### New Course Development Form

<table>
<thead>
<tr>
<th>Designator</th>
<th>Number</th>
<th>Title</th>
<th>Abbrev. Title (Max 30 Characters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT</td>
<td>195H1</td>
<td>Speculative Fiction and Social Reality</td>
<td>Speculative Fiction &amp; Soc Reality</td>
</tr>
</tbody>
</table>

**Previous Course Code** *(rewighted or renumbered courses)*

<table>
<thead>
<tr>
<th>Division</th>
<th>Associated with (Division)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Science</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th>Associated with (Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fixed Credit Value</th>
<th>Jointly Offered with Course(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

**Calendar Description** *(50-100 words)*

How do the imagined worlds of speculative fiction reflect, and reflect upon, the real worlds of their authors and audiences? And on the other hand, how can works of speculative fiction have real-world impacts? Is speculative fiction different, in either of these respects, than other genres of narrative? This course explores a variety of works of speculative fiction from the perspective of an anthropological interest in ideas, imaginations, and narratives in relation to social life.

**URL**

**Prerequisites**

none

**Corequisites**

N/A

**Exclusions**

N/A

**Recommended Preparation**

N/A

**Breadth Requirements**

Thought, Belief and Behaviour

Social Science

**Total Instructional Hours** *(usually multiples of 12)*

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Practical</th>
<th>Tutorial</th>
<th>Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Available for CR/NCR status**

Yes (default)

**Competency Levels** *(none, slightly, notably or extensively)*

<table>
<thead>
<tr>
<th>Critical and Creative Thinking</th>
<th>Extensively</th>
<th>Quantitative Reasoning</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Notably</td>
<td>Social and Ethical Responsibility</td>
<td>Notably</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Slightly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Experiential Learning** *(none, notably or extensively)*

<table>
<thead>
<tr>
<th>Research</th>
<th>Other</th>
<th>Nature of “Other”</th>
<th>Experiential Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Other</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

**Proposal Questions – General**

**Rationale and Academic Relevance**

Goals for students in this course: 1) to develop, from an anthropological perspective, an understanding of why stories are important to people and how they affect human life; 2) to explore scholarly perspectives on, and debates about, speculative fiction and stories more generally; 3) to develop skills of critical thinking, reading, writing, and oral self-expression.

The course should awaken students’ interest to explore other undergraduate courses in Anthropology.
**Overlap of course content with current courses offered by other departments/programs**

Partial overlap with ENG102H and ENG237, but with a different focus

**Consultation Undertaken**

N/A for an ANT199.

**Resources Required**

None other than those existing in the library system.

<table>
<thead>
<tr>
<th>Resources - Budget</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic unit will provide these resources from existing budget.</td>
<td></td>
</tr>
</tbody>
</table>

**Proposal Questions - Undergraduate**

**Programs of study for which this course might be suitable**

Anthropology, English, Sociology, Religion, History

<table>
<thead>
<tr>
<th>Estimated Enrolment</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-30</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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1. E.g., “120H1” or “320Y1” or “295Y0” – include the three digit code, the weight (Y/H), and the number representing the campus (1 = St. George, 0 = Off-campus, for summer abroad/field offerings).

2. Use “Associated With” fields if your unit is outside Arts & Science; normally only “Associated With (Unit)” is used.

3. Full credit courses may have one breadth category (counting as 1.0 in that category) or two (counting 0.5 in two categories); half-credit courses may only have one breadth category.

4. All courses normally may be made credit/no-credit by students. Policy only allows exception for: “courses where an individual student works on independent study or individual research supervised by a professor; First Year Seminars (199s)/Research Opportunity Program (299s)/Research Excursions (399s); Foundational Year Program courses (College Ones, Munk One); Rotman Commerce (RSM) courses; field courses; courses evaluated on a Pass/Fail basis.” (2017-18 Calendar)

5. Indicates an experience that is unusual, unique, or distinctive; this includes community involvement, distinctive practicals or laboratories, field work, internships, international experience or exchange, ROP or REP courses, service learning, or studio. Leave blank for courses including laboratories, term papers, short trips, team projects or self-directed study.

6. If your course would affect other programs in terms of their program requirements, prerequisites/exclusions, it is essential to indicate such consultation has happened. Otherwise, indicate relevant internal or external consultation as needed (e.g., unit governance, student demand, success as topics course, etc.).
2 New Courses:

FAH195H1: On Foot: From Pilgrimage to the Mobile City

Contact Hours:
Seminar: 24

Description:
Walking is a basic human activity, yet it also defines and shapes us. In order to understand the permutations of this seemingly simple activity we will look at walking in a variety of contexts through the study of texts, art, movies and the built environment. Restricted to first-year students. Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

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

Rationale:
This first year seminar looks at visual and literary art, as well as architecture and urbanism from the Middle Ages through to contemporary installations. Students will read classic texts on walking (Thoreau) as well as travel accounts (Bruce Chatwin) and contemporary theory that examines this human condition and its experiences. In addition to classroom work, we will make trips to Toronto collections including the Bata Shoe Museum and the Trinity Square Labyrinth so students can see how mobility shapes our interaction with our environment.

Consultation:
Undergraduate Committee

Resources:
None beyond regular teaching staff
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:
### FAH205H1: Clay: A Material and Visual History

**Description:**

This course will reveal the deep history of clay, stretching back to the Palaeolithic period with the first clay figurines; through the Neolithic period with its extensive use of clay for the earliest permanent houses, the first inorganic containers, and many votive offerings in clay; all the way to the present day with the ceramic art of Pablo Picasso, Grayson Perry, and Ai Weiwei. Our approach will also be thoroughly global, ranging from the Maya of Mesoamerica to the Mingei of Japan. The course will involve hands-on elements too, particularly with the nearby Gardiner Museum of Ceramic Art.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

- FAH101H1/FAH102H1

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

**Rationale:**

As part of our curriculum renewal, this course brings a more thematic approach to our offerings that integrates diverse time and geographical focus. Attention to the materiality of art allows students to study the links between cultures. Museum visits and experience in 'making' offers students an aesthetic and experiential understanding.

**Consultation:**

Anthropology, Classics, NMC

**Resources:**

None beyond usual departmental resources

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
<table>
<thead>
<tr>
<th><strong>Art (FAS), Department of</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
</tr>
<tr>
<td>none</td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
</tr>
<tr>
<td>150</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
</tr>
<tr>
<td>Carl Knappett</td>
</tr>
</tbody>
</table>
2 New Courses:

**CIN215H1: Fantasy Film**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lecture:</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Practical:</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Tutorial:</strong></td>
<td>12</td>
</tr>
</tbody>
</table>

**Description:**

This course examines the development of the Fantasy imagination in cinema from the start of film production (i.e., George Melies) through the classical era (i.e., *Wizard of Oz*) to the contemporary proliferation of Fantasy cinema (i.e., *Lord of the Rings*, *Snow White and the Huntsman*). Course includes study of Asian, European, and South American Fantasy films.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

Creative and Cultural Representations (1)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

Fantasy fictions have been woven into the history of cinema since its beginnings and occasionally risen to prominence with single films like *The Wizard of Oz*. Today, the Fantasy genre has proliferated across a range of work, with epic adaptions of fantasy books, like Lord of the Rings, art-cinema films like Pan’s Labyrinth, and animation films like Princess Mononoke. This contemporary concentration of Fantasy makes the genre relevant and, because it has now engendered a significant critical and interpretive scholarship, a course on the genre can be conducted in a rigorous and challenging way.

**Consultation:**

We consulted with the Books & Media Studies Program Coordinator, Prof. Paolo Granata, and he agrees that Fantasy Film will be of interest and value to their students.

**Resources:**

One instructor, seven TAs.

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

**Overlap with Existing Courses:**
Cinema Studies Institute (FAS)

Programs of Study for Which This Course Might be Suitable:
Cinema Studies, Books & Media

Estimated Enrolment:
200

Instructor:
Bart Testa

CIN216H1: Crime Film Traditions

Contact Hours:
Lecture: 12 / Practical: 36 / Tutorial: 12

Description:

Originating in the mid-19th century from journalistic accounts and detective stories, crime fiction has emerged as one of the dominant popular genres in the 20th century across a variety of media and platforms, from true crime dime novels to radio dramas, from hard-boiled literature to prestige television series. Rejuvenated in the 21st century by the consolidation of gaming culture and the rise of podcasting, crime narratives have expanded to transmediality, stretching the boundaries between fiction and documentary practices. In this context, the culturally porous and generically elastic crime film had remained one of the most enduring cinematic expressions of sociopolitical anxieties related to class, gender, race, and ethnicity. This course examines a selection of crime film traditions across various geographical areas and historical periods, investigating the resilience of this form from the silent period to the present day.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
From the earliest narrative films, crime was understood to pay big at the movies. This was in part because they drew upon and contributed to globally popular forms of crime narratives in the illustrated press, literature, theatre, and song form. Drawing upon a rich critical and analytic literature, this course surveys the multi-media genre in a rigorous and challenging way. The course will develop students’ key competencies in film analysis and interpretation as well as critical thinking through lecture, tutorial, and written work, while filling an important content gap in the present curriculum.
<table>
<thead>
<tr>
<th><strong>Consultation:</strong></th>
<th>CSUS and Italian were consulted and supportive of the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources:</strong></td>
<td>One instructor, seven TAs.</td>
</tr>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Programs of Study for Which This Course Might be Suitable:</strong></td>
<td>Cinema Studies, CSUS, Italian</td>
</tr>
<tr>
<td><strong>Estimated Enrolment:</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>Instructor:</strong></td>
<td>Alberto Zambenedetti</td>
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1 Course Revision:

DTS199H1: Routes of Conversion

<table>
<thead>
<tr>
<th>Title:</th>
<th>Previous: Routes of Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>New: The Bible and Migration</td>
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</table>

<table>
<thead>
<tr>
<th>Abbreviated Title:</th>
<th>Previous: Routes of Conversion</th>
</tr>
</thead>
<tbody>
<tr>
<td>New: The Bible and Migration</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description:</th>
<th>Previous:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New:</td>
<td>Paths to conversion entail movement—whether on the land, between communities, or within a person. In this seminar, we will discuss conversion as a religious journey that may be chosen or coerced, gradual or dramatic. We will read texts of fiction and nonfiction both ancient and modern, and sacred and heretical, asking how stories of conversion reveal not only psychological transformation and religious difference but also wider dynamics of power as shaped by gender, racialization, and colonialism. Readings include biblical narrative, missionary accounts, novels, short stories and autobiographies from the Book of Ruth to The Autobiography of Malcolm X and Lila. Restricted to newly-admitted first-year students. Not eligible for CR / NCR option.</td>
</tr>
</tbody>
</table>

| New:                         | From the expulsion of Adam and Eve from Eden to the border-crossings in the book of Ruth and the journey of Joseph and Mary to Bethlehem, the Bible speaks powerfully and in many voices about the experience of displacement and migration. These stories continue to play a complex and important role in modern literature and contemporary debates about migration and migrants. Our course will explore biblical narratives and laws about sojourners, strangers, foreigners, refugees and migrants, follow the paths of these travelers into later religious and political discourse, and attend to the reverberations of these journeys in contemporary art, literature and political discourse. Restricted to newly-admitted first-year students. Not eligible for CR / NCR option. |

| Distribution Requirements:  | Previous: Humanities, Social Science | New:                                                      |

| Rationale:                  | This is a change to the topic proposed and approved earlier this year. |

| Consultation:               |                                                        |

| Resources:                  |                                                        |
3 Minor Program Modifications:

**Drama Major**

**Enrolment Requirements:**

Enrolment in the Major program is limited and selection is normally made after a personal interview, audition and/or portfolio submission. Students will be admitted to the Major only after they have been admitted to either DRM200Y1, DRM228H1, or DRM254Y1/DRM254H1.

**Completion Requirements:**

8 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/(UNI102H1, UNI106H1)/UNI102Y1
2. DRM220Y1/DRM230Y1
3. From Group A: 2.0 FCE
4. From Group B: 2.0 FCE (entry points: DRM200Y1/DRM202H1/DRM228H1/DRM254Y1/DRM254H1)
5. From Group A, B, C or other DRM: 2.0 FCE to make up the total of 8 full-course equivalents

Note: Students taking Group B Studio courses must take an academic co-requisite from Foundations or a course from Group A. Students who have completed 4.0 FCE can take a maximum of 3 FCE from Group B per year. Students with fewer are only eligible to take 1 FCE from Group B in their first year.

**Description of Proposed Changes:**

**Rationale:**

**Impact:**

**Consultation:**

**Resource Implications:**

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**Drama Minor**

**Completion Requirements:**

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

1. DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1
2. DRM220Y1/DRM230Y1
3. From Group A: 1.0 FCE
4. From Groups A, B, C or other DRM (when eligible): 1.0 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:

Rationale:

Impact:

Consultation:

Resource Implications:

Drama Specialist

Enrolment Requirements:

Enrolment in the Specialist and Major programs is limited and selection is normally made after a personal interview, audition and/or portfolio submission. Students will be admitted to the Major only after they have been admitted to either DRM200Y1, DRM202H1, DRM228H1 or DRM254Y1/DRM254H1, and to the Specialist only after completing 8.0 full-course equivalents.

Completion Requirements:

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

1. DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1
2. DRM220Y1/DRM230Y1
3. From Group A: 3.0 FCE
4. From Group B: 2.0 FCE (entry points: DRM200Y1/DRM202H1/DRM228H1/DRM254Y1/DRM254H1)
5. From Group A, B, C or other DRM: 5.0 FCE to make up the total of 12 full-course equivalents

Note: Students taking Group B Studio courses must take an academic co-requisite from Foundations or a course from Group A. Students who have completed 4.0 FCE can take a maximum of 3 FCE from Group B per year. Students with fewer are only eligible to take 1 FCE from Group B in their first year.

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:
26 Course Modifications:

DRM200Y1: Performance I

Description:

Emphasis is initially placed on ensemble, non-verbal, and improvisational work. Students proceed to the application of their acquired skills to scripted material. Students may apply in their first or second year of University. The Application Form Deadline is March 10th for the first round of auditions; August 10th for the second round. See Audition Guidelines for information on how to apply.

Prerequisites:

An audition in April or in August. Newly admitted students can apply for an audition before beginning their first year directly out of studies.

Corequisites:

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

Rationale:

Consultation:

Resources:

DRM202H1: Directing I

Description:

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. See the Guidelines for information on how to apply.

Prerequisites:

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 directly out of studies.

Corequisites:

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

Rationale:

Consultation:

Resources:

DRM220Y1: Comparative Theatre Histories

Impact on Programs:

This proposal triggers modifications in the unit's program(s)
## 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. See the [Guidelines](#) for information on how to apply.

**Prerequisites:**
A portfolio of writing samples due on March 10th or August 10th. Newly admitted students can submit their portfolio directly out of writing samples before beginning their first year of studies. High school.

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

**Resources:**

## DRM230Y1: Concepts of Twentieth-Century Theatre

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

**Rationale:**

**Consultation:**

**Resources:**

## DRM300Y1: Performance I

**Prerequisites:**
Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; Minimum CGPA of 2.7 and permission of the Centre. Drama Centre. See online application for more details.

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

### Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

### Consultation:

### Resources:

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#### DRM301H1: Concepts of Voice and Movement

**Description:**

An experiential studio course that introduces and develops physical skills in contemporary theatre practice with particular attention on the relationship between voice and movement via the voice, breath, body, movement, emotion, character, text and personal imagery. See [website](#) for more details.

**Prerequisites:**

DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1 and 1 FCE from Group B

### Rationale:

Consultation:

### Resources:

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#### DRM302H1: Directing II

**Description:**

A continuation of DRM202H1, concentrating on major concepts and artistic practices in directing. The course focuses on different styles, ideas, and goals of theatre directors in their relations to actors, audiences, and broad cultural and political contexts. A major component will be the practical application of basic directing techniques. See [Guidelines](#) for information on how to apply and the deadline to apply.

**Prerequisites:**

Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM202H1; Minimum CGPA of 2.7 and permission of the Centre. Centre. See online application for details.

### Rationale:

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

### Consultation:

### Resources:

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#### DRM311H1: Movement for the Actor II

**Description:**


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.

### Prerequisites:
- DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1

### Rationale:

### Consultation:

### Resources:

**DRM328H1: Playwriting II**

**Description:**

A continuation of DRM228H1, concentrating on the in-depth knowledge and practice of playwriting with an emphasis on style and technique of writing for the stage. Students develop their own work through written assignments, in-class exercises, and the final public presentation. See [Portfolio Guidelines](#) for information on how to apply and the deadline to apply.

### Prerequisites:
- Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM228H1;
- Minimum CGPA of 2.7 and permission of the Centre. [Centre](#).

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

### Recommended Preparation:
- Previous: DRM220Y1/DRM230Y1

### Rationale:

### Consultation:

### Resources:

**DRM331H1: Dramaturgy**

### Prerequisites:
- DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1

### Rationale:

### Consultation:

### Resources:
Resources:

DRM375H1: Special Topics in Studio Practice

Description:

An in-depth examination of selected performance disciplines, styles, and genres within their historical and critical context. Content may vary depending on instructor. Please consult the Undergraduate Drama office or check Studio Topics on our website for more details.

Prerequisites:

Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; or permission of the Centre. 2.7. See online application for details.

Rationale:

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM375Y1: Special Topics in Studio Practice

Description:

An in-depth examination of selected performance disciplines, styles, and genres within their historical and critical context. Content may vary depending on instructor. Please consult the Undergraduate Drama office or check Studio Topics on our website for more details.

Prerequisites:

Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; or permission of the Centre. 2.7. See online application for details.

Rationale:

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM376H1: Special Topics in Studio Practice

Description:
An in-depth examination of selected performance disciplines, styles, and genres within their historical and critical context. Content may vary depending on instructor. Please consult the Undergraduate Drama office or check Studio Topics on our website for more details.

Prerequisites:
Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; or permission Minimum CGPA of the Centre. 2.7. See online application for details.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM377H1: Special Topics in Studio Practice

Description:

An in-depth examination of selected performance disciplines, styles, and genres within their historical and critical context. Content may vary depending on instructor. Please consult the Undergraduate Drama office or check Studio Topics on our website for more details.

Prerequisites:
Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; or permission Minimum CGPA of the Centre. 2.7. See online application for details.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM378H1: Special Topics in Studio Practice

Description:

An in-depth examination of selected performance disciplines, styles, and genres within their historical and critical context. Content may vary depending on instructor. Please consult the Undergraduate Drama office or check Studio Topics on our website for more details.

Prerequisites:
Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM200Y1; or permission Minimum CGPA of the Centre. 2.7. See online application for details.
Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM390Y1: Independent Studies in Drama, Theatre and Performance Studies

Prerequisites:
Minimum 70% in CGPA 2.7; DRM220Y1/DRM230Y1; 10 FCE; Specialist or Major in Drama; A written proposal; Independent study form signed by both student and faculty instructor to be submitted for approval to the Associate Director(undergraduate) before registration: August 1st for September start date; November 1st for January start date.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM391H1: Independent Studies in Drama, Theatre and Performance Studies

Prerequisites:
Minimum 70% in CGPA 2.7; DRM220Y1/DRM230Y1; 10 FCE; Specialist or Major in Drama; A written proposal; Independent study form signed by both student and faculty instructor to be submitted for approval to the Associate Director(undergraduate) before registration: August 1st for September start date; November 1st for January start date.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM401H1: Advanced Concepts in Voice

Description:
Advanced voice training to refine the skills and concepts developed thus far in DRM200Y1 and DRM300Y1, focusing on performance. Techniques of articulation, speech, and rhetoric are studied. Taken in conjunction with DRM403Y1: Advanced Performance: Mainstage and DRM411H1: Advanced Concepts in Movement.

Prerequisites:
Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; acceptance into DRM403Y1 or permission of the Centre

Corequisites:
DRM403Y1 and DRM411H1; or permission of the Centre

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

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

---

**DRM402H1: Advanced Directing**

**Description:**

An exploration of advanced directing for the theatre. The class is centered on student directed productions, which are publically presented at the end of term. Emphasis is placed on the development of strong central concepts and realizing the production with imagination, collaboration and creativity. **Priority is reserved for Drama Majors and Specialists. Please consult the CDTPS The Application Guidelines Deadline for specific procedures and deadlines is March 10th.**

**Prerequisites:**

Specialist or Major in Drama; Minimum 70% in required courses: Drama with a minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM302H1; DRM331H1; a written proposal and an interview in April.

**Recommended Preparation:**

DRM300Y1 or DRM328H1 or DRM354Y1/DRM354H1

**Rationale:**

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

---

**DRM411H1: Advanced Concepts in Movement**

**Description:**

Advanced movement training to refine the skills and concepts developed thus far in DRM200Y1 and DRM300Y1, focusing on performance. Techniques of personal physical awareness, movement as a tool for discovery in acting processes, movement as communication in performance, ensemble work, and movement generation are studied. **Taken in conjunction with DRM403Y1: Advanced Performance: Mainstage and DRM401H1: Advanced Concepts in Voice.**

**Prerequisites:**

Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; acceptance into DRM403Y1 or permission of the Centre

**Corequisites:**

DRM403Y1 and DRM401H1 or permission of the Centre

**Rationale:**

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

---
Drama, Theatre and Performance Studies (FAS), Centre for

DRM428H1: Advanced Playwriting

Prerequisites:
Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1, DRM328H1 and a portfolio of writing samples due in November.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM485H1: Senior Seminar in Drama, Theatre and Performance Studies

Prerequisites:
DRM220Y1/DRM230Y1; 14 FCE; Specialist or Major in Drama; 14 FCE; Minimum 70% in required courses: DRM220Y1/DRM230Y1; Drama and/or permission of the Centre. instructor.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

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

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

Prerequisites:
Previous: Minimum CGPA of 2.7; DRM220Y1 / DRM230Y1; 14 FCE, Specialist or Major in Drama and a research project proposal.
New: Specialist or Major in Drama; 14 FCE; Minimum 70% in required courses: DRM220Y1 / DRM230Y1; and permission of the Centre.

Rationale:
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:

DRM490Y1: Independent Studies in Drama, Theatre and Performance Studies

Prerequisites:
CGPA 2.7; DRM220Y1/DRM230Y1; 14 FCE; Specialist or Major in Drama; Minimum 70% in DRM220Y1/ DRM230Y1; A written proposal; Independent study form signed by both student and faculty instructor to be submitted for approval to the Associate Director(undergraduate)before registration:August 1st for September start date; November 1st for January start date.

Rationale:

Consultation:

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

for January start date.

<table>
<thead>
<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.</td>
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<th>Consultation:</th>
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<td>Resources:</td>
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<table>
<thead>
<tr>
<th>DRM491H1: Independent Studies in Drama, Theatre and Performance Studies</th>
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<tbody>
<tr>
<td><strong>Prerequisites:</strong></td>
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<tr>
<td>CGPA 2.7; DRM220Y1/DRM230Y1; 14 FCE; Specialist or Major in Drama; Minimum 70% in DRM220Y1/DRM230Y1; A written proposal; Independent study form signed by both student and faculty instructor to be submitted for approval to the Associate Director(undergraduate)before registration: August 1st for September start date; November 1st for January start date.</td>
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<th>Consultation:</th>
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<td>Resources:</td>
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</table>
12 Course Revisions:

**DRM254H1: Design and Production I**

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

Rationale:

Consultation:

Resources:

**DRM254Y1: Design and Production I**

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

Rationale:

Consultation:

Resources:

**DRM354H1: Design II**

Description:

An intermediate-level investigation of various aspects of theatrical performance design, with a focus on scenic and costume design, though also considering the impact of projections and lighting. Using skills developed through practical study in the Design Studio, the students form the core of the design team for Drama productions.

Applications are required in order to enroll in this course. Please consult the [CDTPS Application Guidelines](#) for specific procedures and deadlines.

Prerequisites:

Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM254H1/DRM254Y1; and Minimum CGPA of 2.7 or permission of the Centre. Drama Centre.

Rationale:

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

Consultation:

Resources:
# DRM354Y1: Design II

**Description:**

An intermediate-level investigation of various aspects of theatrical performance design, with a focus on scenic and costume design. Using skills developed through practical study in the Design Studio, the students form the core of the design team for Drama productions. Applications are required in order to enroll in this course. Please consult the [CDTPS Application Guidelines](#) for specific procedures and deadlines.

**Prerequisites:**

- Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM254H1/DRM254Y1; and Minimum CGPA of 2.7 or permission of the Centre. Drama Centre.

**Rationale:**

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

## DRM355Y1: Production II

**Description:**

An intermediate-level investigation of various aspects of theatrical production, including stage management, lighting, sound and video, with some exploration of how these elements relate to theatrical design concepts. Using skills developed through practical study in the Helen Gardiner Phelan Playhouse, the students form the core of the production team for Drama productions.

Applications are required in order to enroll in this course. Please consult the [CDTPS Application Guidelines](#) for specific procedures and deadlines.

**Prerequisites:**

- Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; DRM254H1/DRM254Y1; Minimum CGPA of 2.7 or permission of the Drama Centre.

**Rationale:**

Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

## DRM368H1: Devised Theatre

**Prerequisites:**

- Minimum 70% in required courses: DRM100Y1/DRM101Y1/(UNI102H1, UNI106H1)/UNI102Y1; Minimum CGPA of 2.7; DRM200Y1 or permission of the Drama Centre.
DRM400H1: Advanced Performance

**Prerequisites:**
Specialist or Major in Drama; Minimum 70% in required courses: Drama with a minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; and permission of the Centre.

**Rationale:**
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

---

DRM400Y1: Advanced Performance

**Prerequisites:**
Specialist or Major in Drama; Minimum 70% in required courses: with a minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; and permission of the Centre.

**Rationale:**
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

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DRM403Y1: Mainstage Performance

**Prerequisites:**
Specialist or Major in Drama; Minimum 70% in required courses: Drama with a minimum CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; 0.5 FCE from DRM368H1/DRM375H1/DRM376H1/DRM377H1/DRM378H1; and permission of the Centre. An audition in April.

**Rationale:**
Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.

**Consultation:**

**Resources:**

---

DRM413H1: Advanced Voice and Movement

**Prerequisites:**
Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; acceptance into
Drama, Theatre and Performance Studies (FAS), Centre for

<table>
<thead>
<tr>
<th>DRM403Y1 or permission of the Centre</th>
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<tbody>
<tr>
<td><strong>Rationale:</strong></td>
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<tr>
<td>Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.</td>
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<tr>
<td><strong>Consultation:</strong></td>
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<td><strong>Resources:</strong></td>
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## DRM454H1: Advanced Design

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<tr>
<th><strong>Prerequisites:</strong></th>
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<tbody>
<tr>
<td>Minimum 70% in required courses: <strong>CGPA of 2.7</strong>; DRM220Y1/DRM230Y1; DRM354H1/DRM354Y1</td>
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<tr>
<td><strong>Rationale:</strong></td>
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<tr>
<td>Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.</td>
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<td><strong>Consultation:</strong></td>
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<td><strong>Resources:</strong></td>
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## DRM454Y1: Advanced Design and Production

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<tr>
<th><strong>Prerequisites:</strong></th>
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<tr>
<td>Minimum 70% in required courses: <strong>CGPA of 2.7</strong>; DRM220Y1/DRM230Y1; DRM354H1/DRM354Y1/DRM355Y1; and permission of the Drama Centre</td>
</tr>
<tr>
<td><strong>Rationale:</strong></td>
</tr>
<tr>
<td>Updating the prerequisites so that we’re focusing on students’ performance in relevant courses as opposed to their overall CGPA.</td>
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<td><strong>Consultation:</strong></td>
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<td><strong>Resources:</strong></td>
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</table>
1 New Course:

**HIS195H1: Drunk History**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td>Description:</td>
</tr>
<tr>
<td>Histories of wine or beer or vodka often focus either on the production of these alcoholic beverages and their role in national economies, or the ways that drinking is part of celebrations. But drunkenness enters the historical record in other ways, too—not just as a social lubricant but as a social ill, one associated with intimate violence or violence to the self and with mass protest. From worries about the Gin Craze to the rise of temperance movements and eventually the passing of Prohibition, from tax policies to policing, this class will consider the many ways that drunkenness has been accepted, denounced, and legislated about in societies around the world. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.</td>
</tr>
</tbody>
</table>

| Prerequisites: |

| Corequisites: |

| Exclusions: |

| 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: |
| First Year Seminar offering |

| Consultation: |
| Consultation within department |

| Resources: |

| Overlap with Existing Courses: |

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

| Estimated Enrolment: |
| 27 |
History (FAS), Department of

Instructor:
Alison Smith

3 Course Modifications:

**HIS423H1: Social History of Medicine in the 19th & 20th Centuries**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>Previous: A minimum of one course in HIS/PSY/SOC</td>
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<tr>
<td>New:</td>
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<thead>
<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>Rationale from instructor: The course requires no prerequisites and students of many different backgrounds perform well in it.</td>
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<th>Consultation:</th>
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<tr>
<th>Resources:</th>
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**HIS436H1: Stalinist Terror**

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<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>A- or higher in HIS250Y1 or B+ or higher in HIS351Y1</td>
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<table>
<thead>
<tr>
<th>Rationale:</th>
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</thead>
<tbody>
<tr>
<td>Rationale from instructor: The reason why I would like to add these prerequisites is so that I have a mechanism for choosing which students get into the class. I would like to allow students with higher grades to have priority in joining the class. That allows me another selection method when I have more students wanting to get into the class than space permits. I have done the same regularly with my Everyday Stalinism class and would hope that I am able to regulate my selections in this way with HIS436 as well.</td>
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<th>Resources:</th>
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**HIS489H1: The History of Psychiatry and Psychiatric Illness**

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<tr>
<th>Prerequisites:</th>
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<tr>
<td>Previous: a minimum of one course in HIS/PSY/SOC</td>
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<td>New:</td>
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<tr>
<th>Resources:</th>
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</table>
1 Course Revision:

HIS197H1: Medieval Medicine

Title:

Previous: Medieval Medicine
New: Microhistory, Global History, and Historical Narrative

Abbreviated Title:

Previous: Medieval Medicine
New: Micro and Global History

Description:

Previous:

This course focuses on the theories and practices of medicine in Europe, c.500-1500, by examining surviving evidence from the period, including (in translation) pharmaceutical recipes, diagnostic guides, doctor’s records, commentaries, treatises on anatomy, surgery and gynecology, laws and regulations for physicians, university lectures, disputes in court records, satirical writings against physicians, as well as visual evidence of artifacts, surgical instruments, manuscript illumination/diagrams and archaeological remains. Proceeding chronologically, the course engages with such topics as: the heritage of ancient writings (Hippocrates, Galen) for early medieval medicine, the impact of Christianity on medical thought, traditions of simple and compound drugs, physicians of barbarian kings, monastic medicine, Anglo-Saxon charms and recipes, clerical attitudes to medicine, the school of Salerno, the impact of Arabic authors and traditions, the rise of universities, scholastic medical texts, crusader hospitals, challenges to ancient authority from anatomy and chemistry, advances in surgery, the regulation of medical practitioners and pharmacists, responses to the Black Death, “Books of secrets” and other developments in the late middle ages and Renaissance. Restricted to newly-admitted first-year students. Not eligible for CR/NCR option.

New:

How do historians make arguments and tell stories? How does the scale of their gaze affect their narrative strategies? In this course, we will consider a number of topics and themes related to these questions: the difference between microhistory and biography (or microhistory and regional history); the relationship of microhistory to global history; the role of the historian in these kinds of history; and the ways that microhistory and global history both pose particular problems of narrative. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.

Rationale:

Required FYS; this is a change to the topic that was proposed earlier in the year.

Consultation:

Resources:
1 New Course:

**INI308H1: Selected Topics in Writing and Rhetoric**

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

**Description:**
Courses on selected topics in Writing and Rhetoric.

**Prerequisites:**
4.0 FCEs

**Corequisites:**

**Exclusions:**

**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:** none;
- **Social and Ethical Responsibility:** notably

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

**Rationale:**
We would like to offer occasional courses on Writing and Rhetoric, but lack a course shell at the 300-level. Currently the only shell courses are at the 400 level. A flexible shell course for non-permanent offerings at the 300-level would be very helpful for our program.

**Consultation:**

**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:**
As a shell course with rotating topics, it will depend on the topic.

**Estimated Enrolment:**
40
Innis College

Instructor:
TBA
1 New Course:

**LAS411Y1: Independent Study**

**Contact Hours:**

**Description:**

This course provides an opportunity for students to do academic research related to Latin American issues under the supervision of a faculty member. The intent is that the student, aided and advised by the supervisor, will read relevant literature, and plan, execute, analyze and report on an original and independent investigation of an appropriate topic. For application forms, please visit the "Resources" section of the programme's website. Not eligible for CR/NCR option.

**Prerequisites:**

LAS200Y/(LAS200H1, LAS201H1) and LAS300H1/LAS301H1/LAS302H1

**Corequisites:**

None

**Exclusions:**

LAS410H1

**Recommended Preparation:**

None

**Breadth Requirements:**

None

**Distribution Requirements:**

Humanities, Social Science

**Competencies:**

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

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

**Experiential Learning:**

*Research:* extensively; *Other:* none

**Rationale:**

The University is now offering students in our program the opportunity to conduct summer research at the Pontificia Universidad Catolica in Chile, and anticipates establishing similar research programs in other Latin American countries in the upcoming years. Because of the way these agreements are currently being structured, students need to register in an Independent Studies course and we currently only offer a half-credit. As these programs are research intensive, with the expectation that students engage full-time in their projects during the 8-week period, we consider that the work is equivalent to a full credit course. Students in our Major are required to complete a fourth-year level half credit, and these summer research programs will give them an opportunity to do field work engaging the regions.

**Consultation:**

**Resources:**

None

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

**Overlap with Existing Courses:**

None
### Proposals Pertaining to Freestanding Programs

<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Latin American Studies</td>
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<tr>
<th>Estimated Enrolment:</th>
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<tr>
<td>Up to 5 students in an academic year.</td>
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<th>Instructor:</th>
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<td>N/A</td>
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</table>
1 Minor Program Modification:

Islamic Studies Major

Completion Requirements:

(6.5 full courses or their equivalent)

1. RLG100Y1/RLG280Y1 A full year (1.0 FCE) of introductory courses in the first or second year (1.0 credit); to be selected from RLG100Y1/RLG280Y1 or RLG101H1F and RLG101H1S.
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) or NMC283Y1. If taking RLG204H1 an additional RLG half-course is required.
4. One half-course from RLG209H1/RLG211H1/RLG212H1/RLG213H1 (0.5 credit).
5. Any other 1.0 FCE from 200-level RLG courses:
6. Seven Four half-courses from the following list (four half-courses three courses must be at the 300+ level): HIS201H5 HIS300H15, HIS301H1, HIS204H1, HIS336H1, HIS386H1, HIS296H5, HIS297HS, HIS495HS, NMC103H1, NMC273Y1, NMC275H1; NMC283Y1, NMC285H1, NMC286H1, NMC348Y1, NMC355H1, NMC365H1, NMC374H1, NMC376H1, NMC377Y1, NMC381H1, NMC385H1; NMC387H1, NMC388H1, NMC389H1, NMC393H1; NMC394H1, NMC396Y1; NMC471; NMC475; NMC481H1, NMC471H1 PHL336H, NMC475H1; PHL336H1; RLG312H1 RLG250H1, RLG350H1, RLG351H1, RLG352H1, RLG355H1, RLG356H1; RLG456H1, RLG457H1, RLG458H1; FAH265H1; RLG458H1, RLG459H1, FAH326H1 (3.5 credits) RLG461H1.
7. RLG404H1 or RLG405H1 or RLG406H1, 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:

Rationale:

The program was streamlined to assist students to effectively complete it in a timely manner.

Impact:

Consultation:

Resource Implications:

3 New Courses:

RLG197H1: Enchantment, Disenchantment, Re-Enchantment

Contact Hours:

Lecture: 24

Description:

Modernity is associated with disenchantment, secularisation and progress, and has traditionally been understood as the successor to the enchanted, spiritual, and transcendent worldviews of antiquity and the middle ages. Re-enchantment, a term increasingly encountered in popular and academic contexts alike, demonstrates nostalgia for an enchanted past, a discomfort with the modern narrative, and a desire to recover wonder. This course will examine the history of
enchantment through a series of readings taken from literature, philosophy, theology, ranging from Plato to contemporary magical realism. Restricted to newly admitted 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: none
Quantitative Reasoning: none; Social and Ethical Responsibility: none

Experiential Learning:
Research: none; Other: none

Rationale:
This course was part of FAS First Year Seminars now under RLG designator

Consultation:
Previously approved as First Year Seminar course

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:
Open to all programs

Estimated Enrolment:
25

Instructor:
Alexander Hampton

RLG214H1: Mythologies and Religion

Contact Hours:
Lecture: 24

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

Myths and legends are narrative means for humans to make sense of their environment, the organization of their societies, and their social practices. This course introduces the principal myths and mythological figures of a selection of mythic systems (Near Eastern, Celtic, Nordic, Slavic and Indigenous North American) as way of modelling the world. Such topics as creation, chaos and order, love and death, coming of age, the monstrous, and explanations of evil and misfortune, and the survival and the transformation of mythic and fokloric elements.

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

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

**Rationale:**
The DSR has up to now offered courses in individual religious traditions, typically beginning with classical and canonical writings. A course on mythologies is designed to approach the ‘stuff’ of religious traditions by beginning with folkloric accounts and practices and the ways in which these offer unsystematic and noncanonical accounts of some of the same phenomena that more highly developed and organized religious systems try to address.

**Consultation:**
The proposal has been reviewed and approved by the department’s curriculum committee. Since the course does not conflict with other courses (known to us), no further consultation was undertaken.

**Resources:**
None

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

**Overlap with Existing Courses:**
None. Classical mythologies (excluded or minimized in this course) are already covered by CLA 205.

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

**Estimated Enrolment:**
50

**Instructor:**
K. White (new hire)
**RLG397H1: Religion, Space and Diaspora**

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

**Description:**  
This course explores the transformation of religion, space and practices in diasporic settings. How is space adapted to the sensibilities of diasporic subjects, and how are the ritual practices that take place in those spaces transformed? The course examines historical and contemporary examples of the impact of diasporas, exile, and immigration on spatial practices in synagogues, churches, mosques, and temples, and ritual transformations in diaspora.

**Prerequisites:**  
Completion of 4.0 credits

**Corequisites:**  
None

**Exclusions:**  
None

**Recommended Preparation:**  
RLG100Y1; RLG200H1

**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:* slightly

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

**Rationale:**  
The study of religion has shifted recently from an almost exclusive focus on ideas and beliefs to approaches that examine material practices, which include spatial practices, rituals, and material objects. This course uses the study of spatial practices and rituals as a focus for a comparative analysis of how religion is ‘done’ in homeland settings, and how it is transformed in diasporic settings.  
In addition, the course has been offered under a special-topics rubric both in the DSR and at Trinity College, so the plan is to normalize it with its own, permanent designator.  
Finally, the topic serves not only to complement DSR offerings in material culture and urban space, but also, because of the different ways it might be developed, to provide opportunities for its graduate students to gain teaching experience.

**Consultation:**  
The proposal was reviewed and approved by the department’s undergraduate curriculum committee.  
Trinity College, CDTS, and CJS all expressed interest in the continuation of the course, which will thus count towards these units’ programs as well as the DSR’s.

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

**Overlap with Existing Courses:**  
None
Religion (FAS), Department for the Study of

<table>
<thead>
<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<td>CJS; CTDS; Architecture</td>
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<th>Estimated Enrolment:</th>
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**4 Course Modifications:**

**RLG306H1: Anthropology of Christianity**

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<td><strong>Previous:</strong> RLG100Y1 / ANT204H1</td>
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<td><strong>New:</strong> Completion of 4.0 credits.</td>
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**RLG344H1: Antisemitism**

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<tr>
<td><strong>Previous:</strong> A 200-level course in Judaism or Christianity or Western history; see note above for general prerequisites</td>
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<tr>
<td><strong>New:</strong> Completion of 4.0 credits</td>
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**RLG345H1: Social Ecology and Judaism**

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<td><strong>Previous:</strong> RLG100Y1 / RLG228H1/RLG280Y1/one course in Jewish Studies</td>
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<td><strong>New:</strong> Completion of 4.0 credits</td>
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**RLG352H1: Post-Colonial Islam**

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<th>Prerequisites:</th>
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<td><strong>Previous:</strong> NMC283Y1 / RLG204Y1/NMC278H1; see note above for general Prerequisites</td>
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Religion (FAS), Department for the Study of

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<td><strong>Resources:</strong></td>
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1 New Course:

SDS279H1: Queer Popular Culture

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

Contact Hours:
Lecture: 24

Description:
This introductory course examines the critical relationship between popular culture and queer sexualities in historical and contemporary contexts. The course will draw upon literature from performance studies, media studies, and queer of colour cultural productions. Students will engage with a range of queer public cultures and arts, including drag performance, queer musics, social media networks, and popular media.

Prerequisites:

Corequisites:

Exclusions:
SDS379H1, UNI379H1

Recommended Preparation:
Introductory course in Sexual Diversity Studies, Women and Gender Studies, or Equity Studies

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:
Based on internal and external reviews that SDS has undergone and received approval for major program modifications, the course level for this course is adjusted reflecting those changes. We want to lower the course level and remove prerequisites in order to attract a wide range of students who might be interested in the program.

Consultation:
N/A

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

Overlap with Existing Courses:
N/A (this is an existing course)

Programs of Study for Which This Course Might be Suitable:
1 Retired Course:

SDS379H1: Queer Popular Culture

Rationale:
SDS379H1 will be reintroduced as a 200-level course (SDS279H1) without prerequisites as a course that students who may be unfamiliar with SDS can take to get a sense of one aspect of the program. The course is intended to be a gateway course into the SDS SPE/MAJ/MIN as well as a course that may appeal as a breadth or distribution requirement for students outside of the SDS programs.
3 Program Revisions:

Sexual Diversity Studies Major

Description:
Previous:
The Sexual Diversity Studies Program allows students to focus on questions of sexual identity, difference, and dissidence across disciplinary lines and cultural frameworks. By examining sexual diversity across time and place, students will learn about the ways different cultures have separated the sexual from the nonsexual, the normal from the abnormal, and what the regulation of sexuality can tell us about how power operates along the lines of gender and race, for example. Students will gain an understanding of how and why certain sexual practices have come under scrutiny, and the significance of the various labels and identities that we have attached to them.

New:
The Sexual Diversity Studies program (Specialist, Major, Minor) enables students to explore, analyze, and challenge the ways in which sexuality shapes people’s lives in both local and global contexts. The program provides vibrant interdisciplinary scholarship and academic learning on the historical and contemporary formations of sexual practices at the intersections of race, class, gender, disability, and citizenship status, among other social relations and processes. Our courses are designed to foster critical conversations of queer and normative sexualities; the formation of sexual, racial, and gender, and gender-non-conforming personhood; and the role of sexuality in culture and politics both in North America and transnationally.

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, NEW240Y1, or HIS222H1. 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, SDS375H1, SDS378H1, SDS390H1, JPS315H1, JPS315H1, SDS425H1
   - Formations & Practices
     SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1
   - Media & Aesthetics
     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. ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, CIN213H1, CIN330Y1, CRI380H1, CRI387H1, ENG235H1, ENG254Y1, ENG273Y1, ENG355H1, ENG364H1, ENG365H1, ENG382Y1, ENG384Y1, FRE304H1, GGR327H1, GGR363H1, GGR456H1, HIS202H1, HIS222H1, HIS348H1, HIS363H1, HIS383H1, JAL355H1, JNH350H1, JNS450H1, JPR364H1, JPS315H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW341H1, NEW344H1, NEW349H1, NEW449H1, PHL243H1, PHL271H1, PHL367H1, POL482H1, PSY323H1, RLG236H1, RLG313H1, SDS255H1, SDS256H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS390H1, SDS455H1, SDS456Y1, SDS457H1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS477H1, SDS478H1, SDS485H1, SDS490Y1, SOC214Y1, SOC309Y1, SOC365H1, SOC367H1, SOC410H1, VIC343Y1, VIC352Y1, WGS160Y, WGS350H1, WGS365H1, WGS367H1, WGS368H1, WGS369H1, WGS374H1.

Other courses, such as Special Topics courses in other Departments or Programs, may be approved by the 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:
SDS is primarily updating course codes that have been changed during this year’s curriculum governance process. We are also updating our electives group to reflect where course codes have been changed, and are adding GGR456H1 to the electives list since it connects with the mandate of the SDS program.

Rationale:
A joint SDS-POL course was approved as a permanent offering JPS378H1, and SDS379H1 will be reintroduced as a 200-level course (SDS279H1) without prerequisites as a course that students who may be unfamiliar with SDS can take to get a sense of one aspect of the program. The course is intended to be a gateway course into the SDS SPE/MAJ/MIN as well as a course that may appeal as a breadth or distribution requirement for students outside of the SDS programs.

Impact:

Consultation:

Resource Implications:

Sexual Diversity Studies Minor

Description:
Previous:
The Sexual Diversity Studies Program allows students to focus on questions of sexual identity, difference, and dissidence across disciplinary lines and cultural frameworks. By examining sexual diversity across time and place, students will learn about the ways different cultures have separated the sexual from the nonsexual, the normal from the abnormal, and what the regulation of sexuality can tell us about how power operates along the lines of gender and race, for example. Students will gain an understanding of how and why certain sexual practices have come under scrutiny, and the significance of the various labels and identities that we have attached to them.

New:
The Sexual Diversity Studies program (Specialist, Major, Minor) enables students to explore, analyze, and challenge the ways in which sexuality shapes people’s lives in both local and global contexts. The program provides vibrant interdisciplinary scholarship and academic learning on the historical and contemporary formations of sexual practices at...
Sexual Diversity Studies (FAS), Mark S Bonham Centre for the intersections of race, class, gender, disability, and citizenship status, among other social relations and processes. Our courses are designed to foster critical conversations of queer and normative sexualities; the formation of sexual, racial, and gender, and gender-non-conforming personhood; and the role of sexuality in culture and politics both in North America and transnationally.

**Completion Requirements:**

(4 full courses or their equivalent.)

1. One course from: WGS160Y1, NEW240Y1, or HIS222H1. Students may substitute with another introductory course that emphasizes intersectionality of sexuality, 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 SDS375H1F, SDS378H1, SDS390H1, JPS315H1 JPS345H1, SDS425H1
- **Formations & Practices**
  - SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
- **Media & Aesthetics**
  - ENG273Y1, JSU325H1; SDS346H1; SDS279H1/SDS379H1, SDS470H1, SDS478H1

3. Other Electives (1.5-2.0 FCE): Remaining credits selected from the SDS Electives Group

   ANT343H1, ANT366H1, ANT441H1, ANT456H1, ANT462H1, CIN213H1, CIN330Y1, CRI380H1, CRI387H1, Eng235H1, Eng254Y1, Eng273Y1, Eng355H1, Eng364H1, Eng365H1, Eng382Y1, Eng384Y1, FRE304H1, GGR327H1, GGR363H1, GGR456H1, HIS202H1, HIS222H1, HIS348H1, HIS363H1, HIS383H1, JAL355H1, JNH350H1, JNS450H1, JPR364H1, JPS315H1, JSU237H1, JSU325H1, NEW240Y1, NEW241H1, NEW341H1, NEW344H1, NEW449H1, PHL243H1, PHL271H1, POL367H1, POL482H1, PSY323H1, RLG235H1, RLG236H1, RLG313H1, SDS255H1, SDS256H1, SDS345H1, SDS346H1, SDS354H1, SDS355H1, SDS365H1, SDS375H1, SDS376H1, SDS377H1, SDS378H1, SDS379H1, SDS380H1, SDS381H1, SDS382H1, SDS390H1, SDS455H1, SDS456Y1, SDS457H1, SDS458H1, SDS459Y1, SDS460Y1, SDS470H1, SDS477H1, SDS478H1, SDS485H1, SDS490Y1, SOC214Y1, SOC309Y1, SOC365H1, SOC367H1, SOC410H1, VIC343Y1, VIC352Y1, WGS160Y, WGS350H1, WGS365H1, WGS367H1, WGS368H1, WGS369H1, WGS374H1.

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

**Description of Proposed Changes:**

SDS is primarily updating course codes that have been changed during this year’s curriculum governance process. We are also updating our electives group to reflect where course codes have been changed, and are adding GGR456H1 to the electives list since it connects with the mandate of the SDS program.

**Rationale:**

A joint SDS-POL course was approved as a permanent offering JPS378H1, and SDS379H1 will be reintroduced as a 200-level course (SDS279H1) without prerequisites as a course that students who may be unfamiliar with SDS can take to get a sense of one aspect of the program. The course is intended to be a gateway course into the SDS SPE/MAJ/MIN as well as a course that may appeal as a breadth or distribution requirement for students outside of the SDS programs.

**Impact:**

Consultation:
Sexual Diversity Studies (FAS), Mark S Bonham Centre for

Resource Implications:

Sexual Diversity Studies Specialist

Description:

Previous:
The Sexual Diversity Studies Program allows students to focus on questions of sexual identity, difference, and dissidence across disciplinary lines and cultural frameworks. By examining sexual diversity across time and place, students will learn about the ways different cultures have separated the sexual from the nonsexual, the normal from the abnormal, and what the regulation of sexuality can tell us about how power operates along the lines of gender and race, for example. Students will gain an understanding of how and why certain sexual practices have come under scrutiny, and the significance of the various labels and identities that we have attached to them.

New:
The Sexual Diversity Studies program (Specialist, Major, Minor) enables students to explore, analyze, and challenge the ways in which sexuality shapes people’s lives in both local and global contexts. The program provides vibrant interdisciplinary scholarship and academic learning on the historical and contemporary formations of sexual practices at the intersections of race, class, gender, disability, and citizenship status, among other social relations and processes. Our courses are designed to foster critical conversations of queer and normative sexualities; the formation of sexual, racial, and gender, and gender-non-conforming personhood; and the role of sexuality in culture and politics both in North America and transnationally.

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, NEW240Y1, or 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 SDS375HF, SDS378H1, SDS390H1, JPS315H1 JPS315H, SDS425H1
   • Formations & Practices
     SDS377H1, SDS380H1, SDS381H1, SDS382H1, SDS385H1, JNS450H1, SDS465H1, SDS477H1,
   • Media & Aesthetics
     ENG273Y1, JSU325H1; SDS346H1; SDS279H1/SDS379H1, SDS470H1, SDS478H1

4. Capstone: SDS460Y1

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

**Description of Proposed Changes:**

SDS is primarily updating course codes that have been changed during this year’s curriculum governance process. We are also updating our electives group to reflect where course codes have been changed, and are adding GGR456H1 to the electives list since it connects with the mandate of the SDS program.

**Rationale:**

A joint SDS-POL course was approved as a permanent offering JPS378H1, and SDS379H1 will be reintroduced as a 200-level course (SDS279H1) without prerequisites as a course that students who may be unfamiliar with SDS can take to get a sense of one aspect of the program. The course is intended to be a gateway course into the SDS SPE/MAJ/MIN as well as a course that may appeal as a breadth or distribution requirement for students outside of the SDS programs.

**Impact:**

**Consultation:**

**Resource Implications:**
2 New Courses:

**SLA194H1: Utopia Interrupted: Late and Post-Soviet Russian Literature**

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

**Description:**
Almost 30 years after the collapse of the Soviet Union, what can we understand about its culture and people, and its impact on the popular imagination in the West? To answer these questions, the course introduces students to canonical literary and cinematic works from the post-Stalin era to the present, with particular attention to the literary and cultural peripheries. Some of the topics will include: Gulag, or Return of the Repressed, Counter-Culture, Space Race, Immigration, Gender, Perestroika, and Putin’s Russia. All readings in English. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
Adding to the department's First Year Foundation courses with a course that can be taught by a postdoc.

**Consultation:**
- Internal

**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:**
- Slavic Languages and Literatures, European Studies
**SLA195H1: Literature and Painting in Russia and the West**

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

**Description:**
What makes literature ‘visible’? How do the verbal and the visual coexist? This seminar explores the relationship between words and images, texts and pictures through history, in Russia and the West. Special attention will be paid to the figure of the artist. Is it a writer’s *alter ego*, the incarnation of creativity, or just a character among others? Literary texts (mainly short stories) from Balzac and Gogol to Chekhov and O. Henry, Maugham and Bunin, Nabokov and Camus will be studied along with the paintings of some major 19th-20th century artists. The comparative dimension of the course will help students contextualize Russian literature and think about its relationship with the Western canon. We will also watch some 21st century films about artists (such as Julie Taymor’s *Frida* [2002], Milos Forman *Goya’s Ghosts* [2006], and Mike Leigh *Mr. Turner* [2014]). All texts will be in English. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
This is one of the Department's First Year foundation courses, added because we will not be able to spare the faculty to teach another course we already put on the books. It provides an introduction to the analysis of verbal and visual texts.

**Consultation:**
- Internal

**Resources:**
- None

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
<table>
<thead>
<tr>
<th><strong>Overlap with Existing Courses:</strong></th>
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<tr>
<td>None</td>
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<thead>
<tr>
<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
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<tbody>
<tr>
<td>Slavic programs, Art History</td>
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<th><strong>Estimated Enrolment:</strong></th>
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<td>30</td>
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<table>
<thead>
<tr>
<th><strong>Instructor:</strong></th>
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<tr>
<td>T. Smolyarova</td>
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1 New Course:

SPA456H1: Transatlantic Hispanic Baroque: Crisis and Disenchantment

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tr>
<td>Lecture: 24</td>
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Description:

Study of the seventeenth-century Transatlantic Hispanic world that, after the epoch of discovery and expansion in the sixteenth century, faces economic and political downfall, accompanied by a social and spiritual crisis that results in the culture baroque. Through analysis of literary texts by such authors as Cervantes, Góngora, Quevedo, Sor Juana, Sigüenza, Gracián Zayas and Calderón, we will discuss the meanings of the term "baroque", and of the phenomena that capture its zeitgeist.

Prerequisites:
SPA320Y1; at least one 300-level course

Corequisites:

Exclusions:

Recommended Preparation:
SPA352H1

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: extensively

Experiential Learning:
- Research: none; Other: none

Rationale:

The course is designed to provide an in-depth study of the seventeenth-century Transatlantic Hispanic culture through the analysis of some of its most iconic events, artifacts, and concepts. It complements in breadth and depth the existing early modern offerings (SPA352H1, SPA 454H1), and the interdisciplinary course of the Transatlantic Hispanic world (SPA368H1), without repeating either the readings or the discussions. More precisely, the course focuses specifically on the 17th century literary and cultural production in the Hispanic world, while focus on the concepts of "crisis", "disenchantment" and Barque.

Consultation:

Resources:

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

Overlap with Existing Courses:
None
Spanish and Portuguese (FAS), Department of

<table>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tr>
<td>Spanish Major and Specialist; LAS; History, Art History</td>
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<th>Estimated Enrolment:</th>
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<th>Instructor:</th>
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<tr>
<td>Prof Sanda Munjic</td>
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</table>
1 New Course:

**TRN191H1: Disaster and Terrorism: Religion and Ethics at Ground Zero**

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

In response to contemporary terrorist attacks and natural disasters, many are led to cry, “The world will never be the same!” How should such statements be evaluated? What impact do they have on social and political life? This course explores religious and cultural responses to human tragedy and cultural shock. Discussion will attend to debates over the meaning of suffering, public reactions to terrorism, the traumas of natural disasters, and the role of media in covering such events. These themes are engaged from the perspectives of ethics, cultural theory, religious studies, and theology. The course focuses on popular responses to events that include: the Lisbon Earthquake of 1755, the First World War, the Holocaust, Hurricane Katrina, the Japanese experiences of Hiroshima and Fukushima, 9/11, and more recent examples of terrorism and disaster. Attention will be given to concerns such as the impact of trauma on social and political debate, the function of religious discourse in the face of tragedy, the nature of ideology, and the relationship between religion and violence. A thematic concern throughout the course will be the nature of ethical commitment in the midst of confusion and social disruption. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

TRN321 taken in 2018-2019

**Recommended Preparation:**

**Breadth Requirements:**

- Thought, Belief and Behaviour (2)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none; Other: none

**Rationale:**

This course will provide students with an opportunity to acquire knowledge of current analysis of the impact of terrorism and disasters on contemporary culture and politics. This includes attention to the following learning objectives:

- Acquire knowledge of different theories of the meaning of suffering (theodicy)
- Acquire greater knowledge of Christian, Jewish, and Muslim responses to the relation between religion and violence
- Develop familiarity with the impact of disasters and catastrophe on ethics and public policy
- Develop greater confidence in speaking about disaster, religion in politics, and human suffering
Trinity College

- Acquire skills in analysing media coverage of contemporary terrorist attacks and natural disasters.

In addition to this knowledge acquisition, students with an opportunity to participate in a small class seminar experience, in which they may practice to the skills analytical discussion, formal academic writings, and critical analysis. Students will learn how to apply basic theoretical tools learned in class to contemporary media coverage and political debates of current events, while at the same time locating such events in relation to similar occurrences in the past.

The general objective of the course is thus to encourage students to reflect more deeply on the impact of terrorism and disasters on ethical and religious thought and practices, as well as how these dynamics shape contemporary public life and politics.

Consultation:
This course was offered as a special topics course this past Winter 2019 under TRN321 and was received well. The new format has been approved by the Trinity College Arts and Science Committee and Trinity College Senate approval is pending.

Resources:
Instructor Stipend

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:
Ethics, Society and Law

Estimated Enrolment:
30

Instructor:

1 Retired Course:

TRN190Y1: Critical Reading and Critical Writing

Rationale:
Rationale for retiring course: Trinity College is moving ahead with the encouragement of switching from full credit courses to half credit courses to align with the new objectives of FAS.
**5 New Courses:**

**CDN197H1: Inventing Canada**

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

**Description:**
This course explores the ways that Canadian history and identity have been commemorated, interpreted and experienced, now and in the past. The course focuses in particular on who has been included or excluded in commemorative efforts over time. Key topics include representations of women, Indigenous peoples, and political figures on screen and through public installations like museum exhibits, plaques and statues. Case studies highlighting a range of interpretive media will encourage students to work with and discuss a range of primary and secondary sources, build critical thinking and academic writing skills. Restricted to newly admitted 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:* notably  
- *Critical and Creative Thinking:* extensively  
- *Information Literacy:* notably  
- *Quantitative Reasoning:* none  
- *Social and Ethical Responsibility:* notably

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

**Rationale:**
Understanding the role of public discourse and public memory in the creation of a national identity prepares students for further humanistic study and for responsible citizenship.

**Consultation:**
Director of Canadian Studies

**Resources:**
The resource budget below does not include the option of FAS funding of FYFs through colleges. We envision that model.

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

**Overlap with Existing Courses:**
Perhaps suitable for a history POST in the manner of other FYFs
## CDN198H1: Canada, Colonialism and Settler Relations

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

### Estimated Enrolment:
- 25

### Instructor:
- FAS/ Max Planck post -Doctoral Fellow

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

### Description:
A First Year Foundations seminar focused on exploring Canada's colonial history and recent efforts to enact appropriate settler relations through an interdisciplinary lens. Topics will include contemporary land claims and treaty-making processes, the Royal Commission on Aboriginal Peoples, governmental apologies for the mistreatment of Indigenous peoples, the Truth and Reconciliation Commission, land acknowledgements, practices of allyship through social movement such as Idle No More, and efforts to influence Canada's overseas mining practices. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.

### Prerequisites:
- None

### Corequisites:
- None

### Exclusions:
- None

### Recommended Preparation:
- None

### Breadth Requirements:

### Distribution Requirements:

### 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:
This course will provide students with an overview of contemporary Indigenous- settler relations in Canada. This is in keeping with the calls for action in the Truth and Reconciliation Report, and the University of Toronto's response.

### Consultation:
The FAS postdoc is affiliated with the Department of Geography & Planning, but they are unable to host such as courses. Consultation has been undertaken with that program.

### Resources:

### Overlap with Existing Courses:

55
The focus on contemporary Indigenous-Settler relations, with a specific focus on land, is not addressed in other courses in the Canadian Studies Program.

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
30

Instructor:
FAS Postdoctoral Student

CDN199H1: Canada- Hong Kong Migration

Contact Hours:
Seminar: 24

Description:
This course surveys the effects of migrations and cultural connections between Hong Kong and Canada from the 1960s. Students will discuss and analyze the impact of migrations, and study the connection between the two locations from the perspectives of history, culture and literature, politics and democracy, economic and financial development and the network of people and community. Restricted to newly admitted first-year students. Not eligible for CR/NCR option.

Prerequisites:
None

Corequisites:
None

Exclusions:
None

Recommended Preparation:
None

Breadth Requirements:

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:
This class will provide students with an opportunity to focus on a specialized field of study: Hong Kong-Canada migration. It will make extensive use of the primary and secondary resources available at the Richard Charles Lee Hong-Kong Library at Robarts Library. Students will get exposure to undertaking archival resources, from multi-disciplinary perspectives, through the lens of migration.

Consultation:
## CDN325H1: Asian Canadian Space & Place

### Contact Hours:

### Description:

A comprehensive examination of the socio-cultural dimensions of space and place in the contemporary Asian Canadian context. Explores Asian Canadian landscape, culture and heritage, place and identity formation, multiculturalism and nationalism, spatial conflict and contestation, and the political economy of cultural space.

### Prerequisites:

5.0 FCE or permission of the instructor

### Corequisites:

### Exclusions:

### Recommended Preparation:

CDN267H1/ CDN268H1

### Breadth Requirements:

Society and its Institutions (3)

### Distribution Requirements:

### Competencies:

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

### Experiential Learning:

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

### Rationale:

Asian Canadian Space and Place explores social and cultural aspects of Toronto's diverse Asian Canadian communities as they are expressed spatially, through in depth study of neighbourhoods, networks, and environments both multicultural and transnational. It also helps fill a gap in the Asian Canadian Studies curriculum by addressing social science: particularly geography and related social science fields. The focus on Toronto Asian Canadian spaces and places has much contemporary relevance as well for Canadian, Asian Canadian, and Asian Migration studies. This course has been offered at the second year, but its thematic approach, which provides a multi-disciplinary engagement with Asian Canadian Studies, is more suited to the third year. The course was pitched at the second year in the hopes that it could become a gateway to Asian Canadian Studies. This has not happened. Hence, we are seeking to
change this course from a second year offering to a 300-level course, to better reflect the course content, assignments and expectations.

**Consultation:**
DTS was originally consulted when the course was created.

**Resources:**

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**
40

**Instructor:**

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**UNI197H1: Hamilton: Musical and History**

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

This course examines the American revolution and its reception in the musical “Hamilton.” The American revolution generated multiple stories that included and excluded actors, peoples, perspectives, and more. This course delves into the American revolution and the diversity of those engaged in it and affected by it. The songs, performances, and reception of the musical “Hamilton” are a key resource for exploring the events and role of the American Revolution. Restricted to newly admitted 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:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* extensively
- *Quantitative Reasoning:* none; *Social and Ethical Responsibility:* notably

**Experiential Learning:**

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

**Rationale:**
Practically, this provides an additional teaching option for the UC Fellow in Early American History. Academically, it employs a culturally attractive production to engage in learning about history, race, gender, and politics.

**Consultation:**
History, UC curriculum committee

**Resources:**
The resource budget below does not include the option of FAS funding of FYFs through colleges. We envision that model.

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

**Overlap with Existing Courses:**
Perhaps suitable for a history POST in the manner of other FYFs

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

**Estimated Enrolment:**
25

**Instructor:**
UC Fellow in Early American History or faculty
4 Minor Program Modifications:

Renaissance Studies Major

Completion Requirements:

(6 FCE, including at least 2.0 FCE at 300+ level)

1. 2.0 FCE from: VIC240Y1, VIC241Y1, **VIC242H1**, VIC338H1, VIC341H1, VIC342H1, 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:

Rationale:

Adding two new VIC courses relevant to the Renaissance programs.

Impact:

Consultation:

Resource Implications:

Renaissance Studies Minor

Completion Requirements:

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

1. 2.0 FCE from: VIC240Y1, VIC241Y1, **VIC242H1**, VIC338H1, VIC341H1, VIC342H1, VIC343Y1, VIC344H1, VIC345H1, VIC346H1, VIC347H1, VIC348Y0, VIC349H1/VIC349Y1, VIC392H1/VIC392Y1, VIC440Y1, VIC441H1, **VIC442H1**, VIC449H1/VIC449Y1, VIC492H1/VIC492Y1
Description of Proposed Changes:

Rationale:
Adding two new VIC courses relevant to the Renaissance programs.

Impact:

Consultation:

Resource Implications:

Renaissance Studies Specialist

Completion Requirements:

(10 FCE, including at least 3.0 FCE at 300-level and 1.0 FCE at 400-level):

1. 3.0 FCE from: VIC240Y1, VIC241Y1, VIC242H1, VIC341H1, VIC342H1, 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, ENG304Y1, ENG330H1, ENG331H1, ENG335H1, ENG336H1; FRE319H1, FRE320H1; ITA200H1, ITA249H1, ITA312H1, ITA325H1, ITA300H1, ITA332H1, ITA356Y0, ITA357Y0, ITA370H1, ITA400H1, ITA420H1; SPA352H1, SPA368H1, SPA452H1, SPA454H1

3. 1.0 FCE in History: HIS243H1, HIS301H1, HIS308H1, HIS309H1, HIS319H1, HIS368H1, HIS357Y1, HIS362H1, 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

Description of Proposed Changes:

Rationale:
Adding two new VIC courses relevant to the Renaissance programs.

Impact:

Consultation:

Resource Implications:

Semiotics and Communication Studies Minor

Completion Requirements:

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

1. 1.0 FCE from: ANT100Y1, LIN100Y/(LIN101H1, LIN102H1), PHL100Y1, SOC101Y/(SOC102H, SOC103H)/(SOC100H1, SOC150H1), one FCE in Vic One.
2. 1.0 FCE from: VIC220Y1, VIC223Y1
3. 1.0 FCE from: VIC320Y1, VIC322H1, VIC323Y1, VIC324H1, VIC325H1
4. 1.0 FCE from Groups A-E.

Group A: Anthropology
ANT204H1, ANT253H1, ANT322H1, ANT329H1; ANT351H1, ANT356H1, ANT366H1, ANT425H1, ANT426H1, ANT427H1, ANT450H1; JAL328H1, JAL355H1

Group B: Linguistics
LIN200H1, LIN229H1, LIN232H1, LIN251H1, LIN333H1, LIN341H1, LIN456H1; JAL328H1, JAL355H1; JLP315H1, JLP374H1

Group C: Philosophy
PHL200Y1, PHL201H1, PHL235H1; PHL240H1, PHL243H1, PHL244H1, PHL245H1, PHL285H1, PHL304H1; PHL307H1, PHL310H1, PHL311H1; PHL314H1, PHL315H1, PHL316H1, PHL317H1, PHL320H1, PHL321H1, PHL322H1, PHL325H1; PHL326H1, PHL340H1, PHL342H1, PHL346H1, PHL351H1, PHL385H1

Group D: Psychology
PSY210H1, PSY220H1, PSY260H1, PSY270H1, PSY280H1; PSY311H1, PSY312H1, PSY316H1, PSY320H1, PSY323H1, PSY362H1, PSY370H1, PSY371H1, PSY372H1, PSY421H1, PSY427H1, PSY434H1; JLP315H1

Group E: Other Related Area Courses
CAS414H1; CDN221H1, CIN201Y1, CIN270Y1, CIN301Y1, CIN310Y1, CIN314Y1, CIN330Y1, CIN332Y1, CIN364H1; CLA203H1, CLA204H1, CLA219H1, CLA305H1, CLA388H1, CLA389H1; COG250Y1; DRM200Y1; DRM230Y1, ENG382Y1, ENG384Y1; FAH231H1, FAH245H1, FAH246H1, FAH270H1, FAH272H1, FAH337H1, FAH346H1, FAH348H1, FAH372H1, FAH374H1; FRE310H1; HIS549H1 OR HIS460H1; HIS375H1; HPS201H1, HPS202H1, HPS250H1, HPS324H1; INI301H1, INI305H1; JUM203H1; MUS200H1; MUS211H1; MUS300H1; MUS303H1; MUS306H1; NEW240Y1; NEW302Y1, NEW303H1; RLG200H1, RLG210Y1, RLG211H1, RLG212H1, RLG227H1, RLG230H1, RLG232H1, RLG233H1, RLG249H1, RLG301H1, RLG304H1, RLG305H1, RLG315H1, RLG316H1; RLG327H1; RLG336H1; RLG337H1; SLA331H1, SLA495H1, SLA496H1; SMC219Y1, SMC271H1, SMC387H1, SM392H1, SM397H1; SOC265H1; SOC356H1; SOC367H1; SOC381H1, SOC382H1, SOC388H1; VIC202Y1, VIC224Y1, VIC225Y1, VIC281H1, VIC302H1, VIC305H1, VIC306H1, VIC307H1, VIC308H1, VIC326H1, VIC343Y1, VIC345H1; VIS202H1, VIS208H1, VIS212H1; VIS307H1, VIS313H1, VIS324H1; WGS271Y1, WGS372H1

Description of Proposed Changes:
An updated list of cognate courses in the Semiotics and Communication Studies program at Victoria College.
Rationale:
A recent analysis of program requirements in preparation for UTQAP reviews revealed that the Semiotics and Communication Studies program currently includes an outdated list of cognate courses from other departments. Some of these cognate courses no longer exist while others appear to be misaligned with the current direction of the Semiotics and Communication Studies program. The current list is potentially confusing for students and their understanding of the program’s learning objectives. The proposed update to the Semiotics and Communication Studies program cognates will redress these issues while providing students with relevant course options from a variety of departments.

Impact:
The updated list of Semiotics and Communication Studies cognates offers students choices from a more manageable set of courses with clearer relation to the program’s learning objectives.

Consultation:
Program administrators have consulted with all Undergraduate Chairs of units with courses included and removed from cognates.

Resource Implications:

6 New Courses:

VIC242H1: Scientific Worldviews of the Renaissance

Contact Hours:
Lecture: 24

Description:
An in-depth study of late medieval and early modern scientific worldviews, with a focus on interconnections between natural philosophy, cosmology, theology, astronomy, optics, medicine, natural history, and ethics. Through a consideration of early modern ideas including free will and determinism, the finite and infinite universe, teleology and mechanism, theism and deism, and deduction and intuition, this course investigates some of the period’s key metaphysical and methodological assumptions, and reveals how an evolving scientific understanding informed the Renaissance worldview.

Prerequisites:

Corequisites:

Exclusions:
HPS309H1

Recommended Preparation:
4.0 FCE’s

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

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

*Research:* none; *Other:* none

### Rationale:

This course broadens the scope and contributes important new interdisciplinary dimensions to Science & Society and Renaissance Studies, two Victoria College programs. Situated at the intersection of the history of science and early modern cosmology and metaphysics, this course strengthens Renaissance Studies and Science and Society by encouraging students to explore mutually illuminating dimensions of both programs.

### Consultation:

Victoria College Academic Committee, Renaissance Studies, IHPST, English

### Resources:

* Instructor: 0.5FCE  
* **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

### Overlap with Existing Courses:

None

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

Renaissance Studies, Science and Society

### Estimated Enrolment:

35

### Instructor:

Prof. Hakob Barseghyan

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### VIC355H1: Introduction to Teaching

#### Impact on Programs:

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

#### Contact Hours:

* **Seminar:** 24

#### Description:

Builds understanding of teaching as professional practice. The course primarily focuses on the research base underlying policies and documents such as the Foundations of Professional Practice.

#### Prerequisites:

Enrolment in Education and Society Minor (Arts)

#### Corequisites:

#### Exclusions:

VIC362H1

#### Recommended Preparation:

#### Breadth Requirements:

Society and its Institutions (3)

#### Distribution Requirements:

Social Science

#### Competencies: 64
## Victoria College

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

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

### Rationale:
An administrative correction to a course code sequence to support exchange course options for the Education and Society Minor. VIC362H1 is being re-numbered to VIC355H1 to better reflect the sequence of the courses.

### Consultation:

### Resources:

### Overlap with Existing Courses:

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

### Estimated Enrolment:

### Instructor:

## VIC368H1: Special Topics in Education and Society

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

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

### Description:
In-depth study of a topic related to education and society. Content varies with instructor. Please see Victoria College website for current offerings.

### Prerequisites:
- Completion of 9.0 FCE

### Corequisites:

### Exclusions:

### Recommended Preparation:
- One 200-level course in Education and Society

### 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:** notably

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

**Rationale:**
Unlike most programs, Education & Society currently has no Special Topics course codes. The program is in transition and will be welcoming new full-time faculty members as of 2019-2020. Special Topics courses will provide flexibility for faculty to pilot new courses in their areas of expertise, thereby increasing student choice and enabling curriculum renewal.

**Consultation:**
Victoria College Academic Committee; SMC Christianity & Education

**Resources:**
None other than course instructor (full-time faculty).

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**
25

**Instructor:**
CLTA

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**VIC369H1: Special Topics in Education and Society**

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

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

**Description:**
In-depth study of a topic related to education and society. Content varies with instructor. Please see Victoria College website for current offerings.

**Prerequisites:**
Completion of 9.0 FCE

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
- One 200-level course in Education and Society

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

**Distribution Requirements:**
Victoria College

Humanities

Competencies:

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

Experiential Learning:

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

Rationale:

Unlike most programs, Education & Society currently has no Special Topics course codes. The program is in transition and will be welcoming new full-time faculty members as of 2019-2020. Special Topics courses will provide flexibility for faculty to pilot new courses in their areas of expertise, thereby increasing student choice and enabling curriculum renewal.

Consultation:

Victoria College Academic Committee; SMC Christianity & Education

Resources:

- Academic unit will provide these resources from existing budget.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

- Education and Society

Estimated Enrolment:

- 25

Instructor:

- CLTA

VIC373H1: Materialities of Music

Impact on Programs:

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

Contact Hours:

- **Lecture**: 24

Description:

Music is often understood as the most ephemeral and transcendent of the fine arts, even if that means overlooking the physical realities of music's production and dissemination. We will examine these materialities here, from paper and technologies of print, through to instruments for making and studying sound, and architectural spaces for its market circulation; we will see how music and its instruments provided the raw material for the emergence of a nineteenth-century science of acoustics.

Prerequisites:

- Completion of 6.0 FCE

Corequisites:

Exclusions:
Victoria College

**Recommend Preparation:**
0.5 FCE in Creative Expression and Society, Material Culture, or Music.

**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:**
VIC373H1 Materialities of Music expands and diversifies the music-related offerings within Victoria College’s Creative Expression and Society Program, in which students learn to analyze relationships between creative arts (in verbal, aural, and visual media) and societal factors (e.g., reception, arts industries, social issues). In addition to creating a pathway between the existing 200- and 400-level music-related offerings (VIC270H1 Listening: A Critical History, VIC281H1 Popular Music, Technology, and the Human, and VIC470H1 Soundscapes), VIC373H1 develops musical knowledge within a multi-disciplinary framework that emphasizes empirical practice. VIC373H1 will also count as a program elective within Victoria College’s Material Culture program, thus responding to student demand for increased course choice in both programs.

**Consultation:**
Music, History

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

**Overlap with Existing Courses:**
N/A

**Programs of Study for Which This Course Might be Suitable:**
Creative Expression and Society, Material Culture, Music, Music History and Culture

**Estimated Enrolment:**
25

**Instructor:**
Ellen Lockhart

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**VIC395Y0: Studies in Chinese Culture**

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

**Description:**
This course takes place on exchange, in Beijing, China. Students will study five traditional Chinese arts topics and their impact on Chinese culture.

**Prerequisites:**
Students must have completed a minimum of 10 FCE

**Corequisites:**
68
Exclusions:

Recommended Preparation:

Breadth Requirements:
  None

Distribution Requirements:
  Humanities, Science, Social Science

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

Experiential Learning:
  * Research: none; Other: none

Rationale:
  VIC359Y0 course code retired, we are re-coding the course as VIC395Y0

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

Instructor:

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2 Retired Courses:

**VIC118H1: The Rebel in History, Literature and Popular Culture**

Rationale:
  This course is being retired.

**VIC362H1: Introduction to Teaching**

Rationale:
  VIC362H1 being retired and a different number will be used to align the sequence in order of study.
1 Program Revision:

Material Culture Minor

**Completion Requirements:**

(4.0 FCE 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:

ANT200Y1, ANT204H1, ANT210H1, ANT211H1, ANT214H1, ANT215H1, ANT217H1, ANT222H1, ANT246H1, ANT347Y1, ANT349H1, ANT372H1, ANT412H1, ANT457H1, ARH205H1, ARH309H1, EAS219H1, EAS272H1, EAS297H1, EAS354H1, EAS378H1, EAS406Y1, EAS412H1, ENG287H1, FAH101H1, FAH106H1, FAH207H1, FAH209H1, FAH210H1, FAH309H1, FAH318H1, FAH319H1, FAH328H1, FAH338H1, FAH344H1, FAH348H1, FAH353H1, FAH360H1, FAH376H1, FAH436H1, FAH463H1, FAH465H1, FAH480H1, FAH481H1, FAH483H1, FAH484H1, FAH485H1, FAH486H1, FAH487H1, FAH488H1, FAH490H1, GGR107H1, GGR124H1, GGR220H1, GGR240H1, GGR241H1, GGR246H1, GGR252H1, GGR254H1, GGR341H1, GGR342H1, GGR343H1, GGR352H1, GGR360H1, HIS302H1, HIS305H1, HIS310H1, HIS347H1, HIS358H1, HIS373H1, HIS374H1, HIS463H1, HIS484H1, HPS201H1, HPS202H1, HPS307H1, HPS313H1, HPS319H1, INH413H1, IVP210H1, HPS401H1, MST200Y1, HPS430H1, MST201H1, HPS431H, MST202H1, NMC264H1, NMC360H1, NMC362Y1, NMC363H1, NMC364H1, NMC365Y1, NMC394H1, NMC464H1, NMC491H1, RLG305H1, RLG307H1, VIC348Y0, VIS320H1, VIS328H1, VIS421H1. 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:**

An updated list of cognate courses in the Material Culture program at Victoria College.

**Rationale:**

A recent analysis of program requirements in preparation for UTQAP reviews revealed that the Material Culture program currently includes an outdated list of cognate courses from other departments. Some of these cognate courses no longer exist while others appear to be misaligned with the current direction of the Material Culture program. The current list is potentially confusing for students and their understanding of the program’s learning objectives. The proposed update to Material Culture program cognates will redress these issues while providing students with relevant course options from a variety of departments.

**Impact:**

The updated list of Material Culture cognates offers students choices from a more manageable set of courses with clearer relation to the program’s learning objectives.

**Consultation:**

Program administrators have consulted with all Undergraduate Chairs of units with courses included and removed from cognates.

**Resource Implications:**
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 credits 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:
      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 & Philosophy of Science & Technology: HPS202H1, HPS203H1
      Medieval Studies: MST201H1, MST202H1
      Music: MUS300H1
      Religion: RLG233H1, RLG307H1, RLG308H1
      Urban Studies: INI235Y1, INI308H1, INI333H1

3. A minimum of 0.5 credits

   3: 1.0 FCE that provides a capstone experience, either 2 H courses or one Y course, 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 inclusion in the capstone requirement experience, 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, prerequisites, corequisites and exclusions are listed in the Calendar.

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<th>Description of Proposed Changes:</th>
<th>Edits to electives and 400 level requirements.</th>
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<th>Rationale:</th>
<th>These changes are intended to help students taking the DH Minor more easily integrate their DH studies with their Majors.</th>
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<td>The purpose of the program's capstone requirement is to ensure that students have an opportunity to do some hands-on research applying DH methods as part of their program. However, requiring 1.0 FCE for that requirement creates potential difficulties, because the topics covered in Woodsworth's 400-level DH courses change from year-to-year, and so do the options available in other departments that can be counted; changing the capstone requirement to minimum 0.5 FCE will give students the flexibility they need to fulfil this requirement, and to do so in ways that will harmonize more easily with their Majors.</td>
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<td>Adding the requirement that at least 1.0 FCE be courses be at the 300/400 level, a common requirement in FAS Minor programs, is a related change, meant to ensure that students taking the Minor will do an appropriate amount of senior-level work despite the reduction in the size of the capstone requirement.</td>
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