



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** Prof. William Gough, Interim Vice-Principal Academic and Dean  
**CONTACT INFO:** 416-208-7027, vpdean@utsc.utoronto.ca

**PRESENTER:** Prof. Mark Schmuckler, Vice-Dean, Undergraduate  
**CONTACT INFO:** 416-208-2978, vicedean@utsc.utoronto.ca

**DATE:** Thursday, February 25, 2016

**AGENDA ITEM:** 4e

**ITEM IDENTIFICATION:**

New undergraduate Courses Submitted by all Academic Units.

**JURISDICTIONAL INFORMATION:**

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference, Section 4*). Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

**GOVERNANCE PATH:**

- 1. UTSC Academic Affairs Committee [For Approval] (February 25, 2016)**

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on this item.

**HIGHLIGHTS:**

A total of 59 new undergraduate courses are being proposed by 11 undergraduate academic units as follows:

1. Department of Anthropology
  - 2 Anthropology (ANT)
  - 2 Health Studies (HLT)
2. Department of Arts, Culture and Media
  - 2 Arts, Culture and Media (ACM)
  - 2 Curatorial Studies (CUR)
  - 4 Journalism (JOU)
  - 5 Art History (VPH)
  - 6 Music and Culture (VPM)
  - 1 Studio (VPS)
3. Department of Biological Sciences
  - 1 Biology (BIO)
4. Department of Computer and Mathematical Sciences
  - 4 Computer Science (CSC)
  - 1 Mathematics (MAT)
  - 1 Statistics (STA)
5. Department of English
  - 2 English (ENG)
6. Centre for French and Linguistics
  - 2 English to Chinese Translation (ECT)
  - 1 French (FRE)
  - 1 Linguistics (LIN)
  - 1 Psycholinguistics (PLI)
7. Department of Historical and Cultural Studies
  - 3 African Studies (AFS)
  - 1 Food Studies (FST)
  - 1 History (HIS)
  - 3 Women's and Gender Studies (WST)
8. Department of Physical and Environmental Sciences
  - 1 Astronomy (AST)
  - 1 Chemistry (CHM)
  - 2 Physics and Astrophysics (PHY)
9. Department of Political Science
  - 1 Political Science (POL)
10. Department of Psychology
  - 4 Psychology (PSY)
11. Department of Sociology
  - 4 Sociology (SOC)

#### **FINANCIAL IMPLICATIONS:**

There are no net implications to the campus operating budget.

**RECOMMENDATION:**

Be It Resolved,

THAT the new courses submitted by UTSC undergraduate academic units, as described in the package dated February 3, 2016 and recommended by the Interim Vice-Principal Academic and Dean, Professor William Gough, be approved effective April 1, 2016 for the academic year 2016-17.

**DOCUMENTATION PROVIDED:**

1. 2016-17 Curriculum Cycle: New Undergraduate Courses report, dated February 3, 2016



## **2016-17 Curriculum Cycle: New Undergraduate Courses**

February 3, 2016

### **Department of Anthropology**

#### **ANTB66H3 Spiritual Paths: A Comparative Anthropology of Pilgrimage**

A comparison of pilgrimage in different religious traditions, including Christian, Buddhist, Muslim, Hindu and those of indigenous communities (such as the Huichol of Mexico) will introduce students to the anthropology of religion. We will consider the aspirations and experiences of various pilgrims, while being mindful of cultural similarities and differences.

Prerequisite: ANTA02H3 or [any 4.0 credits]

Exclusion: RLG215H

Breadth Requirement: Social & Behavioural Sciences

#### *Rationale:*

ANTB66H3 will introduce students to the comparative study of religion. It will appeal to students with a strong interest in the study of religion and also provides a strong foundation for both ANTC31H3 (Ritual and Religious Action) and ANTC33H3 (Conceptualizing Religion), which is currently lacking.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

#### **ANTD20H3 Culture and Community**

A field-based research seminar exploring the cultural dimensions of community and sense of place. Partnering with community-based organizations in Scarborough and the GTA, students will investigate topical issues in the immediate urban environment from an anthropological perspective. Yearly foci may include food, heritage, diaspora, and family.

Prerequisite: ANTB19H3 and ANTB20H3 and [at least 1.0 credit at the C-level in Socio-Cultural Anthropology courses]

Recommended Preparation: ANTC60H3

Enrolment Limits: 15

Breadth Requirement: Social & Behavioural Sciences

#### *Rationale:*

ANTD20H3 is part of a departmental initiative to expand experiential learning opportunities and provide high quality research experience for advanced undergraduates, as outlined in our most recent departmental academic plan (April 2015). ANTD20H3 emphasizes community engagement, building on the recently articulated presidential priority to "Leverage our urban

location more fully, for the mutual benefit of university and city.” It is also anticipated that research projects undertaken by students in this course will contribute to establishing an archive of community-based anthropological research housed in and facilitated by the Department of Anthropology’s Centre for Ethnography. Partnerships with community-based organizations will be maintained by the course instructor, and will build on existing partnerships. New partnerships will be managed through the Centre for Community Partnerships at UT St. George.

For the first year, (and in alternating future years) the focus of the course will be “food, culture, and community” which will also directly support and contribute to the proposed interdisciplinary Minor in Food Studies from the Department of Historical and Cultural Studies, an initiative that responds to clear student demand and is configured to enhance the distinctive identity of UTSC.

The proposed course is distinct in that it grounds field-based research in an anthropological framework, preparing students to situate their learning experience within key debates on questions of community and commensality, identity and difference, and the greater social and political economic contexts of food.

This course is designed as an intensive field-based seminar, which requires close supervision and frequent feedback from the instructor. Enrolments will therefore be capped at 15 in order to enable the course to meet its learning objectives.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with the UTSC Culinaria Research Centre. Reviewed by the Dean’s Office.

**HLTB41H3 Introduction to the Social Determinants of Health**

This course introduces students to Social Determinants of Health (SDOH) approaches to reducing health inequities, and improving individual and population health. Students will critically explore the social, political, economic, and historic conditions that shape the everyday lives, and influence the health, of people.

Prerequisite: HLTA02H3 and HLTA03H3

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in Health Studies programs.

*Rationale:*

Knowledge of the Social Determinants of Health (SDOH) is a well-established core competency in population health research and practice in Canada (see PHAC and Health Canada websites), and globally (see WHO’s Special Commission on the Social Determinants of Health and more recent efforts of global governments to include strategies and indicators addressing the SDOH in the Sustainable Development Goals). Understanding the SDOH is also a core part of the curriculum guidelines of many professional health bodies, see for example, the Association of Faculties of Medicine Public Health Primer.

Understanding and addressing inequitable patterns of health/disease locally and globally is only possible when we cultivate a critical understanding of the broader social, political, economic, and historic conditions in which these patterns emerge. Accordingly, foundational knowledge of

SDOH research, policy and practice is essential for students pursuing both the Health Policy (BA), and the Population Health (BSc) programs in Health Studies.

After a great deal of discussion, and a careful review of course content and Health Studies program objectives, the faculty determined that the ideal time to introduce students to the SDOH scholarship is at the B-level, *before* they being exploring individual determinants of health in greater depth in upper level courses. This B-level course will also function as a foundation for HLTC05H3 (Social Determinants of Health).

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**HLTD51H3 Aging and the Arts**

In this advanced seminar students will examine older age using the methods and materials of the humanities, with particular focus on: 1) the representation of aging and older age in the arts; and 2) the role of arts-based therapies and research initiatives involving older people and/or the aging process.

Prerequisite: HLTA03H3 and HLTB50H3 and [an additional 1.5 credits at the C-level in HLT courses]

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

Recommended Preparation: Prior experience in humanities courses at the secondary or post-secondary level.

Note: Priority will be given to students entering Year 4 of the Health Studies programs.

*Rationale:*

HLTD51H3 is an advanced undergraduate seminar focusing on an in-depth examination of age studies, which is a subfield of health humanities that explores the related concepts of human health and illness through the distinct perspectives of literature, narrative, and the arts more broadly conceived. The primary aim of the course is to provide an intellectual framework for each student's research and composition of a substantial final project (i.e., research essay) that contributes an original insight into the humanistic study of health. Upon completion of the course, students will be uniquely prepared to confront the complexities of health in the public sphere as rigorous, articulate, and, perhaps above all, critically empathetic evaluators.

The proposed course expands HLT offerings at the D-level Health Studies, particularly for students in the Major/Major Co-op in Health Studies – Health Policy programs. The material in the proposed course been taught previously as part of a topics course (HLTD50H3), but recent faculty hires in Health Studies enables us to offer the course on a regular, cycled schedule.

We are establishing an enrolment limit of 30 students for this course because it is aimed at students who already demonstrate a proficiency in humanistic approaches to health, and the discussion-based nature of this advanced seminar is best undertaken with no more than 30 students.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## **Department of Arts, Culture and Media**

### **ACMB01H3 Critical Reading, Thinking and Writing for ACM Programs**

Academic study in the Department of Arts, Culture and Media is distinguished by critical, historical and practice-based approaches to text, image, sound and performance. This course focuses on critical reading, thinking and writing skills while introducing students to humanistic inquiry through lectures, readings, discussions, and attendance of campus performances and gallery exhibits. This is a writing intensive course that offers students regular constructive feedback on their work.

Prerequisite: Any 2.0 credits

Exclusion: ACMA01H3 (if taken before the 2016-17 academic year)

Breadth Requirement: Arts, Literature & Language

Enrolment Limits: 25

Note: Priority will be given to students enrolled in Specialist and Major offered by the Department of Arts, Culture & Media. Other students will be admitted as space permits.

*Rationale:*

As a required course for all ACM Major and Specialist programs, ACMB01H3 will play a key role in helping students develop their academic writing within the context of Arts, Culture, and Media. It will focus on critical reading and analytical inquiry, and serve as a gateway and introduction to the types of writing students will undertake in advanced courses within their individual programs. As more fully articulated in the learning outcomes below, the course will help students learn to think in a logical and objective manner through the writing of formal, critical, well-structured and concise essays that are supported by argumentation and evidence drawn from reliable academic sources.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **ACMB02H3 Methods of Inquiry and Investigation for ACM Programs**

An introduction to investigative research methods where the humanities and social sciences meet including visual, documentary, ethnographic, interview and other qualitative tools for analyzing social and cultural practices. Students develop skills to identify research inquiries, formulate approaches to investigate, locate, collect and learn from data, analyze evidence, and communicate results.

Prerequisite: ACMB01H3

Exclusion: ACMA02H3

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

ACMB02H3 is a methods-oriented course that is focused on research skills acquisition using a hands-on workshop approach. It will be a required course in the Specialist (Joint) program in Journalism, and will be of interest to students who have taken ACMA01H3. For students in the Specialist (Joint) program in Journalism it will provide the foundation necessary for research-focused D-level courses (e.g., JOUD11H3) by exposing students to research case studies, and leading them through the development, execution, and analysis of their own research.

ACMA02H3 will be made redundant by these changes, and is being deleted in this curriculum cycle.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**CURB01H3 Introduction to Curating Art**

An introduction to the theory, ethics and contexts of art museum/gallery curatorial practice. Emphasis on communication through exploring interpretations and considering ethical practice. Students will learn specialized knowledge, resources, references and methodologies and explore professional and academic responsibilities of art-based curatorial work.

Prerequisite: Any 2.0 credits at A-level

Exclusion: VPHB72H3, FAH301H5, FAH310H5

Enrolment Limits: Restricted to students who have completed the A-level courses in the Major or Specialist programs in Art History, Arts Management, Studio Art, or Media Studies.

Breadth Requirement: Arts, Literature & Language

Note: Priority will be given to students enrolled in the Minor in Curatorial Studies. Additional students will be admitted as space permits.

*Rationale:*

CURB01H3 will act as the foundation course for the new Minor in Curatorial Studies. In accordance with professional and academic guidelines, it will introduce students to the standards and types of curatorial practice, to the research methods, analytical skills and theoretical approaches, professional guidelines for responsibilities, legal and ethical practices, and the types of knowledge and abilities necessary for successful curating.<sup>1</sup> It will replace VPHB72H3 (Museum and Curatorial Practice: Theoretical and Ethical Issues), which is being deleted in this curriculum cycle.

Students will be required to undertake considerable participation in classroom discussion in order to begin developing and honing skills in verbal communication essential to curatorial practice. In addition to theoretical texts and professional publications, students will also explore the latest news and digital communication from the art world: contemporary curatorial practice is actively

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<sup>1</sup> College Art Association Standards and Guidelines, *Guidelines for Curatorial Studies Programs*. Adopted by the CAA Board of Directors on October 24, 2004; revised on October 25, 2009.  
<http://www.collegeart.org/guidelines/curatorial>



broadcast through online media, and issues play out in real time that underscore the connections between what we study in the classroom and what is taking place in the art world.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**CURC72H3 Art, the Museum, and the Gallery**

Art and the settings in which it is seen in cities today. Some mandatory classes to be held in Toronto museums and galleries, giving direct insight into current exhibition practices and their effects on viewer's experiences of art; students must be prepared to attend these classes.

Same as VPHC72H3

Prerequisite: ACMB01H3 and CURB01H3 and CURB02H3

Exclusion: VPHC72H3

Enrolment Limits: 15

Breadth Requirement: Arts, Literature & Language

*Rationale:*

CURC72H3 will be double numbered with VPHC72H3, which is an existing course, and will be shared across the Curatorial Studies and Art History programs.

CURC72H3/VPC72H3 is a field trip based course that moves students out of the classroom and into the local arts scene for the semester. Students alternate field trips with classroom discussions and readings, reading widely across museological theory and examining the ways in which the discipline of art history is exercised outside of the classroom. Many of the field trips offer glimpses of behind-the-scenes locations and expertise, such as art conservation and laboratory visits, libraries and archives, private collections, storage facilities (works on paper, such as prints/drawings/photographs cannot be on permanent view due to potential light damage), artists' societies, galleries, etc. Such visits offer students an expanded view of the myriad ways in which art history contributes to the institutions and practices that make up the greater art world, and help to develop a more thorough understanding of professional and academic specialties.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**JOUC30H3 Critical Approaches to Style, Form and Narrative**

The forms of Journalism are being challenged as reporting styles diverge and change overtime, across genres and media. New forms of narrative experimentation are opened up by the Internet and multimedia platforms. How do participatory cultures challenge journalists to experiment with media and language to create new audience experiences?

Prerequisite: ACMB01H3 and MDSB05H3 and JOUB39H3

Breadth Requirement: Arts, Literature & Language

Note: Priority will be given to students in the Specialist (Joint) program in Journalism and the Major in Critical Journalism.

*Rationale:*

Four new courses in Journalism – JOUC30H3, JOUC31H3, JOUD12H3, and JOUD11H3 – are being proposed to support the existing Specialist (Joint) program and a new Major in Critical Journalism. These new C- and D-level courses help to establish a full sequence of courses, from the A- through D-levels in Journalism.

JOUC30H3 will be the most advanced course in a sequence that develops student understanding of writing, communication, and analysis in field of Journalism. JOUC30H3 follows on from ACMB01H3 and ACMB02H3, which set a foundation in writing and research analysis skills, as well as JOUB39H3, which examines the specific mechanics of journalistic writing.

JOUC30H3 will provide an in-depth interrogation to many of the styles and forms of media to which students are exposed in earlier Journalism courses. The focus will consider contemporary research into the challenges and opportunities to Journalism presented by the proliferation of new media. Students will critically assess wider methods of narrative construction and apply these within contexts of the traditions of journalism and standards of reporting.

Students will become accustomed to experimentation with, and presentation of, their own work, informed by the course's research led theoretical content. In addition to the management of their individual completion of assignments, students will hone the skills for providing constructive criticism and peer support for their classmates. They will also participate in small group and whole class exercises occurring both online between classes and in-class.

JOUC30H3 brings into focus the wider possibilities of form in contemporary Journalism, while challenging students to question writing styles and narrative genres for the multiplicity of media today. This is vital for understanding the impact and pressures on those who produce journalism, as well as the contexts and experiences of those who consume it.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with Centennial College. Reviewed by the Dean's Office.

**JOUC31H3 Journalism, Information Sharing and Technological Change**

The nexus between journalism, civic engagement and changing technologies presents opportunities and challenges for the way information is produced, consumed and shared. Topics range from citizen and networked journalism, mobile online cultures of social movements and everyday life, to the complicated promises of the internet's democratizing potential and data-based problem solving.

Prerequisite: ACMB01H3 and JOUB24H3

Exclusion: MDSB25H3

Breadth: Requirement: Arts, Literature & Language

Note: Priority will be given to students in the Specialist (Joint) program in Journalism and the Major in Critical Journalism.

*Rationale:*

Four new courses in Journalism – JOUC30H3, JOUC31H3, JOUD12H3, and JOUD11H3 – are being proposed to support the existing Specialist (Joint) program and a new Major in Critical Journalism. These new C- and D-level courses help to establish a full sequence of courses, from the A- through D-levels in Journalism.

JOUC31H3 builds on JOUB24H3, which maps the existing digital media models in contemporary journalism. The C-level course expands analysis towards the wider context of Journalism as it is situated in contemporary cultures of information sharing as part everyday life of an informed citizenry.

JOUC31H3 engages with the wider debates surrounding technological change and the contradictions within them. These will be analysed through current theoretical models for understanding the impact of social and technological change across cultures, yet the course will not shy away from the limitations of those models. Students will be presented with the ethical quandaries inherent to an industry dependent upon, and challenged by, new technological platforms. When facing those quandaries, students will be asked to examine them through the prism of journalism's primary responsibility in a democratic context: informing and engaging the wider public.

Students will gain experience deconstructing real world case studies where new technologies and new forms of social interaction are intertwined. Their interactions will include pair, group and class discussions where the rigours of analysis and argumentation will be the bulwark of expressing one's own opinion, challenging the interpretations within readings, and contributing to the wider debate. These in-class experiences will provide the foundation for independent articulation in the longer forms of exam questions and essays.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with Centennial College. Reviewed by the Dean's Office.

**JOUD11H3 Senior Research Seminar in Journalism**

Focusing on independent research, this course requires students to demonstrate the necessary analysis, research and writing skills required for advanced study. This seminar course provides the essential research skills for graduate work and other research-intensive contexts. Students will design and undertake unique and independent research about the state of journalism.

Prerequisite: [1.0 credit from the following: JOUB02H3, JOUC30H3, JOUC31H3]

Breadth Requirement: Arts, Literature & Language

Note: Priority will be given to students in the Specialist (Joint) program in Journalism and Major in Critical Journalism.

*Rationale:*

Four new courses in Journalism – JOUC30H3, JOUC31H3, JOUD12H3, and JOUD11H3 – are being proposed to support the existing Specialist (Joint) program and a new Major in Critical Journalism. These new C- and D-level courses help to establish a full sequence of courses, from the A- through D-levels in Journalism.

JOUD11H3 is a senior seminar course designed to facilitate the production of superior undergraduate research output in the field of Journalism Studies. It will provide an overview of the more sophisticated concepts within the discipline, while providing space for the students to explore their own application of those concepts and the concepts learnt at the B- and C-level.

JOUD11H3 will also build upon and provide a forum for application of the foundation in research methods provided by ACMB02H3 Methods of Inquiry and Investigation, which is a required course for both the Specialist (Joint) program in Journalism and the new Major in Critical Journalism Major. This course will serve as a research-oriented counterweight to the existing JOUD10H3 Senior Seminar in Journalism, which focuses on the production of a professional journalism project for the student's industry-oriented portfolio. With both of these courses offered, UTSC will be provide the option of senior level project for the student to take forward into either a career in journalism research or one in journalism practice.

JOUD11H3 provides students with a greater degree of sophistication in engaging with research methods, in their theory and mechanics, while also being a forum for the application of those methods in the design, execution and, importantly, oral and written presentation of a research project. The flexibility in research design will allow students to synthesize program elements from other course which until this point have been thematically separate, thus allowing an independent formulation of a journalism studies topic based on the interests that they have developed over the preceding years of the program. The research topics, however, will necessarily be geared towards not only having a better understanding of how journalism functions today, but also to illuminate how to better understand where responsible journalism needs to go.

The course will be structured around supporting a degree of independence and confidence in applying one's own knowledge and ideas, testing the accepted discourse of related research through a setting where their contribution to the dialogue is central. The course evaluation mechanisms have been designed to ensure a well-managed and scaffolded process, leading students through the requisite steps of research design and execution, while fostering a sense of time-management. The purpose of the course structure is to instill the ideal that, rather than simply completing assignments, students can, through their own independent reading, research, and writing, contribute to the wider debate of the issues at hand.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with Centennial College. Reviewed by the Dean's Office.

**JOUD12H3 Journalism at the Intersection of Politics, Economics and Ethics**

Journalism is a field that influences – and is influenced by – politics, finance, and civil society. This course raises contentious questions about power and responsibility at the core of journalism's role in society. Challenges to the obligations of responsible journalism are examined through changing economic pressures and ties to political cultures.

Prerequisite: [1.0 credit from the following: JOUC30H3, JOUC31H3, JOUC62H3, JOUC63H3].

Breadth Requirement: Arts, Literature & Language

Note: Priority will be given to students in the Specialist (Joint) program in Journalism and Major in Critical Journalism.

*Rationale:*

Four new courses in Journalism – JOUC30H3, JOUC31H3, JOUD12H3, and JOUD11H3 – are being proposed to support the existing Specialist (Joint) program and a new Major in Critical

Journalism. These new C- and D-level courses help to establish a full sequence of courses, from the A- through D-levels in Journalism.

This D-level course is designed to follow on from one of two C-level courses: JOUC63H3 Media Ethics and JOUC6H32 Media and the World of Work. This ‘Ethics and Politics’ area of focus is meant to offer a more sophisticated C and D-level progression of more complex ethical questions.

JOUD12H3 will reflect on, and debate, the complex questions raised in other courses in the Journalism program – particularly those at the C-level – and will synthesize and contextualize the issues they present. In this manner, students enrolled in JOUD12H3 will become acutely aware of the usefulness of research methods, but also the limits of contemporary knowledge. The course is designed around the notions of independent research, group discussion, and constructive debate. The practice of self-authorship (i.e., independent reading, research and writing) is developed through the course structure and assignments so that students understand they too can be contributing participants in the wider debates around the state and future of journalism.

JOUD12H3 is designed to ensure the engagement and participation of students in a sophisticated application of theory and case analysis. This expectation will be set for both their independent work outside of class and in-class groups activities. The course content will invite application of various areas of focus selected by students in their B and C level courses. The flexibility of their independent research topics will allow students to synthesize program elements from other courses which until this point have been thematically separate, thus allowing an independent formulation of a journalism studies topic based on the interests that they have developed over the preceding years of the program.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with Centennial College. Reviewed by the Dean’s Office.

**VPHB78H3 Our Town, Our Art: Local Collections I**

Local arts institutions are often taken for granted but understanding how and why collections are formed, why they are significant, and how they relate to larger art historical contexts provides important object-based learning opportunities. Students will explore these issues using a focused collection in the Royal Ontario Museum, the Aga Khan Museum or the Textile Museum.

Prerequisite: VPHA46H3

Breadth Requirement: Arts, Literature & Language

NOTE: Some classes will be held at the museum; students should be prepared to travel.

*Rationale:*

VPHB78H3 Our Town, Our Art I has been developed to support the new freestanding Minor in Curatorial Studies; it also supports the re-visioning of programs in Art History in response to current directions in scholarship and existing faculty complement. This course, in conjunction with VPHB79H3 Our Town, Our Art: Local Collections II (also new this cycle) will introduce students to local arts institutions and their collections (VPHB78H3 is focused on collections at the ROM, Aga Khan Museum and Textile Museum, while VPHB79H3 is focused on collections at the AGO). This introduction fulfills a number of critical pedagogical needs for both the revised Art History programs and the new freestanding Minor in Curatorial Studies, including:

familiarizing students with arts institutions as a necessary locus of art historical practice; creating awareness of local resources and expertise; enabling students to recognize the critical necessity of studying the physical artwork (not merely a digital reproduction); gaining insight into the exhibition and display strategies that communicate specific concepts of art and visual culture; encouraging students to undertake further participation and engagement with the local arts scene.

The UTSC course will address the initial insecurity that many undergraduate students often feel upon entering a museum or gallery. Many of our students have never been in a museum or gallery space until required to do so as part of our program. Immersing students in a museum environment, helping them to participate critically in the museum experience, and providing them with the tools to analyze and evaluate the museum and its systems allows students to recognize their own contributions to these institutions and to value their own participation. Students will undertake a series of readings and gallery visits that will require assignments based upon analytic and research skills. Accordingly, this course is unique in its fusion of experiential education and academic scholarship across the scholarly/professional divide, providing students with a thorough grasp of contemporary issues, critical analysis, research skills and understanding of the wider field.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**VPHB79H3 Our Town, Our Art: Local Collections II**

Local arts institutions are often taken for granted but understanding how and why collections are formed, why they are significant, and how they relate to larger art historical contexts provides important object-based learning opportunities. Students will explore these using a focused collection in the Art Gallery of Ontario.

Prerequisite: VPHA46H3

Breadth Requirement: Arts, Literature & Language

NOTE: Some classes will be held at the museum; students should be prepared to travel.

*Rationale:*

VPHB79H3 Our Town, Our Art II has been developed to support the new freestanding Minor in Curatorial Studies; it also supports the re-visioning of programs in Art History in response to current directions in scholarship and existing faculty complement. This course, in conjunction with VPHB78H3 Our Town, Our Art: Local Collections II (also new this cycle) will introduce students to local arts institutions and their collections (VPHB78H3 is focused on collections at the ROM, Aga Khan Museum and Textile Museum, while VPHB79H3 is focused on collections at the AGO). VPHB79H3 will focus upon a collection at the Art Gallery of Ontario, which traditionally has collected in areas deliberately different and distinct from sister institutions such as the Royal Ontario Museum or the Textile Museum of Canada. This introduction fulfills a number of critical pedagogical needs for both the revised Art History programs and the new freestanding Minor in Curatorial Studies, including: familiarizing students with arts institutions as a necessary locus of art historical practice; creating awareness of local resources and expertise; enabling students to recognize the critical necessity of studying the physical artwork (not merely a digital reproduction); gaining insight into the exhibition and display strategies that

communicate specific concepts of art and visual culture; encouraging students to undertake further participation and engagement with the local arts scene.

The UTSC course will address the initial insecurity that many undergraduate students often feel upon entering a museum or gallery. Many of our students have never been in a museum or gallery space until required to do so as part of our program. Immersing students in a museum environment, helping them to participate critically in the museum experience, and providing them with the tools to analyze and evaluate the museum and its systems allows students to recognize their own contributions to these institutions and to value their own participation. Students will undertake a series of readings and gallery visits that will require assignments based upon analytic and research skills. Accordingly, this course is unique in its fusion of experiential education and academic scholarship across the scholarly/professional divide, providing students with a thorough grasp of contemporary issues, critical analysis, research skills and understanding of the wider field.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**VPHC52H3 Ethiopia: Seeing History**

This course uses a focus on material history and visual culture to explore Ethiopia from the fourth through the nineteenth century, with particular emphasis on the Christian Church, the monarchy, links with both the Mediterranean world and the Indian subcontinent, and the relationship of individuals to their social, economic, artistic and geographic environments.

Same as AFSC52H3 and HISC52H3

Prerequisite: [1.0 credit in History] or [VPHA46H3 and ACMB01H3 and an additional 1.0 credit in Art History]

Exclusion: AFSC52H3, HISC52H3

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

VPHC52H3 will be triple-numbered with the existing course HISC52H3 and the new course AFSC52H3. There is substantial visual culture content offered in the course material, which makes it a good match for Art History. The course will provide an opportunity to introduce senior students across both Art History and History disciplines to areas of scholarship that share research topics and methodologies.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with HCS. Reviewed by the Dean's Office.

**VPHC75H3 The Artist, Maker, Creator**

This course focuses on the ideas, career and œuvre of a single artist. Exploration and comparison of works across and within the context of the artist's output provides substantial opportunities for deeper levels of interpretation, understanding and assessment. Students will utilize and develop research skills and critical methodologies appropriate to biographical investigation.

Prerequisite: VPHB39H3 and ACMB01H3 and [an additional 1.0 credit at the B-level in Art

History, Studio or Arts Management courses]  
Breadth Requirement: Arts, Literature & Language

*Rationale:*

VPHC75H3 is one of four new courses being developed to support the new freestanding Minor in Curatorial Studies; it also supports the re-visioning of our programs in Art History in response to current directions in scholarship and existing faculty complement.

In this course students will explore, in-depth, a single artist and the range of work produced during the artist's lifetime, with full opportunity for comparison of different stages or long-term themes that manifested. Students will gain a fuller comprehension of the artist's contributions and ideas, be able to follow the trajectory of those ideas through careful and sustained study of individual examples and consider relationships between those examples.

The course topic will vary to will permit different faculty members to teach this course, thus utilizing their own specific expertise, rather than reserving the course for a specific teacher. With a small faculty complement, this opportunity to allow a greater rotation of instructors better serves the Art History program.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**VPHD48H3 Advanced Seminar in Art History and Visual Culture**

What is art history and visual culture? What do we know, and need to know, about how we study the visual world? This capstone course for senior students will examine the ambiguities, challenges, methods and theories of the discipline. Students will practice methodological and theoretical tenets, and follow independent research agendas.

Prerequisite: 1.5 credits at the C-level in VPH courses

Breadth Requirement: Arts, Literature & Language

Exclusion: FAH470H

Note: Priority will be given to students in the Major and Minor in Art History and Visual Culture. Additional students will be admitted as space permits.

*Rationale:*

VPHD48H3 has been developed to support the re-visioning of our programs in Art History in response to current directions in scholarship and existing faculty complement, and will serve as the capstone course for the Major, providing senior students with a close interrogation of the discipline and its historiography. This course will address pedagogical needs for the program, building on a clear foundation of theoretical and methodological concerns scaffolded throughout core courses (VPHA46H3, VPHB39H3, VPHC49H3, VPHC54H3, and VPHC72H3). Students will be able to draw together the different threads from across four areas of focus, and their own educational experiences in art history and visual culture, to utilize a disciplinary theoretical and methodological toolkit.

*Consultation:*



Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **VPMB01H3 Introduction to Community Music**

Music within communities functions in ways that differ widely from formal models. Often the defining activity, it blurs boundaries between amateur, professional, audience and performer, and stresses shared involvement. Drawing upon their own experience, students will examine a variety of community practices and current research on this rapidly evolving area.

Prerequisite: VPMA93H3

Recommended Preparation: 0.5 credit in Music Performance courses

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.

#### *Rationale:*

VPMB01H3 is one of three proposed new courses (VPMB01H3, VPMC01H3, and VPMD01H3) that will contribute to the creation of a full sequence of Community Music courses from the B- to the D-level. The Music and Culture program is proposing three areas of focus in addition to a set of core program requirements. Community Music is one of the three areas and encourages students to engage in reflective inquiry combined with musical literacy development through continued studies through music performance.

As the first in this suite of course offerings, VPMB01H3 serves as the introduction to key topics relevant to the emerging field of research and inquiry in community music. Through critical reading, writing, and observation, students will become aware of the many ways in which various communities engage in making music beyond formal institutions of education and the breadth of possibilities that constitute community music.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with the departmental student association (ARTSA). Reviewed by the Dean's Office.

### **VPMB91H3 Music and Technology**

A comprehensive study of the technologies in common use in music creation, performance and teaching. This course is lab and lectured based.

Prerequisite: VPMA93H3

Corequisite: VPMB88H3

Breadth Requirement: Arts, Literature & Language

NOTE: Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.

#### *Rationale:*

VPMB91H3 will become the introductory (B-level) course in the Music Creativity and Technology area of focus. It will act as the foundation for the sequence of studies in electroacoustic music composition that includes the new C-level course in Electronic Music (VPMC91H3). Beyond this particular area of focus, the course will provide helpful background

with regard to the use of new technologies to students in the other areas of focus, particularly those with an interest in practical applications (e.g., teaching and performance). The course is located within a distinctive area of musical study that places traditional forms of musical creativity alongside the possibilities of the digital world, thus encompassing a spectrum that is aligned with the unique direction of the UTSC Music programs toward music and culture of the modern and contemporary world.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**VPMC01H3 Exploring Community Music**

Our local communities are rich with music-making engagement. Students will critically examine four distinct cases of community music in the Eastern GTA through the lenses of intergenerational music-making, music and social change, music and wellbeing, and interdisciplinary musical engagement. Off-campus site visits are required.

Prerequisite: ACMB01H3 and VPMB01H3

Recommended Preparation: 1.0 credit in Music Performance

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.

*Rationale:*

VPMC01H3 is one of three proposed new courses (VPMB01H3, VPMC01H3, and VPMD01H3) that will contribute to the creation of a full sequence of Community Music courses from the B- to the D-level. The Music and Culture program is proposing three areas of focus in addition to a set of core program requirements. Community Music is one of the three areas and encourages students to engage in reflective inquiry combined with musical literacy development through continued studies through music performance.

VPMC01H3 will build upon the breadth of community music theory and practice issues explored in VPMB01H3, and provide greater depth by examining four areas of focus in the realm of informal music participation: intergenerational music-making, music and social change, music and wellbeing, and interdisciplinary musical engagement. Alongside selected readings and various media presentations, students will engage with community music-makers and leaders from the Eastern GTA via in-class guest lectures, with follow-up site visits, shadowing, and observations.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with the departmental student association (ARTSA). Reviewed by the Dean's Office.

**VPMC93H3 Music and Imagination**

An exploration of how music creatively reflects and inspires our sense of self, place and community. We consider various sites of musical imagination and the genres that intersect with them, including science fiction and fantasy literature, film, and video games.

Prerequisite: ACMB01H3 and [VPMB82H3 or VPMB99H3] and [an additional 1.0 credit at the B-level in VPM courses]

Exclusion: VIC370H1

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

VPMC93H3 considers how and why music participates in the social life of creativity, imagination and fantasy, and how these roles influence conceptions of music's importance to and place in society and culture. As such it aims to address many of the most cogent and significant issues of music's place in and relationship to the contemporary world. Through readings, case studies, and discussion it will investigate topics such as the urban and immigrant nostalgic imagination in music; musical attempts to imagine and produce utopian futures (music's intersection with science fiction and fantasy literature, film, and video games); and the dystopian imagination in music (the relationship of music to violence and power). This course will potentially have major relevance to all three areas of focus in the revised Music and Culture program. It is imperative that our students understand music's complex ability to create and influence both the "imaginary" and the "real" while simultaneously always being a product of the human imagination.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**VPMD01H3 Senior Seminar: Music in Our Communities**

Through advanced studies in community music, students will combine theory and practice through intensive weekly seminar-style discussions and an immersive service-learning placement with a community music partner from the Eastern GTA. Off-campus site visits are required.

Prerequisite: VPMC01H3 and 1.0 credit in Music Performance

Breadth Requirement: Social & Behavioural Sciences

Note: Priority will be given to students enrolled in the Major and Minor programs in Music and Culture. Additional students will be admitted as space permits.

*Rationale:*

VPMD01H3 is one of three proposed new courses (VPMB01H3, VPMC01H3, and VPMD01H3) that will contribute to the creation of a full sequence of Community Music courses from the B- to the D-level. The Music and Culture program is proposing three areas of focus in addition to a set of core program requirements. Community Music is one of the three areas and encourages students to engage in reflective inquiry combined with musical literacy development through continued studies through music performance.

VPMD01H3 will build upon VPMC01H3, and provide in-depth experience through reflective practice, in-class discussion and debate, and service learning opportunities in the field. Alongside in-class participation, students will be paired with a community music partner from the Eastern GTA. Placements are unique and may vary, but typically will be 10-11 weeks in length with the

student working with the organization 5-7 hours per week. Intimate knowledge of the organization, including history, culture, interactions, goals, objectives, and aims, through engagement, observations, and volunteer experiences, will inform class discussion and independent research.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with the departmental student association (ARTSA). Reviewed by the Dean's Office.

**VPMD91H3 Electronic Music II**

More advanced study in electronic, electroacoustic and computer-generated music with emphasis on electroacoustic composition. This course is primarily lab-based.

Prerequisite: VPMC91H3 and [an additional 0.5 credit at the C-level in VPM courses]

Breadth Requirement: Arts, Literature & Language

*Rationale:*

VPMD91H3 is a new offering in the Music Creativity and Technology area of focus that offers the possibility of advanced study in electroacoustic composition, and builds on a sequence of courses starting at the B-level. There are no comparable offerings at UTSC, but the proposed course is similar to what is available at the Faculty of Music in TMU320H1 Electroacoustic Music II, which is offered as part of a professional BMus program, however there isn't sufficient overlap to warrant including it as an exclusion. The UTSC course is located within a distinctive area of musical study that places traditional forms of musical creativity alongside the possibilities of the digital world, thus encompassing a spectrum that is aligned with the unique direction of the UTSC Music programs toward music and culture of the modern and contemporary world.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**VPSC59H3 Theory and Practice: Three-Dimensional Work**

An exploration of ideas and practice with an emphasis on three-dimensional work.

Prerequisite: VPHA46H3 and [1.0 credit at the B-level in Studio courses dealing with three dimensions]; students enrolled in the Specialist and Major programs in Studio must also complete ACMB01H3

Exclusion: VPSC75H3, VIS306H

Enrolment Limits: 15

Breadth Requirement: Arts, Literature & Language

*Rationale:*

An internal curriculum review in Studio revealed that an interdisciplinary three-dimensional course at the C-level was needed to balance out our C-level offerings. Like all of the Theory and Practice courses in Studio, VPSC59H3 will allow students to explore connections between media that have some three-dimensional qualities. This course shares similarities with VIS306H3 Site/Installation and 3-D Construction in the Visual Studies program at UTSG, as an open-media three-dimensional course at the 300-level.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## **Department of Biological Sciences**

### **BIOD30H3 Plant Research and Biotechnology: Addressing Global Problems**

Plant scientists working to address pressing global challenges will give presentations. In advance students will identify terminologies and methodologies needed to engage with the speaker and think critically about the research. Student teams will identify and develop background knowledge and go beyond speaker's presentations with new questions and/or applications.

Prerequisite: BIOB38H3 & [one of BIOC15H3, BIOC31H3, BIOC37H3 or BIOC40H3]

Enrolment Limits: 30

Breadth Requirement: Natural Sciences

Note: Priority will be given to students enrolled in the Major Program in Plant Biology.

Additional students will be admitted if space permits.

*Rationale:*

BIOD30H will be the capstone experience course for students in a proposed new Major in Plant Biology. It will be required for all students in the program, and will integrate all aspects of the plant biology curriculum in the fourth year of the program.

Additionally BIOD30H3 will provide a fourth year course option for our other programs should space be available.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## **Department of Computer and Mathematical Sciences**

### **CSCC10H3 Human-Computer Interaction**

The course will provide an introduction to the field of Human-Computer Interaction (HCI) with emphasis on guidelines, principles, methodologies, and tools and techniques for analyzing, designing and evaluating user interfaces. Subsequent topics include usability assessment of interactive systems, prototyping tools, information search and visualization, mobile devices, social media and social networking, and accessibility factors.

Prerequisite: CSCB07H3 and [CGPA 3.0 or enrolment in a CSC Subject POST]

Exclusions: CCT380H, CSC318H

*Rationale:*

As many aspects of our lives in today's digitalized world involve interaction with computing systems, the design of the interface between computers and humans is a crucial aspect in building any computer system. Yet, to this point there have been no course offerings in the area of human computer interaction at UTSC. This is particularly concerning as an informal study we conducted among our students seems to indicate strong student interest in this particular area of computer science. Based on discussions with students, we also believe that the lack of course offerings in this area is among the reasons for students to move to the computer science programs at the St. George or UTM campus, as these offer (multiple) courses in HCI.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**CSCD54H3 Technology Innovation and Entrepreneurship**

This course examines high-Tech innovation and entrepreneurship, principles of operation of successful high-tech enterprises, customer identification and validation, product development, business models, lean startup techniques, and financing of high-technology ventures. Students will work in teams to develop their own innovative product idea, and will produce a sound business plan to support their product.

Prerequisite: A minimum of 2.5 credits at the B-level or higher in CSC courses

Corequisite: CSCD90H3

Exclusion: CSC454H1

Enrolment Limits: Restricted to students in the Entrepreneurship stream of the Specialist/Specialist Co-op programs in Computer Science

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

CSCD54H3 is one of two new courses designed to support the new stream in Entrepreneurship in the Specialist/Specialist Co-op programs in Computer Science. The goal of this course is to provide students with detailed and up-to-date knowledge regarding the process of turning innovative technology ideas into viable products. The course covers aspects of product development, marketing, customer identification, and business planning. Students are expected to develop a sound business proposition for their innovative ideas at the level of being potentially able to seek funding to continue development of a viable product.

This course serves a similar need, and will be closely coordinated with the existing St. George course, CSC454H1 The Business of Software:

[http://www.artsandscience.utoronto.ca/ofr/calendar/crs\\_csc.htm#CSC454H1](http://www.artsandscience.utoronto.ca/ofr/calendar/crs_csc.htm#CSC454H1)

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been close consultation with the Department of Computer Science on the St. George campus, with the Director of the UTSC HUB, and with the UTSC Department of Management. Reviewed by the Dean's Office.

**CSCD90H3 The Startup Sandbox**

In this capstone course, students will work in teams to develop a viable product prototype following the methodologies and techniques covered in CSCD54H3. Students will produce written reports, short videos pitching their idea, and a final presentation showcasing their proposed innovation, as it would be pitched to potential investors. The course instructor and TAs will provide close supervision and mentorship throughout the project.

Prerequisite: A minimum of 2.5 credits at the B-level or higher in CSC courses

Corequisite: CSCD54H3

Enrolment Limits: Restricted to students in the Entrepreneurship stream of the Specialist/Specialist Co-op programs in Computer Science

Breadth Requirement: Quantitative Reasoning

*Rationale:*

CSCD90H3 is the capstone project course for the proposed Entrepreneurship stream of the Specialist/Specialist Co-op programs in Computer Science. It complements the theoretical foundations of high-tech innovation and entrepreneurship, covered in CSCD54H3, providing students with an invaluable opportunity to develop a product prototype under the supervision and mentorship of an instructor and TAs. Students will make use of The HUB (UTSC's technical incubator and dedicated space for entrepreneurial activity) as a center for work and collaboration, thereby helping to fulfill The HUB's mission as a vehicle to encourage entrepreneurship, and as an incubator for viable high-tech enterprises.

While this course may periodically involve a small amount of lecturing, this would only occur as a means to reinforce content being covered in CSCD54H3; most of the in-class time will be spent reviewing the progress made by the different teams on their respective projects, and providing mentorship and guidance as needed.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been close consultation with the Department of Computer Science on the St. George campus, with the Director of the UTSC HUB, and with the UTSC Department of Management. Reviewed by the Dean's Office.

**CSCD92H3 Readings in Computer Science**

Students will examine an area of interest through reading papers and texts. This course is offered by arrangement with a computer science faculty member. It may be taken in any session, and must be completed by the last day of classes in the session in which it is taken.

Prerequisite: Students must obtain consent from the Supervisor of Studies before registering for this course.

Breadth Requirement: Quantitative Reasoning

*Rationale:*

CSCD92H3 will provide students an opportunity to delve more deeply into a topic that interests them and is not covered in the regular curriculum.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **MATA29H3 Calculus I for the Life Sciences**

A course in differential calculus for the life sciences. Algebraic and transcendental functions; semi-log and log-log plots; limits of sequences and functions, continuity; extreme value and intermediate value theorems; approximation of discontinuous functions by continuous ones; derivatives; differentials; approximation and local linearity; applications of derivatives; antiderivatives and indefinite integrals.

Prerequisite: Grade 12 Calculus and Vectors

Exclusion: (MATA20H3), (MATA27H3), MATA30H3, MATA31H3, MATA32H3, MAT123H, MAT124H, MAT125H, MAT126H, MAT133Y, MAT135Y, MAT137Y, MAT157Y, JMB170Y

Breadth Requirement: Quantitative Reasoning

#### *Rationale:*

Students in Biology programs, all of which require MATA30H3, do not see its relevance to Biology. Moreover, the course does not prepare them adequately in the mathematical techniques that they need in their higher-level Biology courses.

Extensive discussion has taken place, between the Biology and Mathematics faculty, about what sort of calculus course would best fit the needs of students in the Biology programs, and MATA29H3 was developed. It covers similar mathematical topics as MATA30H3; however, the applications and examples are drawn from the life sciences.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been extensive consultation with the Departments of Biological Sciences and Physical and Environmental Sciences. Reviewed by the Dean's Office.

### **STAB23H3 Introduction to Statistics for the Social Sciences**

This course covers the basic concepts of statistics and the statistical methods most commonly used in the social sciences. The first half introduces descriptive statistics and the inferential statistical methods. The second half introduces bivariate and multivariate methods, emphasizing contingency table analysis and Chi-square test, regression, and analysis of variance.

Exclusion: ANTC35H3, MGE111H3/(ECMB11H3), (POLB11H3), PSYB07H3, (SOCB06H3), STAB22H3, STAB52H3, STAB57H3, STA220H, STA250H

Breadth Requirement: Quantitative Reasoning

#### *Rationale:*

A good grasp of Statistics is fundamental to the study of the social sciences. Indeed, statistical literacy is of increasing value both for academic purposes and for our daily routines, as more and more data are collected for myriad social, economic and scientific purposes.

STAB22H, which is currently required in programs in Sociology and Political Science, is not sufficiently specific to the social sciences to meet their needs. In extensive discussion with Political Science, Sociology and Geography, we have developed STAB23H3, which considers the key problems in the social sciences, and emphasizes the application of methods to real data.



There are no other introductory Statistics courses at UTSC that address the needs of the social sciences.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has been extensive consultation with the Departments of Sociology, Political Science and Human Geography. Reviewed by the Dean's Office.

## **Department of English**

### **ENGB02H3 Effective Writing in the Sciences**

This course will provide science students with practical strategies, detailed instructions, and cumulative assignments to help them hone their ability to write clear, coherent, well-reasoned prose for academic and professional purposes. Topics will include scientific journal article formats and standards, peer-review, and rhetorical analysis (of both scientific and lay-science documents).

Exclusion: PCL285H

Enrolment Limits: 25

Breadth Requirement: Arts, Literature, & Language.

Note: Priority will be given to students enrolled in programs in the sciences. Additional students will be admitted as space permits.

*Rationale:*

This course will enable the English Department to make connections with diverse science departments as we start to develop a science and literature stream in our curriculum. Ultimately, its objective mirrors that of most of our B-level courses: to help students hone the inextricable skills of critical analysis, sound reasoning, and effective writing. Always crucial in the sciences, these skills have grown in importance in recent decades due to the increasing influence of incendiary lay-science and under-reviewed scientific articles. More than ever, scientists must communicate effectively not only with their colleagues but also with lay people. There is no overlap between the proposed course and PSCA01H3.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with the UTSC Departments of Biological Sciences, Psychology, and Physical and Environmental Sciences, and with the Department of Pharmacy and Toxicology on the St. George campus. Reviewed by the Dean's Office.

### **ENGD96H3 Iranian Cinema**

This course examines the development of Iranian cinema, particularly experimental and art cinema. Questions of form, and the political and social dimensions of cinema, will be considered alongside the theory of national cinemas. The course places Iranian cinema in a global context by considering it with other national cinemas.

Prerequisite: At least one course (0.5 credit) at B- or C-level in film

Breadth Requirement: Arts, Literature & Language

Note: Preference will be given to students in the Minor in Literature and Film Studies

*Rationale:*

This course has been designed for the Minor in Literature and Film, but also augments the curriculum for students interested in cinema and/or postcolonial studies who are completing a Minor, Major, or Specialist in English. The course examines what has been described as one of the most important “new” national cinemas on the global stage, and expands the current course offerings by providing the students the opportunity to do an in-depth study of a key set of non-Western cinematic texts. The course also provides a thorough study of the theory of national cinemas. This dimension of the course contributes to the overall program in Literature and Film by developing themes that emerge in ENGC83H3 Studies in World Cinema, but investigating those themes at the D-level.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean’s Office.

## **Centre for French and Linguistics**

### **ECTB60H3 Food, Cultures, and Translation**

From wheat to seafood, Canada’s food exports to China are increasing and Chinese food is popular in Canada. This course explores food, cultures, and translation using materials in Chinese and English. It gives text analysis in translation and hands-on translation experience from English to Chinese and/or from Chinese into English.

Prerequisite: LGGB60H3

Breadth Requirement: Arts, Literature & Language

Note: A good command of English and Chinese is required

*Rationale:*

This course will introduce students to translations studies and will function as a segue into the Minor in English to Chinese Translation. Many students are not familiar with translation studies, and this course will provide them with an opportunity to explore translation studies before they commit themselves to the Minor. In addition, it will be helpful for students to gain some experience in translation before they begin studying the theories covered in ECTB61H3.

Unlike the existing ECT courses (ECTB61H3, ECTD68H3, ECTD69H3) which focus on English to Chinese translation, this will be a bidirectional translation course from English to Chinese and/or from Chinese to English. Students will explore food and culture, and translation, with a focus on Canada (instead of the West in general), China, and the local Chinese communities in GTA and Canada. We anticipate that it will appeal to second- or third generation Chinese Canadian students or non-ethnic Chinese students, who may not be strong in Chinese but are strong in English. Students who are better in Chinese can be teamed up with students who are better in English to conduct a translation project, and vice-versa.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **ECTC61H3 Translation Studies in Literature**

This course focuses on the principles and techniques of literary translation from English to Chinese and vice versa. Students will study various translations and practice translating the works of Canadian writers such as those by Alice Munro and Margaret Atwood. Style and technique will be stressed throughout the course.

Prerequisite: ECTB61H3

Breadth Requirement: Arts, Literature & Language

Note: Priority will be given to students enrolled in the Minor in English To Chinese Translation.

Other students will be admitted if space permits.

#### *Rationale:*

This C-level course has been designed for the Minor in English and Chinese Translation.

Literary translation is an indispensable skill in the translation profession. Through a focus on Canadian writers' works this course will explore translation theory and practice specialized in the literary field. With the broadening cultural exchange between English and Chinese speaking worlds, more and more literary works have been and will need to be translated from English to Chinese and vice versa.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **FREC54H3 Paris through the Ages**

This course is designed to provide students with an introduction to Paris' great monuments, buildings, streets, and neighbourhoods through art history (painting, sculpture, and architecture), music, and literature from the Middle ages to the beginning of the 20<sup>th</sup> century.

Prerequisite: FREB27H3 or FREB50H3

Breadth Requirement: History, Philosophy & Cultural Studies

#### *Rationale:*

This course is complementary to some courses dedicated to Early Modern French literature (i.e., FREB50H3, FREB51H3, and FREB55H3). Since traditional literature courses cannot offer an in-depth introduction to France's arts and culture from the Middle Ages to the 20<sup>th</sup> century, this optional new course will examine architectural references in French literature masterpieces through the ages.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **LIND07Y3 Independent Study in Linguistics**

A reading and research independent study course on a topic of interest to the student. Students must obtain consent from a supervising instructor before registering. Interested students should contact the Associate Director for further information.

Prerequisite: At least 1.0 credit at the C-level in LIN courses and permission of the Linguistics Associate Director

Exclusion: LIN495Y

*Rationale:*

Students have expressed desire for a yearlong independent study course. This optional course is designed for students who wish to acquire advanced theoretical tools and strengthen their research skills in a specific area of Linguistics. It will provide students with the opportunity to deepen their understanding of necessary assumptions on the topic, discern theoretically relevant research issues and test them against new empirical facts.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**PLID07Y3 Independent Study in Psycholinguistics**

A reading and research independent study course on a topic of interest to the student. Students must obtain consent from a supervising instructor before registering. Interested students should contact the Associate Director for further information.

Prerequisite: At least 1.0 credit at the C-level in PLI courses and permission of the Linguistics Associate Director

Exclusion: LIN495Y

*Rationale:*

Students have expressed desire for a yearlong independent study course. This optional course is designed for students who wish to acquire advanced theoretical tools and strengthen their research skills in a specific area of Psycholinguistics. It will provide students with an opportunity to deepen their understanding of necessary assumptions on the topic, discern theoretically relevant research issues and test them against new empirical facts.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## **Department of Historical and Cultural Studies**

**AFSC52H3 Ethiopia: Seeing History**

This course uses a focus on material history and visual culture to explore Ethiopia from the fourth through the nineteenth century, with particular emphasis on the Christian Church, the monarchy, links with both the Mediterranean world and the Indian subcontinent, and the relationship of individuals to their social, economic, artistic and geographic environments.

Same as HISC52H3 and VPHC52H3

Prerequisite: [1.0 credit in History] or [VPHA46H3 and ACMB01H3 and an additional 1.0 credit in Art History]

Exclusion: HISC52H3, VPHC52H3

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

AFSC52H3 will be triple-numbered with the existing course HISC52H3 and the new course VPHC52H3. The course content and learning outcomes are a good fit with African Studies, and double-numbering it at as AFS will ensure students in the Minor in African Studies have a clear pathway through the Minor, as well as an additional C-level offering.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with ACM. Reviewed by the Dean's Office.

**AFSC55H3 War and Society in Modern Africa**

Conflict and social change in Africa from the slave trade to contemporary times. Topics include the politics of resistance, women and war, repressive and weak states, the Cold War, guerrilla movements, resource predation. Case studies of anticolonial rebellions, liberation wars, and civil conflicts will be chosen from various regions.

Same as HISC55H3

Africa and Asia Area

Prerequisite: AFSB50H3/HISB50H3 or AFSB51H3/HISB51H3 or (HISC50H3) or (HISC51H3)

Exclusion: HISC55H3

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

AFSC55H3 will be double-numbered with the existing course HISC55H3. The course content and learning outcomes are a good fit with African Studies, and double-numbering it at as AFS will ensure students in the Minor in African Studies have a clear pathway through the Minor, as well as an additional C-level offering.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. There has also been consultation with ACM and CCDS (where the course is program option). Reviewed by the Dean's Office.

**AFSD51H3 Southern Africa: Colonial Rule, Apartheid and Liberation**

A seminar study of southern African history from 1900 to the present. Students will consider industrialization in South Africa, segregation, apartheid, colonial rule, liberation movements, and the impact of the Cold War. Historiography and questions of race, class and gender will be important. Extensive reading and student presentations are required.

Same as HISD51H3

Africa and Asia Area

Prerequisite: 8.0 credits including AFSB51H3/HISB51H3 or HISD50H3

Exclusion: HISD51H3  
Enrolment Limits: 15  
Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

AFSD51H3 will be double-numbered with the existing course HISD51H3. The course content and learning outcomes are a good fit with African Studies, and double-numbering it as AFS will ensure students in the Minor in African Studies have a clear pathway through the Minor, as well as an additional much-needed D-level option.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**FSTB01H3 Introduction to Food Studies**

This introductory course, which is a requirement in the Minor in Food Studies, provides students with the basic content and methodological training they need to understand the connections between food, culture, and society. Using a food biography perspective for a culinary icon of Scarborough, the class will examine the material, ecological, and political foundations of the global food system as well as the ways that food shapes personal and collective identities of race, class, gender, and nation. Tutorials will meet in the Culinary Kitchen Laboratory.

Breadth Requirement: History, Philosophy & Cultural Studies

*Rationale:*

FSTB01H3 will act as the introductory course for the proposed new Minor in Food Studies. There is growing student interest in food studies across UTSC, and large numbers of students are taking courses in this area. This course, and the proposed Minor in Food Studies are intended to coordinate these offerings and to maximize the benefits to students from their studies. It can be taught by interested faculty from any department and will introduce students to a range of humanities, social science, and science approaches. It is distinctive because of the tutorials taught in the Culinary Kitchen Laboratory.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**HISD16H3 Socialist Feminism in Global Context**

A comparative exploration of socialist feminism, encompassing its diverse histories in different locations, particularly China, Russia, Germany and Canada. Primary documents, including literary texts, magazines, political pamphlets and group manifestos that constitute socialist feminist ideas, practices and imaginaries in different times and places will be central. We will also seek to understand socialist feminism and its legacies in relation to other contemporary stands of feminism.

Same as WSTD16H3

Transnational Area

Prerequisite: 8.0 credits, including [0.5 credit at the A-level in HIS or WST courses] and [0.5 credit at the C-level in HIS or WST courses]

Exclusion: WSTD16H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

Note: Priority will be given to students who have taken at least 0.5 credit at the A- or B-level in HIS or WST courses.

*Rationale:*

HISD16H3 will be double-numbered with the new course WSTD16H3. This course gives students an opportunity to closely examine one of the major strands of 20<sup>th</sup> century feminism in a transnational and comparative vein, and in relation to the wider history of social movements and forms of political community (especially, though not limited to ideas about nation and state) within and outside of formally socialist and/or communist countries.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**WSTD11H3 Special Topics in Women's and Gender Studies**

An advanced and in-depth seminar dedicated to a topic relevant to Women's and Gender Studies. Students will have the opportunity to explore recent scholarship in a specific content area, which will vary from year to year. Participation in a related project/practicum in the community may be incorporated into the course.

Prerequisite: WSTB11H3 and 1.0 credit at the C-level chosen from among the courses that can be used to satisfy requirement 6 of the Major in Women's and Gender Studies

Breadth Requirement: History, Philosophy & Cultural Studies

Note: Priority will be given to students enrolled in Major and Minor in Women's and Gender Studies. Additional students will be admitted as space permits. Check the website [www.utsc.utoronto.ca/~hcs/programs/women-gender-studies.html](http://www.utsc.utoronto.ca/~hcs/programs/women-gender-studies.html) for current offerings.

*Rationale:*

In WSTD11H3 students will examine a current topic in Women's and Gender Studies at an advanced level. It will support the Major and Minor in Women's and Gender Studies, and responds to student demand for upper-level senior seminars. Creating a D-level special topics course enables the unit to remain flexible in terms of the course content, and allows for the possibility of instructors across disciplines to offer a course in WST.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**WSTD16H3 Socialist Feminism in Global Context**

A comparative exploration of socialist feminism, encompassing its diverse histories in different locations, particularly China, Russia, Germany and Canada. Primary documents, including literary texts, magazines, political pamphlets and group manifestos that constitute socialist feminist ideas, practices and imaginaries in different times and places will be central. We will also seek to understand socialist feminism and its legacies in relation to other contemporary stands of feminism.

Same as HISD16H3

Transnational Area

Prerequisite: 8.0 credits, including [0.5 credit at the A-level in HIS or WST courses] and [0.5 credit at the C-level in HIS or WST courses]

Exclusion: HISD16H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

Note: Priority will be given to students who have taken at least 0.5 credit at the A- or B-level in HIS or WST courses.

*Rationale:*

WSTD16H3 will be double-numbered with the new course HISD16H3. This course gives students an opportunity to closely examine one of the major strands of 20<sup>th</sup> century feminism in a transnational and comparative vein, and in relation to the wider history of social movements and forms of political community (especially, though not limited to ideas about nation and state) within and outside of formally socialist and/or communist countries.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**WSTD46H3 Selected Topics in Canadian Women's History**

Weekly discussions of assigned readings. The course covers a broad chronological sweep but also highlights certain themes, including race and gender relations, working women and family economies, sexuality, and women and the courts. We will also explore topics in gender history, including masculinity studies and gay history.

Same as HISD46H3

Prerequisite: Any credit in Canadian history

Exclusion: HISD46H3

Enrolment Limits: 15

Breadth Requirement: History, Philosophy & Cultural Studies

NOTE: Topics vary from year to year. Check the website

[www.utoronto.ca/~hcs/programs/history.html](http://www.utoronto.ca/~hcs/programs/history.html) for current offerings.

*Rationale:*

WSTD46H3 will be double-numbered with the existing course HISD46H3. HISD46H3 attracts students from both History and Women's and Gender Studies programs. It is being double-numbered so that students in Women's and Gender Studies programs can count it towards their WST program requirements.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**Department of Physical and Environmental Sciences**



### **ASTC02H3H3 Practical Astronomy: Instrumentation and Data Analysis**

A hands-on introduction to astronomical observing using the UTSC telescope. Lectures cover topics of astronomical instrumentation and data reduction. Observations of Solar System planets, moons, planetary nebula, globular clusters and galaxies will be made. Students will present their results in the style of a scientific paper and a talk.

Prerequisite: ASTB23H3

Exclusion: AST325H, AST326Y

Enrolment Limits: 16

Breadth Requirement: Natural Sciences

#### *Rationale:*

ASTC02H3 is an optional course designed to support the Minor in Astronomy and Astrophysics and the Major/Specialist Program in Physics and Astrophysics.

Some students in the Minor in Astronomy and Astrophysics have difficulty successfully completing a supervised reading or research project course because their knowledge is not at a stage where they are able to conduct independent research. This course offers a valuable alternative for these students, allowing them to gain experience in astronomical observing and scientific experimentation, while at the same time being under closer faculty supervision than the reading and research projects allow. This course also offers a practical alternative for students in the Major and Specialist Programs in Physics and Astrophysics who wish to pursue a career both inside and outside of academia.

UTSC does not currently offer any courses focused on observation of space; the proposed course will strongly enhance the experience of our students and give them the experience needed to call themselves astronomers.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **CHMD16H3 Environmental and Analytical Chemistry**

Students will learn about analytical techniques used in environmental chemistry, including: gas and liquid chromatography, mass spectrometry, atomic absorption, and ultraviolet-visible spectroscopy. Environmental sampling and ecotoxicology will also be covered. Students will carry out laboratory analyses and receive hands-on training with analytical instrumentation commonly used in environmental chemistry.

Prerequisite: CHMB55H3 and CHMC11H3

Exclusion: CHMC16H3, CHM317H, CHM410H

Enrolment Limits: 18

Breadth Requirement: Natural Sciences

Note: Priority will be given to students enrolled in the Specialist/Specialist Co-op in Environmental Chemistry. Additional students will be admitted as space permits.

#### *Rationale:*

An extensive review of the Environmental Chemistry programs was conducted over the past 2-3 years; during this review, a fundamental gap in the program was identified. Environmental chemistry very much relies on analytical chemistry and instrumentation; however, the current curriculum does not provide students with the opportunity for hands on experience with key instrumentation used in environmental chemistry. CHMD16H3 has been developed to ensure that students have the opportunity to learn the theory of instrumentation and how this relates to environmental chemistry practice. They will also learn to prepare their own laboratory reports on instrumentation used in environmental chemistry. In this way, students will have hands-on experience that is consistent with industry and government expectations for someone with an Environmental Chemistry degree.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**PHYD27H3 Physics of Climate Modeling**

A course introducing the main physical concepts needed to describe, model and understand the climate systems of Earth and other planets. Topics covered will include: the primitive equations of meteorology, radiative transfer in atmospheres, processes involved in atmosphere-surface exchanges, atmospheric chemistry (condensable species, atmospheric opacities), numerical methods for climate modeling.

Prerequisite: PHYB52H3 and PSCB57H3 and MATC46H3

Breadth Requirement: Natural Sciences

Note: No previous knowledge of Climate Science is assumed.

*Rationale:*

PHYD27H3 expands the D-level offerings in Physics and Astrophysics and is designed as an optional course for students enrolled in the Physics and Astrophysics programs as well as the Specialist/Specialist Co-op in Environmental Physics Specialist. It will play a positive role in bridging the interests of students in the Physics and Astrophysics and the Environmental Physics Specialist programs, under the framework of a common course.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**PHYD28H3 Introduction to Magnetohydrodynamics for Astrophysics and Geophysics**

A course introducing the basic concepts of magnetohydrodynamics (broadly defined as the hydrodynamics of magnetized fluids). Topics covered will include: the essentials of hydrodynamics, the magnetohydrodynamics (MHD) approximation, ideal and non-ideal MHD regimes, MHD waves and shocks, astrophysical and geophysical applications of MHD.

Prerequisite: PSCB57H3 and PHYC50H3 and MATC46H3

Breadth Requirement: Natural Sciences

*Rationale:*

PHYD28H3 will increase the number of D-level Physics and Astrophysics offerings at UTSC. It will be an optional course for students enrolled in Physics and Astrophysics programs as well as the Environmental Physics Specialist program.

Magnetohydrodynamics (MHD) is central to most astrophysical flows (from stars to galaxies and even large-scale structures in the universe) and it is important in geophysics in terms of the generation of planetary magnetic fields. Students are generally exposed only to hydrodynamics, while learning comparatively very little about magnetized fluids and flows (even in most graduate programs). This class is an attempt to correct this important deficiency.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## **Department of Political Science**

### **POLD42H3 Advanced Topics in Public Law**

Topics and area of focus will vary depending on the instructor, and may include global perspectives on social and economic rights, judicial and constitutional politics in diverse states and human rights law in Canada.

Prerequisites: 1.5 credits from the following [POLC32H3, POLC36H3, POLC39H3, POLC68H3]

Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

The proposed course will increase the options for Public Law students at the D-level.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## **Department of Psychology**

### **PSYC52H3 The Cognitive Neuroscience of Attention**

This course is about understanding how the human brain collects information from the environment so as to perceive it and to interact with it. The first section of the course will look into the neural and cognitive mechanisms that perceptual systems use to extract important information from the environment. Section two will focus on how attention prioritizes information for action. Additional topics concern daily life applications of attentional research.

Prerequisite: [PSYB51H3 or PSYB57H3] and [PSYB07H3 or STAB22H3]

Exclusion: PSY475H

Enrolment Limits: 100

Breadth Requirement: Natural Sciences

Note: Priority will be given to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies and Neuroscience. Students in the Minor in Psychology will be admitted if space permits.

*Rationale:*

PSYC52H3 is designed for students in the Specialist Co-op, Specialist or Major Programs in Psychology at UTSC. It will expand C-level course offerings in cognitive psychology/cognitive neuroscience, and physiological psychology – an area identified as needing expansion in the last departmental review. In addition, the course is a likely component of a future undergraduate stream in imaging and cognitive neuroscience.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**PSYC57H3 Cognitive Neuroscience of Decision Making**

This course will introduce students to current understanding, and ongoing debates, about how the brain makes both simple and complex decisions. Findings from single-cell neurophysiology, functional neuroimaging, and computational modeling will be used to illuminate fundamental aspects of choice, including reward prediction, value representation, action selection, and self-control.

Prerequisite: [PSYB07H3 or STAB22H3] and PSYB65H3

Recommended Preparation: PSYB03H3

Breadth Requirement: Natural Sciences

Enrolment Limits: 100

Note: Priority will be given to students in the Specialist/Specialist Co-op and Major programs in Psychology, Mental Health Studies and Neuroscience. Students in the Minor in Psychology will be admitted if space permits.

*Rationale:*

PSYC57H3 is designed for students in the Specialist Co-op, Specialist or Major Programs in Psychology at UTSC. Students taking this course will have the requisite introduction to both psychology and introductory neuroscience. The course will contribute to the Department's C-level course offerings and will form part of a Cognitive Neuroscience track within the Department, the need for which has been discussed for at least the last several years at Faculty meetings. It will fill a need for additional higher-level courses focusing on neural underpinnings of human behavior.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**PSYD14H3 Psychology of Morality**

This course provides an in-depth introduction to the field of moral psychology. In recent years there has been a resurgence of interest in the science of human morality; the goal of this course is to offer an introduction to the research in this field. The course will incorporate perspectives from

a variety of disciplines including philosophy, animal behavior, neuroscience, economics, and almost every area of scientific psychology (social psychology, developmental psychology, evolutionary psychology, and cognitive psychology). By the end of the course students will be well versed in the primary issues and debates involved in the scientific study of morality.

Prerequisites: PSYB10H3 and [PSYC12H3 or PSYC13H3 or PSYC14H3]

Exclusion: PSYD15H3 if taken in Fall 2015

Enrolment Limits: 24

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This course has been designed for the Specialist/Specialist Co-op and Major programs in Psychology. It will provide students with a more advanced and in-depth presentation of the psychology of morality and moral reasoning, which receive only brief coverage in more general courses in psychology. This course is unique in its emphasis on the scientific study of morality from an interdisciplinary perspective.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**PSYD31H3 Cultural-Clinical Psychology**

This course provides an in-depth introduction to the field of cultural-clinical psychology. We examine theoretical and empirical advances in understanding the complex interplay between culture and mental health, focusing on implications for the study and treatment of psychopathology. Topics include cultural variations in the experience and expression of mental illness.

Prerequisites: PSYB32H3 and [an additional 0.5 credit at the C-level PSY]

Exclusion: PSYD33H3 if taken in Fall 2013/2014/2015 or Summer 2014/2015 sessions

Enrolment Limits: 24

Breadth Requirement: Social & Behavioural Sciences

*Rationale:*

This course has been designed for the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. It will provide students with a more advanced and in-depth presentation of cultural issues in psychopathology, which receive only brief coverage in more general courses in Abnormal Psychology. The course is distinct from courses that focus on cultural or cross-cultural psychology, due to its emphasis on mental health and illness. This course is unique in its emphasis on the intersection between cultural psychology and clinical psychology, providing students with an opportunity to develop a nuanced understanding of this complex area.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

## Department of Sociology

### **SOCB59H3 Sociology of Law**

This course examines the character, authority, and processes of law in contemporary liberal democracies.

Prerequisite: SOCA01H3 and SOCA02H3

Enrolment Limits: 170

Breadth Requirement: Social & Behavioural Sciences

#### *Rationale:*

As a sub-field of sociology, sociology of law has gained academic prominence and importance within the last decade; the inclusion of a sociology of law course will complement existing courses in this area (SOCC03H3 and SOCC30H3). The addition of a sociology of law course will also add depth and range to the options that our Major and Specialist students may take to fulfill their program requirements. This course replaces SOCB51H3, which is being deleted.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **SOCC46H3 Special Topics in Sociology of Law**

The course covers various approaches to the study of law in society. Topics covered may include the interaction between law, legal, non-legal institutions and social factors, the social development of legal institutions, forms of social control, legal regulation, the interaction between legal cultures, the social construction of legal issues, legal profession, and the relation between law and social change.

Prerequisites: [SOCB05H3 or [SOCB40H3 and (SOCB41H3)] or STAB23H3]] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

Note: See the Sociology Department website for a listing of the course topic for current and upcoming semesters.

#### *Rationale:*

Ensures depth of learning in areas of program areas/fields of concentration. Rather than creating boutique courses the content details of a special topics course can be determined by available instructor expertise, which allows flexibility in course offerings.

#### *Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

### **SOCC47H3 Creative Industries**

An introduction to organizational and economic sociology through the lens of creative industries. Students will be introduced to different theoretical paradigms in the study of organizations, industries, and fields. The course is divided into four major modules on creative industries:

inequality and occupational careers; organizational structure and decision making under conditions of uncertainty; market and field-level effects; and distribution and promotion. This course has been designated an Applied Writing Skills Course.

Prerequisite: [SOCB05H3 or [(SOCB40H3) and (SOCB41H3)]] and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)]

Breadth Requirement: Social & Behavioral Sciences

Note: Priority will be given to student sin the Specialist and Major programs in Sociology and the Minor in Culture, Creativity, and Cities.

*Rationale:*

The proposed course is designed to support the Minor Culture, Creativity & Cities. The course is distinct in the Dept. of Sociology at UTSC as it is the first course offering oriented toward covering major topics and themes in organizational and economic sociology.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

**SOCC59H3 Special Topics in Social Inequality**

Sociological analyses of stratification processes and the production of social inequality with a focus on economy and politics. Topics covered may include work and labour markets, the state and political processes. Attention is given to grassroots mobilization, social movements, and contestatory politics.

Prerequisites: [SOCB05H3 or [(SOCB40H3) and (SOCB41H3)] or STAB23H3]] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

Note: See the Sociology Department website for a listing of the course topic for current and upcoming semesters.

*Rationale:*

Ensures depth of learning in areas of program areas/fields of concentration. Rather than creating boutique courses the content details of a special topics course can be determined by available instructor expertise, which allows flexibility in course offerings.

*Consultation:*

Within the academic unit. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.