Humanities Curriculum Committee
Proposals for Committee Approval (full review)

February 1, 2019
### 3 Minor Program Modifications:

#### Art History Major

**Title:**

History of Art History Major

**Description of Proposed Changes:**

The Department of the History of Art and Graduate Department of Art propose to change their names to the Department of Art History and the Graduate Department of Art History, respectively, effective July 1, 2019. At the graduate level, the name change is intended to better reflect the research and teaching undertaken within the unit; at the undergraduate level, the name change is desired to align the name of the department with the graduate unit and with existing undergraduate programs at UTM and UTSC.

The names of these programs will change from “History of Art” to “Art History”, effective September 1, 2019.

**Rationale:**

In 2015 the Department of Art changed its name to the Department of the History of Art. At that time there was support for the change to the name of the department on the St. George campus, but student and faculty opinions regarding the name of the tri-campus graduate department varied, reflecting the nature of tri-campus graduate activities. As a result it was agreed that no changes would be made to the name of the tri-campus Graduate Department of Art at this time. Now, four years later, and with the passage of time, it has become quite apparent that ‘Art’ does produce some confusion, with students and colleagues alike believing it signifies a studio component in our unit. We propose the change to ‘Art History’ as a more accurate description of our research and teaching activities, and to avoid such misunderstandings.

**Impact:**

Consultation:

Resource Implications:

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#### Art History Minor

**Title:**

History of Art History Minor

**Description of Proposed Changes:**

The Department of the History of Art and Graduate Department of Art propose to change their names to the Department of Art History and the Graduate Department of Art History, respectively, effective July 1, 2019. At the graduate level, the name change is intended to better reflect the research and teaching undertaken within the unit; at the undergraduate level, the name change is desired to align the name of the department with the graduate unit and with existing undergraduate programs at UTM and UTSC.

The names of these programs will change from “History of Art” to “Art History”, effective September 1, 2019.

**Rationale:**

In 2015 the Department of Art changed its name to the Department of the History of Art. At that time there was support for the change to the name of the department on the St. George campus, but student and faculty opinions regarding the name of the tri-campus graduate department varied, reflecting the nature of tri-campus graduate activities. As a result it was agreed that no changes would be made to the name of the tri-campus Graduate Department of Art at this time. Now, four years later, and with the passage of time, it has become quite apparent that ‘Art’ does produce some confusion, with students and colleagues alike believing it signifies a studio component in our unit. We propose the change to ‘Art History’ as a more accurate description of our research and teaching activities, and to avoid such misunderstandings.
The Department of the History of Art and Graduate Department of Art propose to change their names to the Department of Art History and the Graduate Department of Art History, respectively, effective July 1, 2019. At the undergraduate level, the name change is intended to better reflect the research and teaching undertaken within the unit; at the graduate level, the name change is desired to align the name of the department with the graduate unit and with existing undergraduate programs at UTM and UTSC. The names of these programs will change from “History of Art” to “Art History”, effective September 1, 2019.

Rationale:
In 2015 the Department of Art changed its name to the Department of the History of Art. At that time there was support for the change to the name of the department on the St. George campus, but student and faculty opinions regarding the name of the tri-campus graduate department varied, reflecting the nature of tri-campus graduate activities. As a result it was agreed that no changes would be made to the name of the tri-campus Graduate Department of Art at this time. Now, four years later, and with the passage of time, it has become quite apparent that ‘Art’ does produce some confusion, with students and colleagues alike believing it signifies a studio component in our unit. We propose the change to ‘Art History’ as a more accurate description of our research and teaching activities, and to avoid such misunderstandings.

One reason for choosing Art History over History of Art is that the Department of Visual Studies (DVS) at UTM has a program in ‘Art History’; and the Department of Arts, Culture and Media (ACM) at UTSC has a program in ‘Art History and Visual Culture’. The Chairs of UTM DVS and UTSC ACM have been consulted. These are the departments, along with UTSG, from which our Graduate Faculty are drawn (6 from UTM DVS; 2 from UTSC; 14 from UTSG). Use of the term ‘Art History’ for our graduate department is thus more in keeping with existing undergraduate programs.

With the above in mind, we also propose to revise the name of the undergraduate department at UTSG, which is currently ‘History of Art’. We propose that this too should become ‘Art History’, and that our undergraduate degree programs should be renamed accordingly.

Impact:
We note that the name ‘History of Art’ is a relatively recent change in itself, dating back to 2015 and prompted by the transfer of the studio program, Visual Studies, to the John H. Daniels Faculty of Architecture, Landscape, and Design, as of July 1, 2013. With the departure of the studio program, the name “Art” no longer accurately reflected the nature of the research and teaching undertaken in the department, and the name History of Art was chosen. However, the differences between “History of Art” and “Art History” as departmental names are relatively minor. Hence, given the benefits of aligning our UTSG department name with that of the Graduate Department, UTSG faculty offered strong support for this new name (at a UTSG faculty meeting, November 20th 2018). We have consulted with the President of our undergraduate society (HASA), and the society has no objection to the change. We would then have the same name ‘Art History’ for UTSG and the Graduate Department, bringing us in line with the vast majority of other FAS departments.

Consultation:
The Dean of the Daniels Faculty of Architecture, Landscape, and Design has also been consulted. Consultation with the Tri-Campus Deans Committee is scheduled for January 31, 2019.
2 New Courses:

**FAH382H1: Art Writing**

**Contact Hours:**

- *Lecture:* 12  
- *Practical:* 12

**Description:**

Study and practice in the variety of writing types and styles associated with art history. Regular and frequent writing assignments. Recommended for FAH majors and specialists.

**Prerequisites:**

- Any 200-level FAH course

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

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

**Rationale:**

This course introduces students to the varieties of writing on art and architecture, including art criticism, catalogue essays and entries, technical writing, and fiction. While all art history courses require written work, this course pays special attention to the techniques of writing and offers students extensive opportunities to practice these genres and develop their own writing skills.

**Consultation:**

- Director of Undergraduate Studies; Undergraduate Studies Committee

**Resources:**

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

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
Art (FAS), Department of

| Estimated Enrolment:          | 35 |
| Instructor:                  | Christy Anderson |

FAH473H1: Studies in Canadian Architecture and Landscapes

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tbody>
<tr>
<td>Seminar: 24</td>
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<table>
<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>An in-depth study of themes in the history of architecture and landscape in Canada.</td>
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<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>FAH270H1/FAH272H1/ permission of instructor</td>
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<table>
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<tr>
<th>Corequisites:</th>
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<table>
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<th>Exclusions:</th>
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<table>
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<tr>
<th>Recommended Preparation:</th>
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<table>
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<tr>
<th>Breadth Requirements:</th>
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<tbody>
<tr>
<td>Creative and Cultural Representations (1)</td>
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<table>
<thead>
<tr>
<th>Distribution Requirements:</th>
</tr>
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<tbody>
<tr>
<td>Humanities</td>
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<table>
<thead>
<tr>
<th>Competencies:</th>
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</thead>
<tbody>
<tr>
<td>Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: notably</td>
</tr>
<tr>
<td>Quantitative Reasoning: none; Social and Ethical Responsibility: notably</td>
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</table>

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<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td>Research: extensively; Other: none</td>
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<thead>
<tr>
<th>Rationale:</th>
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<tr>
<td>This seminar allows students to develop their research and analytical skills in the study of architecture in Canada. Students will work with primary collections in Toronto. This course is the first offering in a new suite of courses in the study of architecture and landscape in Canada.</td>
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<thead>
<tr>
<th>Consultation:</th>
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<tbody>
<tr>
<td>Director of Undergraduate Studies; Undergraduate Studies Committee; Canadian Studies; Geography</td>
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<tr>
<th>Resources:</th>
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<tbody>
<tr>
<td><strong>Budget Implications:</strong> The academic unit will provide the resources required for this course from existing budget.</td>
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<table>
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<tr>
<th>Overlap with Existing Courses:</th>
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<tbody>
<tr>
<td>This course complements but does not conflict with those in Canadian Studies and Geography.</td>
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<tr>
<th>Programs of Study for Which This Course Might be Suitable:</th>
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<tbody>
<tr>
<td>Canadian Studies; Geography</td>
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<tr>
<th>Estimated Enrolment:</th>
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<tbody>
<tr>
<td>21</td>
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</table>
Art (FAS), Department of

Instructor:
Joseph Clarke and Christy Anderson
2 Minor Program Modifications:

**Contemporary Asian Studies Major**

**Completion Requirements:**

(7.0 \( \rightarrow \) 7.5 full courses or their equivalent)

1. 1.0 FCE in 200 level CAS courses (CAS200H1,

2. CAS201H1, and CAS202H1)

3. 1.0 FCE in 300 level CAS courses CAS310H1 and CAS320H1

4. CAS400H1

5. 1.5 \( \rightarrow \) 1.0 FCE from each of Groups Group A, B and C

6. 1.0 additional FCE from either Group A or B, or \( \in \) OR 1.0 FCE at any level of an Asian language

7. Either CAS450H1 OR 0.5 FCE in a quantitative or qualitative methods course from Group C to fulfill the Research Competency required in the program. Students may use courses listed in the calendar posting below, or another course approved by the program director.

**Description of Proposed Changes:**

Reduced total FCEs for major from 7.5 to 7.0 and made course selection more flexible among CAS courses at the 200 and 300 level. Reduced thematic course group categories to A and B (A: Social, Political, and Economic Topics, Social Science; B: Cultural Topics, Humanities), and renamed quantitative and qualitative methods course grouping to group C.

Note: The current course groupings are as follows: Group A: Political Transformation; Group B: Social and Economic Transformation; and Group C: Cultural Expression/Exploration. There is also a grouping for Quantitative and Qualitative Reasoning Competency courses. We are proposing to adjust these by condensing the first three groups into 2, as follows: Group A: Social, Political, and Economic Topics (Social Science); and Group B: Cultural Topics (Humanities). We would rename the Quantitative and Qualitative Reasoning Competency group to Group C: Methodology.

**Rationale:**

These changes were made in response to feedback from students. It’s more beneficial for students to be able to select their choices among CAS courses which gives them flexibility in planning their schedule and going on exchange. Students still benefit from a range of required and elective CAS courses, but have more flexibility to choose among the options available.

**Impact:**

The change will give students more flexibility in planning their course selection and exchange opportunities. If they have a conflict with a required course in another program, they won’t have to delay their program advancement by a year. The changes will not impact other units or programs.

**Consultation:**

The changes are based on feedback from current students and incorporate their needs. Consultation took place among faculty and staff in the program.

**Resource Implications:**

These changes will not have any resources implications.
## Contemporary Asian Studies Minor

### Completion Requirements:

(4 full courses or their equivalent)

1. 1.0 FCE from 200 level CAS courses CAS200Y1 or (CAS200H1, CAS201H1, and CAS202H1)
2. 1.0 FCE from 300 level CAS courses CAS310H1 and CAS320H1
3. 0.5 2 additional FCEs from each of Groups Group A and B, or C (excluding 100-level courses)
4. 1.0, OR 1 FCE from Group A or B (excluding 100-level courses), and/or C; and + FCE at any level in an Asian language.

### Description of Proposed Changes:

Update to 200 level requirements based on changes to course offerings, change from 1.0 FCE of required 300-level courses to choice of any 300 level CAS courses, changes to reflect the reduced thematic categories of courses (now only Group A and B, no group C).

Note: The current course groupings are as follows: Group A: Political Transformation; Group B: Social and Economic Transformation; and Group C: Cultural Expression/Exploration. There is also a grouping for Quantitative and Qualitative Reasoning Competency courses. We are proposing to adjust these by condensing the first three groups into 2, as follows: Group A: Social, Political, and Economic Topics (Social Science); and Group B: Cultural Topics (Humanities). We would rename the Quantitative and Qualitative Reasoning Competency group to Group C: Methodology.

### Rationale:

These are minor changes meant to reflect recent changes to the course offerings and how students are taking the program in practice, and make the requirements clearer to students.

### Impact:

The only impact should be increased clarity of requirements, eligible courses, and increased flexibility in course selection. The learning outcomes will remain the same.

### Consultation:

These changes have been proposed in response to feedback from students. Consultation occurred among faculty and staff in the program.

### Resource Implications:

There are no resource implications for these changes.
2 New Courses:

**CIN215H1: Fantasy Film**

<table>
<thead>
<tr>
<th>Contact Hours:</th>
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<tr>
<td><strong>Lecture:</strong> 12 / <strong>Practical:</strong> 36 / <strong>Tutorial:</strong> 12</td>
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**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 falls under the scope of BMS. BMS is interested in the course.

**Resources:**

**Overlap with Existing Courses:**

**Programs of Study for Which This Course Might be Suitable:**
CIN216H1: Crime Film Traditions

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.

Consultation:
CSUS and Italian were consulted and supportive of the course.

<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
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<tr>
<td>One instructor, seven TAs.</td>
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**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:**
- Cinema Studies, CSUS, Italian

**Estimated Enrolment:**
- 200

**Instructor:**
- Alberto Zambenedetti
### 18 Course Modifications:

#### DRM300Y1: Performance I

| Prerequisites: | Minimum 70% in required courses: DRM100Y1/DRM101Y1/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 – 1.0 FCE from DRM375H1/DRM376H1/DRM377H1/DRM378H1 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: | |
| Resources: | |

#### DRM302H1: Directing II

| Prerequisites: | Minimum 70% in required courses: DRM100Y1/DRM101Y1/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: | |

#### DRM328H1: Playwriting II

| Prerequisites: | Minimum 70% in required courses: DRM100Y1/DRM101Y1/UNI102Y1; DRM228H1; 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: | |

#### DRM375H1: Special Topics in Studio Practice

| Description: | |

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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/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:

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/UNI102Y1; DRM200Y1; Minimum CGPA of 2.7 or permission of the Centre. Drama Centre.

Corequisites:
- DRM300Y1 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:

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/UNI102Y1; DRM200Y1; or permission Minimum CGPA of the Centre. 2.7. See online application for details.
### 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/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/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:**

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

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 DRM411H1

Rationale:
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:

Resources:

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

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

Consultation:

Resources:
## DRM491H1: Independent Studies in Drama, Theatre and Performance Studies

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Drama, Theatre and Performance Studies (FAS), Centre for
9 Course Revisions:

**DRM354H1: Design II**

**Prerequisites:**
- Minimum 70% in required courses: DRM100Y1/DRM101Y1/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**

**Prerequisites:**
- Minimum 70% in required courses: DRM100Y1/DRM101Y1/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**

**Prerequisites:**
- Minimum 70% in required courses: DRM100Y1/DRM101Y1/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:**

**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. Drama Centre.

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

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

### 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.

### DRM413H1: Advanced Voice and Movement

**Prerequisites:**
- Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1; DRM300Y1; acceptance into DRM403Y1 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.

### DRM454H1: Advanced Design

**Prerequisites:**
- Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1; DRM304H1/DRM354Y1

**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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**DRM454Y1: Advanced Design and Production**

**Prerequisites:**
- Minimum 70% in required courses: CGPA of 2.7; DRM220Y1/DRM230Y1; DRM354H1/DRM354Y1/DRM355Y1; and 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:**
3 Course Modifications:

**EAS110Y1: Modern Standard Korean I**

**Description:**

This course is designed to help students build communication skills in the Korean language. Through an integration of listening, speaking, reading and writing, it aims to provide a solid foundation in beginning-level Korean. This course assumes that students do not have any prior knowledge of Korean. Students must go through screening process conducted by the Department. See www.eas.utoronto.ca/languages/korean for details. Not eligible for the CR/NCR option.

**Credit/No Credit Option:**

- **Previous:** Yes
- **New:** No

**Rationale:**

Having a significant number of students in a language class taking the course for credit/non-credit poses a special pedagogical challenge for language learning. The professors have found over the past few years that the CR/NCR option has negatively impacted classroom learning and thus the learning of all students. In 2016-2017, their average grade was 44%. 25% of first-year Korean took the course as CR/NCR. Their average grade was 54%. In non-language courses, a student’s performance/effort might be quite independent from others in the class. Language courses, however, involve group work, in which an unprepared student can drastically impede the progress of the group, making it difficult for the instructor to manage the pace of teaching. Spaces in our language courses are in high demand (this year EAS110Y1 had a waiting list of 164, with 125 spaces), so it would be fairer to devote our limited resources to the students who are willing to put their best effort into a course.

**Consultation:**

Last year, our Chair, Andre Schmid, had discussions with Mary Pugh concerning this. Our Acting Chair, Janet Poole, and I (Graham Sanders), met with Pamela Klassen on November 8 about this matter and it was agreed the proposal should go forward for pedagogical reasons.

**Resources:**

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**EAS120Y1: Modern Standard Japanese I**

**Description:**

This course is for students with no or a very limited background in Japanese. Students must go through screening process conducted by the Department. See www.eas.utoronto.ca/languages/japanese/for details. Not eligible for the CR/NCR option.

**Credit/No Credit Option:**

- **Previous:** Yes
- **New:** No

**Rationale:**

Having a significant number of students in a language class taking the course for credit/non-credit poses a special pedagogical challenge for language learning. The professors have found over the past few years that the CR/NCR option has negatively impacted classroom learning and thus the learning of all students. In 2016-2017, 22% of our first-year Japanese language course took the course as CR/NCR. Their average grade was 44%. In non-language courses, a student’s performance/effort might be quite independent from others in the class. Language courses, however, involve
group work, in which an unprepared student can drastically impede the progress of the group, making it difficult for the instructor to manage the pace of teaching. Spaces in our language courses are in high demand (this year EAS120Y1 had a waiting list of 283, with 250 spaces), so it would be fairer to devote our limited resources to the students who are willing to put their best effort into a course.

Consultation:
Last year, our Chair, Andre Schmid, had discussions with Mary Pugh concerning this. Our Acting Chair, Janet Poole, and I (Graham Sanders), met with Pamela Klassen on November 8 about this matter and it was agreed the proposal should go forward for pedagogical reasons.

Resources:

EAS121H1: Japanese I for Students with Prior Background

Description:
This course is equivalent to the second half of EAS120Y1 for students with some background in the Japanese language. Students must go through placement process conducted by the Department. See www.eas.utoronto.ca/languages/japanese/ for details. Not eligible for the CR/NCR option.

Credit/No Credit Option:
Previous: Yes
New: No

Rationale:
Having a significant number of students in a language class taking the course for credit/non-credit poses a special pedagogical challenge for language learning. The professors have found over the past few years that the CR/NCR option has negatively impacted classroom learning and thus the learning of all students. In 2016-2017, 22% of our first-year Japanese language course took the course as CR/NCR. Their average grade was 44%. In non-language courses, a student’s performance/effort might be quite independent from others in the class. Language courses, however, involve group work, in which an unprepared student can drastically impede the progress of the group, making it difficult for the instructor to manage the pace of teaching. Spaces in our language courses are in high demand (this year EAS120Y1 had a waiting list of 283, with 250 spaces), so it would be fairer to devote our limited resources to the students who are willing to put their best effort into a course. This course is the second half of EAS120Y1, with students joining the EAS120Y1 class in January. To treat all students equally, if the CR/NCR option is removed for EAS120Y1, it should also be removed for this course, EAS121H1.

Consultation:
Last year, our Chair, Andre Schmid, had discussions with Mary Pugh concerning this. Our Acting Chair, Janet Poole, and I (Graham Sanders), met with Pamela Klassen on November 8 about this matter and it was agreed the proposal should go forward for pedagogical reasons.

Resources:
1 New Course:

ENG269H1: English Literature and Chinese Translation

Contact Hours:

| Lecture | 36 |

Description:

This course studies how works of English literature have been translated and presented in modern Chinese culture. It requires no background in translation or literary studies. Through exercises and workshops, students will be exposed to works by British, American, and Canadian authors. Students will engage with issues in translation studies and learn practical skills of translation from English to Chinese. Class will be taught primarily in English, supplemented by Mandarin. Reading knowledge of Mandarin is required.

Prerequisites:
1.0 ENG FCE or any 4.0 FCE

Corequisites:

Exclusions:

Recommended Preparation:
Reading knowledge of Mandarin

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Humanities

Competencies:

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

Experiential Learning:
Research: none; Other: none

Rationale:
Encourages International and/or STEM students to take an ENG course. This course aims to help students' awareness of cross-cultural issues in translation.

Consultation:
EAS, ELL

Resources:

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
East Asian Studies, Contemporary Asian Studies, South Asian Studies, Asian Literatures and Cultures

Estimated Enrolment:
25
1 Retired Course:

ENG325H1: Victorian Realist Novels

Rationale:
We have 300-level topics courses, as well as ENG324Y The Victorian Novel
16 Retired Courses:

FRE310H0: Quebec Novel I

Rationale:
This course has not been offered for some time and should have been retired.

FRE312H0: Quebec Novel II

Rationale:
This course has not been offered for some time and should have been retired.

FRE314H0: Quebec Novel III

Rationale:
This course has not been offered for some time and should have been retired.

FRE322Y0: The Enlightenment

Rationale:
This course has not been offered for some time and should have been retired.

FRE351H0: Special Topics in Linguistics or Literature

Rationale:
The program in Nice will no longer be offered as from 2019-20.

FRE352H0: Special Topics in Linguistics or Literature

Rationale:
The program in Nice will no longer be offered as from 2019-20.

FRE364Y0: 19th Cent Prose Fic

Rationale:
This course has not been offered for some time and should have been retired.

FRE365H0: Novel Flaubert-Zola

Rationale:
This course has not been offered for some time and should have been retired.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>FRE375Y0</td>
<td>Compar Stylistics</td>
<td>This course has not been offered for some time and should have been retired.</td>
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<tr>
<td>FRE376H0</td>
<td>Fre Phonol &amp; Phonet</td>
<td>This course has not been offered for some time and should have been retired.</td>
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<tr>
<td>FRE378H0</td>
<td>French Syntax</td>
<td>This course has not been offered for some time and should have been retired.</td>
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<tr>
<td>FSL331Y0</td>
<td>Practical French I</td>
<td>This course has not been offered for some time and should have been retired.</td>
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<tr>
<td>FSL341Y0</td>
<td>LP I: Written&amp;Oral</td>
<td>This course has not been offered for some time and should have been retired.</td>
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<tr>
<td>FSL350Y0</td>
<td>French Language and Culture</td>
<td>The program in Nice will no longer be offered as from 2019-20.</td>
</tr>
<tr>
<td>FSL431Y0</td>
<td>Practical French II</td>
<td>This course has not been offered for some time and should have been retired.</td>
</tr>
<tr>
<td>FSL461Y0</td>
<td>Practical French III</td>
<td>This course has not been offered for some time and should have been retired.</td>
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1 Minor Program Modification:

Al and Malka Green Yiddish Program Minor

Completion Requirements:

(4 full courses or their equivalent)

1. GER260Y1, GER360H1, OR GER463Y1 * (instead of GER260Y1 and GER360H1), OR GER463Y1
2. GER460H1 OR GER462H1 *
3. The remaining courses should be taken from: GER361H1, GER362H1, GER367H1, JGJ360H1, GER100Y1, GER150H1, or any course offered by and crosslisted by the Centre for Jewish Studies

*NOTE: 1. Students who took GER463Y1 cannot take GER260Y1 or GER360H1; students who took GER260Y1 or GER360H1 cannot take GER463Y1. 2. Students who took GER462H1 cannot take GER460H1.

Description of Proposed Changes:
These minor changes reflect the discontinuation of GER362H1 and the course designator change of GER462H1 to GER460H1. We also added JGJ360H1, a course cross-listed with our program. There are no further changes.

Rationale:

Impact:

Consultation:

Resource Implications:

2 New Courses:

GER334H1: Transnational Literatures

Contact Hours:

Seminar: 24

Description:

This course investigates contemporary German culture by paying attention to its other or alternate voices and perspectives, i.e. those not usually prevalent in mainstream cultural and sociopolitical discourses.

Prerequisites:

GER205H1

Corequisites:

Exclusions:

GER423H1
GER460H1: Advanced Yiddish

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

Contact Hours:
Practical: 36

Description:
This course conducted entirely in Yiddish focuses on advanced reading, writing, vocabulary and conversation, the study of poetry, short fiction, and memoir literature by leading authors. Selected advanced grammatical topics are presented in conjunction with the study of texts.

Prerequisites:
GER360H1

Corequisites:
Exclusions:
GER462H1

Recommended Preparation:

Breadth Requirements:
Creative and Cultural Representations (1)

Distribution Requirements:
Humanities

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

Experiential Learning:
- Research: none; Other: none

Rationale:
We propose changing the course designator from GER462H1 to GER460H1 so it corresponds to the other Yiddish language courses (GER260Y1 and GER360H1). This is the only change we propose.

Consultation:

Resources:

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
10

Instructor:
Dr. Alexandra Hoffman

12 Retired Courses:

GER240H1: German Drama in Translation (E)

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER250H1: Topics in German Film History (E)

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.
GER330H1: Introduction to German Poetry

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER338H1: Narratives of the Body (E)

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER362H1: Jewish Culture in the Soviet Union (E)

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER371H0: Berlin Summer Internship

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation. Also: This particular course hasn't been offered in over a decade; and we recently established a different internship course (GER391H1).

GER411H1: Critical Theory

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER423H1: Transnational Literatures

Rationale:
We are changing the course denominator from GER423H1 to GER334H1. This is part of a reduction of our 400-level topic courses. Rationale: (a) We have more 400-level topic courses than necessary to maintain our degree programs; (b) we want to open this course up to more students to increase enrolment.

Consultation:
German Undergraduate Curriculum Committee, German Department Meeting

GER425H1: Romanticism

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.
GER429H1: Topics in Medieval German Literature (E)

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER450H1: Topics in German Cinema

Rationale:
General housekeeping: This is one of a number of courses we propose to discontinue. Reason: Too many courses have been added over the years, and we haven't been able to teach all of them regularly. The goal of the course reduction is to be able to regularly offer all courses in our program in two-year-rotation.

GER462H1: Advanced Yiddish

Rationale:
We propose changing the course designator from GER462H1 to GER460H1 so it corresponds to the other Yiddish language courses (GER260Y1 and GER360H1). This is the only change we propose.
1 New Course:

INI308H1: Selected Topics in Writing and Rhetoric

Contact Hours:
- Seminar: 24

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 Enrollment:
40
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<th>TBA</th>
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1 New Course:

**NMC266H1: Archaeologies of Power**

| Contact Hours: |
| Lecture: 24 |

**Description:**
What does archaeological evidence tell us about political and social power? Explore the origins and rise of leadership in the Near East from the Neolithic period to the famous kings and military commanders of Sumer, Assyria and Babylon.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**
NMC102H1

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
This proposed course is part of a larger curricular revision that adopts a topical rather than chronological approach to second-year classes to the Ancient Near East. Such an approach has clearly resonated better with students over the past few years, allowing them to delve more deeply into specific aspects of ancient cultural history.

**Consultation:**
Approved by the NMC Undergraduate Affairs Committee, which includes student representation. We've also been in touch with Anthropology and Political Science regarding this new course.

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

**Overlap with Existing Courses:**
none

**Programs of Study for Which This Course Might be Suitable:**
NMC, Political Science, Social Anthropology

**Estimated Enrolment:**
36
Near & Middle Eastern Civilizations (FAS), Department of

Instructor:
Clemens Reichel

2 Course Modifications:

NMC465H1: Ceramic Analysis

Prerequisites:
Previous: ARH312Y1 or NMC360H1 or NMC361H1 or NMC369Y1 or NMC264H1
New: 1 FCE in Humanities

Rationale:
Emphasis of the course is on critical analysis, hence prerequisites focus on analytical skills rather than specific background information.

Consultation:
Approved by the Undergraduate Affairs Committee and in line with many existing courses in NMC.

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

NMC466H1: Near Eastern Ceramics

Prerequisites:
Previous: NMC260H1, NMC262H1, NMC465H1
New: 1 FCE in Humanities

Recommended Preparation:
Previous:
New: ARH312Y1 or NMC264H1 or NMC360H1 or NMC361H1 or NMC464H1 or NMC465H1

Rationale:
Emphasis of the course is on critical analysis, hence prerequisites focus on analytical skills rather than specific background information.

Consultation:
Approved by the Undergraduate Affairs Committee and consistent with existing courses in NMC.

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

**PCL218H1: Cannabis the Drug**

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

There is a critical need for a breadth of understanding regarding its mechanism of action, pharmacological effects and its potential benefits and harms (short and long-term). Students will gain a breadth of understanding in cannabis related topics including pharmacology and toxicology, its role in mental health and addictions, medical use, drug policy and new drug development that stems from increased access to cannabis constituents. They will learn to differentiate myths and anecdotes from evidence-based knowledge. Going forward it is imperative that students spanning basic sciences through business, arts and engineering have a comprehensive understanding of these topics. PCL218H1 will give students for a variety of academic backgrounds a basic understanding of the health implications of cannabis which have broad implications for both our professional and personal lives.

**Prerequisites:**

none

**Corequisites:**

none

**Exclusions:**

none

**Recommended Preparation:**

none

**Breadth Requirements:**

Living Things and Their Environment (4)

**Distribution Requirements:**

Science

**Competencies:**

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

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

**Experiential Learning:**

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

*Nature of "Other" Experiential Learning:* Service Learning

**Rationale:**

Cannabis is now legal in Canada and recreational and medical use is increasing. There is a critical need for a breadth of understanding regarding its mechanism of action, pharmacological effects and its potential benefits and harms (short and long-term). As the first G7 country to undertake legalization, Canada is in the spotlight regarding areas related to legalized cannabis including effects on individual’s health, increased understanding of its pharmacology and toxicology, and potential for new drug development.

Course goals/objectives:

• Provide a breadth of understanding of cannabis from a health and medical perspective
• Improve comprehension that will enhance professional development in a wide range of careers that intersect the cannabis field. These include science, medicine, health policy, business, engineering, harm reduction, mental health, medical writing, communications and economics.
Pharmacology & Toxicology (MED), Department of

- Develop critical evaluation and inquiry skills that enable skill required to access appropriate sources and of information regarding cannabis.

**Consultation:**
Discussed with Departmental Undergrad Education Committee. Proposal sent to Basic Medical Sciences Assoc Chairs UG and HMB for input/consultation.

**Resources:**
TAs, Instructor

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

**Overlap with Existing Courses:**
Some of the topics introduced are expanded upon in much more depth in a more discipline specific manner in our upper year Pharmacology courses.

**Programs of Study for Which This Course Might be Suitable:**
Any student wishing to gain a breadth of knowledge regarding cannabis and its effects as a recreational drug, as the therapeutic agent, and as a potential for economic, and drug development

**Estimated Enrolment:**
120

**Instructor:**
R.A. Ross
1 Minor Program Modification:

Physics and Philosophy Specialist

Description:

Previous: 

New: 

Physics has deep historical roots in natural philosophy and many aspects of contemporary Physics raise profound philosophical questions about the nature of reality. The interdisciplinary Physics and Philosophy Program allows the student to engage with both Physics and Philosophy at their deepest levels, and to more fully explore the connections between them.

Consult Associate Chair (Undergraduate Studies), Department of Physics or Philosophy.

Completion Requirements:

Physics has deep historical roots in natural philosophy and many aspects of contemporary Physics raise profound philosophical questions about the nature of reality. The interdisciplinary Physics and Philosophy Program allows the student to engage with both Physics and Philosophy at their deepest levels, and to more fully explore the connections between them.

Consult Associate Chair (Undergraduate Studies), Department of Physics or Philosophy.

(15.0 + 15.0 full courses or their equivalent (FCE), including at least 1.5 FCE 2.0 full courses at the 400 level)

First Year: (2.5 – 3.0 FCE)

(MAT135H1, MAT136H1)/MAT137Y1/MAT157Y1, MAT223H1/MAT240H1, PHY131H1/PHY151H1, PHY132H1/PHY152H1; PHL100Y1/PHL101Y1

(The courses MAT137Y1, MAT223H1, PHY151H1, PHY152H1 are recommended.)

First or Second Year: (1.5 FCE)

1.5 FCE of: PHL232H1/PHL233H1/PHL240H1/PHL245H1/HPS250H1 (PHL245H1 may only be counted here if MAT157Y1 is not taken)

Second Year: (3.0 – 3.5 FCE)

MAT237Y1/MAT257Y1/MAT235Y1, MAT244H1/MAT267H1, PHY250H1, PHY254H1, PHY256H1; HPS250H1

(The courses MAT237Y1, MAT244H1 are recommended.)

Third Year: (2.0 – 2.5 FCE)

MAT334H1/MAT354H1, PHY252H1; PHY354H1, (PHY350H1/PHY354H1), PHY356H1

Fourth Year: (1.0 – 1.5 FCE)

PHY456H1; (PHY483H1/PHY452H1), PHY491H1

Any Year: (5.0 FCE)
Philosophy (FAS), Department of

**PHL245H1**, (PHL345H1/PHL347H1/PHL348H1/PHL349H1), PHL355H1, PHL356H1, (PHL415H1/PHL482H1), plus 1.0 FCE of (PHL325H1/PHL331H1/PHL332H1/PHL346H1/PHL357H1) plus 2.0± FCE additional PHL courses, including at least 0.5 FCE of which must be from at the Philosophy Value Theory Course Group (The courses PHL265H1, PHL275H1 are recommended.) 300+ level

**Description of Proposed Changes:**

**Rationale:**

The changes were meant to make the philosophy requirements for P&P more sensible, focusing more on philosophy of science and metaphysics, and to streamline the physics requirements to focus on relativity and quantum mechanics, the areas of physics most of concern to philosophers.

**Impact:**

**Consultation:**

**Resource Implications:**

1 New Course:

**PHL418H1: Seminar in Indian Philosophy**

**Contact Hours:**

*Seminar: 36*

**Description:**

Advanced study of one or more topics in Indian Philosophy.

**Prerequisites:**

4.0 FCEs in PHL

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

PHL339H1

**Breadth Requirements:**

Thought, Belief and Behaviour (2)

**Distribution Requirements:**

Humanities

**Competencies:**

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

**Experiential Learning:**

- *Research:* none; *Other:* none
<table>
<thead>
<tr>
<th><strong>Rationale:</strong></th>
<th>This is a new course that is meant to broaden our offerings in Non-Western Philosophy. And our newly offered 300-level course in Indian Philosophy has proven to be quite popular.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consultation:</strong></td>
<td>This course has been approved by the philosophy undergrad curriculum committee.</td>
</tr>
<tr>
<td><strong>Resources:</strong></td>
<td>Philosophy is currently search for a faculty member in Indian Philosophy.</td>
</tr>
<tr>
<td><strong>Budget Implications:</strong></td>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
</tr>
<tr>
<td><strong>Overlap with Existing Courses:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Programs of Study for Which This Course Might be Suitable:** | Philosophy  
Bioethics |
| **Estimated Enrolment:** | 20 |
| **Instructor:** | TBD |
# 3 Minor Program Modifications:

## Physics Major

<table>
<thead>
<tr>
<th>Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Previous:</td>
</tr>
<tr>
<td>New:</td>
</tr>
</tbody>
</table>

A Physics Major program is appropriate for students interested in a more flexible and diverse undergraduate physics program. A Physics Major may be tailored to be a natural counterpart to a second Major in mathematics, astronomy, computer science, environmental science, geology or the life sciences. Students should consult the Associate Chairs (Undergraduate Studies) of Physics and the respective departments for advice on course selections.

### Completion Requirements:

(8.0 FCE including at least 2.0 FCE at the 300+ level, with at least 0.5 FCE at the 400 level)

A Physics Major program is appropriate for students interested in a more flexible and diverse undergraduate physics program. A Physics Major may be tailored to be a natural counterpart to a second Major in mathematics, astronomy, computer science, environmental science, geology or the life sciences. Students should consult the Associate Chairs (Undergraduate Studies) of Physics and the respective departments for advice on course selections.

**First Year:** (2.0 FCE)

(MAT135H1, MAT136H1)/MAT137Y1/MAT157Y1, PHY131H1/PHY151H1, PHY132H1/PHY152H1

**Second Year:** (3.0 FCE)

1. MAT235Y1/MAT237Y1/MAT257Y1, MAT223H1/MAT240H1, PHY224H1
2. 1.0 FCE from PHY231H1, PHY331H1, PHY250H1, PHY252H1, PHY254H1, PHY256H1

**Third Year:** (2.5 FCE)

1. MAT244H1/MAT267H1, PHY324H1/PHY405H1/PHY407H1/PHY408H1
2. 1.5 FCE, including at least 0.5 FCE at the PHY400 level, from APM346H1/MAT334H1/MAT354H1; PHY-300 level courses/PHY-400 level courses/JPE395H1/JPE493H1, excluding JPH311H1, JPH441H1

**Third or Fourth Year:** (0.5 FCE)

1. Ethics and Social Responsibility Requirement: The Physics course JPH441H1 meets this requirement as well as any of the following courses: ETH201H1/ETH210H1/ETH220H1/ETH230H1/HPS200H1/PHL233H1/HPS200H1/PHL265H1/PHL273H1/PHL275H1/PHL281H1/IMC200H1/VIC172Y1/ENV333H1. See Note 2.

**Notes:**

1. Students in the Physics Major program who are intending to pursue graduate studies in Physics should consult with the Associate Chair (Undergraduate Studies).

2. Requirement 1 in Third or Fourth Year represents 0.5 FCE with a significant emphasis on "Ethics and Social Responsibility". Students may use the CR/NCR option towards any of the courses listed in Requirement 1. Another Arts & Science course with a significant emphasis on "Ethics and Social Responsibility" may be substituted subject to approval from the Associate Chair (Undergraduate Studies).
## Description of Proposed Changes:

### Rationale:

### Impact:

### Consultation:

### Resource Implications:

## Physics Specialist

### Description:

**Previous:**

**New:**

The Physics Specialist Program offers rigorous training in the full spectrum of core physics subfields, as well as their numerous important applications. Practical courses treat the experimental and computational aspects and complement the lecture courses. Physics concerns many of the most fundamental questions in our scientific understanding of the universe. What is the nature of matter and energy at the smallest scales? What are the physical processes that govern the Earth’s climate? What is the nature of light and how can it be controlled? How do the collective properties of solids emerge from those of individual atoms? How do biological processes organize themselves to maintain their survival? What is the structure and evolution of the Earth and the other planets? How can quantum information be used for computation? Physics seeks answers to these questions using a combination of theory, computation and precise experimental work, and the results find application across all of science.

Consult the Associate Chair (Undergraduate Studies), Department of Physics.

### Completion Requirements:

The Physics Specialist Program offers rigorous training in the full spectrum of core physics subfields, as well as their numerous important applications. Practical courses treat the experimental and computational aspects and complement the lecture courses. Physics concerns many of the most fundamental questions in our scientific understanding of the universe. What is the nature of matter and energy at the smallest scales? What are the physical processes that govern the Earth’s climate? What is the nature of light and how can it be controlled? How do the collective properties of solids emerge from those of individual atoms? How do biological processes organize themselves to maintain their survival? What is the structure and evolution of the Earth and the other planets? How can quantum information be used for computation? Physics seeks answers to these questions using a combination of theory, computation and precise experimental work, and the results find application across all of science.

Consult the Associate Chair (Undergraduate Studies), Department of Physics.

(13.5 FCE, including at least one full course at the 400 level)

First Year: (2.5 FCE)

(MAT135H1, MAT136H1)/MAT137Y1/MAT157Y1, MAT223H1/MAT240H1, PHY131H1/PHY151H1, PHY132H1/PHY152H1
Physics (FAS), Department of

(The courses MAT137Y1, MAT223H1, PHY151H1, PHY152H1 are recommended.)

Second Year: (4.0 FCE)

MAT237Y1/MAT257Y1/MAT235Y1, MAT244H1/MAT267H1, PHY224H1, PHY250H1, PHY252H1, PHY254H1, PHY256H1
(The courses MAT237Y1, MAT244H1 are recommended.)

Second or Third Year: (0.5 FCE)

PHY324H1

Third Year: (3.0 FCE)

1. APM346H1, MAT334H1/MAT354H1, PHY350H1, PHY354H1, PHY356H1

2. Additional 0.5 FCE from PHY-300 level courses/PHY-400 level courses/JPE395H1/JPE493H1, excluding JPH311H1, JPH441H1

Third or Fourth Year: (3.5 FCE)

1. PHY424H1

2. 1.0 FCE from PHY450H1, PHY452H1, PHY454H1, PHY456H1, PHY460H1

3. PHY405H1/PHY407H1/PHY408H1/PHY426H1/PHY478H1. See Note 2.

4. 1.0 FCE, including at least 0.5 FCE at the PHY-400 level, from PHY-300 level courses/PHY-400 level courses/ JPE395H1/JPE493H1, excluding JPH311H1, JPH441H1

5. Ethics and Social Responsibility Requirement: The Physics course JPH441H1 meets this requirement as well as any of the following courses: ETH201H1/ETH210H1/ETH220H1/ETH230H1/HPS200H1/PHL233H1/PHL265H1/PHL273H1/ PHL275H1/PHL281H1/IMC200H1/VIC172Y1/ENV333H1. See Note 3.

Notes:

1. Students are encouraged but not required to enrol in the independent study and project courses such as PHY371Y1, PHY478H1, etc.

2. PHY479Y1 (Undergraduate Research Project) satisfies Requirement 3 in Third or Fourth Year and counts as 0.5 FCE at the PHY-400 level for Requirement 4 in Third or Fourth Year. Students may use MAT351Y1 instead of APM346H1 for Requirement 1 in Third Year.

3. Requirement 5 in Third or Fourth Year represents 0.5 FCE with a significant emphasis on "Ethics and Social Responsibility". Students may use the CR/NCR option towards any of the courses listed in Requirement 5. Another Arts & Science course with a significant emphasis on "Ethics and Social Responsibility" may be substituted subject to approval from the Associate Chair (Undergraduate Studies).

4. The requirement for an integrative, inquiry-based activity is satisfied by the required course PHY424H1.

Description of Proposed Changes:

Rationale:
Physics and Philosophy Specialist

Description:

Previous:

New:

Physics has deep historical roots in natural philosophy and many aspects of contemporary Physics raise profound philosophical questions about the nature of reality. The interdisciplinary Physics and Philosophy Program allows the student to engage with both Physics and Philosophy at their deepest levels, and to more fully explore the connections between them.

Consult Associate Chair (Undergraduate Studies), Department of Physics or Philosophy.

Completion Requirements:

(15.0 16.0 full courses or their equivalent (FCE), including at least 1.5 FCE 2.0 full courses at the 400 level)

First Year: (2.5 3.5 FCE)

(MAT135H1, MAT136H1)/MAT137Y1/MAT157Y1, MAT223H1/MAT240H1, PHY131H1/PHY151H1, PHY132H1/PHY152H1; PHL100Y1/PHL101Y1

(The courses MAT157Y1, MAT223H1, PHY151H1, PHY152H1 are recommended.)

First or Second Year: (1.5 FCE)

1.5 FCE of: PHL232H1/PHL233H1/PHL240H1/PHL245H1/HPS250H1 (PHL245H1 may only be counted here if MAT157Y1 is not taken)

Second Year: (3.0 3.5 FCE)

MAT237Y1/MAT257Y1/MAT235Y1, MAT244H1/MAT267H1, PHY250H1, PHY254H1, PHY256H1; HPS250H1

(The courses MAT237Y1, MAT244H1 are recommended.)

Third Year: (2.0 2.5 FCE)

MAT334H1/MAT354H1, PHY252H1; PHY354H1, (PHY350H1/PHY354H1), PHY356H1
Physics (FAS), Department of

<table>
<thead>
<tr>
<th>Fourth Year: (1.0 - 5.0 FCE)</th>
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<tbody>
<tr>
<td>PHY456H1; (PHY483H1/PHY452H1), PHY491H1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Any Year: (5.0 FCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL245H1; (PHL345H1/PHL347H1/PHL348H1/PHL349H1), PHL355H1, PHL356H1, (PHL415H1/PHL482H1), plus 1.0 FCE of (PHL325H1/PHL331H1/PHL332H1/PHL346H1/PHL357H1) plus 2.0 - 5 FCE additional PHL courses, including at least 0.5 FCE of which must be from at the Philosophy Value Theory Course Group (The courses PHL265H1, PHL275H1 are recommended.) 300+ level</td>
</tr>
</tbody>
</table>

**Description of Proposed Changes:**

**Rationale:**

The changes were meant to make the philosophy requirements for P&P more sensible, focusing more on philosophy of science and metaphysics, and to streamline the physics requirements to focus on relativity and quantum mechanics, the areas of physics most of concern to philosophers.

**Impact:**

**Consultation:**

**Resource Implications:**
5 New Courses:

**RLG371H1: Interdependence**

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

**Description:**
An exploration of the Buddhist concept of interdependence, or interdependent origination, from doctrinal and contemplative perspectives, as presented in classic Buddhist texts and as used in contemporary environmental and activist movements globally.

**Prerequisites:**
None

**Corequisites:**
None

**Exclusions:**
None

**Recommended Preparation:**
RLG206H1

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

**Distribution Requirements:**
Humanities

**Competencies:**
- Communication: none; 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: Fieldwork

**Rationale:**
This is a third-year course in Buddhist Studies that may also interest students in environmental studies programs.

**Consultation:**
The course proposal was first vetted by members of the DSR who teach in the area of Buddhism, and then approved by the department's undergraduate curriculum committee.

**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:**
Environment Studies

**Estimated Enrolment:**
48
RLG397H1: Readings in Early Sikh Texts

Description:

This class is an introduction to early Sikh texts in their original language and in translation. In addition to learning the grammar of what Christopher Shackle has called 'the sacred language of the Sikhs' and acquiring translation skills, students will be expected to demonstrate their ability to analyze and interpret texts in relation to their contexts of production.

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: slightly

Experiential Learning:

Research: extensively; Other: none

Rationale:

For students interested in deepening their knowledge of the Sikh tradition and potentially doing research in the field of Sikh Studies, this class provides foundational training in the reading of early Sikh texts.

Consultation:

The course proposal was approved by the department's undergraduate curriculum committee, which includes a representative of faculty in the area of South Asian religions.

Resources:

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

Overlap with Existing Courses:

none

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

#### Instructor:
Julie Vig

### RLG466H1: Sravakayana and Theravada Text

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

**Description:**
An advanced study of key texts pertaining to the Theravada and other Sravakayana schools produced in Southern and Southeastern Asia from the early centuries BC till today with a focus on issues of translation, interpretation, commentarial approaches, doctrinal and narrative strategies, as well as issues related to the production, circulation, and consumption of these works. Texts will vary by year; consult the departmental website for this year’s course description.

**Prerequisites:**
- Reading knowledge in Sanskrit, Pali, Tibetan, Chinese or a pertinent Asian vernacular literary language

**Corequisites:**
- None

**Exclusions:**
- None

**Recommended Preparation:**
- Any 200 or 300 level Buddhism course

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

**Distribution Requirements:**
- Humanities

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

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

**Rationale:**
To provide a solid basis in Buddhist texts as well as in the doctrines, practices, narratives, historiographies, hermeneutics, and poetics found in them for students of Buddhism and South Asian religions.

**Consultation:**
The course proposal was first vetted by members of the DSR who teach in the area of Buddhism, and then approved by the department's undergraduate curriculum committee.

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

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
Religion (FAS), Department for the Study of Religion, History, Comparative Literature, Anthropology

<table>
<thead>
<tr>
<th>Estimated Enrolment:</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>C. Emmrich</td>
</tr>
</tbody>
</table>

**RLG467H1: Reading Mahayana Texts**

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

**Description:**
An advanced study of key texts pertaining to the Mahayana schools with a focus on issues of translation, interpretation, commentarial approaches, doctrinal and narrative strategies, as well as issues related to the production, circulation, and consumption of these works. Texts will vary by year; consult the departmental website for this year’s course description.

**Prerequisites:**
permission of the instructor

**Corequisites:**
None

**Exclusions:**
None

**Recommended Preparation:**
Any 200- and 300-Level Buddhism course

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

**Distribution Requirements:**
Humanities

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

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

**Rationale:**
To provide a solid basis in Buddhist texts as well as in the doctrines, practices, narratives, historiographies, hermeneutics, and poetics found in them for students of Buddhism and South Asian religions.

**Consultation:**
The course proposal was first vetted by members of the DSR who teach in the area of Buddhism, and then approved by the department's undergraduate curriculum committee.

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

**Overlap with Existing Courses:**
None
RLG481H1: Islamic Intellectual Tradition

Contact Hours:
  Seminar: 24

Description:

This seminar covers three main areas of the Islamic intellectual tradition: legal, theological and mystical. Each section will be covered by reading an original work translated into English with the aid of secondary literature. The seminar will develop the students’ knowledge of the classical Islamic tradition. Students will choose a research topic and develop and present to the class a synopsis of their research. The seminar culminates in writing a research paper on one aspect of the Islamic religious tradition.

Prerequisites:
  Permission of the instructor

Corequisites:

Exclusions:

Recommended Preparation:
  RLG204H1/RLG204H5

Breadth Requirements:

Distribution Requirements:

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

Experiential Learning:
  Research: none; Other: none

Rationale:
  We have few 400 level courses in the Islam tradition. This course is meant to address this lacuna. It is flexible that it allows for a change of material every year. The course will allow students interested in Islam to write extensive research papers.

Consultation:
  Yes, in consultation with the colleagues who teach Islam in the department.

Resources:
  None

Overlap with Existing Courses:
4 Course Modifications:

RLG309H1: Religion and Human Rights

**Description:**

The relationship and interaction between religious and ethical norms, social and political ideals, and systems of law. The course concerns the ongoing dialectic between religious and other values, the application of religious ideas to social orders, and questions of religious and human rights.

**Prerequisites:**

- **Previous:** three RLG or PHI / PHL half-courses and third year standing. See note above for general prerequisites.
- **New:** Completion of 4.0 credits

**Rationale:**

**Consultation:**

**Resources:**

RLG310H1: Modern Atheism and the Critique of Religion: Hobbes to Kant

**Prerequisites:**

- **Previous:** Three RLG or PHL half-courses and 9.0 FCEs completed. See note above for general prerequisites.
- **New:** Completion of 4.0 credits

**Rationale:**

**Consultation:**

**Resources:**

RLG346H1: Time and Place in Judaism

**Prerequisites:**

- **Previous:** RLG100Y1 / RLG280Y1 / one course in Jewish Studies
- **New:** Completion of 4.0 credits

**Rationale:**
RLG350H1: The Life of Muhammad

Description:

This course examines Muhammad's life as reflected in the biographies and historical writings of the Muslims. Students will be introduced to the critical methods used by scholars to investigate Muhammad's life. Issues include: relationship between Muhammad's life and Quran teachings and the veneration of Muhammad.

Prerequisites:

Previous: RLG100Y1 / RLG200Y1/RLG204Y1/NMC283Y1/RLG204H5; See note above for general prerequisites
New: Completion of 4.0 credits

Recommended Preparation:

Previous:
New: RLG204H1/RLG204H5

Rationale:

Consultation:

Resources:

4 Retired Courses:

RLG333H1: Christianity and Conflict

Rationale:
This course has not been taught in the past five years.

RLG357H1: Karma and Dharma in Indic Tradition

Rationale:
This course has not been taught in the past five years.

RLG377H1: Theravada Literature

Rationale:
This course has not been taught in the past five years.

RLG386H1: Diasporic Religions

Rationale:
This course has not been taught in the past five years.
## 4 New Courses:

### SDS385H1: Queer Indigenous Politics and Cultures

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

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

<table>
<thead>
<tr>
<th>Description:</th>
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<tbody>
<tr>
<td>This upper level course introduces students to questions of gender, sexuality, two-spirit, and same-sex desire at the intersections of race, indigeneity, and the violences of settler colonialism. Students will engage with work by scholars, activists, and artists in the fields of indigenous and queer studies, decolonizing activism, and cultural production.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>SDS255H1, SDS256H1</td>
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<table>
<thead>
<tr>
<th>Corequisites:</th>
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<table>
<thead>
<tr>
<th>Exclusions:</th>
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<tbody>
<tr>
<td>SDS375H1 (Special Topics in Sexual Diversity Studies A: Indigeneity &amp; Sexuality), offered in Winter 2019</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Recommended Preparation:</th>
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</thead>
<tbody>
<tr>
<td>Some coursework in indigenous culture and history in Canada/US</td>
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<table>
<thead>
<tr>
<th>Breadth Requirements:</th>
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</thead>
<tbody>
<tr>
<td>Society and its Institutions (3)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Distribution Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science, Humanities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong> extensively; <strong>Critical and Creative Thinking:</strong> extensively; <strong>Information Literacy:</strong> notably</td>
</tr>
<tr>
<td><strong>Quantitative Reasoning:</strong> none; <strong>Social and Ethical Responsibility:</strong> extensively</td>
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<thead>
<tr>
<th>Experiential Learning:</th>
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<tbody>
<tr>
<td><strong>Research:</strong> none; <strong>Other:</strong> none</td>
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<thead>
<tr>
<th>Rationale:</th>
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<tbody>
<tr>
<td>The lack of course offerings specifically on the topic of sexuality in indigenous and two-spirit communities has been an issue at both SDS and UofT more generally. With SDS’s new focus on decolonizing approaches to curriculum and pedagogy, the SDS Curriculum Committee has determined that offering a course on queer indigenous politics and cultures is a top priority for our undergraduate program. The course’s inaugural offering will occur in Winter 2019 with an indigenous instructor and we plan to keep this course as a permanent, core elective for SDS specialists, majors and minors.</td>
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<table>
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<tr>
<th>Consultation:</th>
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<td>We have consulted with the Centre for Indigenous Studies about offering this course and have had a positive response. We also consulted with Women &amp; Gender Studies, who support the development of this course. SDS has several indigenous, two-spirit identifying students and their needs for a systemic and structured approach to the topic has been long known (currently, many of them study the topic as self-guided, independent studies).</td>
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<th>Resources:</th>
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The course will be taught by a sessional instructor and it will be funded by SDS’s regular teaching budget. No TA assigned.

**Overlap with Existing Courses:**
None

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

**Estimated Enrolment:**

**Instructor:**

### SDS425H1: Sexuality & Health

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

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

**Description:**
How is the idea of “ethics” understood and deployed in research on sexuality and health? What are the ways that discourses of “risk,” “precarity,” and “cure” become regulative frameworks? How do racialization, colonialism and nation-building participate in the biopolitics of sexuality and health? With these questions in mind, this interdisciplinary course will discuss various scholarly and activist literatures, including Youth Studies, Critical Disability Studies, Environmental Justice scholarship, Sex Education and Public Health Research, Critical Development Studies, and Queer and Feminist Studies to explore the cultural, social and political dimensions of ethics, health, and sexuality historically, and at the present moment.

**Prerequisites:**
SDS255H1, SDS256H1

**Corequisites:**

**Exclusions:**
- SDS375H1 (Special Topics in Sexual Diversity Studies A: Sexuality & Health), offered in Winter 2018;
- SDS455H1 (Special Topics in Sexual Diversity Studies: Sexuality & Health), offered in Winter 2019

**Recommended Preparation:**
Some coursework in health, disability studies, and equity studies

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

**Distribution Requirements:**
- Social Science, 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 was first offered in Winter 2018 as a special topics course (SDS375H1S) and attracted many students from diverse programs and fields (e.g. Health, Cognitive Studies, Women & Gender Studies, SDS, Criminology, Equity Studies). One of the reasons for the popularity of this course was that it is the only course offered at UofT that specifically engages with the cultural analysis and political dimensions of health and ethics from feminist, queer, and critical race perspectives.

**Consultation:**
With the success of the inaugural offering of this course in 2018, the SDS Curriculum Committee has recommended that the course be a permanent elective/capstone for upper-level SDS specialists, majors, minors and students from other programs.

**Resources:**
A sessional instructor will teach the course. No TA assigned.

**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:**
Health Studies, Equity Studies, Women & Gender Studies

**Estimated Enrolment:**
25

**Instructor:**
TBD

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### SDS465H1: Queer Migrations and Refugee Politics

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

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

**Description:**
This interdisciplinary course will explore the politics of migration and border-crossing from queer, feminist, and trans perspectives. Drawing upon contemporary North American and transnational research, students will engage with critical literatures on citizenship and the state, mobility, belonging, and kinship and how these processes intersect with sexuality in the context of immigration and refugee systems.

**Prerequisites:**
SDS255H1, SDS256H1

**Corequisites:**

**Exclusions:**
SDS455H1 (Special Topics in Sexual Diversity Studies: Queer Migrations and Refugee Politics), offered in Fall 2018

**Recommended Preparation:**
Some coursework in migration & diaspora studies, or transnationalism

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

**Distribution Requirements:**
Sexual Diversity Studies (FAS), Mark S Bonham Centre for Social Science, Humanities

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

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

Rationale:
With SDS’s new focus on transnational approaches to sexual diversity studies, this course is crucial for introducing students to contemporary and historical perspectives on sexual im/migration and sexual orientation/gender identity-based asylum policies in Canada. Some of these topics are covered in various courses (SDS381, SDS382), but the SDS Curriculum Committee has determined that a course dedicated to the topics is necessary.

Consultation:
We have consulted Women & Gender Studies and received their support for the development of this course. Students’ interest (based on informal feedback from SDS381 and SDS382) is high.

Resources:
The course will be taught by a sessional instructor or an appointed faculty. No TA assigned.

**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:
Women & Gender Studies, History, Sociology, Anthropology, Diaspora and Transnational Studies

Estimated Enrolment:
25

Instructor:
TBD

**SDS485H1: Advanced Seminar in Queer Theory**

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

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

**Description:**
This course will provide an advanced exploration of the historical and contemporary formations and debates of queer theory. Readings simultaneously draw upon the humanities (e.g. literature, history, performance studies) and humanist social sciences (e.g. anthropology, geography, sociology) with an emphasis on the contributions of queer of colour critique, feminism, crip theory, and postcolonial studies. This seminar is designed to provide students with the opportunity to practice their skills of research and interpretation at a particularly advanced level and are expected to produce a research essay at the end of it.

**Prerequisites:**
SDS255H1 and SDS256H1, or SDS355H1

**Corequisites:**

**Exclusions:**
Recommended Preparation:
Some coursework in queer theory and psychoanalysis

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
While Sexuality and Sexual Diversity Studies is a large, interdisciplinary field, queer theory is often the central theoretical frame that most SDS research and scholarship utilizes. As we currently lack a course specifically dedicated to engaging students with the canonical literature and models of queer theory (e.g. psychoanalysis, critical theory, affect theory etc.) at the undergraduate level, the SDS Curriculum Committee has determined that an upper-level seminar/capstone course is necessary for SDS specialists and majors interested in acquiring in-depth knowledge and mastery of the topic.

Consultation:
Based on informal consultations with SDS students, a desire for a more systemic and advanced engagement with queer theory is in high demand within the program.

Resources:
The course will be taught by a sessional instructor who already teaches the similar topic in another course. No TA assigned.

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:
English, History, Sociology, Anthropology, Women & Gender Studies

Estimated Enrolment:
25

Instructor:
TBD

1 Course Modification:

SDS355H1: Theories of Sexuality II: Contemporary Perspectives

Title:
Theories of Sexuality II: Contemporary Perspectives

Description:
Previous:
This course is a short critical survey of some of the ways in which sexuality has been theorized over the past fifty years,
Sexual Diversity Studies (FAS), Mark S Bonham Centre for

paying particular attention to the fruitful relays between cultural theory and political activism at large. Its aim is not to be exhaustive but to highlight some of the more challenging approaches to the study of bodies, desires and the environments they’re immersed in and with which the dynamically interact. We will examine how sexuality has been conceptualised, regulated and politically mobilized in recent years, specifically in North America.

New:

This course introduces students to key theories of sexuality and sexual diversity. The main goal is to create a framework for understanding sexuality at its intersections with race, gender, class, disability, citizenship status, and geography among other social relations and processes at an advanced level. Closely tracing sexuality’s intersections, course readings will draw upon critical race theory, postcolonial critique and decolonizing movements, women of colour feminisms, trans studies, and transnational sexuality and gender studies.

Prerequisites:

- Previous: SDS255H1 / SDS256H1/UNI255H1/UNI256H1 or permission of the instructor
- New: SDS255H1 or SDS256H1

Recommended Preparation:

- Previous: 
- New: Some coursework in intersectionality of gender or sexuality

Breadth Requirements:

Society’s Thought; Belief and Its Institutions Behaviour (3 + 2 )

Rationale:

As part of the recent SDS curriculum revisions, the SDS355H1 (currently titled Theories of Sexuality: Contemporary Perspectives) will be changed to an advanced theory course on intersectionality that will be required for Specialists and Majors. This course will rely on more advanced readings on the topics of race, gender, class, disability, citizenship status etc.

Consultation:

The SDS Curriculum Committee has determined, as part of the undergraduate curriculum revisions and internal program consultation, that an advanced theory course on intersectionality in sexual diversity studies is necessary for SDS specialists and majors.

Resources:

The course will be taught by a long-term sessional instructor who teaches a similar course, or by an appointed faculty. 1-2 TAs will be assigned.

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

PRT423H1: Portuguese in the Work Context

Title:
Community Engaged Learning of Portuguese in Toronto and the GTA Work Context

Description:
This experiential learning course combines advanced language instruction with the richness and complexity of the Lusophone work experience in Toronto, promoting Community Engaged Learning (CEL) as a vehicle provides opportunities for greater linguistic fluency and cultural understanding. Students are placed with community organizations within the Greater Toronto Area and volunteer for 2 hours per week, furthering their students to develop language skills and their cultural knowledge. Class work focuses on developing students’ communication skills through exposure to a range of topics, from financial, legal, medical to educational, and to an extensive variety of styles and registers in Portuguese. Therefore, it trains students meet real needs in cross-cultural competence through immersion in the community by applying knowledge from their Portuguese courses work context.

Breadth Requirements:
Previous:
New: Society and its Institutions (3)

Rationale:

Consultation:

Resources:

SPA100Y1: Spanish for Beginners

Exclusions:
SPA120Y1, SPA219Y1, SPA319Y1, SPA220Y1, SPA320Y1, SPA420H1

Credit/No Credit Option:
Previous: Yes
New: No

Rationale:
Having a significant number of students in a language class taking the course for credit/non-credit poses a special pedagogical challenge for language learning. The professors have found over the past few years that the CR/NCR option has negatively impacted classroom learning and thus the learning of all students. In 2016-2017, 40% of our first-year Spanish language course took the course as CR/NCR. Their average grade was 45%. Unlike some other courses wherein a student’s performance/effort might be quite independent of the others in the class, in the context of learning a language, the amount of effort put in by the other students in the class can aid or hinder the ability of the professor to teach. Spaces in our language courses are in high demand (last year we had 104 first-year Spanish Language students on the waitlist on the first day of classes) so it would be fairer to devote our limited resources to the students who are willing to put their best effort into a course.

Consultation:
Last year, our Chair, Laura Colantoni, had discussions with Mary Pugh concerning this. This academic year Laura Colantoni and I had a meeting with Pamela Klassen on January 16th, 2019.

Resources:
1 Course Revision:

SPA120Y1: Accelerated Spanish Through Community Engaged Learning

Credit/No Credit Option:

- Previous: Yes
- New: No

Rationale:

Having a significant number of students in a language class taking the course for credit/non-credit poses a special pedagogical challenge for language learning. The professors have found over the past few years that the CR/NCR option has negatively impacted classroom learning and thus the learning of all students. In 2016-2017, 40% of our first-year Spanish language course took the course as CR/NCR. Their average grade was 45%. Unlike some other courses wherein a student’s performance/effort might be quite independent of the others in the class, in the context of learning a language, the amount of effort put in by the other students in the class can aid or hinder the ability of the professor to teach. Spaces in our language courses are in high demand (last year we had 104 first-year Spanish Language Students on the waitlist on the first day of classes) so it would be fairer to devote our limited resources to the students who are willing to put their best effort into a course.

Consultation:

Last year, our Chair, Laura Colantoni, had discussions with Mary Pugh concerning this. This academic year Laura Colantoni and Yolanda Iglesias met with Pamela Klassen on January 16th, 2019.

Resources:
2 Minor Program Modifications:

International Relations Major

Completion Requirements:

(7.5 FCEs)

Year 1 (2 FCEs)

1. One FCE from: ECO100Y1/(ECO101H1, ECO102H1)/ECO105Y1
2. One FCE from:
   GGR112H1
   HIS102Y1/HIS103Y1
   MUN101H1/MUN102H1/MUN105Y1 (in Munk One)
   POL101Y1
   TRN15Y1/TRN151Y1/TRN152Y1 (in Trinity One)
   VIC181H1, VIC183H1, VIC184H1, VIC185H1 (in Vic One)

Year 2 (3 FCEs)

1. ECO230Y1
2. POL208Y1
3. TRN250Y1

Year 3 (2 FCEs)

1. 1 FCE from:
   HIS311Y1/HIS312H1/HIS324H1/HIS330H1/HIS334Y1/HIS338H1/HIS341Y1/HIS343H1/HIS344H1/HIS347H1/
   HIS350H1/HIS359H1/HIS361H1/HIS364H1/HIS377H1/HIS379H1/
   HIS385H1/HIS386H1/HIS397H1/TRN307H1/TRN308H1
2. 1 FCE from:
   ANT452H1/ECO200Y1/ECO202Y1/ECO206Y1/ECO208Y1/ECO324H1/ECO341H1/ECO342H1/
   ECO362H1/ECO364H1/ECO365H1/ECO368H1/EUR200Y1/GGR314H1/GGR326H1/
   GGR329H1/GGR39H1/JHA384H1/JPA376H1/LAS200H1/LAS201H1/NMC378H1/
   POL312Y1/POL330Y1/POL340Y1/POL300H1/POL302Y1/POL323Y1/POL324H1/POL329H1/
   POL343Y1/POL361H1/POL362H1/POL371H1/POL372H1/POL377H1

Year 4 (0.5 FCEs)
TRN410H1 Researching Critical Cases in Contemporary International Relations

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

Description of Proposed Changes:
International Relations Specialist

Completion Requirements:

(13 full courses or the equivalent)

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

Year 1:

1. One FCE from: ECO100Y1/(ECO101H1, ECO102H1)/ECO105Y1
2. One FCE from:
   - GGR112H1
   - HIS102Y1/HIS103Y1
   - MUN101H1/MUN102H1/MUN105Y1 (in Munk One)
   - POL101Y1
   - TRN150Y1/TRN151Y1/TRN152Y1 (in Trinity One)
   - VIC181H1, VIC183H1, VIC184H1, VIC185H1 (in Vic One)
3. One FCE from:
   - One introductory modern language or MAT133Y1/MAT137Y1/(MAT135H1, MAT136H1)
   - Or a statistics course from social science departments (e.g. POL222H1+POL232H1 for students with the prerequisites, from e.g. Advance Placement)

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

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

Year 2 (3 FCEs): ECO230Y1, POL208Y1, TRN250Y1

Year 3 (3.5 FCEs):

1. One FCE from:
   - ECO320H1/ECO341H1/ECO342H1/ECO362H1/ECO364H1/ECO365H1/ECO368H1
2. One FCE from:
   - HIS311Y1/HIS312H1/HIS324H1/HIS330H1/HIS334Y1/HIS338H1/HIS341Y1/HIS343H1/HIS344H1/HIS347H1/
     HIS350H1/HIS359H1/HIS361H1/HIS364H1/HIS377H1/HIS379H1/
     HIS385H1/HIS386H1/HIS397H1
3.

1 FCE from:
ANT452H1/ECO200Y1/ECO202Y1/ECO206Y1/ECO208Y1/ECO324H1/ECO341H1/ECO342H1/
ECO362H1/ECO364H1/ECO365H1/ECO368H1/EUR200Y1/GGR314H1/GGR326H1/
GGR329H1/GGR439H1/JHA384H1/JPA376H1/LAS200H1/LAS201H1/NMC378H1/POL312Y1/
POL330Y1/POL340Y1/POL300H1/POL302Y1/POL323Y1/POL324H1/POL329H1/POL343Y1/
POL361H1/POL362H1/POL371H1/POL372H1/POL377H1

4.

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

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

Year 4 (3.5 FCEs)

1. 1 FCE from: TRN419Y1/TRN421Y1

2. 2.5 FCE from:
ECO403H1/ECO419H1/ECO429H1/ECO430Y1/ECO431H1/ECO459H1/ECO465H1
GGR418H1/GGR419H1/GGR430H1, GLA2050H1
HIS401H1/HIS402H1/HIS405Y1/HIS411H1/HIS415Y1/HIS416H1/HIS417H1/HIS429H1/
HIS430H1/HIS439H1/HIS445H1/HIS451H1/HIS457H1/HIS458Y1/HIS465Y1/HIS470H1/
HIS471H1/HIS473H1/HIS479H1/HIS487H1/HIS488H1/HIS492H1/HIS493H1/HIS494H1/HIS498H1
POL409H1/POL410H1/POL411H1/POL412H1/POL413H1/POL417Y1/POL435H1/
POL441H1/POL442H1/POL445H1/POL456Y1/POL457Y1/POL459Y1/POL466H1/
POL467H1/POL468H1/POL469H1/POL472H1
TRN409H1/TRN410H1/VIC476H1

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

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:
2 Minor Program Modifications:

American Studies Major

Completion Requirements:

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

1. 1.0 FCE from the 200-level gateway courses in English (ENG250H1 and either ENG270H1 or ENG235H1 ENG250Y1), History (HIS271Y1), Geography (GGR240H1 and AND GGR254H1), or Political Science (POL203Y1), or Cinema Studies (CIN270Y1).

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

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

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

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

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

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

Recommended Sequence of Courses:

First Year:

Students are encouraged to take any pre-requisites for the 200-level gateway course required, and/or enroll directly in USA200H1 as a first year student. Of the required second-year disciplinary survey courses, only one–POL203Y1–has a pre-requisite; students interested in politics, therefore, should take one full POL course, a pre-requisite for POL203Y1. Other recommended courses at the first year level include: HIS106Y1 Natives; Settlers; and Slaves: Colonizing the Americas; 1492-1804.

Second Year:

USA200H1

Introduction to American Studies HIS271Y1 American History Since 1607 (or) ENG250H1 AND either ENG270H1 or ENG235H1 ENG250Y1 American Literature (or) GGR240H1 AND GGR254H1 Geographies of Colonialism in North America/Geography USA (or) POL203Y1 U.S.: Government and Politics

Second, Third, and Fourth Years:

USA300H1, plus other eligible courses, to a total of 7.0 FCEs. At least 2.0 of these courses must be at the 300-level or above. At least 1.5 of these courses must be in American Studies (USA prefix courses) at the 300- or 400-level. Courses must be chosen in a way that satisfies the disciplinary/thematic variety described above, plus 0.5 FCE in Breadth Requirement Category 5, or another half course approved by the CSUS Program Director, to fulfill the Quantitative Reasoning competency requirement of the program.

NOTE: Other 300+ series courses with 50% or more American content may be allowed; students should seek early
United States (FAS), Centre for Study of

approval of program credit for such courses from the CSUS Director.

**Description of Proposed Changes:**

The English Department reduced its core survey course, ENG250, from a Y to an H course. This course was a requirement for both our majors and minors. The proposed change covers the lost 0.5 FCE.

**Rationale:**

**Impact:**

The impact on the programs listed should be negligible. Letters of support have been requested.

**Consultation:**

These changes were made in consultation with the Undergraduate Coordinators in the English Department and the Cinema Studies Institute.

**Resource Implications:**

These changes will require no additional resource allocations.

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**American Studies Minor**

**Completion Requirements:**

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

Second year:

1. 1.0 FCE from the following 200-level gateway survey courses in English (ENG250H1 and either ENG270H1 or ENG235H1 ENG250Y1), History (HIS271Y1), Geography (GGR240H1 and GGR254H1), or Political Science (POL203Y1), or Cinema Studies (CIN270Y1).

Third year:

2. Students must take USA300H1 (0.5 FCE).

Second, third, and fourth years:

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

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

**Description of Proposed Changes:**

The English Department reduced its core survey course, ENG250, from a Y to an H course. This course was a requirement for both our majors and minors. The proposed change covers the lost 0.5 FCE.

**Rationale:**

**Impact:**

The impact on the programs listed should be negligible. Letters of support have been requested.

**Consultation:**

These changes were made in consultation with the Undergraduate Coordinators in the English Department and the Cinema Studies Institute.

**Resource Implications:**
5 Minor Program Modifications:

Asian Canadian Studies Minor

Completion Requirements:

(4 full courses or their equivalent, including at least 1 FCE at the 300+ level).

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

Subsequent year requirements:

Required courses (1.0 FCE):
1. CDN230H1 Asian Canadian History
2. CDN307H1 Asian Cultures in Canada

Additionally, 3.0 FCE from courses in requirements 3 & 4, with at least 1.0 FCE in each category.

3. Asian Canadians and Asian Diasporas in Canada:

CAS413H1; CAS450H1; CDN230H1; CDN307H1; CDN390H1; CDN395H1; CDN225H1; CDN367H1; CDN420Y1; EAS315H1; ENG268H1; ENG368H1; ENG369H1; SOC218H1; ANT477H1; SAS114H1.

4. Contexts of Asian Canadian Studies:

Canadian Studies program courses:

CDN202H1; CDN205H1; CDN218H1; CDN221H1; CDN267H1; CDN268H1; CDN280H1; CDN305H1; CDN335H1; CDN355H1; CDN367H1; CDN368H1; CDN380H1; CDN405H1; CDN406H1; CDN420Y1; CDN425H1; CDN435Y1

Other courses:

INS201Y1; INS261H1; INS301Y1; INS302H1; INS350H1; INS351Y1; INS352H1; INS353H1; INS360Y1; INS403H1; INS407H1; ABS401H1; JFP450H1; POL308H1; ANT204H1; ANT315H1; ANT322H1; ANT365H1; ANT412H1; CAS201H1; CAS202H1; CAS413H1; CIN332Y1; CIN370H1; CSC300H1; DRM230Y1; DRM268H1; DTS200Y1; EAS105H1; EAS210Y1; EAS211Y1; EAS212H1; EAS219H1; EAS220Y1; EAS221H1; EAS300Y1; EAS310Y1; EAS320Y1; EAS401H1; EAS402H1; EAS410Y1; EAS460H1; EAS461H1; EAS474H1; ECO321H1; ECO322H1; ENG215H1; ENG252Y1; ENG350H1; ENG352H1; ENG353H1; ENG354Y1; ENG55H1; ENG357H1; ENG359H1; ENG424H1; ENG425H1; ENG428H1; FAH248H1; FAH262H1; FAH345H1; FAH457H1; FAH458H1; FAH482H1; FAH485H1; FAH486H1; FAH495H1; FIN320H1; FRE210H1; FRE314H1; FRE379H1; FEE410H1; FRA410H1; GGR124H1; GGR246H1; GGR320H1; GGR357H1; HIS262H1; HIS264H1; HIS263Y1; HIS283Y1; HIS307H1; HIS311Y1; HIS312H1; HIS313H1; HIS314H1; HIS318H1; HIS350H1; HIS365H1; HIS366H1; HIS402H1; HIS405Y1; HIS410H1; HIS429H1; HIS420H1; HIS462H1; HIS464H1; HIS466H1; HIS472H1; HUN355H1; INI308H1; INI337H1; INI385H1; INI387H1; INI437Y1; ITA233H1; ITA334H1; ITA493H1; JFP450H1; JGI346H1; JPA354H1; JPU315H1; JQR360H1; LIN201H1; LIN458H1; MUS306H1; NEW240Y1; NEW346H1; NEW429H1; NMC278H1; NMC315H1; NML110Y1; NML210Y1; NML360Y1; NML370Y1; NML470Y1; POL214Y1; POL224H1; POL306H1; POL308H1; POL312Y1; POL314H1; POL316Y1; POL334H1; POL336H1; POL344Y1; POL349H1; POL356H1; POL382H1; POL425Y1; POL439H1; POL462H1; POL463H1; POL473H1; POL474H1; POL490H1; POL490Y1; POL491H1; POL491Y1; PRT234H1; PPG301H; RLG261H1; RLG262H1; RLG308H1; RLG426H1; SMC291H1; SMC315H1; SMC320H1; SMC366H1; SMC376H1; SMC377H1; SMC385H1; SMC413H1; SMC416H1; SMC428H1; SMC466H1; SLA238H1; SOC220H1; SOC253H5; SOC311H1; SOC336H1; SOC383H1; TRN160Y1; TRN235H1; TRN419Y1; UNI101H1/UNI101Y1; UNI102H1/UNI106H1/UNI120Y1; UNI103H1/UNI103Y1; UNI104H1/UNI104Y1; VIC119H1; VIC351H1; WGS380H1.

A full list of approved Asian Canadian Studies courses and the approved list of courses related to the contexts of Asian Canadian Studies can be found on the website at www.uc.utoronto.ca/canadianstudies/. Please note that not all courses are...
University College

offered on a regular basis. Students are responsible for checking co- and prerequisites for all courses. Courses that are in
the current academic Calendar that include significant Canadian content may be considered, in consultation with the
Canadian Studies Program Director. Consult the Canadian Studies Program Office, Room UC173, University College,
416-946-4025, E-mail: canadian.studies@utoronto.ca.

### Description of Proposed Changes:
Updating the completion requirements to address the approved retirement of HIS263Y1.

### Rationale:

### Impact:

### Consultation:
Consulted with the Department of History and received approval.

### Resource Implications:

---

**Canadian Studies Major**

**Completion Requirements:**

(7 full courses or their equivalent in Canadian Studies approved courses with 2 FCEs at the 300+ level, and 0.5 FCE of
which must be at the 400 level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as
prerequisites for optional courses later in the program.)

1. (CDN267H1, CDN268H1), 1.0 FCE of the following: FAS248H1/DRM268H1/ENG215H1/ENG252H1/ENG254H1/
   FOR200H1/FRE210H1/GGR240H1/GGR246H1/HIS262H1/HIS264H1/INS201H1/INS210H1/INS220H1/INS231H1/
   LIN201H1/POL214Y1/POL224Y1/SLA238H1/SOC218H1/SOC220H1/TRN235H1 HIS263Y1

2. (CDN367H1, CDN368H1)

3. 0.5 FCE of any one of the following: CDN307H1/CDN335H1/CDN380H1/CDN390H1/JSU325H1

4. CDN405H1 or another fourth-year Canadian Studies course approved by the Program Director.

5. Students will take another 3 FCEs offered by the Canadian Studies Program, or in the list of courses approved by the
   Canadian Studies Program (see: www.uc.utoronto.ca/canadianstudies). Suitable courses not on the list may be considered
   for approval by the Program Director.

### Description of Proposed Changes:
Updating the completion requirements to address the approved retirement of HIS263Y1.

### Rationale:

**Majors and Specialists in Canadian Studies used to be required to take HIS263Y--a full year course in Canadian
History. This course is no longer offered by the History department. Instead, they have created two half courses on
Canadian History, HIS262 and HIS264, one for history majors and one for non-majors (students cannot take both
courses). To address this, and to ensure that Canadian Studies students still take 1 FCE on Canadian content from
outside the program offerings, we have made it possible for students to choose from a suite of courses, offered across
multiple units in A&S.**

### Impact:
This not only better reflects the multi-disciplinary focus of Canadian Studies, it also will make it more possible for more students to major or specialize in Canadian Studies.

Consultation:
We consulted with all units about the addition of their course(s) under our program. All have approved.

Resource Implications:

Canadian Studies Minor

Completion Requirements:

(4 full courses or their equivalent, including at least 1 FCE at the 300+ level)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest to them later in the program.)

1. CDN267H1/CDN268H1
2. CDN367H1/CDN368H1
3. 1 FCE from the list: UNI101H1/UNI101Y1/CDN202H1/CDN205H1/CDN221H1/CDN230H1/CDN267H1/CDN268H1/CDN280H1/CDN305H1/CDN307H1/SDS355H1/CDN367H1/CDN368H1/CDN380H1/CDN390H1/CDN405H1/CDN420Y1/CDN425H1/CDN430Y1/CDN435Y1/DRM268H1/HST211H1/JUG320H1/JSU325H1/SOC218H1/UNI220Y1/UNI320Y1

4. Students will take another 2 FCEs in courses offered by the Canadian Studies Program, or the long list of courses approved by the Canadian Studies program (a full list of approved Canadian Studies courses can be found on the website at www.uc.utoronto.ca/canadianstudies/). Suitable courses not on the list may be considered for approval by the Program Director.

Description of Proposed Changes:

Rationale:

Impact:

Consultation:

Resource Implications:

Canadian Studies Specialist

Completion Requirements:

(11 full courses or their equivalent in Canadian Studies approved courses including at least 4 FCEs at the 300+ level, 1 FCE of which must be at the 400 level.)

First Year: No specific first-year requirements. (Students are advised to take introductory courses that will serve as prerequisites for optional courses of interest taken later in the program.)
1. (CDN267H1, CDN268H1), 1.0 FCE of the following: FAH248H1/DRM268H1/ENG215H1/ENG252H1/ENG254H1/ 
   FOR200H1/FRE210H1/GGR240H1/GGR246H1/HIS262H1/HIS264H1/INS201H1/INS210H1/INS220H1/INS231H1/ 
   LIN201H1/POL214Y1/POL224Y1/SLA238H1/SOC218H1/SOC220H1/TRN235H1/HIS263Y1

2. (CDN367H1, CDN368H1)

3. 0.5 FCE of any one of the following: CDN307H1/CDN335H1/CDN380H1/CDN390H1/JSU325H1

4. CDN420Y1/CDN435Y1 or another fourth-year Canadian Studies course approved by the Program Director.

5. Students will take another 6.5 FCEs offered by the Canadian Studies Program, or from the list of courses approved by 
   the Canadian Studies program (see: www.uc.utoronto.ca/canadianstudies). Suitable courses not on the list may be 
   considered for approval by the Program Director.

Description of Proposed Changes:
Updating the completion requirements to address the approved retirement of HIS263Y1.

Rationale:
Majors and Specialists in Canadian Studies used to be required to take HIS263Y--a full year course in Canadian 
History. This course is no longer offered by the History department. Instead, they have created two half courses on 
Canadian History, HIS262 and HIS264, one for history majors and one for non-majors (students cannot take both 
courses). To address this, and to ensure that Canadian Studies students still take 1 FCE on Canadian content from 
outside the program offerings, we have made it possible for students to choose from a suite of courses, offered across 
multiple units in A&S.

Impact:
This not only better reflects the multi-disciplinary focus of Canadian Studies, it also will make it more possible for 
more students to major or specialize in Canadian Studies.

Consultation:
We consulted with all units about the addition of their course(s) under our program. All have approved.

Resource Implications:

Cognitive Science Major - Arts

Completion Requirements:

(8 FCEs)

Where noted below, please consult the Faculty of Arts & Science Course Calendar on prerequisites. Note that those 
interested in taking upper-level computer science courses should begin with CSC108H1, not CSC104H1.

First Year:

CSC104H1/CSC108H1/CSC120H1; LIN102H1 (note: LIN200H1 does not serve as prerequisite for upper year LIN 
courses) ; COG250Y1

Second Year:

COG250Y1 (may be taken in Year 1) ; STA220H1/PSY201H1; PSY270H1

Second Year and Higher:

PHL342H1; PSY473H1/PSY493H1 or PSY473H1 (for those with the appropriate prerequisites); COG341H1/
COG342H1; and 3 FCEs from one of Stream 1, 2, or 3:

**Stream 1: Perception and Attention**

PHL232H1; PSY280H1; and 2 FCEs of any of the following: COG260H1/COG341H1/COG342H1/COG343H1/COG415H1/COG498H1/COG499H1/PSY210H1/PSY312H1/PSY380H1/PSY475H1/PHL340H1/PHL405H1/JLP374H1/NEW333H1/NEW438H1

For those with the appropriate prerequisites: CSC207H1; CSC320H1; CSC420H1

**Stream 2: Language and Cognition**

1.5 FCEs of any of the following: LIN232H1; LIN241H1; JLP315H1; LIN331H1; LIN341H1; JLP374H1; and 21.5 FCEs of any of the following (at least 0.5 FCE must be from LIN): COG260H1/COG341H1/COG342H1/COG343H1/COG415H1/COG498H1/COG499H1/LIN232H1/LIN241H1/LIN331H1/LIN341H1/JLP315H1/JLP374H1/JLP471H1/JLS472H1/JLS473H1/PSY342H1/PHL245H1/PHL340H1/PHL345H1/PHL351H1/PHL451H1/PSY210H1/PSY312H1

For those with the appropriate prerequisites: CSC401H1; CSC485H1

**Stream 3: Thinking and Reasoning**

PHL245H1; PSY260H1; and 2 FCEs of any of the following: COG260H1/COG341H1/COG342H1/COG343H1/COG415H1/COG498H1/COG499H1/JLP374H1/PSY312H1/JLP471H1/PSY370H1/JLS472H1/JLS473H1/NEW333H1/NEW438H1/PSY372H1/PHL246H1/PHL340H1/PHL347H1/JLP374H1/PSY210H1/JLP471H1/PSY312H1/JLS472H1/PSY370H1/JLS473H1/LIN371H1/NEW333H1/LIN372H1/NEW438H1

For those with the appropriate prerequisites: CSC207H1; CSC304H1/CSC311H1; CSC32H1; CSC384H1; CSC486H1

Fourth Year: COG401H1

**Description of Proposed Changes:**

Stream 2 – Language and Cognition: We are aligning the structure with that of other streams by specifying a fixed component, and an elective portion.

Eliminating a lighter intro to computer science option as it does not allow progression to CSC148H1.

Added PSY210H1 as an elective choice for all three streams.

**Rationale:**

These are mostly housecleaning changes.

**Impact:**

Consultation:

CSC and PSY were consulted and all have approved.

**Resource Implications:**

**5 New Courses:**

**UNI101H1: Citizenship in the Canadian City**

**Contact Hours:**

*Seminar: 36*

**Description:**
Who belongs? Who governs? Who decides? In this course, you will examine the concepts of citizenship, public space, political membership, civic responsibility, and belonging. You will address topics such as Indigenous sovereignty claims, urban multiculturalism, public housing, and greening the city. Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:
Innis One, Munk One, New One, St. Mike's One, Trinity One, Vic One, Woodsworth One

Recommended Preparation:

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
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:
We are aligning our first-year offerings with the developing shape of FYF seminars and seeking to serve more students.

Consultation:
Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
FYF seminars

Estimated Enrolment:
30

Instructor:
Sessional Lecturer 2

UNI102H1: Performing the City I

Contact Hours:
Seminar: 36

Description:
You will explore the connections between the performing arts, urban spaces, and cultural diversity. How does theatrical performance affect how people perceive the city? What are the alternatives to established theatres, and how does community activism inform performing arts in Toronto? Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

- Innis One, Munk One, New One, St. Mike's One, Trinity One, Vic One, Woodsworth One

**Recommended Preparation:**

**Breadth Requirements:**

- Creative and Cultural Representations (1)

**Distribution Requirements:**

- Humanities

**Competencies:**

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

**Experiential Learning:**

- Research: none
- Other: none

**Rationale:**

We are aligning our first-year offerings with the developing shape of FYF seminars and seeking to serve more students.

**Consultation:**

Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

**Resources:**

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

**Overlap with Existing Courses:**

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

- FYF seminars

**Estimated Enrolment:**

- 30

**Instructor:**

- TBD

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**UNI103H1: Gradients of Health in an Urban Mosaic**

**Contact Hours:**

- Seminar: 36

**Description:**
In this course, you will examine how Toronto's varied communities access and use health care, and how they may encounter barriers in doing so. You will study how economic disparities, shifting demographics, and government policies affect health policy and the right to access resources. Not eligible for CR/NCR option.

| Prerequisites: |
| Corequisites: |
| Exclusions: |
  - Innis One, Munk One, New One, St. Mike's One, Trinity One, Vic One, Woodsworth One

| Recommended Preparation: |

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

| Distribution Requirements: |
- 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: |
- We are aligning our first-year offerings with the developing shape of FYF seminars and seeking to serve more students.

| Consultation: |
- Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

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

| Overlap with Existing Courses: |

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

| Estimated Enrolment: |
- 30

| Instructor: |
- Sessional Lecturer 2

| UNI104H1: Sex in the City |

| Contact Hours: |
- Seminar: 36

| Description: |
You will learn about the sexual politics of the city and how cities and their neighbourhoods become sexualized and desexualized spaces. In Sex in the City, you will examine what “sex” means to Toronto’s varied, multicultural communities by looking at urban space, cultural productions, law enforcement, safety and health resources and more. Not eligible for CR/NCR option.

**Prerequisites:**

**Corequisites:**

**Exclusions:**
- Innis One, Munk One, New One, St. Mike's One, Trinity One, Vic One, Woodsworth One

**Recommended Preparation:**

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

**Distribution Requirements:**
- 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:**
- We are aligning our first-year offerings with the developing shape of FYF seminars and seeking to serve more students.

**Consultation:**
- Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

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

**Overlap with Existing Courses:**

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

**Estimated Enrolment:**
- 30

**Instructor:**
- Sessional Lecturer 3

**UNI106H1: Performing the City II**

**Contact Hours:**
- Seminar: 36

**Description:**
Further exploration of connections between the performing arts, urban spaces, and cultural diversity, complementing UNI102H1. How does theatrical performance affect how people perceive the city? What are the alternatives to established theatres, and how does community activism inform performing arts in Toronto? Not eligible for CR/NCR option.

Prerequisites:

Corequisites:

Exclusions:
Innis One, Munk One, New One, St. Mike's One, Trinity One, Vic One, Woodsworth One

Recommended Preparation:

Breadth Requirements:
Thought, Belief and Behaviour (2)

Distribution Requirements:
Humanities

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

Experiential Learning:
Research: none; Other: none

Rationale:
We are aligning our first-year offerings with the developing shape of FYF seminars and seeking to serve more students.

Consultation:
Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

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

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:
FYF seminars

Estimated Enrolment:
30

Instructor:
TBD

1 Course Modification:

COG401H1: Seminar in Cognitive Science

Description:
**Advanced An advanced treatment of cognitive science topics for arts majors. Possible topics include: concepts, consciousness, the mind-body problem, cognitive science and the arts.**

**Prerequisites:**
- **Previous:** 5.0 credits in courses listed in the cognitive science major.
- **New:** PHL342H1; 14.0 credits

**Exclusions:**
- COG402H1, COG403H1

**Rationale:**
To ensure students are adequately prepared for a senior-level seminar.

**Consultation:**

**Resources:**

### 4 Retired Courses:

**UNI101Y1: Citizenship in the Canadian City**

**Rationale:**
We are changing this course from Y to H.

**Consultation:**
Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

**UNI102Y1: Performing the City**

**Rationale:**
We are changing this course from Y to H. This course will change to UNI102H1 and UNI106H1. The new additional UNI106H1 allows DRM more flexibility with their pedagogy.

**Consultation:**
Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

**UNI103Y1: Gradients of Health in an Urban Mosaic**

**Rationale:**
We are changing the course from Y to H.

**Consultation:**
Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.

**UNI104Y1: Sex in the City**

**Rationale:**
We are changing the course from Y to H.

**Consultation:**
Consultation was undertaken extensively with instructors, program directors, and the chair of Drama.
1 New Course:

VIC442H1: The Renaissance Book

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<td>This course explores the intellectual and historical contexts of the Renaissance book and applies a digital humanities approach to its study, focusing on books printed in Western Europe between 1500 and 1700. Through a close examination of early and rare books, students explore three major areas in Renaissance intellectual history: 1) humanist rhetoric, politics, and literature, 2) Reformation studies, and 3) natural history, science, and medicine. Regular guest lectures sponsored by the Centre for Reformation and Renaissance Studies will introduce students to scholars from beyond the UofT; the course also involves experiential learning with digital exhibitions and rare books.</td>
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<tr>
<th>Recommended Preparation:</th>
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<td>VIC240Y1, or another course in Renaissance Studies</td>
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<th>Breadth Requirements:</th>
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<td>Society and its Institutions (3)</td>
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<th>Competencies:</th>
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<td>Communication: extensively; Critical and Creative Thinking: notably; Information Literacy: notably</td>
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<td>Quantitative Reasoning: notably; Social and Ethical Responsibility: slightly</td>
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<td>Research: extensively; Other: none</td>
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<th>Rationale:</th>
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<td>This course has been offered twice under an “Advanced Topics” course number, with the support of start-up ATLAS funding. Since it has been a successful addition to the Renaissance Studies program and is potentially of interest to other programs such as Book and Media Studies, we would like to introduce it as a regular offering. The course provides an experiential learning opportunity and includes a digital-humanities component.</td>
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<tr>
<td>Victoria College Academic Committee, Renaissance Studies, Book and Media Studies, English</td>
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<td><strong>Budget Implications:</strong></td>
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