Specialist**

**Completion Requirements:**

(10 full courses or their equivalent)

1. **One RLG FCE at A full year of introductory courses in the 100-level. first or second year, to be selected from RLG100Y1/RLG280Y1 or RLG101H1F and RLG101H1S**
2. RLG241H1.
3. RLG203H1.
4. No later than the third year of study: RLG200H1. RLG200H1 is a prerequisite for all 400-level courses.
5. Four half-courses in Greek, normally fulfilled by GRK101H1, GRK102H1 + GRK200H1, and GRK201H1 and GRK202H1. (Note: Upon approval of the program coordinator, students may be permitted to substitute for these courses two full courses in another ancient language, e.g., Syriac, Aramaic.)
6. Four 300+ half-courses chosen from RLG319H1, RLG320H1, RLG321H1, RLG322H1, RLG323H1, RLG324H1, RLG326H1, RLG327H1, RLG328H1.
7. One half-course from RLG448H1, RLG449H1, RLG451H1, RLG452H1, RLG453H1, RLG454H1, RLG455H1, RLG458H1.
8. Three half-courses or the equivalent chosen from CLA204H1, CLA230H1, CLA231H1, CLA232H1, CLA233H1, CLA305H1, CLA308H1, CLA310H1, CLA364H1, CLA368H1, CLA369H1, CLA371H, CLA378H1, NMC351H1 NMC252H1, NMC270H1, NMC351H1, NMC351H, NMC360H1, NMC361H1, NML353H1, NML354Y1, NML357H1, NML358H1, NML359H1, NML451H1, NML452H1, FAH309H1, FAH313H1, FAH318H1, FAH319H1, FAH424H1.
9. Two half-courses in another religious tradition, preferably an Asian tradition such as Hinduism, Sikhism or Buddhism. 10. RLG404H1 or RLG405H1, or RLG407H1 RLG406H1, a capstone integrative course. (Note: this does not fulfil the requirement of the 400-level FCE in #7 above.)

**Description of Proposed Changes:**

Replaced RLG406H with RLG407H. Other language changes to Completion Requirement 1.

**Rationale:**

RLG406H is cross-listed with a graduate course and does not meet the needs of the program. Updated Requirement 1 to make the language clearer.

**Impact:**
10 New Courses:

RLG102H1: Introducing Religion

Contact Hours:
- Lecture: 24

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

Prerequisites:
None

Corequisites:
None

Exclusions:
RLG101H1 or RLG103H1 with the same subtitle

Recommended Preparation:
None

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Humanities

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

Experiential Learning:
- Research: none; Other: none

Rationale:
Allows the Department to offer additional gateway courses in the study of religion in any given year.

Consultation:
Department Level

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:
Religion (FAS), Department for the Study of

| Estimated Enrolment: | 125 |

| Instructor: | TBA Full-time appointment in DSR |

**RLG103H1: Introducing Religion**

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<td>RLG101H1 or RLG102H1 with the same subtitle</td>
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<td>Communication: extensively; Critical and Creative Thinking: extensively; Information Literacy: notably</td>
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<td>Quantitative Reasoning: none; Social and Ethical Responsibility: none</td>
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RLG196H1: Innocence and Ecstasy

Contact Hours:

Seminar: 24

Description:

Religion can be understood as a set of aspirations that manages and moralizes the most intimate matters of social life, including sexual intercourse, bodily fluids, and mind-altering substances. This course engages fundamental theories of religion to consider an eclectic set of case studies that troubles a clean divide between purity and danger. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:

None

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:

Creative and Cultural Representations (1)

Distribution Requirements:

Humanities

Competencies:

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

Experiential Learning:

Research: none; Other: none

Rationale:

The intention of this class is to (a) develop a conceptual appreciation for theories of religion, (b) read primary theories of religion, and (c) apply these theories of religion to an assortment of case studies.

Consultation:

Department level

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:

25

Instructor:

Kevin O'Neill
# RLG232H1: Religion and Film

## Contact Hours:
- Lecture: 24

## Description:
The role of film as a mediator of thought and experience concerning religious worldviews. The ways in which movies relate to humanity's quest to understand itself and its place in the universe are considered in this regard, along with the challenge which modernity presents to this task. Of central concern is the capacity of film to address religious issues through visual symbolic forms.

## Prerequisites:
4.0 credits

## Corequisites:

## Exclusions:
RLG390H1

## Recommended Preparation:

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

## Distribution Requirements:
Humanities

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

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

## Rationale:
This course will serve the Undergraduate curriculum better at the 200 level. Changes do not affect any programs. Sessional Instructors have only ever taught this course.

## Consultation:
Undergraduate Curriculum Committee (UCC)

## 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:
Sessional Instructors
# RLG329H1: New Atheism and the Study of Religion

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

**Description:**

A course to look at the rise of a “new atheism” in the late 20th- and early 21st-century. This popular movement has gained traction in late modernity, renewing older arguments about the negative consequences of religion in public life. We shall examine this movement, tracking its rise, fall, and future, as we ponder the implications of New Atheism for the academic study of religion.

**Prerequisites:**
- 4.0 credits

**Corequisites:**
- None

**Exclusions:**
- None

**Recommended Preparation:**
- RLG200H1

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**

We offer courses in modern atheism, i.e., in the 18th and 19th centuries, but do not yet offer any reflection on atheism in the later 20th- and 21st centuries. This new course also follows up on issues touched upon in RLG200, The Study of Religion, which is the core course for students in an DSR program of study.

**Consultation:**
- Consulted with faculty within the Department

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

**Overlap with Existing Courses:**
- None

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

**Estimated Enrolment:**
- 40

**Instructor:**
- J. Harris
### RLG331H1: Creation Narratives and Epistemologies

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

**Description:**

The course will examine the importance of Indigenous cultural knowledge and values as presented in various Indigenous Creation Narratives. Creation Narratives or Cosmological narratives have long been studied as mere mythology. Yet, it is in these very narratives that complex, layered, and nuanced epistemologies emerge. Often, these narratives not only lay the epistemological frameworks of cultural value systems, but they also contain what many refer to as original instructions and purpose for the “Original People”.

**Prerequisites:**
- 4.0 FCE

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

The Creation Narratives or Cosmological mythologies are often studied not as epistemological frameworks that aid remembering and retelling core cultural values, but as quaint stories. By examining selected creation narratives, we will examine how these layered and complex narratives not only explain core cultural values but provide a philosophical for engaging the larger natural world. When we begin to examine the creation narratives as a tool of not only remembering how the world and humans began, but as a set of instructions designed to passed down through subsequent generations a framework begins to emerge. These frameworks provided within creation narratives are a epistemological framework for how humans are to engage the world, each other, and remember core pragmatic philosophical value systems for existence.

**Consultation:**

Reviewed and approved by the undergraduate curriculum committee. CIS was notified by the instructor (who is jointly appointed) about the proposal.

**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:**

114
RLG375H1: Biohacking Breath - Experiential Learning

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

Description:
This course explores Buddhist practices of manipulating – or “biohacking” – the breath or “winds” (prāna) of the human body, covering relevant theories of human anatomy and physiology and the religious, philosophical, and medical teachings alongside which these practices developed. Intentional breathing practices in the history of European thought and the role of breathwork in contemporary global biohacking movements will also be studied for comparison and contrast. During experiential lab sessions, basic prāna yāma and other breathing practices will be learned and practiced with the guidance of qualified teacher-practitioners.

Prerequisites:
4.0 credits

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
- Creative and Cultural Representations (1)

Distribution Requirements:
- Humanities

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

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

Rationale:
This is a Buddhist Studies course that examines a core Buddhist practice of “biohacking” as it is situated within religious, philosophical, and medical theory, and within the contexts of its historical development from India to Tibet and beyond. We will also briefly explore theories and practices of breath in European intellectual history and in contemporary biohacking circles today. Note that this course meets four hours per week – two hours of study and two hours of experiential “lab” time.

Consultation:
- Undergraduate Curriculum Committee (UCC)

Resources:
Religion (FAS), Department for the Study of

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

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
- Buddhism, Psychology and Mental Health

**Estimated Enrolment:**
- 25

**Instructor:**
- Frances Garrett

### RLG386H1: Devotional Literature of Early Modern India

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

**Description:**
This class is an introduction to the devotional literature of early modern India (c. 1500-1800), but more importantly, it is about thinking critically and developing skills in close reading of texts. In addition to learning about historical, religious, and social contexts of various literary traditions in Brajghasha, students will be expected to demonstrate their ability to analyze and interpret texts by actively participating in class discussions and by writing a well-argued final paper. The focus will be on the what of literary traditions but also on the how and why these traditions made sense to people in the past and are still relevant to us, today.

**Prerequisites:**
- 4.0 credits

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
- The intention of this class is to (a) develop a conceptual appreciation for theories of religion, (b) read primary theories of religion, and (c) apply these theories of religion to an assortment of case studies

**Consultation:**
Religion (FAS), Department for the Study of

Consultation within the Department for the Study of Religion and approved by its Undergraduate Curriculum Committee.

Notified CSAS and heard no objections.

**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:**
- South Asian Studies

**Estimated Enrolment:**
30

**Instructor:**
Julie Vig

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**RLG407H1: "The World of "World Religion"**

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

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

**Description:**
A seminar examining the development of western discourses of world religions. We shall explore the roots of these discourses and examine their implications in the academic study of religion in North America and in other parts of the world.

**Prerequisites:**
None

**Corequisites:**
None

**Exclusions:**

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**Recommended Preparation:**
- RLG100Y1; RLG200H1

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

**Distribution Requirements:**
- Humanities

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

**Experiential Learning:**
- **Research:** extensively; **Other:** none
### Rationale:
This is a capstone for majors and specialists in the study of religion that will invite them to reflect on the creation of the field. It will serve to recall various discourses of religion they have studied during their program.

### Consultation:
Department curriculum 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:
10

### Instructor:
J. Harris

### RLG479H1: Burmese Buddhist Literature

### Contact Hours:
- **Lecture:** 4  
- **Seminar:** 20

### Description:
Burma, also known as Myanmar, offers one of the richest literary landscapes in the Buddhist world. This course introduces students to the Buddha’s sermons, to the animal lives of struggling bodhisattvas, to the poetic creativity of Mandalay princesses, to the intricacies of the Buddhist philosophy of mind, to the textual regimes of monastic dress codes, and to cosmographies of Buddhist kingship in the interface of South and Southeast Asian religions. Students will be trained to take a critical look at the fascinating world of Buddhist texts, inflected by the scriptural language of Pali, through a specifically Burmese prism.

### Prerequisites:
4.0 FCE

### Corequisites:

### Exclusions:

### Recommended Preparation:
RLG206H1

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

### Distribution Requirements:
Humanities

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

### Experiential Learning:
**Rationale:**
The Religion and Buddhist Studies programmes are in need of a course that introduces students to the scriptural and vernacular textual tradition of Theravada, one of the three major branches of Buddhism. This course proposes to do this by taking as a starting point the Pali and Burmese Buddhist literature of Burma/Myanmar to exemplarily familiarize students with the main genres of Buddhist literature, their content, style, history, and pragmatics while grounding them in a particularly vibrant and historically crucial regional tradition. The UofT and the DSR have emerged as worldwide leaders in the research and instruction of Pali and of Burmese Buddhism, attracting undergraduate and graduate students, both Canadian and international, which calls for the establishment the teaching of this field among our regular course offerings.

**Consultation:**
Although proposed primarily as a graduate seminar, the course will (as a matter of standard practice) be open to advanced undergraduate students (under a 400-level designator). The undergraduate curriculum committee reviewed and approved the proposal, and EAS and CSAS were notified about it.

**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:**
EAS & CSAS

**Estimated Enrolment:**
18

**Instructor:**
C. Emmrich

### 17 Retired Courses:

**RLG210Y1: Introduction to the Sociology of Religion**

**Rationale:**
The course has not been taught for over five years. Cancellation does not affect any program

**RLG315H1: Rites of Passage**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program

**RLG364H1: Hinduism and Contemporary Media**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program

**RLG376H1: Buddhism in South and Southeast Asia**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program
**RLG378H1: Buddhist Borderlands**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.

**RLG382H1: The Taking of Human Life**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.

**RLG390H1: Religion and Film**

**Rationale:**
The course will be offered at the 200 level. The change does not affect any programs.

**RLG395H1: Special Topics III**

**Rationale:**
There are two Special Topics courses at the 300 level which will meet our current needs. Cancellation does not affect any program.

**RLG396H1: Special Topics IV**

**Rationale:**
There are two Special Topics courses at the 300 level which will meet our current needs. Cancellation does not affect any program.

**RLG437H1: Constructions of Authority in Early Christianity**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.

**RLG461H1: Ismaili History and Thought: The Persian Tradition**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.

**RLG464H1: History and Historiography of Buddhism**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.

**RLG472H1: Religion and Aesthetics in South Asia**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.

**RLG473H1: Vedanta Through the Ages**

**Rationale:**
Course has not been taught in over four years. Cancellation does not affect any program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>RLG475H1</td>
<td>Fasting and Feeding in Hindu Traditions</td>
<td>Course has not been taught in over four years. Cancellation does not affect any program</td>
</tr>
<tr>
<td>RLG476H1</td>
<td>Caste in Tamil Literature</td>
<td>Course has not been taught in over four years. Cancellation does not affect any program</td>
</tr>
<tr>
<td>RLG484H1</td>
<td>Religion and the Environment</td>
<td>Course has not been taught in over four years. Cancellation does not affect any program</td>
</tr>
</tbody>
</table>
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
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 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
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, SDS382H, SDS385H, JNS450H, SDS465H, SDS477H1,
   - Media & Aesthetics
     CIN336H1, ENG273Y1, JSU325H1; SDS346H1; SDS279H/SDS379H, SDS470H1, SDS478H1

4. Capstone (1.0 FCE): SDS460Y1

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

   ANI343H1, ANI366H1, ANT441H1, ANT456H1; ANT462H1, ANT474H1 CIN213H1, CAS360H1 CIN330Y1, CIN213H1, CRI380H1, CIN336H1 CRI387H1, CLA319H ENR355H1, CRI380H1 ENG254Y1, ENG273Y1; ENG355H1; ENG364H1, ENG365H1, ENG382Y1, ENG384Y1, FRE204H1, GGR327H1, GGR363H1, GGR465H1, HIS202H1, HIS222H1, HIS348H1, GGR465H1 HIS363H1, HIS417Y1 HIS383H1, ITA332H1 JAL355H1, JNH350H1, JNS450H1; JPR346H1, JPS315H1, JPS378H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW344H1, NEW344Y1, NEW349H1, NMC357H1 NEW449H1, NMC358H1 PHL243H1, PHL243H1 PHL271H1, PHS300H1

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 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

### 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:**

126
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:**
10 Minor Program Modifications:

Slavic Languages and Cultures Major: Czech and Slovak

Completion Requirements:

(6.5 FCEs or their equivalent, with at least 2.0 FCEs at the 300+ level, including 0.5 FCE at the 400 level)

1. 1.0 FCE of Common Core: SLA103H1 and SLA256H1
2. 2.0 FCEs of language coursework: SLA105Y1, SLA204Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).
3. 3.0 additional FCEs to be chosen from: SLA200H1, SLA215H1; SLA230H1, SLA254H1, SLA333H1, SLA335H1, SLA405H1; SLA435H1, SLA465H1; SLA475H1. In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in Czech and Slovak history or political science courses taught outside the department.
4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department, including: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1; SLA230H1, SLA229H1, SLA254H1, SLA235H1, SLA255H1, SLA254H1, SLA267H1, SLA286H1; SLA287H1, SLA301H1, SLA302H1, SLA318H1; SLA325H1, SLA330H1, SLA331H1, SLA333H1; SLA377H1, SLA380H1, SLA486H1; SLA495H1, SLA496H1, SLA498Y1, SLA499H1.
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

Description of Proposed Changes:

Updating the list of elective courses by adding newly created courses as options.
Removal of courses that have been retired.

Rationale:

To respond to re-numbering, retirement, and creation of courses within the department.

Impact:

No expected impact on student experience.

Consultation:

Within the department.

Resource Implications:

All changes will be accommodated within the existing budget.

Slavic Languages and Cultures Major: Polish

Completion Requirements:

(6.5 FCEs or their equivalent, with at least 2.0 FCEs at the 300+ level, including 0.5 FCE at the 400 level)

1. 1.0 FCE of Common Core: SLA103H1 and SLA256H1
2. 2.0 FCEs of language coursework: SLA106H1, SLA116H1, SLA206H1, SLA207H1, SLA306H1, SLA336H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below):
3. 3.0 additional FCEs to be chosen from:
   a. *Polish Language and Culture option*: SLA216H1 (required), SLA226H1, SLA229H1, SLA236H1, SLA266H1, SLA286H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1
   b. *Polish Studies option*: SLA216H1 (required), SLA226H1, SLA229H1, SLA236H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1, HIS251Y1, HIS353Y1 (required), HIS433H1, HIS461H1

4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department, including: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1; SLA254H1, SLA235H1 SLA255H1, SLA254H1 SLA267H1, SLA286H1; SLA287H1, SLA301H1, SLA302H1, SLA318H1; SLA325H1, SLA330H1, SLA331H1, SLA333H1; SLA377H, SLA380H1, SLA486H1; SLA495H1; SLA496H1, SLA498Y1, SLA499H1

5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

**Description of Proposed Changes:**
Updating the list of elective courses by adding newly created courses as options.
Retirement of a number of courses.

**Rationale:**
To respond to re-numbering, retirement, and creation of courses within the department.

**Impact:**
No expected impact on student experience.

**Consultation:**
Within the department.

**Resource Implications:**
The academic unit will provide the resources required for these changes from existing budget.

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**Slavic Languages and Cultures Major: Russian**

**Completion Requirements:**

(6.5 FCEs or their equivalent, with at least 2.0 FCEs at the 300+ level, including 0.5 FCE at the 400 level)

1. 1.0 FCE of Common Core: SLA103H1 and SLA256H1
2. 2.0 FCEs of language coursework, chosen from: SLA100H1, SLA101H1, SLA210H1, SLA220Y1, SLA320Y1, SLA410H1, SLA420Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in requirement 3 (below).
3. 3.0 additional FCEs to be chosen from:
   a. SLA245H1 (required) and SLA320Y1 (required).
   b. SLA121H1, SLA203H1, SLA212H1, SLA234H1; SLA242H1, SLA246H1, SLA252H1, SLA253H1, SLA254H1, SLA260H1, SLA263H1, SLA268H1, SLA280H1, JSH300H1, SLA300H1, SLA301H1, SLA311H1, SLA312H1, SLA314H1, SLA317H1, SLA318H1, SLA321H1, SLA322H1, SLA323H1, SLA330H1, SLA331H1, SLA334H1, SLA342H1, SLA343H1; SLA345H1, SLA367H1, SLA400H1, SLA404H1, SLA412H1, SLA414H1, SLA413H1, SLA415H1, SLA420Y1, SLA423H1, SLA424Y1, SLA430H1, SLA433H1, SLA434H1, SLA449H1, SLA463H1.
4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department, including: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1; SLA230H1; SLA229H1 SLA254H1, SLA235H1 SLA255H1, SLA254H1 SLA267H1, SLA286H1; SLA287H1, SLA301H1, SLA302H1, SLA318H1; SLA325H1, SLA330H1, SLA331H1, SLA333H1; SLA377H, SLA380H1, SLA486H1; SLA495H1; SLA496H1, SLA498Y1, SLA499H1.
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

**Description of Proposed Changes:**
Updating the list of elective courses by adding newly created courses as options.
### Slavic Languages and Literatures (FAS), Department of

#### Rationale:
To respond to re-numbering and creation of courses within the department.

#### Impact:
No expected impact on student experience.

#### Consultation:
Within the department

#### Resource Implications:
The academic unit will provide the resources required for these changes from existing budget.

### Slavic Languages and Cultures Major: South Slavic

#### Completion Requirements:

(6.5 FCEs or their equivalent, with at least 2.0 FCEs at the 300+ level, including 0.5 FCE at the 400 level)

1. 1.0 FCE of Common Core: SLA103H1 and SLA256H1
2. 2.0 FCEs of language coursework:
   a. **Bosnian, Croatian, Serbian option:** SLA107Y1, SLA257H1, SLA277H1, SLA337H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).
   b. **Macedonian option:** SLA109Y1, SLA209H1, and SLA213H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).
3. 3.0 additional FCEs to be taken from: SLA200H1, SLA217H1, SLA227H1 (required), SLA247H1, SLA255H1, SLA258H1, SLA277H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1. Note: In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in history or political science courses taught outside the department.
4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA229H1, SLA230H1, SLA254H1, SLA255H1, SLA258H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1.
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

**Description of Proposed Changes:**
Updating the list of elective courses by adding newly created courses as options

#### Rationale:
To respond to re-numbering, retirement, and creation of courses within the department.

#### Impact:
No expected impact on student experience.

#### Consultation:
Within the department.

#### Resource Implications:
The academic unit will provide the resources required for these changes from existing budget.

### Slavic Languages and Cultures Major: Ukrainian

#### Completion Requirements:
Slavic Languages and Literatures (FAS), Department of

(6.5 FCEs or their equivalent, with at least 2.0 FCEs at the 300+ level, including 0.5 FCE at the 400 level)

1. 1.0 FCE of Common Core: SLA103H1 and SLA256H1
2. 2.0 FCEs of language coursework:
   SLA108Y1, SLA208Y1, SLA308Y1. Note: In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may be permitted to substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).
3. 3.0 FCEs in Ukrainian culture courses:
   a. SLA218Y1
   b. 1.0 FCE from SLA200H1, SLA203H1, SLA228H1, SLA238H1, SLA248H1, SLA253H1, SLA254H1, SLA268H1, SLA311H1, SLA318H1, SLA328H1, SLA331H1, SLA338H1, SLA358H1, SLA428Y1, SLA429H1
   c. In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in Ukrainian history or political science courses taught outside the department.
4. 0.5 FCE towards requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1; SLA230H1, SLA229H1, SLA254H1, SLA255H1, SLA256H1, SLA267H1, SLA286H1; SLA287H1, SLA301H1, SLA302H1, SISLA318H1; SLA325H1, SLA330H1, SLA331H1, SLA333H1; SLA377H1, SLA380H1, SLA486H1; SLA495H1, SLA496H1, SLA498Y1, SLA499H1.
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

Description of Proposed Changes:
Updating the list of elective courses by adding newly created courses as options and removing retired courses.

Rationale:
To respond to a creation of a course by our unit.
To respond to re-numbering and creation of courses within the department.
To respond to the retirement of a number of courses.

Impact:
No expected impact on student experience

Consultation:
Consultation undertaken within the curriculum committee in the Department, comprising faculty and students.

Resource Implications:
Our department will be able to meet the resource requirements through our existing budget.

Slavic Languages and Cultures Minor: Czech and Slovak

Completion Requirements:

4 FCEs, with at least 1 FCE at the 300 level

1. 0.5 FCE of Common Core: either SLA103H1 or SLA256H1
2. 2 FCEs of language coursework: SLA105Y1, SLA204Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute language courses with the equivalent number of FCEs in requirement 3 (below).
3. 1.5 FCEs additional FCEs: SLA200H1, SLA215H1, SLA254H1, SLA333H1, SLA335H1, SLA405H1; SLA435H1, SLA465H1, SLA475H1. In consultation with the Undergraduate Coordinator, students may take up to 0.5 FCE in Czech history and political courses taught outside the department.
Slavic Languages and Literatures (FAS), Department of

4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA299H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1.

Description of Proposed Changes:
Updating the list of elective courses by adding newly created courses as options and removing retired courses.

Rationale:
To respond to re-numbering, retirement, and creation of courses within the department.

Impact:
No expected impact on student experience

Consultation:
Within the department.

Resource Implications:
Our unit will be able to meet the requirements within our existing budget.

Slavic Languages and Cultures Minor: Polish

Completion Requirements:

4 FCEs, with at least 1 FCE at the 300 level

1. 0.5 FCE of Common Core: SLA103H1 or SLA256H1
2. 2 FCEs of language coursework: SLA106H1, SLA116H1, SLA206H1, SLA207H1, SLA306H1, SLA336H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute language courses with the equivalent number of FCEs in requirement 3 (below).
3. 1.5 additional FCEs in Polish culture courses from one of the following lists:
   1. Polish Language and Culture option: SLA216H1, SLA226H1, SLA229H1, SLA236H1, SLA266H1, SLA286H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1
   2. Polish Studies option: HIS353Y1, and 0.5 FCE from: SLA216H1, SLA226H1, SLA229H1, SLA236H1, SLA266H1, SLA286H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1.
5. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA235H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1.

Description of Proposed Changes:
Updating the list of elective courses by adding newly created courses as options as removing retired courses.

Rationale:
To respond to re-numbering, retirement, and creation of courses within the department.

Impact:
No expected impact on student experience.

Consultation:
Within the department.

Resource Implications:
These changes will be accommodated within the existing budget.
## Slavic Languages and Cultures Minor: Russian

**Completion Requirements:**

4 FCEs, with at least 1 FCE at the 300 level

1. **0.5 FCE of Common Core:** either SLA103H1 or SLA256H1.
2. **2 FCEs of language coursework:** SLA100H1, SLA101H1, SLA210H1, SLA220Y1, SLA320Y1, SLA410H1, SLA420Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute language courses with the equivalent number of FCEs in requirement 3 (below).
3. **1.5 FCE in Russian Language and Culture courses:** SLA121H1, SLA203H1, SLA212H1, SLA234H1, SLA242H1, SLA245H1, SLA246H1, SLA252H1, SLA253H1, SLA254H1, SLA255H1, SLA256H1, SLA260H1, SLA263H1, SLA268H1, SLA280H1, JSH300H1, SLA300H1, SLA301H1, SLA311H1, SLA312H1, SLA314H1, SLA317H1, SLA318H1, SLA320H1, SLA321H1, SLA322H1, SLA323H1, SLA330H1, SLA331H1, SLA334H1, SLA342H1, SLA343H1, SLA345H1, SLA367H1, SLA400H1, SLA404H1, SLA412H1, SLA414H1, SLA415H1, SLA420Y1, SLA423H1, SLA424Y1, SLA430H1, SLA433H1, SLA434H1, SLA449H1, SLA463H1.
4. **0.5 FCE toward requirement 3** may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA235H1, SLA254H1, SLA345H1, SLA255H1, SLA256H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1.

### Description of Proposed Changes:

Updating the list of elective courses by adding newly created courses as options and removing retired courses.

### Rationale:

To respond to re-numbering, retirement, creation of courses within the department.

### Impact:

No expected impact on student experience.

### Consultation:

Within the department

### Resource Implications:

These changes will be accommodated within the existing budget.

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## Slavic Languages and Cultures Minor: South Slavic

**Completion Requirements:**

4 FCEs, with at least 1 FCE at the 300 level

1. **0.5 FCE of Common Core:** either SLA103H1 or SLA256H1.
2. **2 FCEs of language coursework:**
   1. *Bosnian, Croatian, Serbian option*: 2.0 FCE from SLA107Y1, SLA257H1, SLA277H1, SLA337H1
   2. *Macedonian option*: SLA109Y1, SLA209H1, and SLA213H1.
   3. **Note:** In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute language courses with the equivalent number of FCEs in requirement 3 (below).
3. **1.5 additional FCEs in South Slavic culture courses:**
   1. SLA227H1
   2. **1.0 FCE from:** SLA200H1, SLA217H1, SLA247H1, SLA258H1, SLA235H1, SLA259H1, SLA330H1, SLA377H1, SLA357H1, SLA377H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1. In consultation with the Undergraduate Coordinator, students may take up to 0.5 FCE in HIS or POL courses in South Slavic topics.
6. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA229H1, SLA230H1, SLA254H1, SLA255H1, SLA256H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1.

**Description of Proposed Changes:**
Updating the list of elective courses by adding newly created courses as options as well as removing retired courses.

**Rationale:**
To respond to re-numbering, retirement, and creation of courses within the department.

**Impact:**
No expected impact on student experience.

**Consultation:**
Within the department.

**Resource Implications:**
These changes will be accommodated within the existing budget.

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**Slavic Languages and Cultures Minor: Ukrainian**

**Completion Requirements:**

4 FCEs, with at least 1 FCE at the 300 level

1. 0.5 FCE of Common Core: either SLA103H1 or SLA256H1
2. 2 FCEs of language coursework: SLA108Y1, SLA208Y1, SLA308Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute language courses with the equivalent number of FCEs in requirement 3 (below).
3. 1.5 FCEs from Ukrainian culture courses: SLA200H1, SLA203H1, SLA218Y1, SLA228H1, SLA238H1, SLA248H1, SLA253H1, SLA254H1, SLA268H1, SLA311H1, SLA318H1, SLA328H1, SLA331H1, SLA338H1, SLA358H1, SLA428Y1, SLA429H1. In consultation with the Undergraduate Coordinator, students may take up to 0.5 FCE in Ukrainian history and political science courses taught outside the department.
4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA229H1, SLA230H1, SLA254H1, SLA255H1, SLA256H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499H1.

**Description of Proposed Changes:**
Updating the list of elective courses by adding newly created courses as options as well as removing retired courses.

**Rationale:**
To respond to re-numbering, retirement, and creation of courses within the department.

**Impact:**
No expected impact on student experience.

**Consultation:**
Within the department.

**Resource Implications:**
The changes will be accommodated with the existing budget.

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**1 New Course:**
### SLA492H1: Race, Empire, Gender in Eastern Europe and Russia

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

**Description:**
This course examines recent scholarship dedicated to race, empire, and gender in Eastern Europe and Russia. The course will explore theoretical texts (e.g. decolonial criticism, “second world” feminisms), scholarship on particular case studies (e.g. Catherine Baker’s 2018 *Race and the Yugoslav Region*), and literature and art that speaks to these issues from the perspective of the East European, Russian, and Soviet experience. We will explore oft-sidelined topics, such as ideologies of race and historicizing whiteness as a colonial formation. The aim of the course is to address some of the silences within Slavic studies by foregrounding the complicated political legacies of the region.

**Prerequisites:**

- [ ]

**Corequisites:**

- [ ]

**Exclusions:**

- [ ]

**Recommended Preparation:**

- [ ]

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
There is a pressing need in Slavic studies to address questions of race, class, and gender. Rather than treat these topics as peripheral to academic inquiry, this upper-level seminar will focus on the social, political, and theoretical concerns animated by these topics. This course will be comparative, bringing together material from multiple Slavic cultures and, as such, will support our ongoing efforts to offer an integrated curriculum. This course will be offered as a joint graduate-undergraduate course, which is why enrollments are limited to 10 for the undergraduate students. The graduate component will be proposed this academic year.

**Consultation:**
- Within the department. Also, consultation with Undergraduate Director of Political Science.

**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:**
- History
<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
<th>Together with graduate component: 25</th>
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</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Prof. Dragana Obradovic</td>
</tr>
</tbody>
</table>
1 Course Modification:

**SPA375H1: Latin American Cinema**

**Contact Hours:**

- **Previous:** Lecture: 36 / Tutorial: 12
- **New:** Lecture: 12 / Tutorial: 12

**Description:**

- **Previous:**
  
  Latin American cinema approached within the framework of cultural studies and film theory, with attention to aesthetic and social forms, and to questions of national and cultural issues. May be focused on a particular region or period, or may be more of a representative survey, depending on instructor. (Offered in alternate years). Course taught in English.

- **New:**
  
  This online course examines the social, political, and cultural contexts of recent Latin American cinema. Topics include: military dictatorship and its aftermath, race and indigeneity; poverty, precarity, and inequality; gender and sexuality; and memory and trauma. The representation of these themes in Latin American cinema of the 21st century has contributed to an increase in its transnational and cosmopolitan reception. Focus is given to Argentina and Mexico, though films from other countries will be included. Taught in English.

**Mode of Delivery:**

- **Previous:** In Class
- **New:** Online

**Rationale:**

With its focus on film, this class depends heavily on use of video clips, including from film(s) being taught, interviews with directors, etc. Moving to an online format will allow for a more seamless experience that incorporates all the multimedia components needed for the course. Through a course re-design, the instructor lecture content will be delivered via pre-recorded video screencasts, written text, and multimedia content. These lectures will be accompanied by weekly asynchronous discussion groups in which students will write analyses and respond to each other. I will revise the assessment strategy and weighting as appropriate to the online environment, in particular through use of scaffolded written assignments (drafts of each assignment will be peer-reviewed and grades will be assigned by me, so that students learn the importance of revision and editing), and multimedia requirements (scene analyses, video commentary), to be assessed by myself and the grader. Students will collaborate through Quercus groups to create video essays that will be posted for other class members to view. Office hours will be provided virtually via real time online tools. There will be a final exam, to be taken during the exam period in person.

**Consultation:**

- I have consulted with the chair and associate chair of Spanish and Portuguese Department.
- I have consulted with Laurie Harrison, Director of Online Learning Strategies, in the development of the course proposal.
- The online course proposal has been approved by the Dean’s Office and will now be forwarded to the Provost’s office.

**Resources:**

- Grader will be provided by the academic unit, as it has in the past iteration of SPA375H1.
- Course is concurrently being submitted to the Office of the Vice Provost Innovations in Undergraduate Education as an Online Undergraduate Course Initiative Proposal. If accepted, funding will be provided by that office for course modification.

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

Celtic Studies Major

Description:
Previous:
New:

Examines the literature, languages, history, music, folklore and archaeology of the peoples of Ireland, Scotland and Wales in the ancient and modern worlds, including the transmission of Celtic traditions to Canada and the United States.

Completion Requirements:

Consult Principal's Office, St. Michael's College:

(6.5 FCEs full courses or their equivalent, including at least 2.0 300+ series FCEs, 0.5 of which must be at the 400-level)

1. SMC240Y1/SMC240H1 and SMC241H1
2. 1.0 One FCE from the following language courses: SMC141Y1/SMC242Y1/SMC243Y1/SMC251H1/SMC252H1/SMC331H1/SMC440H1/SMC332H1/SMC440H1 SMC440Y1/SMC441Y1/SMC445H1
3. 4.0 Four FCEs from the list above and/or SMC165H1/SMC188H1/SMC188Y/SMC189H1/SMC226H1/SMC250H1/SMC250Y1/SMC333H1/SMC334H1/SMC335Y1/SMC337H1/SMC338H1/SMC341H1/SMC342Y1/SMC343H1/SMC344Y1/SMC345H1/SMC346H1/SMC347H1/SMC348H1/SMC350H1/SMC351H1/SMC355H1/SMC356H1/SMC373H1/SMC374H1/SMC375H1/SMC376H1/SMC377H1/SMC378H1/SMC395Y1/SMC396H1/SMC411H1/SMC412H1/SMC413H1/SMC416H1/SMC444H1/SMC457H1
4. 0.5 FCE from SMC232H1/SMC341H1/SMC348H1/SMC370H1/SMC371H1/SMC377H1/SMC378H1/SMC383H1/SMC385H1/SMC444H1 or; if not, 0.5 FCE 200+ level from in Breadth Requirement Category 5: The Physical and Mathematical Universes.

Description of Proposed Changes:

We are doing housekeeping by adding new courses and deleting old courses. We are also adding some SMC Celtic and SMC cross-listed courses with quantitative reasoning components to our quantitative reasoning requirement.

Rationale:

We have not updated our program requirements in a while so a bit of housekeeping was in order. We hope the changes will make it easier for students to read through the program prerequisites and have an easier time finding courses that are actually being offered. By adding more courses to our quantitative reasoning requirement we are permitting students to take courses that are more in-line with this program of study.

Impact:

These changes should clarify the program requirements for students, staff, and faculty.

Consultation:

Celtic Studies curriculum committee

Resource Implications:

Celtic Studies Specialist

Description:
Previous:
New:
Examines the literature, languages, history, music, folklore and archaeology of the peoples of Ireland, Scotland and Wales in the ancient and modern worlds, including the transmission of Celtic traditions to Canada and the United States.

Completion Requirements:

Consult Principal's Office, St. Michael's College:

(10.5 FCEs full courses or their equivalent; including 4.0 at least four 300+ series FCEs courses, 1.0 of which must be at the 400-level)

1. SMC240Y#SMC240H1 and SMC241H1
2. 2.0 Two FCEs from the following language courses: SMC141Y1/SMC242Y1/SMC243Y1/SMC251H1/SMC252H1/SMC331H1/SMC440H1/SMC440Y1/SMC441Y1/SMC445H1
3. 6.0 Six FCEs from the list above and/or SMC165H1/SMC188H1/SMC188Y/SMC189H1/SMC226H1/SMC250H1/SMC250Y1/SMC333H1/SMC334H1/SMC335Y1/SMC337H1/SMC338H1/SMC341H1/SMC342Y1/SMC343H1/SMC344Y1/SMC345H1/SMC346H1/SMC347H1/SMC348H1/SMC350H1/SMC351H1/SMC355H1/SMC356H1/SMC373H1/SMC374H1/SMC375H1/SMC376H1/SMC377H1/SMC378H1/SMC395Y1/SMC396H1/SMC411H1/SMC412H1/SMC413H1/SMC416H1/SMC444H1/SMC457H1
4. SMC451Y1
5. 0.5 FCE from SMC232H1/SMC341H1/SMC348H1/SMC370H1/SMC371H1/SMC377H1/SMC378H1/SMC383H1/SMC385H1/SMC444H1 or, if not; 0.5 FCE 200+ level from in Breadth Requirement Category 5: The Physical and Mathematical Universes.

Description of Proposed Changes:
We are doing housekeeping by adding new courses and deleting old courses. We are also adding some SMC Celtic and SMC cross-listed courses with quantitative reasoning components to our quantitative reasoning requirement.

Rationale:
We have not updated our program requirements in a while so a bit of housekeeping was in order. We hope the changes will make it easier for students to read through the program prerequisites and have an easier time finding courses that are actually being offered. By adding more courses to our quantitative reasoning requirement we are permitting students to take courses that are more in-line with this program of study.

Impact:
These changes should clarify our program for students, staff, and faculty.

Consultation:
Celtic Studies curriculum committee

Resource Implications:

Mediaeval Studies Major

Description:

Previous:
New:

An interdisciplinary treatment of the history, art, literature and thought of the Middle Ages.

Completion Requirements:

Consult Principal's Office, St. Michael's College:
(7.0 FCEs or full courses or their equivalent, including at least 2.0 FCEs at the 300+ level, 0.5 of which must be at the 400 level)

1. At least 0.5 FCE from the introductory courses: SMC165H1/SMC175H1/SMC176Y1/SMC210H1/SMC212H1.

2. At least 1.0 FCE from the foundational courses listed below, which provide further introduction into more specific aspects of Mediaeval Studies. SMC176Y1/SMC200H1/SMC222H1/SMC307H1/SMC323H1/SMC327H1/SMC328H1/SMC358H1/SMC359H1/SMC361H1/SMC367H1

3. Up to 4.5 FCEs from among the following elective courses, with at least 1.5 FCEs from courses with an SMC designator. Students can choose courses from all four groups.

History: SMC165H1/SMC211H1/SMC215H1/SMC322H1/SMC337H1/SMC338H1/SMC344Y1/CLA378H1/HIS208Y1/HIS220Y1/HIS251Y1/HIS320H1/HIS321H1/HIS322H1/HIS323H1/HIS336H1/HIS403H1/HIS424H1/HIS426H1/HIS427H1/HIS428H1/HIS432H1/HIS434Y1/HIS438H1/HPS201H1/HPS430H1/MST201H1/MST202H1/MST300H1/NMC270H1/NMC273Y1/NMC275H1/NMC342H1/NMC376H1/NMC377Y1/SLA253H1/SLA330H1


The Arts: SMC200H1/SMC200H1/SMC201H1/SMC326H1/SMC344Y1/SMC358H1/SMC367H1/FAH215H1/FAH216H1/FAH318H1/FAH319H1/FAH320H1/FAH420H1/FAH421H1/FAH424H1/FAH492H1/NMC396Y1

And from the intensive research courses with changing topics in the fourth year: SMC406H1, SMC407Y1, SMC435H1, SMC457H1.

4. 0.5 FCE from SMC232H1/SMC370H1/SMC383H1/SMC385H1 or 0.5 FCE 200+ level course from Breadth Requirement Category 5: The Physical and Mathematical Universes.

5. At least 0.5 FCE from among the following: SMC406H1/SMC407Y1/SMC435H1/SMC436H1/SMC457H1/SMC490Y1

Please note that not all courses are offered every year and that it is the responsibility of the student to plan ahead in order to make course selections that meet the program requirements:

Foundational Courses:
SMC176Y1 Mediaeval Latin I
SMC200H1 Christianity and the Arts
SMC201H Christian Imagination II: Literary Arts
SMC222H1 Mediaeval Latin II
SMC307H1 Scripture in Christian Tradition
SMC323H1 Mediaeval Latin III
SMC327H1 Ritual and Worship
SMC358H1 The Mediaeval Book
SMC359H1 Mediaeval Theology
SMC361H1 Mediaeval Law
SMC367H1 Christianity, Literature, and Theatre
Description of Proposed Changes:
We are doing housekeeping: adding new courses, deleting old courses, moving all our courses into the requirements. We are also adding some SMC cross-listed courses with quantitative reasoning components to our quantitative reasoning requirement.

Rationale:
We have not updated our course groups in a while so a bit of housekeeping was in order. We hope some of the changes will make it easier for students to read through the program prerequisites. We also hope that students will have an easier time finding courses that are actually being offered. By adding other SMC courses to our quantitative reasoning requirement was are allowing students to take courses that are more in-line with this program of study.

Impact:
These changes should clarify our program for students, staff and faculty.

Consultation:
Slavic Studies Department, Centre for Mediaeval Studies, Mediaeval Studies Program Committee

Resource Implications:

Mediaeval Studies Specialist

Description:
Previous:
New:
An interdisciplinary treatment of the history, art, literature and thought of the Middle Ages.

Completion Requirements:

Consult Principal's Office, St. Michael's College:

(12.0 FCEs - 12 full courses or their equivalent, including at least 4.0 FCEs at the 300+ level, 1.0 of which must be at the 400 level)

1. At least 0.5 FCE from the introductory courses: SMC165H1/SMC175H1/SMC176Y1/SMC210H1/SMC212H1.

2. At least 2.0 FCEs from the foundational courses listed below, which provide further introduction into more specific aspects of Mediaeval Studies: SMC176Y1/SMC200H1/SMC222H1/SMC307H1/SMC323H1/SMC327H1/SMC328H1/SMC358H1/SMC359H1/SMC361H1/SMC367H1

3. At least 2.0 FCEs from the following Latin courses: SMC176Y1/LAT101H1/LAT102H1/LAT201H1/LAT202H1/SMC222H1/SMC323H1/SMC328H1/SMC436H1

4. Up to 6.0 FCEs from among the following elective courses, with at least 2.0 FCEs from courses with an SMC designator. Students can choose courses from all four groups.

History:
SMC165H1/SMC211H1/SMC215H1/SMC322H1/SMC337H1/SMC338H1/SMC344Y1/CLA378H1/HIS208Y1/HIS220Y1/HIS251Y1/HIS320H1/HIS321H1/HIS322H1/HIS323H1/HIS336H1/HIS403H1/HIS424H1/HIS426H1/HIS427H1/HIS428H1/HIS432H1/HIS434Y1/HIS438H1/HPS201H1/HPS430H1/MST201H1/MST202H1/MST300H1/NMC270H1/NMC273Y1/NMC275H1/NMC342H1/NMC376H1/NMC377Y1/SLA253H1 NMC396Y1

Thought:
SMC188Y1/SMC188H1/SMC189H1/SMC205H1/SMC210H1/SMC212H1/SMC213H1/SMC307H1/SMC324H1
St. Michael's College

SMC327H1/SMC350H1/SMC359H1/SMC361H1/SMC368H1/SMC383H1/CLA336H1/MAT390H1/MST200Y1/
PHL200Y1/PHL205H1/PHL206H1/PHL303H1/PHL304H1/PHL307H1/PHL308H1/PHL309H1/PHL336H1/RLG241H1
RLG241Y1

Literature:
SMC176Y1/SMC222H1/SMC226H1/SMC250H1 SMC250Y1/SMC323H1/SMC328H1/SMC343H1/SMC373H1/
SMC346H1/SMC440Y/SMC440H1/SMC441Y1/SMC445H1/ENG240Y1/ENG300Y1/ENG311H1/ENG330H1/
ENG385H1/GER429H1/ITA311H1/ITA312H1/ITA320H1/LAT101H1/LAT102H1/LAT201H1/
LAT202H1/NMC255H1 NMC255Y1/NMC350H1/SLA330H1 SLA330Y1/SLA400H1/SPA450H1:

The Arts:
SMC200H1/SMC201H/SMC326H1/SMC344Y1/SMC358H1/SMC367H1/FAH215H1/FAH216H1/FAH318H1/
FAH319H1/FAH327H1/FAH328H1/FAH420H1/FAH421H1/FAH424H1/FAH492H1/NMC396Y1

And from the intensive research courses with changing topics in the fourth year: SMC406H1/SMC407Y1/SMC435H1/
SMC457H1.

5. 0.5 FCE from SMC232H1/SMC370H1/SMC371H1/SMC383H1/SMC385H1 or 0.5 FCE 200+ level

6. SMC490Y1

Note: Please note that not all courses are offered every year and that it is the responsibility of the student to plan ahead in
order to make course from Breadth Requirement Category 5 selections that meet the program requirements.

Foundational Courses:
SMC176Y1 Mediaeval Latin I
SMC200H1 Christianity and the Arts
SMC201H Christian Imagination II: Literary Arts
SMC222H1 Mediaeval Latin II
SMC307H1 Scripture in Christian Tradition
SMC323H1 Mediaeval Latin III
SMC327H1 Ritual and Worship
SMC358H1 The Physical and Mathematical Universes Mediaeval Book
SMC359H1 Mediaeval Theology
6. SMC490Y1 SMC361H1 Mediaeval Law
SMC367H1 Christianity, Literature, and Theatre

Description of Proposed Changes:
We are doing housekeeping: adding new courses, deleting old courses, moving all our courses into the prerequisites.
We are also adding some SMC cross-listed courses with a quantitative reasoning component to our quantitative
reasoning requirement.

Rationale:
We have not updated our course groups in a while so a bit of housekeeping was in order. We hope some of the changes
will make it easier for students to read through the program prerequisites. We also hope that students will have an
easier time finding courses that are actually being offered. By adding other SMC courses to our quantitative reasoning
requirement we are allowing students to take courses that are more in-line with this program of study.

Impact:
These changes should clarify our program for students, staff, and faculty.

Consultation:
Slavic Studies Department, Centre for Mediaeval Studies, Mediaeval Studies Program Committee

Resource Implications:
St. Michael's College

4 New Courses:

SMC185H1: SMC One: Seminar in Christianity and Indigenous Peoples -- Relationships, Histories, Reconciliation

Contact Hours:
  Lecture: 24  /  Tutorial: 12

Description:

This seminar critically explores the complex relations of Christianity and Indigenous peoples of Turtle Island, with a special focus on education. Sample topics include: settler colonialism and treaty relationships; prominent Indigenous Christians, critics and reformers; the residential school system; the Truth and Reconciliation Commission of Canada; recent initiatives in ecclesial repentance, dialogue and enculturation. The course includes guest speakers and mandatory co-curricular activities, including travel to residential school site(s) and archives in Ontario during reading week. The costs of these activities are supported by the University of St. Michael’s College. Restricted to newly admitted first-year students. Not eligible for CR/NCR.

Prerequisites:
  Admission to SMC One

Corequisites:

Exclusions:
  Innis One, Munk One, New One, Trinity One, Vic One, UC One, Woodsworth One, SMC155H1, SMC165H1, SMC188H1, SMC189H1

Recommended Preparation:

Breadth Requirements:
  Thought, Belief and Behaviour (2)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: notably; Other: notably:
  Nature of "Other" Experiential Learning: Experiential Study; Fieldwork; Distinctive Practicals or Laboratories; Community Involvement

Rationale:

The Decanal Working Group Report on Indigenous Teaching and Learning (2016) identified the following priorities among its calls to action:

#11 – “Ask faculty within all Arts & Science units to review their curriculum and learning materials with the goal of ensuring that course content concerning Indigenous peoples reflects best practices and contemporary scholarship.”
#13 – “... develop a broader range of courses that can support a 0.5 FCE breadth requirement to develop student knowledge of local Indigenous communities, Indigenous analytical methodologies, forms of cultural expressions, systems of knowledge; the current structure and history of settler colonialism in Canada; and the residential school system.”
#17 – “Enhance curricular and co-curricular opportunities related to experiential and community engaged learning, to
St. Michael's College
give students opportunities to learn Indigenous knowledges through the languages, and about Indigenous knowledges, such as more new courses, language learning immersion, community service and Work Study experiences.”

The present course responds to these calls to action, while also expanding the successful One model at SMC. Existing SMC One courses combine academic seminars with co-curricular, experiential learning modules in Rome, Ireland and Silicon Valley; this course will combine an academic seminar on Christianity and Indigenous Peoples, including settler colonialism and the residential school system, with co-curricular experiential learning modules at significant residential school sites and archives in Ontario.

Consultation:
In the early stages of developing this proposal, Professor Locklin consulted with Jonathan Hamilton-Diabo in the Provost’s Indigenous Initiatives Office, and Shannon Simpson, Si’yam Lee Maracle and Elder Andrew Wesley at First Nations House. They expressed support for the initiative, and their suggestions have informed the proposal. Prof. Locklin has also kept Dr. Susan Hill, in Indigenous Studies, abreast of the planning process, and Dr. Brenda Wastecoot has read the proposal and provided supportive feedback. It has, finally, already proceeded through two levels of governance in the St. Michael’s College Council, where it underwent some revision and, in revised form, received Council approval.

The development of this course is supported by a 2019-2021 Advanced Teaching and Learning in Arts and Science grant, “Christianity, Truth and Reconciliation.” Drawing in part on grant funds, Prof. Locklin has been able to consult with the Shingwauk Residential Schools Centre and to visit the Centre in October 2019. The archivist and director of the Shingwauk Centre are enthusiastic about partnering with the University of St. Michael’s College to facilitate the reading week co-curricular research opportunity, as part of this course.

Resources:
The guest speakers and co-curricular components of the course will require $50,000 to $60,000 support from the University of St. Michael’s College.

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

Overlap with Existing Courses:
Some content may overlap with INS200H1. This course will be distinguished by its narrow focus on the roles of Christian individuals and institutions and its experiential learning module at residential school sites and archives.

Programs of Study for Which This Course Might be Suitable:
Christianity and Culture, Indigenous Studies

Estimated Enrolment:
25

Instructor:
Professor Reid B. Locklin
SMC185H1: SMC One: Seminar in Christianity and Indigenous Peoples -- Relationships, Histories, Reconciliation

SMC One
Seminar in Christianity and Indigenous Peoples: Relationships, Histories, Reconciliation
Additional Proposal Document

Mandatory Co-Curricular Activities:
Blanket Exercise, facilitated through KAIROS or First Nations House
Day Trip to Mohawk Institute Indian Residential School
Reading Week Research Trip to Shingwauk Residential Schools Centre, Algoma University

Curricular Resources:
Royal Commission on Aboriginal Peoples, Report (1996)

Michel Andraos, ed. The Church and Indigenous Peoples in the Americas (Wipf & Stock, 2019)
Ginny Doctor, dir., Doctrine of Discovery (Anglican Church of Canada, 2009)
Darren Bonaparte, Lily among Thorns (Wampum Chronicles, 2009)
Steven Charleston, The Four Vision Quests of Jesus (Morehouse, 2015)
Steven Charleston and Elaine A. Robinson, eds., Coming Full Circle (Fortress, 2015)
Lynn Gehl, Claiming Anishinaabe (U Regina P, 2017)
Allan Greer, ed., The Jesuit Relations, 2d ed. (St. Martin’s, 2019)
Allan Greer, Mohawk Saint (Oxford UP, 2005)
Steve Heinrichs, ed., Buffalo Shout, Salmon Cry (Herald, 2013)
Steve Heinrichs, ed., Wrongs to Rights (Mennonite Church of Canada, 2016)
Michelle Jacob, Indian Pilgrims (U Arizona P, 2016)
Winona LaDuke, Recovering the Sacred (Haymarket Books, 2016)
Lee Maracle, My Conversations with Canadians (BookThug Press, 2017)
J.R. Miller, Shingwauk’s Vision (U Toronto P, 1996)
George F.G. Stanley, ed., Collected Writings of Louis Riel (U Alberta P, 1985)
Donald B. Smith, Sacred Feathers, 2d ed. (U Toronto P, 2013)
George E. Tinker, Spirit and Resistance (Fortress, 2004)
SMC250H1: Celtic Mythology

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

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

**Description:**
- This course covers the range of the Celtic mythological record from all the Celtic areas through an examination of the archaeological, inscriptional and textual sources. A critical evaluation is offered of various relevant mythic approaches.

**Prerequisites:**

**Corequisites:**
Exclusions:
  SMC250Y1

Recommended Preparation:

Breadth Requirements:
  Thought, Belief and Behaviour (2)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  Changing this course to an H course will allow it to be taught more often and will allow students who want to take the
course more flexibility in making course decisions.

Consultation:
  Celtic Program Committee, SMC Academic Life Committee, SMC College Council

Resources:
  No special resources required.
  Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:
  Prof. Brent Miles

SMC331H1: Advanced Irish Language I

Contact Hours:
  Lecture: 24 / Tutorial: 12

Description:
  An advanced course in the Irish language, this builds on the speaking, listening, reading and writing competencies
developed in SMC251H1 and SMC252H1 (Intermediate Irish Language I and II).

Prerequisites:
  SMC251H1 and SMC252H1 or permission from instructor

Corequisites:
Exclusions:
SMC333H1 (Special Topics in Celtic Studies I: Advanced Irish Language), offered in Fall 2018

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
In line with the conclusions of our UTQAP review and as part of our commitment to providing extensive offerings in at least one Celtic language, we wish to develop the current Irish language programme (141Y, 251H and 252H). A 300-level Irish course is essential for any student who would wish to continue their Celtic Studies education, not only at post-graduate level in Ireland, but in a year abroad context too. Currently Advanced Irish can only be offered under one of the 300- or 400-level banner courses, ‘Special Topics in Celtic Studies’ or ‘Advanced Topic in Celtic Studies’. In order to better accommodate students who may not be aware that Advanced Irish is available at all, and to ensure that students’ competence in Irish is properly documented in their transcripts, adding SMC331H1 to the roster seems the most sensible option.

Consultation:
Celtic Studies Program Committee
USMC Academic Life Committee
USMC College Council

Resources:
None

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

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
5

Instructor:
Professor Mairtin Coilfeir

SMC332H1: Advanced Irish Language II

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
An advanced course in the Irish language, this builds on the speaking, listening, reading and writing competencies
developed in SMC331H1 (Advanced Irish Language I).

**Prerequisites:**  
SMC331H1 or permission from instructor

**Corequisites:**

**Exclusions:**  
SMC333H1 (Special Topics in Celtic Studies I: Advanced Irish Language), offered in Fall 2018

**Recommended Preparation:**

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

**Distribution Requirements:**  
Humanities

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

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

**Rationale:**  
In line with the conclusions of our UTQAP review and as part of our commitment to providing extensive offerings in at least one Celtic language, we wish to develop the current Irish language programme (141Y, 251H and 252H). A 300-level Irish course is essential for any student who would wish to continue their Celtic Studies education, not only at post-graduate level in Ireland, but in a year abroad context too. Currently Advanced Irish can only be offered under one of the 300- or 400-level banner courses, ‘Special Topics in Celtic Studies’ or ‘Advanced Topic in Celtic Studies’. In order to better accommodate students who may not be aware that Advanced Irish is available at all, and to ensure that students’ competence in Irish is properly documented in their transcripts, adding SMC332H1 to the roster seems the most sensible option.

**Consultation:**  
Celtic Studies Program Committee  
USMC Academic Life Committee  
USMC College Council

**Resources:**  
None  

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**  
5

**Instructor:**  
Professor Mairtin Coilefir
2 Retired Courses:

SMC176Y1: Mediaeval Latin I

Rationale:
We do not plan to offer this course in the future; instead we will point students to the beginner Latin courses in the Classics Department. This follows from a restructuring of our Latin course offerings.

Consultation:
Mediaeval Studies Program Committee
Classics Department

SMC250Y1: Celtic Mythology

Rationale:
We are changing this to an H course to allow more flexibility for students and instructors. Please see SMC250H1.

Consultation:
Celtic Studies Program Committee, SMC Academic Life Committee, SMC College Council
1 Minor Program Modification:

Ethics, Society, and Law Major

Completion Requirements:

(7 full courses or the equivalent)

1. First year: While no specific courses are required in first year, course selection should take into account the program’s admission requirements above, as well as the prerequisites for 200+ level courses students plan to take to complete the program.

2. Second year: PHL271H1, TRN203H1, and TRN204H1 are required courses that students are recommended to take in second year (their first year of registration in the program).

3. Third year: TRN303H1, TRN312H1.


5. 1 FCE from ETH201H1, ETH210H1, ETH220H1, ETH230H1, ETH350H1, ETH401H1, PHL265H1, PHL275H1, POL200Y1, to be taken in any year of registration in the program.

6. 3.0 3.5 FCEs from Groups A-D, including at least 0.5 from each of Groups A-C and at least 1.5 at the 300+ level. Courses taken in fulfillment of requirement 5 above may not be counted toward the Group courses here.

Group A (Ethics)
ETH201H1, ETH210H1, ETH220H1, ETH230H1, ETH350H1, ETH401H1; PHL273H1, PHL275H1, PHL281H1, PHL295H1, PHL341H1, PHL373H1, PHL375H1, PHL378H1, PHL380H1, PHL381H1, PHL382H1, PHL383H1, PHL384H1, PHL394H1, PHL407H1; POL200Y1, POL330Y1; RLG221H1, RLG224H1, RLG228H1

Group B (Society)
ANT204H1; CSC300H1; ECO313H1, ECO332H1, ECO336H1; ENV221H1, ENV222H1, ENV347H1; GGR416H1; HIS332H1; HPS324H1; JGE331H1; PHL265H1, PHL365H1; POL200Y1, POL214Y1, POL320Y1, POL412H1, POL432H1; PSY311H1, PSY321H1; SOC208H1, SOC212H1, SOC220H1, SOC265H1, SOC313H1, SOC330H1, SOC360H1, SOC367H1; CRI205H1, CRI210H1, CRI300H1, CRI335H1, CRI340H1, CRI380H1, CRI425H1; WGS373H1

Group C (Law)
CLA336H1; ECO320H1; ENV422H1; NMC484H1; PHL370H1; PHL416H1 PHL484H1; POL337Y1, POL340Y1; SMC361H1; TRN304H1/TRN304Y1, TRN305Y1/TRN305H1, TRN425Y1; CRI225H1, CRI365H1; WGS365H1

Group D (Further Courses)
RLG309H1; TRN200Y1, TRN320H1, TRN321H1, TRN406H1/TRN407Y1, and with permission of the director: TRN300H1, TRN301Y1, TRN302Y1, TRN400H1, TRN404Y1, TRN405Y1, TRN377Y1, TRN477H1; one FCE from TRN160Y1, TRN161Y1, TRN171Y1, TRN172Y1.

N.B. (1) The above CRI courses are available only to students enrolled in the double major program Ethics, Society, and Law/Criminology. (2) Access to courses in the Ethics, Society, and Law program is not guaranteed; students must check prerequisites.

Description of Proposed Changes:
- TRN312H is a required course in third year for students.
- Adding a new PHL course in our group options to bring course offerings up to date and removing course that is unlikely to be available to students in the near future.
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<th><strong>Trinity College</strong></th>
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| **Rationale:**  
TRN312H is a sustainability focus course which is important to the current trend and direction the academic programs at the college are going towards. |
| **Impact:**  
No major negative impact is expected on students or units. |
| **Consultation:**  
Consultation has occurred with the Dean of Arts, Trinity College Arts and Science Committee, and internal governance structure. |
| **Resource Implications:**  
No additional resources are required other than the course instructor and TA stipend for TRN312H. |
2 Minor Program Modifications/Revisions:

Health Studies Major

Completion Requirements:

(8.0 FCEs, including at least 1.5 FCE at the 400 level.)

1. 1.0 FCE of the following courses: ANT100Y1/BIO130H1/GGR107H1/HPS100H1/HPS110H1/HPS120H1/PCL102H1/PHS100H1/PHL100Y1/POL101Y1/PSY100H1/SOC100H1/TRN135Y1/UNI103H1/UNI103Y1/WGS160Y1

2. HST209H1, HST211H1, and HST250H1

3. PHL281H1/INS200H1

4. STA220H1 or equivalent

5. 0.5 FCE of the following courses: ANT208H1/HMB202H1/HMB203H1/INS205H1/JSU237H1/NFS284H1/PCL201H1/PCL218H1/SOC204H1/SOC243H1/STA221H1/TRN235H1/TRN236H1

6. HST310H1

7. HST373H1/HMB342H1

8. 1.0 FCE of the following courses: HST307H1/HST308H1/HST309H1/HST330H1/HST350H1/ANA300Y1/ANT345H1/ANT348H1/ANT358H1/EEB324H1/GGR340H1/HPS319H1/HPS370H1/HMB303H1/HMB323H1/INS340Y1/INS350H1/JNH350H1/PHL380H1/PHL381H1/PHL383H1/PHLS300H1/SOC309H1/SOC316H1/SOC363H1/SOC364H1/WGS367H1

9. 1.5 FCE of the following courses: HST400Y1/HST405H1/HST407H1/HST408H1/HST409H1/HST410H1/HST411H1/HST440H1/HST451Y1/HST464H1/HST480H1 or another 400-level course approved by Director.

10. The remaining 0.5 FCE can include any courses not previously taken from the lists above, or any of the following: ANT434H1/ANT458H1/ANT460H1/ANT474H1/ENV430H1/GGR433H1/JFP450H1/HIS423H1/HIS498H1/HMB322H1/HMB406H1/HMB433H1/HMB462H1/IRE378H1/NEW344Y1/PSY333H1/SOC412H1/SOC488H1

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:

Health Studies Specialist

Completion Requirements:

(12.0 FCEs, including at least 2.0 FCE at the 400 level.)

1. 1.0 FCE of the following courses: ANT100Y1/BIO130H1/GGR107H1/HPS100H1/HPS110H1/HPS120H1/PCL102H1/PHS100H1/PHL100Y1/POL101Y1/PSY100H1/SOC100H1/TRN135Y1/UNI103H1/UNI103Y1/WGS160Y1
University College

2. HST209H1, HST211H1, and HST250H1
3. PHL281H1 or INS200H1
4. STA220H1 or equivalent
5. 1.0 FCE of the following courses: ANT208H1/HMB202H1/HMB203H1/INS205H1/JSU237H1/NFS284H1/
PCL201H1/PCL218H1/PHL281H1/SOC204H1/SOC243H1/STA221H1/TRN235H1/TRN236H1
6. HST310H1
7. HST373H1/HMB342H1
8. HST350H1
9. 2.0 FCE of the following courses: HST307H1/HST308H1/HST309H1/HST330H1/HST350H1/HST350Y1/
   ANA300Y1/ANT345H1/ANT348H1/ANT358H1/EEB324H1/GGR340H1/HPS319H1/HPS370H1/HMB303H1/
   HMB323H1/INS340Y1/INS350H1/JNH350H1/PHL380H1/PHL381H1/PHL383H1/PHS300H1/SOC309H1/
   SOC316H1/SOC363H1/SOC364H1/WGS367H1
10. HST450Y1
11. 1.0 FCE of the following courses: HST405H1/HST407H1 HST408H1/HST409H1/HST410H1/HST411H1/
    HST440H1/HST451Y1/HST464H1/HST480H1 or another 400-level course approved by Director.
12. The remaining 2.0 FCEs can include any courses not previously taken from the lists above, or any of the following:
    ANT434H1/ANT458H1/ANT460H1/ANT474H1/ENV430H1/GGR433H1/JFP450H1/HIS423H1/HIS498H1/
    HMB322H1/HMB406H1/HMB433H1/HMB462H1/HST400Y1/IRE378H1/NEW344Y1/PSY333H1/SOC412H1/
    SOC488H1

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:

2 New Courses:
JCI250H1: Italian Canadian Communities

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

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

**Description:**
This course examines the past and present settlement patterns of those of Italian descent in Canada, in rural areas and cities, including increasing suburbanization. Students will address issues such as work and employment and political participation. Challenges and opportunities will be examined, with respect to issues such as migration, community-building, belonging, and discrimination.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

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

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

**Rationale:**
The Canadian Studies program currently offers one course on Italian Canadian Studies at the second year (CDN240H1: Italian Canadian Studies), which has generously been funded by an endowment. To increase the opportunities for students to take courses in Italian Canadian Studies, and to be able to offer more focuses course content, two new courses are being created to replace CDN240H1. These are: JCI250H1: Italian Canadian Communities and JCI350H1: Italian Canadian Culture and Identity. The courses will be offered in rotating years, and students in Canadian Studies and Italian Studies will be able to (and be encouraged to) take both over the course of their undergraduate studies.

**Consultation:**
This is a course jointly offered by Canadian Studies and Italian Studies. The program in Diaspora and Transnational Studies was consulted.

**Resources:**
- None

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

**Overlap with Existing Courses:**
There is no overlap with current courses in other departments.
University College (joint with Italian Studies)

<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
<th>Italian Studies, Diaspora and Transnational Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Enrolment:</td>
<td>25</td>
</tr>
<tr>
<td>Instructor:</td>
<td>Sessional Lecturer</td>
</tr>
</tbody>
</table>

**JCI350H1: Italian Canadian Culture and Identity**

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

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

**Description:**
This course examines the contributions of Canadians of Italian descent to arts, culture, identity and heritage in Canada, with attention to the diversity of the community with respect to issues such as language, religion, gender, class, sexuality, etc. A core concept addressed by the course is immigration, whether from the experiences of migrants themselves or later generations.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
JCI250H1/ITA233H1

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
The Canadian Studies program currently offers one course on Italian Canadian Studies at the second year (CDN240H1: Italian Canadian Studies), which has generously been funded by an endowment. To increase the opportunities for students to take courses in Italian Canadian Studies, and to be able to offer more focuses course content, two new courses are being created to replace CDN240H1. These are: JCI250H1: Italian Canadian Communities and JCI350H1: Italian Canadian Culture and Identity. The courses will be offered in rotating years, and students in Canadian Studies and Italian Studies will be able to (and be encouraged to) take both over the course of their undergraduate studies.

**Consultation:**
This course will be jointly offered by Canadian Studies and Italian Studies. The program in Diaspora and Transnational Studies was consulted.

**Resources:**
None

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

**Overlap with Existing Courses:**
The Italian Studies program offers a course on Italian Canadian literature at the second year (ITA233H1: Italian-Canadian Literature). This new course will complement the existing course by addressing Italian Canadian contributions to the arts more broadly. Literature will be one topic of study (with different texts from the second year course), but JCI350H1 will also examine visual arts, photography, film and documentaries. Students will also examine how Canadian-Italian heritage is produced and reproduced through fairs, festivals, and other rites-of-passage. It will be expected that the students attend or engage with at least one cultural event in the city relating to Italian-Canadians.

**Programs of Study for Which This Course Might be Suitable:**
Italian Studies, Diaspora and Transnational Studies

**Estimated Enrolment:**
25

**Instructor:**
Sessional Lecturer
6 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 (VIC362/3552H1) from Requirement 4.

Rationale:

Revising program requirements to align with proposed curriculum changes.

Impact:

Consultation:

Victoria College Council – Academic Committee

Resource Implications:
Material Culture Minor

Completion Requirements:

(4.0 FCE, no more than 1.0 FCE at the 100-level, and including at least 1.0 FCE at the 300+ level)

1. VIC224Y1/VIC225Y1

2. 2.5 FCE from VIC224Y1/VIC225Y1 (if not used to fulfill requirement 1), VIC229H1, VIC229Y1, VIC326H1, VIC327H1, VIC328H1, VIC329H1, VIC329Y1, VIC373H1, VIC429H1 or cognate courses, with at least 0.5 FCE at the 300+ level. No more than 1.0 FCE may be chosen from the list of cognate courses.

3. VIC444H1

Cognate courses:
ANT349H1, ANT372H1, ANT412H1, ANT457H1, ARH309H1, EAS219H1, EAS297H1, EAS354H1, EAS406Y1, EAS412H1, FAH205H1, FAH319H1, FAH338H1, FAH353H1, FAH436H1, FAH463H1, FAH480H1, FAH483H1, FAH484H1, HIS302H1, HIS310H1, HIS358H1, HIS463H1, HIS484H1, HPS202H1, HPS401H1, HPS430H1, HPS431H1, NMC264H1, NMC394H1, NMC464H1, RLG305H1, RLG307H1, VIC198H1, VIC199H1. Students who achieve at least 77% in Vic One courses VIC183H1 or VIC184H1 may count one of these toward the Minor and use it to fulfill this requirement

Description of Proposed Changes:
Added new First Year Foundation courses (VIC198H1 and VIC199H1) to list of existing Cognate courses. Stipulated a maximum 1.0FCE for first-year courses.

Rationale:
Create new pathway to Material Culture program.

Impact:

Consultation:
Victoria College Council – Academic Committee

Resource Implications:

Renaissance Studies Major

Completion Requirements:

(6 FCE, no more than 1.0 FCE at the 100-level, and including at least 2.0 FCE at 300+ level)

1. 2.0 FCE from: VIC114H1, VIC141H1, VIC142H1, VIC240Y1, VIC241H1, VIC241Y1, VIC242H1, VIC242Y1, VIC348H1, VIC349H1, VIC342H1, VIC343H1, VIC343Y1, VIC344H1, VIC345H1, VIC346H1, VIC347H1, VIC348Y0, VIC349H1, VIC349Y1, VIC392H1/VIC392Y1, VIC441H1, VIC442H1, VIC449H1/VIC449Y1, VIC492H1/VIC492Y1
2. **1.0 FCE in Literature from:** ENG220Y1, ENG301H1, ENG302Y1, ENG303H1, ENG304Y1, ENG330H1, ENG331H1, ENG335H1, ENG336H1; FRE319H1, FRE320H1; ITA200H1, ITA249H1, ITA300H1, ITA312H1, ITA325H1, ITA332H1, ITA356Y0, ITA357Y0, ITA370H1, ITA400H1, ITA420H1, ITA431H1; SPA352H1, SPA368H1, SPA452H1, SPA454H1

3. **1.0 FCE in History:** HIS243H1, HIS301H1, HIS308H1, HIS309H1, HIS319H1, HIS357Y1, HIS362H1, HIS368H1, HIS403H1, HIS438H1, HIS443H1

4. **1.0 FCE in Art from:** FAH230H1, FAH330H1, FAH331H1, FAH333H1, FAH335H1, FAH337H1, FAH338H1, FAH340H1, FAH341H1, FAH344H1, FAH370H1, FAH371H1, FAH393Y0, FAH430H1, FAH432H1, FAH433H1, FAH434H1, FAH435H1, FAH436H1, FAH440H1, FAH470H1

5. **VIC440Y1**

**Description of Proposed Changes:**

- Added first-year courses to create new program pathways. Revised program requirements to reflect re-weighted courses. Stipulated a maximum 1.0FCE for first-year courses.

**Rationale:**

- New program pathways will encourage greater engagement with the program.

- We are re-weighting a number of courses 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. The changes to program requirements reflect the re-weighting of the courses.

**Impact:**

**Consultation:**

- Victoria College Council – Academic Committee
- Renaissance Studies Faculty Advisory Committee

**Resource Implications:**

- None

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**Renaissance Studies Minor**

**Completion Requirements:**

- (4 FCE, no more than 1.0 FCE at the 100-level, and including at least 1.0 FCE at 300+ level)

1. **2.0 FCE from:**

   - VIC114H1, VIC141H1, VIC142H1, VIC240Y1, VIC241H1, VIC241Y4, VIC242H1; VIC348H1, VIC341H1, VIC342H1, VIC343H1/VIC343Y1, VIC344H1, VIC345H1, VIC346H1, VIC347H1, VIC348Y0, VIC349H1/VIC349Y1, VIC392H1/VIC392Y1, VIC440Y1, VIC441H1, VIC442H1, VIC449H1/VIC449Y1, VIC492H1/VIC492Y1
2. 2.0 FCE in Literature, History, or Art from:

   Literature: ENG220Y1, ENG301H1, ENG302Y1, ENG303H1, ENG304Y1, ENG330H1, ENG331H1, ENG335H1,
               ENG336H1; FRE319H1, FRE320H1, FRE441H1; ITA200H1, ITA249H1, ITA312H1, ITA325H1, ITA300H1,
               ITA332H1, ITA356Y0, ITA357Y0, ITA370H1, ITA400H1, ITA420H1; SPA352H1, SPA368H1, SPA452H1,
               SPA454H1

   History: HIS243H1, HIS301H1, HIS308H1, HIS309H1, HIS319H1, HIS368H1, HIS357Y1, HIS362H1, HIS403H1,
            HIS438H1, HIS443H1

   Art: FAH230H1, FAH330H1, FAH331H1, FAH333H1, FAH335H1, FAH337H1, FAH338H1, FAH340H1,
        FAH341H1, FAH344H1, FAH370H1, FAH371H1, FAH393Y0, FAH430H1, FAH432H1, FAH433H1, FAH434H1,
        FAH435H1, FAH436H1, FAH440H1, FAH470H1

**Description of Proposed Changes:**

New program pathways will encourage greater engagement with the program. Stipulated a maximum 1.0FCE for first-year courses.

**Rationale:**

We are re-weighting a number of courses 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. The changes to program requirements reflect the re-weighting of the courses.

**Impact:**

**Consultation:**

Victoria College Council – Academic Committee
Renaissance Studies Faculty Advisory Committee

**Resource Implications:**

None

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### Renaissance Studies Specialist

**Completion Requirements:**

(10 FCE, no more than 1.0 FCE at the 100-level, including at least 3.0 FCE at 300-level and 1.0 FCE at 400-level):

1. 3.0 FCE from: VIC114H1, VIC141H1, VIC142H1, VIC240Y1, VIC241H1 **VIC241Y1**, VIC242H1, VIC341H1,
   VIC342H1, **VIC343H1/VIC343Y1**, VIC344H1, VIC338H1, VIC345H1, VIC346H1, VIC347H1, VIC348Y0,
   VIC349H1/VIC349Y1, VIC392H1/VIC392Y1, VIC441H1, VIC442H1, VIC449H1/VIC449Y1, VIC492H1/
   VIC492Y1

2. 1.0 FCE in Literature from: ENG220Y1, ENG301H1, ENG302Y1, ENG303H1, ENG304Y1, ENG330H1,
   ENG331H1, ENG335H1, ENG336H1; FRE319H1, FRE320H1; ITA200H1, ITA249H1, ITA300H1,
   ITA332H1, ITA333H1, ITA334H1, ITA335H1, ITA337H1, ITA338H1, ITA340H1, ITA341H1, ITA344H1,
   ITA370H1, ITA371H1, ITA393Y0, ITA400H1, ITA430H1, ITA432H1, ITA433H1, ITA434H1,
   ITA435H1, ITA436H1, ITA440H1, ITA470H1

3. 1.0 FCE in History: HIS243H1, HIS301H1, HIS308H1, HIS309H1, HIS319H1, HIS357Y1, HIS362H1, HIS368H1,
   HIS403H1, HIS438H1, HIS443H1

4. 1.0 FCE in Art from: FAH230H1, FAH330H1, FAH331H1, FAH333H1, FAH335H1, FAH337H1, FAH338H1,
   FAH340H1, FAH341H1, FAH344H1, FAH370H1, FAH371H1, FAH393Y0, FAH430H1, FAH432H1, FAH433H1,
   FAH434H1, FAH435H1, FAH436H1, FAH440H1, FAH470H1

5. 1.0 FCE in a Research Course (a 299Y1, 399Y1, on a Renaissance Studies topic, or VIC392H1/VIC392Y1,
   VIC492H1/VIC492Y1)

6. 2.0 FCE in a language relevant to Renaissance Studies – French, Italian, Spanish, Portuguese, Latin, German (only
   one may be at the introductory level).

7. VIC440Y1
Victoria College

Description of Proposed Changes:

Added first-year courses to create new program pathways. Revised program requirements to reflect re-weighted courses.

Stipulated a maximum 1.0FCE for first-year courses.

Rationale:

New program pathways will encourage greater engagement with the program.

We are re-weighting a number of courses 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. The changes to program requirements reflect the re-weighting of the courses.

Impact:

Consultation:

Victoria College Council – Academic Committee
Renaissance Studies Faculty Advisory Committee

Resource Implications:

None

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, 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:**

### 6 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.
Victoria College

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

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

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

“No exclusions necessary.” – UG Chair, History

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

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

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

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

Estimated Enrolment:
25

Instructor:
Prof. Eric Jennings

VIC241H1: Renaissance Icons and Afterlives

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

Contact Hours:
Seminar: 24

Description:
Focusing on famous works like Michelangelo’s David, Shakespeare’s Hamlet, Cervantes’ Don Quixote, and Monteverdi’s Orfeo, this course explores some of the greatest masterpieces of the European Renaissance and their afterlives, cross-cultural adaptations, and appropriations in later and modern popular culture.

Prerequisites:

Corequisites:

Exclusions:
VIC241Y1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)
Distribution Requirements:
Humanities

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

Experiential Learning:
- Research: none
- Other: none

Rationale:
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
- Renassiance Studies Faculty Advisory 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:
- Renaissance Studies - Specialist, Major, Minor

Estimated Enrolment:
- 25

Instructor:
- Prof Andrea Walkden

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:
**Victoria College**

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<th><strong>Breadth Requirements:</strong></th>
<th>Thought, Belief and Behaviour (2)</th>
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</thead>
<tbody>
<tr>
<td><strong>Distribution Requirements:</strong></td>
<td>Social Science, Science</td>
</tr>
<tr>
<td><strong>Competencies:</strong></td>
<td></td>
</tr>
</tbody>
</table>
  *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 |

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**VIC320H1: Semiotics of Visual Art**

<table>
<thead>
<tr>
<th><strong>Impact on Programs:</strong></th>
<th>This proposal triggers modifications in the unit's program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contact Hours:</strong></td>
<td></td>
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</tbody>
</table>
  *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:** | |

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Victoria College

**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:**
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

**VIC343H1: Sex and Gender**

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

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

**Description:**
An interdisciplinary approach to questions of gender and sexuality in early modern Europe, with special focus on the representations of the sexual drive, the gender roles of men and women, and varieties of sexual experience in the literature and art of the period.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
VIC343Y1

Recommended Preparation:

Breadth Requirements:
  Society and its Institutions (3)

Distribution Requirements:
  Humanities

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  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
  Renaissance Program Faculty Advisory 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:
  Renaissance Studies - Specialist, Major, Minor

Estimated Enrolment:
  75

Instructor:
  Prof Konrad Eisenbichler

VIC377H1: Special Topics in Science and Society

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 9.0 FCE

Corequisites:

Exclusions:
Recommended Preparation:
  0.5 FCE in Science and Society

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 300-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:

Estimated Enrolment:
  25

Instructor:
  Varies by year

2 Retired Courses:

VIC241Y1: Renaissance Icons and Afterlives

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
  Renaissance Studies Faculty Advisory Committee

VIC320Y1: Semiotics of Visual Art

Rationale:
Victoria College

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<tr>
<th>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.</th>
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<td>Victoria College Council – Academic Committee</td>
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1 New Course:

WGS442H1: Toxic Worlds, Decolonial Futures

Contact Hours:

*Seminar:* 24

Description:

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

Prerequisites:

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

Corequisites:

Exclusions:

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

Recommended Preparation:

Breadth Requirements:

Thought, Belief and Behaviour (2)

Distribution Requirements:

Humanities

Competencies:

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

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

Experiential Learning:

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

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

Rationale:

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

Consultation:

Program meeting on September 11, 2019.

I have consulted with the Undergraduate Coordinator of Geography, Professor Matt Farish, as well as Professor Michelle Daigle, who teaches the most closely related work in Indigenous Studies and Geography. Both are supportive of the new WGSI course and see it as distinct because of its focus on Indigenous feminist environmental approaches in
dialogue with other feminist environmental works, as well as it emphasis on toxicity and pollution. Professor Daigle is teaching a fourth year course on Indigenous Geographies which relates most to this course. We have shared syllabi and established that they are complementary but distinct courses, serving two different cohorts of students (WGSI and Geography). Professor Daigle and I will continue to consult and share information about the courses so that they continue to complement one another.

**Resources:**
- N/A

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

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

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

**Estimated Enrolment:**
- 25

**Instructor:**
- Michelle Murphy
1 Minor Program Modification:

Digital Humanities Minor

Completion Requirements:

This program requires the completion of four full credits (4 FCEs): 1.0 credit from group 1 (required introductory courses); up to 2.5 credits from group 2 (digital humanities and cross-listed courses); and a minimum of 0.5 credits from group 3 (capstone experiences). Students must take at least 1.0 credit at the 300/400 level.

Students should note that some courses at the 200, 300, and 400 levels may have additional prerequisites.

Permission to count courses that are not on the list below towards the Minor in Digital Humanities must be received from the Program Coordinator, and will be granted on a case-by-case basis when the student’s work demonstrably and substantially engages Digital Humanities-related content or research methods.

It is not possible to complete this program in one year.

1. 1.0 FCE at the 200 level, composed of the following two required introductory courses: WDW235H1, WDW236H1
2. Up to 2.5 FCE to be chosen from the following courses, which include Digital Humanities courses offered by Woodsworth College and cross-listed courses offered by other departments:

   a. WDW335H1, WDW336H1, WDW337H1, WDW338H1
   b. Cross-Listed Courses:
      Anthropology: ANT437H1
      Book and Media Studies: SMC228H1, SMC229H1, SMC255H1, SMC392H1
      Cinema Studies: CIN260H1, CIN312Y1, CIN360H1
      Computer Science: CSC104H1, CSC108H1, CSC300H1
      English: ENG287H1
      Geography: GGR271H1, GGR272H1, GGR273H1, GGR349H1, GGR452H1
      History: HIS393H1, HIS455Y1
      History & Philosophy of Science & Technology: HPS202H1, HPS203H1
      Medieval Studies: MST201H1, MST202H1, MST300H1
      Music: MUS300H1
      Religion: RLG233H1, RLG307H1, RLG308H1
      Urban Studies: INI235H1 INI235Y1, INI236H1 INI308H1, INI333H1
      Writing and Rhetoric: INI303H1
3. A minimum of 0.5 FCE that provides a capstone experience, chosen from the list below:

   a. WDW435H1, WDW436H1, WDW437H1
   b. Other fourth-year courses with a significant DH practicum element, such as CDN435Y1 (Active Citizenship), can also be considered for fulfillment of the capstone requirement, if students receive written permission of the Digital Humanities Program Coordinator within the first two weeks of enrollment in the course.

Note: Cross-listed 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...
Woodsworth College

prerequisites, corequisites and exclusions are listed in the Calendar.

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<th><strong>Description of Proposed Changes:</strong></th>
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<td>A few additions to the list of cross-listed courses eligible for inclusion in the Digital Humanities Minor program.</td>
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<th><strong>Rationale:</strong></th>
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<td>The Minor in Digital Humanities is designed to complement Major programs across all the Humanities disciplines. Students learn about the intellectual landscape of digital humanities scholarship, becoming familiar with a wide range of digital research tools and methods while gaining a critical understanding of the impact of digital technologies on the creation and dissemination of knowledge. The program’s structure reflects this purpose, with a relatively small core of required DH courses and a wide range of cross-listed courses from other units, affording maximum flexibility to interested students.</td>
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<th><strong>Impact:</strong></th>
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<td>In keeping with the program’s general rationale (above), these new cross-listed courses will add to the program’s flexibility for interested students.</td>
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<td>We have consulted with the units involved and they’ve approved these cross-listings.</td>
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<th><strong>Resource Implications:</strong></th>
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<tr>
<td>None.</td>
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