Faculty of Arts & Science
Major Modification to Program Form

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<tr>
<th>Program Title (POSt Code)</th>
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<tbody>
<tr>
<td>Russian Language and Literature Major (ASMAJ0494)</td>
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<tr>
<td>South Slavic Studies Major (ASMAJ1187)</td>
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<tr>
<td>Czech and Slovak Studies Major (ASMAJ1553)</td>
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<td>Ukrainian Language and Literature Major (ASMAJ1585)</td>
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<td>Polish Studies Major (ASMAJ1860)</td>
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<th>Division</th>
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<tr>
<th>Unit</th>
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<td>Slavic Languages and Literatures</td>
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<th>Effective Date</th>
<th>March 1, 2018</th>
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Program Information

Current Calendar Copy

Enrolment Requirements (all Majors)
Enrolment in the Slavic Languages and Literatures programs requires the completion of four courses; no minimum GPA required.

Completion Requirements (current Major programs)

Czech and Slovak Studies Major

6 FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400-level.
1. SLA105Y1, SLA204Y1, SLA305H1
2. Remaining FCEs from: HIS251Y1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA204H1, SLA216H1, SLA222H1, SLA225H1, SLA230H1, SLA254H1, SLA255H1, SLA256H1, SLA267H1, SLA301H1, SLA302H1, SLA325H1, SLA333H1, SLA335H1, SLA380H1, SLA401H1, SLA405H1, SLA435H1, SLA456H1, SLA475H1, SLA495H1, SLA496H1
3. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.

Polish Language and Literature Major

6 FCEs or their equivalent. with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400-level
1. A sequence of one, two or three FCEs from SLA106H1, SLA116H1, SLA206H1, SLA207H1, SLA306H1, SLA336H1, depending on the student's skill level
2. SLA216H1 and one of the following courses: SLA226H1, SLA236H1, SLA266H1
3. SLA226H1 or SLA346H1
4. SLA356H1 or any of the following: SLA427H1, SLA436H1, SLA456H1
5. Remaining FCEs from: SLA200H1, SLA201H1, SLA203H1, SLA214H1, SLA222H1, SLA223H1, SLA226H1, SLA236H1, SLA254H1, SLA256H1, SLA266H1, SLA267H1, SLA301H1, SLA302H1, SLA333H1, SLA346H1, SLA356H1, SLA380H1, SLA406H1, SLA427H1, SLA436H1, SLA456H1, SLA495H1, SLA496H1
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.

Polish Studies Major

1. A sequence of one, two or three FCEs from SLA106H1, SLA116H1, SLA206H1, SLA207H1, SLA306H1, SLA336H1, depending on the student's skill level
2. SLA216H1 and one of the following courses: SLA226H1, SLA236H1, SLA266H1
3. SLA226H1 or SLA346H1
4. SLA356H1 or any of the following: SLA427H1, SLA436H1, SLA456H1
5. Remaining FCEs from: SLA200H1, SLA201H1, SLA203H1, SLA214H1, SLA222H1, SLA223H1, SLA226H1, SLA236H1, SLA254H1, SLA256H1, SLA266H1, SLA267H1, SLA301H1, SLA302H1, SLA333H1, SLA346H1, SLA356H1, SLA380H1, SLA406H1, SLA427H1, SLA436H1, SLA456H1, SLA495H1, SLA496H1
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.
FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400-level
1. A sequence of two FCEs from SLA106H1, SLA116H1, SLA206H1, SLA207H1, SLA306H1, SLA336H1,
SLA346H1, SLA356H1, depending on the student’s skill level.
2. SLA216H1, SLA266H1, HIS353Y1
3. Remaining three FCEs from the following groups, with at least one FCE from each group:
   Group A: Polish
   SLA226H1, SLA236H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1, SLA436H1, 456H1
   Group B: History and General Slavic
   HIS251Y1, HIS433H1, HIS461H1, SLA200H1, SLA201H1, SLA203H1, SLA214H1, SLA222H1, SLA223H1, SLA254H1,
   SLA256H1, SLA267H1, SLA301H1, SLA302H1, SLA318H1, SLA333H1, SLA380H1
4. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course
   approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.

Russian Language and Literature Major
FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400-level
1. SLA100H1, SLA101H1
2. SLA220Y1, SLA245H1, SLA246H1, SLA320Y1
3. The remaining FCEs are to be chosen from: SLA102H1, SLA121H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1,
   SLA210H1, SLA212H1, SLA222H1, SLA230H1, SLA231H0, SLA234H1, SLA242H1, SLA252H1, SLA254H1, SLA255H1,
   SLA256H1, SLA263H1, SLA267H1, JSH300H1, SLA302H1, SLA303H1, SLA311H1, SLA312H1, SLA314H1, SLA317H1,
   SLA318H1, SLA321H1, SLA323H1, SLA330Y1, SLA331H1, SLA332H1, SLA333H1, SLA342H1, SLA343H1, SLA351H1,
   SLA367H1, SLA380H1, SLA400H1, SLA402H1, SLA403H1, SLA412H1, SLA413H1, SLA415H1, SLA420Y1, SLA423H1,
   SLA424Y1, SLA430H1, SLA433H1, SLA434H1, SLA449H1, SLA495H1, SLA496H1
4. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course
   approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.

NOTE: Students with OAC Russian or equivalent will take the language sequence SLA 220Y1, 320Y1, 420Y1.
Heritage speakers of Russian or Polish with a high-level proficiency in French may be eligible for a joint Translation Initiative between the Department of Slavic Languages and Literatures of the University of Toronto and the School of Translation at Glendon College, York University. This small pilot initiative (up to six students per institution per year) will prepare students for the professional field of multilingual translation and interpreting. The translation courses taken as part of this pilot initiative will count toward the Russian Language and Literature Major. Please see the "Translation Courses" section and consult the Department of Slavic Languages and Literatures for eligibility.

South Slavic Studies Major
This program includes courses that cover facets of the literatures and cultures from the broader South Slavic linguistic territory as well as placing these linguistic, literary, and cultural traditions in a wider Slavic and European context. Students may take courses in the Bosnian, Croatian, Macedonian, and Serbian languages.

FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400-level
1. SLA257H1 and SLA277H1 or the sequence of SLA209H1 and SLA213H1.
   Prerequisite for SLA257H1 is SLA107Y1 or equivalent knowledge. SLA107Y1, if taken, counts toward the program
   requirements. Prerequisite for SLA209H1 is SLA109Y1 or equivalent knowledge. SLA109Y1, if taken, counts toward
   the program requirements.
2. SLA217H1, SLA227H1
3. SLA247H1, SLA327H1, SLA337H1, SLA357H1
4. Additional courses satisfying program requirements: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1,
   SLA214H1, SLA222H1, SLA254H1, SLA255H1, SLA256H1, SLA258H1, SLA259H1, SLA267H1, SLA301H1, SLA302H1,
   SLA330Y1, SLA333H1, SLA347H1, SLA348H1, SLA380H1, SLA401H1. History and Social Science courses related to
   South Slavic studies as well as other courses in Slavic studies may be taken in consultation with the Undergraduate
   Coordinator.
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.

**Ukrainian Language and Literature Major**

6 FCEs or their equivalent, with at least 2 FCEs at the 300+-level, including 0.5 FCE at the 400-level

1. SLA108Y1
2. SLA208Y1
3. SLA102H1, SLA200H1, SLA201H1, SLA203H1, SLA214H1, SLA222H1, SLA223H1, SLA228H1, SLA238H1, SLA248H1, SLA254H1, SLA255H1, SLA256H1, SLA267H1, SLA301H1, SLA302H1, SLA311H1, SLA318H1, SLA328H1, SLA331H1, SLA338H1, SLA358H1, SLA380H1, SLA408H1, SLA428Y1, SLA429H1, SLA458H1, SLA495H1.

History and Social Science courses with Ukrainian content may be taken toward the program, in consultation with the Undergraduate Coordinator.

4. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes, or another half course approved by the program director, to fulfill the Quantitative Reasoning competency required in the program.

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**Proposed Calendar Copy**

Proposed completion requirements for the revised Slavic Languages and Cultures Majors with five Streams: Czech and Slovak, Polish, Russian, South Slavic and Ukrainian.

**Enrolment Requirements**

Enrolment in the Slavic Languages and Literatures programs requires the completion of four courses; no minimum course grade is required.

**Completion Requirements** (proposed)

**Slavic Languages and Cultures Major: Czech and Slovak Stream**

6.5 FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400 level

1. 1 FCE of Common Core: SLA103H1 and SLA256H1
2. 2 FCEs of language coursework: SLA105Y1, SLA204Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).
3. 3 additional FCEs to be chosen from: SLA200H1, SLA215H1, SLA230H1, SLA254H1, SLA333H1, SLA335H1, SLA405H1, SLA435H1, SLA465H1, SLA475H1. In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in Czech and Slovak history or political science courses taught outside the department.
4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department, including: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA506H1, SLA495H1, SLA496H1, SLA498Y1, SLA499Y1.
5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

**Slavic Languages and Cultures Major: Polish Stream**

Completion requirements:

6.5 FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400 level

1. 1 FCE of Common Core: SLA103H1 and SLA256H1
2. 2 FCEs of language coursework: SLA106H1, SLA116H1, SLA206H1, SLA207H1, SLA306H1, SLA336H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some
students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below):

3. 3 additional FCEs to be chosen from:
   a. Polish Language and Culture option: SLA216H1 (required), SLA226H1, SLA236H1, SLA266H1, SLA286H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1.
   b. Polish Studies option: SLA216H1 (required), SLA226H1, SLA236H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1, HIS251Y1, HIS353Y1 (required), HIS433H1, HIS461H1.

4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department, including: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499Y1.

5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

Slavic Languages and Cultures Major: Russian Stream

Completion requirements:

6.5 FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400 level

1. 1 FCE of Common Core: SLA103H1 and SLA256H1

2. 2 FCEs of language coursework, chosen from: SLA100H1, SLA101H1, SLA210H1, SLA220Y1, SLA320Y1, SLA410H1, SLA420Y1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in requirement 3 (below).

3. 3 additional FCEs to be chosen from:
   a. SLA245H1 (required) and SLA320Y1 (required).
   b. SLA121H1, SLA203H1, SLA212H1, SLA234H1, SLA242H1, SLA246H1, SLA252H1, SLA254H1, SLA260H1, SLA263H1, SLA268H1, SLA280H1, JSH300H1, SLA300H1, SLA301H1, SLA311H1, SLA312H1, SLA314H1, SLA317H1, SLA318H1, SLA321H1, SLA322H1, SLA323H1, SLA330H1, SLA331H1, SLA334H1, SLA342H1, SLA343H1, SLA367H1, SLA400H1, SLA404H1, SLA412H1, SLA414H1, SLA413H1, SLA415H1, SLA420Y1, SLA423H1, SLA424Y1, SLA430H1, SLA433H1, SLA434H1, SLA449H1, SLA463H1.

4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department, including: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499Y1.

5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

Slavic Languages and Cultures Major: South Slavic Stream

Completion requirements:

6.5 FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400 level

1. 1 FCE of Common Core: SLA103H1 and SLA256H1

2. 2 FCEs of language coursework:
   a. Bosnian, Croatian, Serbian option: SLA107Y1, SLA257H1, SLA277H1, SLA337H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).
   b. Macedonian option: SLA109Y1, SLA209H1, and SLA213H1. In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may substitute courses in
course group 2 with the equivalent number of FCEs in course group 3 (below).

3. 3 additional FCEs to be taken from: SLA200H1, SLA217H1, SLA227H1 (required), SLA247H1, SLA258H1, SLA259H1, SLA330H1, SLA377H1, SLA357H1, SLA380H1. Note: In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in history or political science courses taught outside the department.

4. 0.5 FCE toward requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499Y1.

5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

Slavic Languages and Cultures Major: Ukrainian
Completion requirements:

6.5 FCEs or their equivalent, with at least 2 FCEs at the 300+ level, including 0.5 FCE at the 400 level

1. 1 FCE of Common Core: SLA103H1 and SLA256H1

2. 2 FCEs of language coursework:
   SLA108Y1, SLA208Y1. Note: In consultation with the Undergraduate Coordinator, and based on results in language placement tests, some students may be permitted to substitute courses in course group 2 with the equivalent number of FCEs in course group 3 (below).

3. 3 FCEs in Ukrainian culture courses:
   a. SLA218Y1
   b. 1.0 FCE from SLA200H1, SLA203H1, SLA228H1, SLA238H1, SLA248H1, SLA254H1, SLA268H1, SLA311H1, SLA318H1, SLA328H1, SLA331H1, SLA338H1, SLA358H1, SLA428Y1, SLA429H1.
   c. In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in Ukrainian history or political science courses taught outside the department.

4. 0.5 FCE towards requirement 3 may be taken from the interdisciplinary pool of courses offered by the Slavic Department: SLA104H1, SLA200H1, SLA201H1, SLA202H1, SLA203H1, SLA222H1, SLA230H1, SLA254H1, SLA255H1, SLA267H1, SLA286H1, SLA287H1, SLA301H1, SLA302H1, SLA318H1, SLA325H1, SLA330H1, SLA331H1, SLA333H1, SLA377H1, SLA380H1, SLA486H1, SLA495H1, SLA496H1, SLA498Y1, SLA499Y1.

5. 0.5 FCE in Breadth Requirement Category 5: The Physical and Mathematical Universes or another half course approved by the program director, to fulfill the Quantitative Reasoning Competency required in the program.

Proposal Questions – General

Brief Description of the Proposed Changes (Provide a brief summary.)

This major modification to the Major programs is part of a larger curriculum renewal of the undergraduate programs in the Department of Slavic Languages and Literatures. We propose to modify the sixteen extant undergraduate programs at the Slavic Department, merging the Specialist programs and expanding the number of language areas in the new Specialist program; introducing a Stream structure for Majors; introducing a common interdisciplinary core curriculum in all modified Minor, Major, and Specialist programs; and renaming all but one program (Minor in Russian Literature in Translation) in order to reflect their modified academic scope and rationale. The proposed revisions also include a core curriculum requirement for all programs, with 0.5 of common core for Minors, and 1.0 FCE of common core for Majors and Specialists. With the exception of the newly added interdisciplinary core curriculum, the current structure of Major and Minor programs will be preserved as much as possible, while the Specialist programs will undergo more significant conceptual changes as described in a separate document (see the major modification proposal for the SLA Specialist program.)

Details of the Proposed Changes (Changes to program description, requirements, and program learning outcomes.)
The Slavic Department’s current Major program structure includes six Programs of Study:

- Czech and Slovak Studies
- Russian Language and Literature
- Polish Language and Literature
- Polish Studies
- South Slavic Studies
- Ukrainian Language and Literature

Summary of Major program changes:

- All current 6 SLA major programs will be absorbed into one “Slavic Languages and Cultures” program.
- The new major program will have five streams: Czech and Slovak; Russian; Polish; South Slavic; Ukrainian.
- Each language-area stream will have its own POST and will be reflected on students’ transcripts along with the major program name: “Slavic Languages and Cultures, stream Czech and Slovak,” etc.
- Students in the major program will complete 1 FCE of required core curriculum (SLA103H1 Slavic Civilizations and SLA256H1 Slavic Folklore) and choose a language-area stream.
- Since we try to preserve as much as possible the current structure of extant major programs, individual language/culture streams will retain discipline-specific course requirements in language, literature, and culture as they presently exist in individual major programs. In keeping with our effort to preserve as much as possible the current structure of individual majors:
  - The consolidated Polish major will offer two options – Polish language and culture; Polish studies – in the course group 3 (see attached calendar entry).
  - The South Slavic major will offer two language options – a) Bosnian, Croatian, Serbian and b) Macedonian – in requirement 2 (see above Calendar copy).
  - In addition to the required 1FCE in common core coursework, all language-area streams will allow another 0.5FCE in interdisciplinary Slavic courses.

Rationale (Explain why the changes have been proposed, providing any additional information that may be helpful for review, or of relevance for Curriculum Committees. This may include connections to the unit’s priorities, recent reviews or institutional planning, or alignment with other programs.)

The Department of Slavic Languages and Literatures currently has sixteen undergraduate programs reflecting the breadth of our faculty’s expertise and the diversity of the linguistic and cultural areas covered by our Slavic curriculum which is truly unique not only in Canada but among North American and European institutions of higher learning. Such program structure has provided us with the thematic spread and curricular flexibility to weather successfully, in contrast to our peer institutions in Canada and around the world, the ups and downs of international geopolitics, such as, for example, the collapse of the Soviet empire which had a direct and lasting impact on undergraduate enrollments in Slavic programs.

However, the Slavic Department’s current program structure also has its disadvantages. First, it hinders curricular cooperation between our faculty members by committing most of their teaching efforts to programs in specific language areas. It is often the case that faculty members cannot teach an interdisciplinary or a group-taught course, because they must provide a fixed set of courses in order to ensure timely graduation for students in programs in specific language-areas. Such disciplinary boundaries reduce the Slavic Department’s efficiency in using available teaching resources. For example, faculty members teaching in a language-area program with lower enrollments are often unable to contribute to a program with higher enrollments in another language area. This produces a significant imbalance in the number of students taught by each faculty member at the Slavic Department. Furthermore, the current program structure, with its rigid disciplinary divisions by linguistic area, is increasingly out of touch with geopolitical reality. Slavic countries have been drawing closer thanks to their ongoing integration into the European Union. It is the general opinion at the Slavic Department that our curriculum should reflect this trend toward transnational integration.

Such integration at the curricular level will not only increase the Slavic Department’s pedagogical efficiency but will also implement positive changes in student experience by stimulating the formation of undergraduate student cohorts, presently hindered by disciplinary fragmentation. Currently, for example, students in Polish studies almost
never communicate and collaborate with students in Russian or Ukrainian studies, although all three Slavic cultures have historically developed in close interaction. By requiring an interdisciplinary core curriculum and giving students additional interdisciplinary course options, we hope to bridge national and cultural divides, creating systematic communication between students in different language-areas.

However, the interdisciplinary integration of our programs presents unique challenges. Each of the Slavic department’s national disciplinary fields has its distinct, century-long academic traditions, reflecting both the historical vicissitudes and present-day circumstances of the ethno-cultural communities speaking the languages we teach. These communities have national sovereignty in Europe and are prominently represented in Canada, with the Greater Toronto Area being one of the largest world hubs for the Slavic diaspora. The Slavic communities in Europe and in the GTA have deep emotional and intellectual investment in the subject matter taught at the Slavic Department. As a result, they have traditionally maintained close and meaningful connections to the Slavic Department through joint events and initiatives, fundraisers, and donations that contribute to our undergraduate curriculum building and instruction, and encourage the study of specific Slavic language areas through community-endowed student scholarships and prizes. In order to maintain our important connections with the Slavic communities in the GTA and worldwide (connections that also make a significant contribution to UofT’s international visibility), it is paramount for the Slavic Department to preserve the distinctiveness of individual language areas within our undergraduate curriculum, even as we endeavour better to integrate these traditionally separate disciplines in the modified Minor, Major, and Specialists programs, as indicated, first and foremost, by their newly proposed name that cuts across all language areas represented in our curriculum: “Slavic Languages and Cultures.” The new program name will; also reflect the breadth of the Slavic Department’s curricular offerings – folklore, cultural history, film, literature, theatre, visual arts – by replacing the extant phrase, “Languages and Literatures” with “Languages and Cultures” in the program name.

In consultation with the Office of the Faculty Registrar and the Office of the Dean, we have determined that a “Stream” program structure model provides the best fit for the needs of Slavic programs. In this model, students take a common core of courses and then enroll into thematic streams which are then reflected on their transcript. For us, this means that all students in the Slavic Languages and Cultures Major will complete the required interdisciplinary common core coursework and enroll in one of five Streams: Czech and Slovak; Polish; Russian; South Slavic; Ukrainian. These streams would then appear on the student’s transcript, meeting the expectations of our partners in Slavic communities in the GTA and abroad.

The Streams model will apply to the Major program only. The Specialist program will be comparative and transnational by design (see the attached document outlining modifications to the extant Specialist programs), and we see no reasons to structure it along formal Streams reflecting every possible combination of the language areas taught at the Slavic Department. Minor programs will be modified to align with the model applied to the Major program, to align the same five language areas.

Impact (Specify the impact the changes will have on students, and on other units/programs. If courses listed in the program are offered by other units, include a letter of support from the head of that unit, speaking to enrolment controls and priority enrolment, if applicable.)

Impact on students:

The proposed changes promote increased interdisciplinarity in all Minor, Major and Specialist programs at the Slavic Department, whose undergraduate curriculum has been hitherto strictly delineated along language areas. The comparative and interdisciplinary aspect of the modified programs will directly impact their learning outcomes and the overall academic experience of the students enrolled in them. Significantly enhanced interdisciplinarity will not only broaden the intellectual and cultural horizons of students in the modified Slavic programs, providing them with valuable comparative perspectives and productive analytical tools, but will foster a greater sense of academic community among students in Slavic studies, who have thus far rarely interacted, in or outside the classroom, with their peers in cognate Slavic disciplines. We expect that the new program structure will foster the creation of cohesive undergraduate cohorts that cut across language-specific disciplinary boundaries, enriching student experience by direct and indirect exposure to other Slavic cultures. Since interdisciplinary exposure will progressively
increase from the Minor to Major and Specialist programs, we expect that this will encourage students to pursue more in-depth study of Slavic cultures. Whereas presently the majority of our students are in Minor programs, we hope that the new program structure will provide them with more intellectual stimulation and academic rationale – through the previously unavailable transnational vantage points – for moving from Minor to Major programs.

Students currently enrolled in in the Major programs of study at the Slavic Department will be given this choice between completing their programs in their present form or switching into the modified Major POST. In the latter case, the Slavic Department will count the courses students have already taken with the framework of the extant Major programs toward the requirements of the modified Major POST.

Impact on other programs within the Slavic Department

- The proposed changes will affect all extant undergraduate programs of study at the Slavic Department through interdisciplinary curricular integration, better and more efficient sharing of teaching resources, and the creation of qualitatively different student experience.
- While we are endeavoring to preserve the current basic structure of minor and major programs, all of them will be united by a required core curriculum that will increase from the minor to the major programs, but will remain the same in the major and specialist programs.

No programs or units outside the Slavic Department will be affected by the proposed changes.

Consultation (Describe consultation that has already been done with students, faculty, and other units.)

In the course of the summer 2017, every faculty member at the Slavic Department met with the Chair individually in order to discuss the proposed changes to the structure of the department’s undergraduate programs. The ideas and suggestions aired at those meetings were then systematized and presented at the departmental meeting in September 2017, where the proposed changes were additionally debated and then received a unanimous vote of approval.

Following their formal approval by the Slavic Department’s faculty, the proposed program changes were communicated to all undergraduate students currently enrolled in Slavic POSTs in order to solicit their feedback and concerns. Then, in December 2017, we invited all students currently enrolled in Slavic POSTs to an information and discussion session in order to explain to them the proposed program modifications and to hear their opinions and suggestions regarding these modifications. We are happy to report that no objections or concerns have been raised in the course of these consultations with the Slavic Department’s undergraduate student body which welcomes the proposed changes, largely because they add curricular flexibility, variety, and interdisciplinarity to the current Slavic programs of study.

In the summer of 2017, in tandem with individual consultations with the Slavic Department’s faculty, the Chair and Undergraduate Coordinator began consultations with the Vice-Dean of Students and the Registrar’s office, incorporating their suggestions into the draft of the new program structure that was debated and endorsed at the departmental meeting in September. In the fall of 2017, with the help from the Vice-Dean’s and Registrar’s offices, the Slavic Department’s proposed program changes were brought to the Provost’s office for further consultation. The results of this consultation are fully reflected in the presently proposed changes to Slavic programs.

There exists a universal agreement at the Slavic Department that a change in our undergraduate program structure is in order, and that this change would be beneficial to increasing our teaching efficiency, creating conditions for closer interdisciplinary collaboration among the faculty at the department, and making our undergraduate curriculum more attuned to geopolitical reality. We are also keenly aware of the student opinion that a more interdisciplinary and transnational curriculum in each program would constitute positive and productive change by virtue of broadening the students’ intellectual and cultural horizons and creating more intellectual cohesion and peer cooperation within undergraduate student cohorts at the Slavic Department.

Diversity (How does the proposed program or modification support diversity? E.g through curriculum design supporting different learners, accommodation, etc.)
Diversity in language learning:

All redesigned programs distinguish between students whose Slavic language learning experience begins at the University of Toronto, and those classified as heritage and native speakers of a given Slavic language. Our basic approach has not changed in the new program structure: while students who begin their language learning from the elementary level follow a standard language curriculum, heritage speakers are tested and assigned to appropriate language course levels (in the Russian programs, there exists a separate sequence of language course specifically designed for heritage speakers of Russian). Native speakers, in consultation with the Undergraduate Coordinator, are allowed to replace the language requirement with an equivalent number of literature and culture courses in a given language/culture stream.

Diversity in intellectual interests:

All programs take into account the diversity of intellectual interests within disciplinary areas, providing options that accommodate the broadest possible student body. Thus, the newly redesigned Polish minor and major programs will continue to offer a choice between “Polish language and culture” and “Polish studies,” the latter targeting students interested in the application of their linguistic and cultural training to areas other than literature (politics, history, international relations). The consolidated Russian major and minor will continue to offer a choice between “Russian language” and “Russian language and literature,” the former for students more interested in studying language beyond the requisite two years; the latter for students more interested in branching into the exploration of the literature written in their language of study. The redesigned South Slavic minor and major will continue to offer two language options – BCS (Bosnian, Croatian, Serbian) and Macedonian – whose choice will depend of the intellectual interests of individual students enrolled in South Slavic major or minor programs of study. A similar principle governs the Czech and Slovak major and minor programs, whose language classes, while not formally separated into Czech and Slovak, endeavor to cater to the interests of individual students which vary every year, depending on a given undergraduate cohort.

The most significant change with positive implications for the diversity of intellectual interests among the Slavic Department’s undergraduate students is contained in the newly required core interdisciplinary curriculum which allows students to step out of the narrow confines of the study of national cultures and adopt a comparative and transnational approach to their material. Such transnational comparativity increases from Minor to Major programs, reaching its fullest development in the newly proposed specialist program which is designed to allow for a full-time study of two Slavic languages and cultures within a single, academically coherent program.

Finally, the Slavic Department remains committed to meeting the intellectual interests of those students who, for various reasons, cannot commit to the study of a foreign language but would like to explore Russian literature in translation. The Russian Literature in Translation minor, while undergoing similar changes to the rest of the minor programs – namely, the newly required interdisciplinary core curriculum in Slavic studies and an additional possibility of interdisciplinary coursework – will retain its basic rationale and structure.

Resource Implications (Provide a statement of the resource requirements for the program, and an indication of whether you can meet these requirements through your existing resources, or have received additional resources from the Dean.)

We do not expect the proposed structural changes in all undergraduate programs to have an impact on current Slavic program enrollments which are likely to remain stable, fluctuating between 110 and 130 students in all SLA POSTs from one academic year to another. As a result, no additional instructors or teaching assistants will be necessary for the implementation of the redesigned minor, major, and specialist programs. To the contrary, one of the main reasons for the proposed program changes is to enable the Slavic Department to use more efficiently and effectively its currently available teaching resources, as the proposed interdisciplinary integration will free up faculty to teach across disciplinary boundaries, contributing to several language/culture streams instead of being bound to one such stream.

The only new course that will be necessary for the implementation of the redesigned programs is SLA103H1 Slavic Civilizations which will be one of the two required interdisciplinary core courses in Minor, Major, and Specialist
programs (the other being SLA256H1 Slavic Folklore, which has been taught at the Slavic Department for several years already as an optional course). Like SLA256H1, SLA103H1 is an introductory comparative Slavic course that cuts across all of the department’s language/culture disciplinary fields. Such a course can be taught by any faculty member at the Slavic Department, and we plan for all faculty members to have a chance to teach one or both of the core courses. Discussion sections for both courses will be taught by graduate teaching assistants. We expect our current graduate student numbers to be sufficient for the recruitment of teaching assistants in all redesigned programs.

There is no additional lab space or equipment required for the implementation of the newly redesigned programs.

**Faculty and TA Support**

We do not expect that any additional resources or support will be necessary, as the proposed program changes will allow the Slavic Department to utilize more efficiently its available faculty and teaching assistants.

**Arts & Science - Divisional Data:** For further definition of these objectives, see the Degree Objectives Guidelines (July 2008).

**Academic Context** (Outline the context that explains why the program is designed this way, e.g. relation of program to discipline, students’ interests, career paths, etc.)

The countries of the Slavic world have played a prominent role in international life, and have produced numerous artists, writers, musicians, philosophers, and scientists of note. In Canada, vast immigration from Slavic cultures – including Czechia and Slovakia, Russia, Poland, Ukraine, Bosnia, Croatia, Serbia, and Macedonia – has contributed greatly to our cultural mosaic. Czech and Slovak, Russian, Polish, Ukrainian, BCS and Macedonian language, literature and culture, studied in their historical and socio-political contexts, comprise the subject matter of the programs. The programs appeal to a wide range of students, including those interested in Czech and Slovak, Russian, Polish, Ukrainian, BCS (Bosnian, Croatian, Serbian) and Macedonian literary and artistic traditions; those desirous to complement their studies in social sciences with a deeper understanding of cultures that have in more than one way, shaped the course of modern history; those eager to learn more about the culture of their ancestors; and, last but not least, those seeking the professional credentials which open possibilities for international employment in a vast emerging market that is today’s Czechia and Slovakia, Russia, Poland, Ukraine, Bosnia, Croatia, Serbia, Macedonia and post-Soviet states with large Russian-speaking populations.

**Learning Outcomes** (Explain how the change affects the program learning outcomes, including disciplinary goals, relevant methodologies and skills acquired upon program completion.)

The proposed changes will impact learning outcomes through increased comparativity and interdisciplinarity in the Minor, Major and Specialist programs, which hitherto have been strictly delineated along language areas. An important learning outcome of the proposed curricular modifications will be the change in the students’ breadth of knowledge: their intellectual and cultural horizons will be significantly expanded thanks to the new possibility of combining area-specific and interdisciplinary Slavic courses in the Minor and Major programs, as well as two area-specific courses of study in addition to interdisciplinary coursework in the Specialist program.

The new curricular structure will impart to students in Slavic programs valuable comparative perspective and productive analytical tools, further contributing to their depth of knowledge – another important learning outcome of the proposed curricular modifications. Since interdisciplinary exposure will progressively increase from the Minor to the Major and Specialist programs, we expect that this will encourage students to pursue more in-depth study of Slavic cultures. Whereas presently the majority of our students are in Minor programs, we hope that the new program structure will provide students with more intellectual stimulation and academic rationale – through the previously unavailable comparative vantage points on the studied language areas – for moving from the Minor to Major and Specialist programs.

The new program structure will also foster a greater sense of academic community among the Slavic Department’s students, who have thus far rarely interacted, in or outside the classroom, with their peers in cognate disciplines. The proposed curricular modifications will go a long way to create cohesive undergraduate cohorts cutting across disciplinary boundaries, and thereby enriching student experience by both direct and indirect exposure to culturally diverse material. Increased awareness of cultural pluralism and diversity in Slavic studies will be then, among the new learning outcomes of the modified programs.
**Depth of Knowledge** *(Explain how particular courses allow students to achieve depth of knowledge, relating to the proposed change.)*

The proposed changes have been designed to complement, rather than replace, the depth of knowledge learning objectives in extant Slavic programs. The modification of Slavic undergraduate programs will complement in the following ways the Slavic programs’ extant depth of knowledge learning objectives:

- The newly required core curriculum – consisting of SLA103H1 Slavic Civilizations and SLA256H1 Slavic Folklore (a choice of one of these courses in minor programs; both courses are required in major and specialist programs) – cuts across all national disciplinary fields at the Slavic Department, imparting to students a comparative vantage on their chosen language/culture field(s) and a sense of academic community in the larger field of Slavic studies.

- An additional option in interdisciplinary coursework (0.5 FCE in Minor and Major programs; 1FCE in the specialist program) is meant to deepen the students’ engagement with cultural traditions outside their national area of study, allowing them to continue to broaden their intellectual horizons and to benefit from comparative analytical approaches to course material. We think that by leaving the strict confines of national cultures and fostering interdisciplinarity and comparativity, both in the selection of course material and methodological approaches, the newly redesigned programs will reflect more faithfully the cultural history of Slavic countries and the present cultural and geopolitical dynamic of the countries where Slavic languages are spoken.

**Competencies:** *For these five categories, describe how each competency is developed within the program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.*

**Critical and Creative Thinking**

The development of this competence is an integral part of all literature and culture courses in the Major programs. These courses have been designed to equip students with the critical, historical, textual, and conceptual skills required for an informed analysis and a deeper understanding of the artistic, cultural, and social practices of the groups speaking in Czech and Slovak, Russian, Polish, Ukrainian, BCS and Macedonian, both in and outside the regions in which these languages are actively spoken. In addition, through constant exposure to conflicting discourses about a given ethno-cultural group’s national past and present, students learn to question authoritative master narratives underlying the self-conceptualization of nations and states.

**Communication**

Communication skills are developed progressively in both linguistic and literary-cultural course series. Language courses stress the continuous and cumulative acquisition and mastery of oral and written discourse in Czech and Slovak, Russian, Polish, Ukrainian, BCS and Macedonian. Students achieve enough mastery in oral and written communication to function in all social situations, to engage in advanced research and study both in Canada and in the communities where the target living languages are spoken, and to disseminate the results of their research through oral presentation and pieces of expository writing in Czech and Slovak, Russian, Polish, Ukrainian, BCS and Macedonian, where applicable. All literature and culture courses foster the development of oral and written communication skills by assigning regular in-class presentations and expository writing tasks as means of conveying and defending in English the results of individual research projects. The thematic scope, length, and argumentative complexity of these oral and written expositions increase along with the course level, so that student who acquire the basics of oral and written presentation in 200-level courses, continue to refine these skills in 300-level courses, and, in 400-level courses, reach a degree of sophistication as writers and speakers to present their ideas and research findings at academic and general public conferences and in the form of publishable essays in English (and, where applicable, in Czech and Slovak, Russian, Polish, Ukrainian, BCS and Macedonian, – an important psychological and professional step all students are encouraged to make in 400-level seminars.

**Information Literacy**

Both linguistic and cultural-literary course series introduce students to the essential printed and digitalized dictionaries and encyclopaedias – in the target languages as well as in English – and to the main catalogues, bibliographies, indexes, databases, and statistical resources in the fields of Czech and Slovak, Russian, Polish,
Ukrainian, BCS and Macedonian, Slavic, and general linguistic, literary and cultural studies. Furthermore, while familiarizing themselves and learning to use efficiently and productively diverse catalogues, reference materials and databases, students acquire the critical skills necessary to judge the authenticity and reliability of information provided in these sources. These skills are progressively developed and cultivated in all literature- and culture courses, because they are paramount in a field where information is often falsified or distorted for political reasons – most countries in Central and Eastern Europe were, at one time or another, under the control of totalitarian or nationalist ideologies. As a result, students are taught to search for and synthesize information by comparing diverse and contradictory sources belonging to different political periods and ethno-cultural viewpoints.

Quantitative Reasoning

The Slavic Languages and Cultures major does not stress quantitative reasoning as an analytical skill necessary for engaging in the in-depth study of their specific subject or the larger discipline of Slavic studies, though there is rudimentary exposure to numeracy in the target languages. To satisfy the quantitative reasoning requirement, students will benefit from courses specially designated for this purpose in the Faculty of Arts and Science. To insure exposure to quantitative skills, all Majors must take 0.5FCE in the new breadth area 5 as part of satisfying their breadth course requirement.

Social and Ethical Responsibility

This competence is central to all the literature and culture courses offered by the Slavic Languages and Culture major program. Its centrality stems from the long history of political turmoil, imperial conquest, nation-building, civil war, religious and inter-ethnic strife, and the struggle for minority rights characteristic of the geographic region in which the target languages are spoken. The study of the artistic and cultural discourse originating in the region exposes students to the issues of human rights and inter-cultural encounters, thereby raising their awareness of and sensitivity to the legal and moral questions about their responsibilities as citizens of a particular state and of the world; this study also sensitizes students to the problems of linguistic, religious, cultural, and social difference, making them exceptionally well equipped to meet the challenges of Canada’s multicultural society and of cultural globalization.

Integrative, Inquiry-based Activity

The Slavic Languages and Cultures program fosters progressive and cumulative acquisition of linguistic and analytical skills as well as of cultural knowledge. Having acquired the foundations of the discipline, students proceed to the 300- and 400-series literature and culture courses, all of which require them to write a research paper. A typical research paper is based on the independent scholarly inquiry individual students must undertake putting into practice their knowledge and skills in the area of specialization, all the while developing the new skills of independent research and its presentation in a work of expository writing (in English or in the target languages). In addition, the 400-series literature and culture courses are structured as seminars, wherein students engage in longer independent research projects whose results they share with the rest of the class (in English or in the target languages) through oral presentations before writing final research papers.

UTQAP Process

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<tr>
<th>Steps</th>
<th>Approvals</th>
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<tbody>
<tr>
<td>Consultation with Dean’s office (and VPAP)</td>
<td>Fall 2018</td>
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<tr>
<td>Unit-level approval as appropriate</td>
<td>January 17, 2018</td>
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<tr>
<td>Dean’s Office Sign-off</td>
<td>January 17, 2018</td>
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<tr>
<td>Undergraduate Curriculum Committee</td>
<td>January 30, 2018</td>
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<tr>
<td>Faculty of Arts &amp; Science Council</td>
<td>February 14, 2018</td>
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<tr>
<td>Reported to the Provost and included in annual report to AP&amp;P</td>
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<td>Ontario Quality Council – reported annually</td>
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