Faculty of Arts & Science
Major Modification to Program Form

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<th>Program Title</th>
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<tr>
<td>Russian Language and Literature Specialist (ASSPE0494)</td>
<td>Ukrainian Language and Literature Specialist (ASSPE1485)</td>
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<th>Division</th>
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<td>Arts &amp; Science</td>
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<td>Slavic Languages and Literatures</td>
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| Effective Date | March 1, 2018 |

Program Information

Current Calendar Copy
There are currently two Specialist programs in the department, in Russian Language and Literature and in Ukrainian Language and Literature, calendar descriptions below.

Description
Russian Language and Literature Specialist

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

Completion Requirements:
(10 FCEs or their equivalent, with at least 4 FCEs at the 300+-level, including 1 FCE at the 400-level)
1. SLA100H1, SLA101H1
2. SLA220Y1, SLA245H1, SLA246H1, SLA320Y1, SLA420Y1
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, SLA334H1, SLA338H1, 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.

Description
Ukrainian Language and Literature Specialist

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

(10 FCEs or their equivalent, with at least 4 FCEs at the 300+-level, including 1 FCE at the 400-level)
1. SLA108Y1
2. SLA208Y1, SLA218Y1
3. Additional FCEs from: SLA102H1, SLA200H1, SLA201H1, SLA203H1, SLA222H1, SLA228H1, SLA238H1, SLA248H1, SLA255H1, SLA256H1, SLA267H1, SLA302H1, SLA311H1, SLA318H1, SLA328H1, SLA330Y1, SLA331H1, SLA332H1, SLA333H1, SLA334H1, SLA338H1, SLA342H1, SLA343H1, SLA351H1, SLA367H1, SLA380H1, SLA400H1, SLA402H1, SLA403H1, SLA412H1, SLA413H1, SLA415H1, SLA420Y1, SLA423H1, SLA424Y1, SLA430H1, SLA433H1, SLA434H1, SLA449H1, SLA495H1. History and Social Science courses with Ukrainian content may also be counted toward this program, with prior permission of 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.

Proposed Calendar Copy
Enrolment Requirements
Enrolment in the Slavic Languages and Literatures programs requires the completion of 4 FCE.

Completion Requirements
10.5 FCEs with at least 4.0 at the 300+ level, including 1 at the 400 level. Students must choose any two of the available language areas.

1. SLA103H1 and SLA256H1.

2. 4 FCEs of language coursework from each of the two chosen language areas (2FCEs per language area). In consultation with the Undergraduate Coordinator, and based on results in language placement tests, students may be permitted to substitute language courses with the equivalent number of FCEs in literature and culture courses in the same language area.
   b. Polish: SLA106H1, SLA116H1, SLA206H1, SLA207H1; or SLA306H1, SLA336H1.
   c. Russian: SLA100H1, SLA101H1, SLA210H1, SLA220Y1, SLA320Y1, SLA410H1, SLA420Y1.
   d. South Slavic: SLA107Y1, SLA257H1, SLA277H1, SLA337H1 (Bosnian, Croatian, Serbian); or SLA109Y1, SLA209H1, and SLA213H1 (Macedonian).
   e. Ukrainian: SLA108Y1, SLA208Y1.

3. 5 additional FCEs, with at least 2 FCEs from each of the two chosen language areas (please note area-specific requirements):
   a. Czech and Slovak: 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.
   b. Polish:
      i. **Polish Language and Culture option:** SLA216H1 (required), SLA226H1, SLA236H1, SLA266H1, SLA286H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1.
      ii. **Polish Studies option:** SLA216H1 (required), SLA226H1, SLA236H1, SLA346H1, SLA356H1, SLA406H1, SLA427H1, HIS251Y1, HIS353Y1 (required), HIS433H1, HIS461H1.
   c. Russian: SLA121H1, SLA203H1, SLA212H1, SLA234H1, SLA242H1, SLA245H1 (required), 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.
   d. South Slavic: SLA200H1, SLA217H1, SLA227H1 (required), SLA247H1, SLA258H1, SLA259H1, SLA330H1, SLA357H1, SLA377H1, SLA380H1. In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in South Slavic history and political science courses taught outside the department.
   e. Ukrainian: SLA200H1, SLA203H1, SLA218Y1 (required), SLA228H1, SLA238H1, SLA248H1, SLA254H1, SLA268H1, SLA311H1, SLA318H1, SLA328H1, SLA331H1, SLA338H1, SLA358H1, SLA428Y1, SLA429H1. In consultation with the Undergraduate Coordinator, students may take up to 1 FCE in Ukrainian history and political science courses taught outside the department.

4. Up to 1 FCE of 5FCEs in 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, SLA307H1, SLA318H1, SLA325H1, SLA330Y1, 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
Proposal Questions – General

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

This major modification to the Specialist 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 extant Specialist programs and expanding the number of language areas is 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 Minors and Majors will be preserved as much as possible, while the Specialist programs will undergo more significant conceptual changes as described further in this document.

The proposed program structure is as follows:

- Slavic Languages and Cultures Specialist
- Slavic Languages and Cultures Major (creation of five streams):
  - Czech and Slovak Stream
  - Polish Stream (merging current Polish Studies Major and Polish Language and Literature Major)
  - Russian Stream
  - Ukrainian Stream
  - South Slavic Stream
- Slavic Languages and Cultures Minor: Czech and Slovak
- Slavic Languages and Cultures Minor: Polish (merging current Polish Language and Literature Minor and Polish studies Minor)
- Slavic Languages and Cultures Minor: Russian (merging current Russian Language and Literature Minor and Russian Language Minor)
- Slavic Languages and Cultures Minor: Ukrainian
- Slavic Languages and Cultures Minor: South Slavic
- Russian Literature in Translation Minor

**Details of the Proposed Changes** *(Changes to program description, requirements, and program learning outcomes.)*

The Slavic Department’s **current program structure for specialists** is as follows:

- Specialist POSTs:
  - Russian Language and Literature
  - Ukrainian Language and Literature

**Summary of program changes:**

- Specialist POST
  - The extant specialist programs in Russian and Ukrainian Languages and Literatures will be merged within one Specialist program that will include all language areas for which there is existing faculty strength at the Slavic Department (Czech and Slovak; Polish; Russian; South Slavic; Ukrainian). The new Specialist program will be **comparative** in its rationale by allowing students to **combine any two of the language areas** represented in the Slavic Department.
• Students enrolled in the Specialist program will complete 1FCE of required core coursework (SLA103H1 Slavic Civilizations and SLA256H1 Slavic Folklore) and 4FCEs of language training in each of the two chosen language areas (2FCEs per area).

• For the remaining 5 FCEs, students will take at least 2FCEs in each chosen language area, from the course group 3, completing area-specific requirements as listed in the course group 3 (see calendar entry).

• In addition to the required 1FCE in common core coursework, the specialist program will allow up to 1FCE in interdisciplinary Slavic courses outside a student’s chosen language areas.

**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. Disciplinary barriers running along national lines significantly reduce the Slavic Department’s efficiency in using available teaching resources. For example, faculty members teaching in a language and culture 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. 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 also presents unique challenges. Each of the Slavic Department’s language areas 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 endeavor better to integrate these traditionally separate disciplines in the modified Minor, Major, and Specialist 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.”

Since the Slavic Languages and Cultures Specialist program will be comparative and transnational by design, we are going to direct students enrolled in this POST to choose any two of the five language areas (Czech and Slovak; Polish; Russian; South Slavic; Ukrainian) taught in the Slavic Department. The Specialist program, then, will not contain in its title a specific designation by language area. But, as in the case of the modified Major and Minor programs, the Specialist program’s new name will 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 title.

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 comparativity and 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 reach its fullest expression in the Specialist program, directly impacting its learning outcomes and the overall academic experience of the students enrolled in the program. 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 will 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 to Specialist programs, we expect that this will encourage students to pursue more in-depth study of Slavic cultures. Whereas the majority of our students are currently 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 and Specialist programs. Nevertheless, we expect the modified Specialist program, requiring the study of two Slavic languages, to have lower enrollments than in the Slavic Languages and Cultures Major and Minor programs of study.

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

Impact on other programs within the Slavic Department

The proposed changes will affect all current 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. The specialist program will undergo the most significant conceptual change, becoming transnational and comparative in its basic rationale and comprehensive in the way it will reflect the Slavic Department’s full area of expertise.

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. We are happy to report that no objections or concerns have been raised in the course of this consultation.

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.

There is, however, one significant change in the language learning structure: in the proposed specialist program, which we have conceived as comparative and transnational in its fundamental rationale, students who are interested
in studying more than one Slavic language will from now on be able to do so within a single, academically coherent program.

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 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 SLA103H Slavic Civilizations which will be one of the two required interdisciplinary core courses in minor, major, and specialist programs (the other being SLA256H Slavic Folklore, which has been taught at the Slavic Department for several years already as an optional course). Like SLA256H, SLA103H is an introductory comparative Slavic course that cuts across all of the department’s national 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 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.)*

**Language and Culture programs:**

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 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.

**Russian Literature in Translation:**

The **Russian Literature in Translation Minor** program is designed to meet the needs of students who wish to complement their main academic program in the Humanities or Social Sciences with the knowledge of Russian literary, artistic, and cultural traditions but cannot, for reasons of the curricular demands imposed by their main area of specialization, commit to the study of the Russian language. One of the best enrolled minor programs at the Slavic Department, this program has traditionally appealed to a wide range of students specializing in English, French, German, Literary, Jewish, and Film Studies, as well as in History, International Relations, and Psychology. Completing the Russian Literature in Translation Minor, students acquire comparative cultural and artistic acumen, international and inter-disciplinary vision, analytical skills, and scholarly versatility that widen their intellectual horizons and prepare them for graduate study and advanced research in the most demanding inter-disciplinary and comparative programs in the Humanities and Social Sciences.

**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 perspectives 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 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 disciplinary fields at the Slavic Department, imparting to students a comparative vantage on their chosen language area(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 language area, allowing students continuously to broaden their intellectual horizons and to benefit from comparative analytical approaches to course material. We think that by leaving the strict confines of language-specific 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.

- The proposed redesign of the Specialist program, drawing on the full array of the Slavic Department’s expertise, will bring to the fullest logical conclusion the interdisciplinary and comparative ethos underlying the structural changes in all Slavic programs. While we do not expect the Specialist program, given its highly demanding nature, to draw many students, those undergraduates who devote themselves to the parallel study of two Slavic languages and cultures of their choice will draw the fullest intellectual and academic benefits afforded by the comparative and interdisciplinary approaches in the humanities.

**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 Specialist program. 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 Specialist program 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 Cultures Specialist 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 Specialist 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.

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