UNIVERSITY OF TORONTO SCARBOROUGH

FOR APPROVAL	**PUBLIC**	**OPEN SESSION**	

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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PRESENTER: Prof. Mark Schmuckler, Vice-Dean Undergraduate
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DATE: Wednesday, January 25, 2017

AGENDA ITEM: 5

ITEM IDENTIFICATION:

Minor Modifications, Undergraduate

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] (January 25, 2017)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package includes minor modifications to undergraduate curriculum, submitted by the academic units identified below, which require governance approval. Minor

modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

Undergraduate Minor Curriculum Modifications for Approval, Report 1 includes changes submitted by:
- The Department of Anthropology
  - 1 course change
  - 6 new courses
- The Centre for Critical Development Studies
  - 1 new course
- The Department of English
  - 3 new courses
- The Centre for French and Linguistics
  - 2 new courses
- The Department of Human Geography
  - 1 minor program modification

Undergraduate Minor Curriculum Modifications for Approval, Report 2 (From Curriculum Manager) includes changes submitted by:
- The Department of Biological Sciences
  - 1 new course
- The Department of Management
  - 1 new course
- The Department of Philosophy
  - 1 new course
- The Department of Political Science
  - 6 new courses
- The Department of Psychology
  - 3 new courses

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units, as described in the Undergraduate Minor Curriculum Modifications for Approval, Report 1, dated January 4, 2017, and Undergraduate Minor Curriculum Modifications for Approval, Report 2, dated January 5, 2017, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved effective April 1, 2017 for the academic year 2017-18.

DOCUMENTATION PROVIDED:

1. 2017-18 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report 1, dated January 4, 2017.
2. 2017-18 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report 2 (From Curriculum Manager), dated January 5, 2017.

2017-18 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report 1
January 4, 2017

Department of Anthropology

Course Changes

Calendar Copy Showing Changes
ANTD05HY3   Advanced Fieldwork Methods in Social and Cultural Anthropology
This course provides students with experience in carrying out ethnographic research in the Greater Toronto Area. Working with the Center for Ethnography, students define and execute a individual research projects of their own design. The course provides students with the opportunity to present and discuss their unfolding research, as well as to present the findings of their research. This course culminates in an original research paper.
Prerequisite: [ANTB19H3 and ANTB20H3 and [(ANTC60H3) or ANTC70H3]] and [an additional 1.0 credit at the C-level in socio-cultural anthropology] and [a cumulative GPA of at least 2.7, or permission of the instructor]. Preference will be given to Specialists and Majors in Anthropology, in that order.
Enrolment Limits: 15
Breadth Requirement: Social & Behavioural Sciences

Rationale:
ANTD50H3 is being changed from a 0.5 credit course that will be taught in a single term, to a 1.0 credit course that will be taught over two terms. With this change ANTD05 can become a capstone seminar for the program in socio-cultural anthropology, thus responding to a recommendation from the external review of the program in 2013 ("This degree option could be further enhanced with a capstone seminar resulting in a senior thesis that would demonstrate theoretical and research training already at the level of graduating seniors"). Extending ANTD05 into a 1.0 credit course also fulfills one of the goals of the Department's current five-year plan.

ANTD05 functions as the cornerstone of our curricular commitment to UTSC Degree Level Expectations focused on developing methodological training, application of knowledge, autonomy and professional capacity, and communication skills in socio-cultural anthropology. It offers a significant experiential research component in the anthropology curriculum, intended for students in the Specialist and Major programs who will benefit from intensive, hands-on engagement with field-based research in the discipline. As such it is currently not well served by the 0.5 credit, single-term format. The course is intended for students to gain hands-on experience in carrying out anthropological research using ethnographic methods by designing and executing their own project (including preparing their own research ethics review), and then presenting their results in a conference setting. Students develop and carry out their projects while simultaneously participating in a collaborative workshop format that allows for ongoing training, collective feedback and support, and prioritizes ongoing critical reflection

on the research process and continual opportunities to develop presentation skills. Given the nature of ethnographic fieldwork, the current single semester format places significant limits on the research process. Extending ANTD05 to a 1.0 credit, 2-term course will allow for a deeper integration of research design and research ethics, a more significant period of carrying out independent fieldwork (under supervision of the instructor) and greater opportunity to synthesize and analyze the data collected, and the opportunity to host a more significant public event to share their results. In reformulating this course as 1.0 credit, 2-term capstone seminar, we also intend to assign each participating student to an additional faculty mentor, based on the nature of the student's project and the topical expertise of the faculty. The 1.0 credit 2-term format would thus prioritize student experience and professionalization and allow for students to develop original research products of higher quality, which in turn benefits their future opportunities, especially those intending to pursue graduate work.

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

New Courses

ANTB35H3 Kids These Days: Youth, Language and Media
Across the globe, youth represent both positive and negative aspects of the future. Drawing on ethnographic examples from many cultural contexts, this course asks how youthful generations form around changing language and new media technologies. Topics include: gender, sexuality, indigeneity, race/ethnicity, class, diaspora.
Same as MDSB09H3
Prerequisite: ANTA02H3 or MDSA01H3
Exclusion: (ANTB21H3), MDSB09H3
Breadth Requirement: Arts, Literature & Language

Rationale:
This course is designed to address the need for a more general B-level offering on the topics of language and media, and cultural issues of communicative process.
• The course is designed for the Socio-Cultural stream of Anthropology and for Media Studies.
• It replaces ANTB21/MDSB02 "Anthropology of Language and Media" as the foundational course in this area of study.
• The course is distinctive in that it will address specifically the communicative aspects of youth as a cultural category, looking at how language and media become principal expressions of "youth."

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

ANTC27H3   Primate Sociality
Primates are an intensely social order of animals showing wide variation in group size, organization and structure. Using an evolutionary perspective, this course will focus on why primates form groups and how their relationships with different individuals are maintained, with reference to other orders of

animals. The form and function of different social systems, mating systems, and behaviours will be examined.
Prerequisite: ANTB22H3
Breadth Requirement: Natural Sciences

Rationale:
This course, which will be taught by a new faculty member, replaces ANTC23H3, which is being deleted. It will build on ANTB22H3 Primate Behaviour, and provide a comprehensive coverage of topics in primatology.

ANTC27H3 will focus more narrowly on primates and social organization and behaviour than BIOC54H3 Animal Behaviour and other courses on primatology offered on the St. George campus. We will also draw many more comparisons across the Primate order from nonhuman primates to humans.

Consultation:
Within the academic unit and also with Media Studies faculty. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

ANTC58H3 Constructing the Other: Orientalism through Time and Place
This course reflects on the concept of *Orientalism* and how it informs the fields of Classical Studies and Anthropology. Topics to be discussed include the Orientalization of the past and the origin, role, and significance of ancient representations of the "Other" in contemporary discourses.
Same as CLAC68H3 and HISC68H3
Prerequisite: 1.0 credit from the following: [CLAA04H3/HISA07H3, CLAB05H3/HISB10H3, CLAB06H3/HISB11H3, ANTA02H3, ANTB19H3, ANTB20H3, HISB02H3, AFSB50H3/HISB50H3, AFSB51H3/HISB51H3, HISB53H3, HISB57H3, HISB58H3, HISB60H3, HISB61H3, HISB62H3, HISB93H3, HISB94H3]
Exclusion: CLAC58H3, HISC68H3
Enrolment Limits: 40
Breadth Requirement: History, Philosophy & Cultural Studies

Rationale:
ANTC58H3 is one course in a triple-numbered group – with CLA and HIS. By bringing together historical and anthropological perspectives on Orientalism, the courses aim to highlight the centrality of this concept and the necessity of diachronic perspectives for our understanding of past and present societies. It has been designed for students enrolled in Anthropology, Classics, and History.

Consultation:
Within the academic unit and also with the Department of Historical and Cultural Studies. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

ANTC70H3 Ethnographic Methods in Anthropology: Past, Present, and Future
This course is an exploration of the ongoing significance of the ethnographic method to the practice of research in socio-cultural anthropology. How and why have ethnographic methods become so central to anthropology, and what can we continue to learn with them? Students complement readings and lectures on theories and practices of ethnographic methods, both historical and contemporary, with exercises and assignments designed to provide first-hand experience in carrying out various techniques of ethnographic research. We also consider the unique ethical challenges of ethnographic methods and what it means to conduct ethically sound research.

Prerequisite: ANTB19H3 and ANTB20H3 and at least 0.5 credit at the C-level in socio-cultural anthropology courses
Exclusion: (ANTC60H3)
Enrolment Limits: 40
Breadth Requirement: Social & Behavioural Sciences.
Note: Priority will be given to students in the Specialist in Anthropology, followed by students in the Major in Anthropology, followed by students in the Specialist programs in International Development Studies.

Rationale:
This course replaces ANTC60H3 and will be a prerequisite for ANTD05H3. ANTC60 was intended to be an exploration of methods in socio-cultural anthropology, and was originally designed to provide students with the opportunity to carry out first-hand fieldwork in the Greater Toronto area. Over the years, we have come to realize that it is impossible to have students (a) learn about methods, (b) design a project, (c) clear research ethics, (d) carry out research, (e) analyze and write up the results of this research, within the scope of a 12 week semester. As a consequence we have implemented an Advanced Fieldwork course (currently ANTD05) in which students actually design and carry out a field project. ANTC70 will focus on teaching students basic field methods in anthropology, but will not culminate in carrying out a full-scale project.

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

ANTC80H3 Race and Racism: Anthropological Insights
This course explores ideas of race and racist practice, both past and present. Socio-cultural perspectives on race and racism must address a central contradiction: although biological evidence suggests that racial categories are not scientifically valid, race and racism are real social phenomena with real consequences. In order to address this contradiction, the course will examine the myriad ways that race is produced and reproduced, as well as how racism is perpetuated and sustained.
Prerequisite: ANTB19H3 and ANTB20H3
Enrolment Limits: 60
Breadth Requirement: Social & Behavioural Sciences

Rationale:
In the early 20th century, socio-cultural anthropology, particularly in North America, was one of the first disciplines in the social sciences to explicitly address and explore the fact that race is a social construction rather than a biological fact. The anthropological study of race is therefore central to the historical and contemporary practice of our discipline, but currently, the topic is taught on an ad hoc basis in other courses throughout the curriculum. This course will allow students to explore anthropological insights into race and racism in greater depth and breadth, thereby better complementing related course material in courses such as ANTB16, *Canadian Cultural Identities*, ANTC10 *Anthropological Perspectives on Development*, ANTC66 *The Anthropology of Tourism*, ANTD04 *The Anthropology of Violence and Suffering*, and ANTD01 *The Body in Culture and Society*.

There is some similarity between the proposed course and SOCB53H3, *Race and Ethnicity*; however, it is not sufficient to warrant adding SOCB53 as an exclusion. Complementary courses include SOCCB25H3, GGRD19H3, and HISC45H3. There are no similar anthropology courses at the St. George or UTM campuses.

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

ANTD19H3   Primate Conservation

A large percentage of nonhuman primate species are at risk of extinction due mostly to human-induced processes. Relying on theory from Conservation Biology, this course will consider the intrinsic and extrinsic factors that lead to some primate species being threatened, while others are able to deal with anthropogenic influences. Students will critically examine conservation tactics and the uniqueness of each situation will be highlighted.
Prerequisite: ANTB22H3
Enrollment Limit: 25
Breadth Requirement: Natural Sciences

Rationale:
Threats to the survival of primate populations and how their behaviour and genetics are changing due to anthropogenic habitat modification have become very important topics of study in primatology. These topics are not currently covered in any other course in the anthropology curriculum. It is very important that primatologists are exposed to this material.

The closest course to this course offered at UTSC is BIOC63 Conservation Biology and at St. George EEB365H and BIO365H. Though we will use similar theory in this proposed course, it will be narrower and very specifically focus on long-lived, slow-reproducing primates and their unique problems and relationships to us.

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

Centre for Critical Development Studies

New Courses

IDSD12H3   Topics in International Development Studies

The topics presented in this course will represent a range of issues in international development studies. Topics will vary by instructor and term.
Prerequisite: 12.0 credits, including IDSA01H3
Enrolment Limits: 25 students

Rationale:
The proposed course allows students to explore, in depth, development studies related topics that could be used towards either the Specialist, Major or Minor Program. The topics will not replicate content from courses already being taught at UTSC or across the wider U of T. The course design will be similar to other D-level seminar based courses within the Centre for Critical Development Studies and innovative elements will be unique to each session as they will vary with each instructor. The course does not make any existing course redundant.

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

Department of English

New Courses

ENGB39H3 Tolkien's Middle Ages
This course considers the relationship between modern fantasy and medieval literature through the work of J.R.R. Tolkien. A professor of medieval literature at Oxford, Tolkien used his academic research to develop the mythology, language, and literature of Middle Earth. This course will survey both Tolkien's writing, including the *Lord of the Rings* trilogy, and the medieval poetry that inspired it, from Old English heroic epic to Welsh folklore. Throughout, we will consider how and why the middle ages offer such compelling material for 20th and 21st century fantasy.
Breadth Requirement: Arts, Literature & Language

Rationale:
ENGB39H3 is an introductory level course intended for both English majors and students from other departments interested in taking an English course. It provides both an introduction to medieval literature through the lens of Tolkien's writing and an introduction to the practice and stakes of literary analysis. Reading Tolkien's sources will allow us to cover a representative sample of British literature (including Welsh literature) from the 10th to the 14th centuries, making this course effectively an introduction to non-Chaucerian Insular medieval literature. Meanwhile, in our medieval readings and our readings of Tolkien, we will consider the difference between reading for pleasure and literary analysis. Students will be encouraged to practice close literary analysis and ideology critique. They will be introduced to concepts including periodization and intertextual appropriation.

There are currently two B-level courses that deal with aspects of medieval literature, ENGB31 and ENGB27. Both cover more than just the middle ages, extending into the renaissance and beyond. This course also pairs medieval literature with later texts. However, it will expand the range of medieval works taught at the B-level. Welsh literature does not fit into any current B-level course offerings and Anglo-Saxon literature rarely gets more than a week or two in B27. This course will bring that material to students at the B-level. The course does not make any existing courses redundant, nor are there any similar courses taught at UTSC. It does share some elements with ENGC23: Fantasy and the Fantastic in Literature and the Other Arts, but pairs its study of fantasy with the literature of a particular period. There are no similar courses at UTSG.

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

ENGC01H3 Indigenous Literature in Canada/Turtle Island
This course introduces students to a diverse selection of recent writing by Indigenous authors in Canada/ Turtle Island, including novels, poetry, drama, essay, oratory and autobiography. Discussion of literature is grounded in Indigenous literary criticism, which addresses such issues as appropriation of voice, language, land, spirituality, orality, colonialism, gender, hybridity, authenticity, resistance, sovereignty and anti-racism.

Prerequisites: ENGB03H3 and ENGB04H3 and [ENGB05H3 or (ENGB01H3)]
Breadth Requirement: Arts, Literature & Language

Rationale:
This course has been designed to augment the English curriculum by replacing ENGB64H3 Native North American Literature (retired), and offering in its place this more intensive C-level study of Indigenous writing. By offering the study at the C-level, this course can build on explorations of Indigenous literature and Canadian history offered at the B-level (for instance, in ENGB06 Imagining the Nation I) and it can introduce critical readings to help contextualize Indigenous writing. Specifically, students will be introduced to Indigenous literary criticism that historicizes and contextualizes the literature under study, while addressing the cultural politics involved in reading Indigenous literature, particularly from non-native perspectives.

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

ENGC84H3   Cinema and Migration
This course introduces students to cinema by, and about, immigrants, refugees, migrants, and exiles. Using a comparative world cinema approach, the course explores how the aesthetics and politics of the cinema of migration challenge theories of regional, transnational, diasporic, and global cinemas.
Prerequisite: ENGB70H3 or ENGC71H3
Breadth Requirement: Arts, Literature & Language

Rationale:
This course has been designed for the Minor in Literature and Film Minor, but it will also augment the curriculum for students interested in cinema and/or postcolonial studies who are completing a Minor, Major, or Specialist in English. The course examines a growing field within film and media studies. At the same time, it connects the study of cinema and visual media to one of the most pressing contemporary political and social concerns: statelessness and migration. This course expands the current course offerings by providing students the opportunity to practice a comparative world cinema approach to studying film. The course also provides a thorough study of theories of transnational, diasporic, and global cinema. Finally, there is a concentration in the department of Sociology called "Migration and Ethnicity". This course would be ideal as an elective option for students in that offering.

The course does not make any existing courses redundant, nor are there any similar courses taught at UTSC. There is one course similarly titled on the St. George campus—GER1775: Cinemas of Migration—but it deals specifically and exclusively in a German linguistic/cultural context and therefore does not overlap with the proposed course.

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

Centre for French and Linguistics

New Courses

LINB19H3 Computers in Linguistics
The course will provide an introduction to the use of computer theory and methods to advance the understanding of computational aspects of linguistics. It will provide basic training in computer programming techniques employed in linguistics such as corpus mining, modifying speech stimuli, experimental testing, and data analysis.
Prerequisite: LINA02H3
Exclusion: Any computer science course except [CSCA20H3, PSYC03H3]
Breadth requirement: Quantitative Reasoning
Note. Priority will be given to students in Specialist/Specialist Co-op programs in Linguistics or Psycholinguistics, or Major/Major Co-op programs in Linguistics. Students in the Minor in Linguistics, followed by students in other programs, will be admitted as space permits.

Rationale:
LINB19H aims to provide basic computational training for linguistics students. Based on feedback from other instructors at the annual Centre for French and Linguistics retreat, the faculty determined that many students would benefit from improved basic computational knowledge, which would enhance what is covered and learned in several more advanced courses (e.g., programming analyses in quantitative methods in linguistics, creating scripts for waveform analysis in phonology, etc.). In Psychology, a similar issue was encountered, which led to the development of PSYC03H3 Computers in Psychological Research. LINB19H will be the Linguistics analogue to that course (both courses will be exclusions to one another), with programming theory and methods tailored to problems encountered in linguistics (e.g., corpus mining, computer-based experiments in psycholinguistics, waveform analyses in phonology, etc.). No similar courses are currently offered in Linguistics. This course will help prepare students for more computationally-oriented careers and advanced training opportunities (e.g., computational linguistics research at the PhD level, or in industry, such as at Google, Microsoft, etc.). This course will not make any courses in Linguistics redundant.

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

PLID74H3 Language and Aging
A seminar-style course on language and communication in healthy and language-impaired older adults. The course covers normal age-related neurological, cognitive, and perceptual changes impacting language, as well as language impairments resulting from dementia, strokes, etc. Also discussed are the positive aspects of aging, bilingualism, ecologically valid experimentation, and clinical interventions.
Prerequisites: PLIC24H3 and PLIC55H3
Breadth requirement: Natural sciences

Rationale:
Canada's population is aging and it is reasonable to expect the number of older adults who suffer from age-related language impairments ensuing from various dementias, aphasias, Parkinson's, and so on, to grow rapidly. While child development has been an educational and research priority for several decades, there is now a pressing need to also focus on the educational, research, and clinical resources required to serve those at the other end of the human lifespan. Among these resources are those that can

optimize language and communication skills, especially among elderly people with the above-mentioned impairments: Language, interpersonal communication, and psychological, cognitive, and brain health are inextricably linked, and diminished language use has adverse effects on the latter types of health.

While there are courses on Aging at the UTSC (e.g., HLTC22H3 Health, Aging and the Life Cycle, and HLTD51H3 Aging and the Arts), there are currently none that focus on language and communication in the elderly. PLID74H will serve program needs in both Linguistics and Psycholinguistics, and will be offered either every year or every other year (alternating, for example, with PLIC25H3 Second Language Acquisition) depending on student demand.

The content of this D-level course does not overlap with that of other courses in Linguistics or Psychology but, instead, builds on the foundational knowledge gained in the two prerequisites: PLIC24H3 and PLIC55H3. The course should be of special interest to those students who aim for careers in the rehabilitative sciences (e.g., speech-language pathology or communication disorders). The course should also be of practical use to students who need to interact with the elderly in family and community contexts (e.g., while doing volunteer work in retirement homes).

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

Department of Human Geography

Program Changes

Minor in Geographic Information Science (GIS)

Overview of Changes:
1. Component 1 of the program requirements changes from 1.0 credit from any Social Science discipline to the completion of either GGRA30H3 or EESC03H3; GGRA30H3 changes from a required to an optional course; EESC03H3, which is also an optional course in component 4 (now component 3), remains an optional course.
2. GGRC32H3 moves from component 4 to component 2; it changes from an optional to a required course.
3. Components 2 and 3 are consolidated.
4. CSCA20H3 and CITC18H3 have been added as optional courses to complete component 3
5. The courses associated with the note "Permission to count these courses towards the Minor Program in Geographic Information Science (GIS) must be received from the Departmental Chair or the Program Advisor, and will be granted in cases where the student's major research project employs GIS research methods" have been updated.

Calendar Copy Showing Changes:
MINOR PROGRAM IN GEOGRAPHIC INFORMATION SCIENCE (GIS) (ARTS)

GIS is based on the integration of digital spatial data, mapping software, and spatial analysis tools. GIS has been a core method in Geographical research for almost two decades, but is also rapidly growing in

importance outside Geography, in part because of the huge amounts of new spatial data being generated by ubiquitous sensors such as smart phones with GPS locators.

A growing number of research areas and careers require knowledge of GIS and cartographic presentation skills. This minor program provides training in the theory and practical application of Geographic Information Science and systems for spatial analysis, spatial data management, and cartographic representation, and is an excellent option for students pursuing Human Geography, City Studies, Critical Development Studies, Historical and Cultural Studies, Sociology, Political Science, Anthropology, Environmental Studies and Environmental Science.

Program Requirements
This program requires ~~the completion~~ students to complete ~~of~~ 4.0 credits as follows:

1. At least 0.5 credit from the following ~~1.0 credit from ONE of the following discipline groups:~~
GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning (*moved from component 2*)
EESC03H3 Geographic Information Systems and Remote Sensing

~~a. Human Geography~~
~~GGRA02H3 The Geography of Global Processes~~
~~GGRA03H3 Cities and Environments~~
~~CITB02H3 Foundations of City Studies~~

~~b. Anthropology~~
~~ANTA01H3 Introduction to Anthropology: Becoming Human~~
~~ANTA02H3 Introduction to Anthropology: Society, Culture and Language~~

~~c. Environmental Science~~
~~EESA01H3 Introduction to Environmental Science~~
~~EESA06H3 Introduction to Planet Earth~~

~~d. History~~
~~HISA04H3 Themes in World History I~~
~~HISA05H3 Themes in World History II~~

~~e. International Development Studies~~
~~IDSA01H3 Introduction to International Development Studies~~
~~IDSA02H3 Experiencing Development in Africa~~

~~f. Political Science~~
~~POLA01H3 Critical Issues in Politics I~~
~~POLA02H3 Critical Issues in Politics II~~

~~g. Sociology~~
~~SOCA01H3 Introduction to Sociology I~~
~~SOCA02H3 Introduction to Sociology II~~

2. 2.~~0~~5 credits as follows:
~~GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning~~ (*moved to component 1*)

GGRB30H3 Fundamentals of GIS I
GGRB32H3 Fundamentals of GIS II
GGRC30H3 Advanced GIS
GGRC32H3 Essential Spatial Analysis (*moved from component 4; changes from optional to required*)
~~3. 0.5 credit:~~
GGRD30H3 GIS Research Project

<mark>4</mark>3. ~~0.5~~1.0 credit from the following<mark>*</mark>:
CSCA20H3 Introduction to Programming
CITC18H3 Transportation Policy Analysis*
EESC03H3 Geographic Information Systems and Remote Sensing (*if not used to complete component 1*)
GGRC12H3 Transportation Geography
GGRC27H3 Location and Spatial Development
~~GGRC32H3 Essential Spatial Analysis~~ (*moved to component 2*)
GGRC34H3 Crowd-sourced Urban Geographies
CITD01H3 City Issues and Strategies*
GGRD01H3 Supervised Research Project*
GGRD08H3 Research Seminar in Environmental Geography*
GGRD25H3 Research Seminar in Urban Spaces*
GGRD31H3 Independent Research Project*

*Permission to count these courses towards the Minor in Geographic Information Science (GIS) must be received from the Departmental Chair or the Program Advisor, and will be granted in cases where the student's major research project employs GIS research methods.

Rationale:
The proposed changes will simplify and strengthen the program requirements, and make it a better option for students from Environmental Science programs who already have completed courses in GIS.
1. The 1.0 credit gateway in social science courses has been eliminated and replaced with 0.5 credit from with GGRA30H3 or EESC03H3 because both GGRA30 and EESC03 provide an introduction to geographical information and GIS in addition to other topics. These two courses cover much of the same content required for students to further progress within the program. Since GGRA30H3 is offered twice a year (once in the Summer and once in the Winter session) students in Departments of Political Science, Sociology, Anthropology, and Historical and Cultural Studies, and in the Centre for Critical Development Studies will be able to take it and use it towards the completion of the program requirements.
2. GGRC32H3 is being changed from an option to a requirement because the theoretical and methodological content of this course is important for graduates of the Minor Program in GIS, yet too few students were taking the course as an option.
3. Components 2 and 3 have been consolidated to simplify the program structure.
4. CSCA20H3 and CITC18H3 have been added as options as they both draw on GIS methods for their course work, and contribute to the overall learning objectives of the program. CSCA20H3 introduces programming skills that will be valuable in GIS practice for students, whereas CITC18H3 allows students to further apply their skills developed in the core requirements to forecasting and methodology of urban transportation policy analysis
5. CITC18H3, CITD01H3, GGRD01H3, GGRD08H3, GGRD25H3, GGRD31H3 can only be counted towards the Minor in GIS if the student's major research project employs GIS research methods. The

other courses listed within the requirement already contain and require the use of GIS research methods.

Consultation:
Consultation has occurred with the curriculum committee for the Department of Human Geography. Consultation has also occurred with the Department of Physical and Environmental Sciences concerning the re-positioning of EESC03 within the Minor and whether or not this would better align the Minor as a complement to environmental science programs. The Department of Computer and Mathematical Sciences has also approved of the addition of CSCA20H3 to the curriculum. The Department of Political Science, The Department of Sociology, the Department of Anthropology, the Department of Historical and Cultural Studies and the Centre for Critical Development Studies have also all approved of their courses being removed from our curriculum. Approved by the Departmental Curriculum Committee. Reviewed by the Dean's Office.

2017-18 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report 2 (From Curriculum Manager)
January 5, 2017

1 New Course

BIOD59H3: Models in Ecology and Conservation

Description	Modelling is a critical tool used to address urgent resource management questions in ecology, epidemiology and conservation. This practical introduction includes approaches for modelling individuals, populations, species interactions, and communities. Applications include population viability assessments, disease eradication and climate change mitigation.
Prerequisites	MATA29H3 and BIOB50H3
Enrolment Limits	35
Breadth Requirements	Natural Sciences
Rationale	In the last 40 years or so, modelling has developed as a critical tool in ecology, epidemiology and conservation to address management questions, such as (1) how large can a sustainable harvest be, (2)\"to how many people and when to administer vaccines to eradicate an epidemic, (3) how will certain species respond to climate change, and many more. In fact, addressing such questions is often impossible without models, and thus they have become standard tools for environmental and resource management, as well as for evidence-based predictions of the future of complex natural systems. Students have repeatedly expressed an interest in such course, as it could fill a major gap in their education. Models are also a key tool in other areas of biology (e.g., microbiology, physiology, genetics), as well as in most natural and social sciences. As the development and analysis of models proceeds along similar lines regardless of discipline, we expect that the course will also be of interest to non-ecology majors as well as to students from other disciplines (e.g., mathematics, statistics, computer science). While focusing on ecological and conservation topics, the course emphasizes skills of abstraction (to formulate real-world problems in a coherent mathematical framework), and communication (to translate mathematical analyses and results to scientists from other disciplines and/or to the general public), as well as a set of tools that allow students to link models with data and develop evidence-based solutions for complex problems, regardless of discipline. This course is primarily designed to fit into Biological Sciences programs that focus on ecology, conservation, and health, but it will also attract students from other areas. The only courses that currently cover similar topics on any of the three campuses are EES1118 (Fundamentals in Ecological Modelling, a graduate course in the Dept. of Physical & Environmental Sciences) and EEB430H1 (Theoretical Ecology, undergraduate course at St. George campus). Both EES1118 and EEB430H1 have been infrequently offered in recent years, and neither of these courses are open to UTSC undergraduates. Moreover, the course proposed here in particular differs from the undergraduate course EEB430H1 by taking a much more data- and practice-oriented approach.
Consultation	We have discussed this new course proposal with our curriculum committee and faculty within the department. Our Curriculum Committee approved this new course proposal on September 7, 2016.

Management, Department of

1 New Course

MGOD30H3: Business Data Analytics

Description	The course lays the foundation for big data analysis and predictive analytics via state-of-the-art methodologies and computational tools, and incorporates hands-on case studies. By the end of the course, students will be able to develop data architecture plans to improve decision making in business processes.
Prerequisites	MGOC10H3
Enrolment Limits	20
Breadth Requirements	Quantitative Reasoning
Rationale	A ubiquitous feature in modern management is the central role data play in driving the core business processes of a company. In areas such as Finance, Marketing, Economics, and Accounting, companies attempt to derive insight from numerous information sources, including the stock market, weather forecasts, traffic sensors, and even social networks such as Twitter or Facebook. This information is then used to formulate cutting-edge management decisions pertaining to a diverse range of problems. As a result, the need to efficiently manage and visualize large amounts of data has assumed paramount importance in todays business world. There are numerous examples of current applications. Luxottica, an eyewear company with net sales of EUR 6.2 billion in 2011, integrated data from more than 100 million customers to design personalized, targeted marketing campaigns. Indigo, a popular Canadian bookstore chain, is heavily using consumer data to determine the most profitable product mixes at individual stores, in addition to ideal locations to set up new outlets. Shop.ca, Canadas largest e-commerce marketplace, collects and analyzes data on customer buying behaviour, including twitter feeds, to offer products individually tailored to each customer. Uber, a smartphone-app based taxi booking service currently estimated to be worth $62.5 billion, relies on data analytics to automatically adjust prices according to demand, calculate fares based on traffic data, and assignsdrivers to customers based on GPS information. Many other case studies similarly show how data can be a key driver of business productivity and growth. Despite the increasing importance of data, this topic is only covered superficially in undergraduate courses at University of Toronto, as in most other universities throughout the country. To elaborate, a recent article by Canadian Business highlighted that, in 2014, 53% of large Canadians organizations indicated that the biggest impediment to successful completion of big data projects could be attributed to a lack of professionals skilled in data analytics. Moreover, job opportunities in this area have consistently risen on an annual basis: For example, in 2009 alone, the number of data-related professionals grew by 48%, concomitant with a 38% increase in wages. Further growth of this industry is expected over the next 10 years, requiring managers to either work directly with data, or lead teams of data scientists so as to improve business processes. The proposed course aims at addressing this issue and will give a valuable professional edge to Management students. It lays the foundation for data analysis and visualization, focusing on key aspects pertaining to representation and extraction of data via use of state-of-the-art methodologies and computational tools. Course content is tailored to upper-level Management students, combining lectures, class discussions, case studies (with relevancy to modern business practices), presentations, and hands-on computer work. The course is based on hands-on case studies and practical computational projects that require high

	degree of individual instructor-student interaction. The class limit of 20 is necessary to allow the instructor to closely follow the progress of each student, address any computational issues directly with each student by thoroughly evaluating each assignment, and provide timely feedback.
Consultation	The course proposal was discussed in detail with Dr. Igor Averbakh, Operations Area Coordinator at the Dept. of Management. Approved by Curriculum Committee on Sept 14, 2016. Course code approved and reserved by Registrar on Oct 24, 2016.

Philosophy, Department of

1 New Course

PHLC08H3: Topics in Arabic and Jewish Philosophy

Description	This is an advanced, reading and discussion intensive course in the history of Arabic and Jewish thought, beginning with highly influential medieval thinkers such as Avicenna (Ibn Sn), al-Ghazl, Al Frb, Averroes (Ibn Rushd), and Maimonides, and ending with 20th century philosophers (among them Arendt, Freud and Levinas).
Prerequisites	Any 4.5 credits and [and additional 1.5 credits in PHL courses, of which 0.5 credit must be from the History of Philosophy area of focus see Table 1.0 for reference]
Breadth Requirements	History, Philosophy & Cultural Studies
Rationale	This course strengthens the extant history of philosophy offerings and also addresses a significant gap in the department's current course profile; it allows students to become familiar with two highly influential traditions in the history of philosophy that are not systematically studied by any extant philosophy course at UTSC. (Two existing courses in the history of philosophy (B33, B35) and the course in continental philosophy (C09) do occasionally include texts written by Jewish and Arabic authors in their syllabi.) The proposed course is likely to be of interest to UTSC students familiar with the Islamic tradition, and will help further acquaint them with the philosophical roots of this tradition. The course would not make any existing courses redundant. St. George offers a 3rd year course in Jewish Philosophy (PHL 338).
Consultation	Approved by the departmental curriculum committee on October 20, 2016.

Political Science, Department of

6 New Courses

POLC56H3: Indigenous Politics

Description	This course explores key historical and contemporary issues in indigenous politics. Focusing on the contemporary political mobilization of Indigenous peoples, it will examine their pursuit of self-government, land claims and resource development, treaty negotiations and indigenous rights. A primary focus will be the role of Canadas courts, its political institutions, and federal and provincial political leaders in affecting the capacity of indigenous communities to realize their goals. Area of Focus: Canadian Government and Politics
Prerequisites	POLB50Y3 or equivalent
Exclusions	POL308H, ABS35H, ABS34H
Breadth Requirements	Social & Behavioural Sciences
Rationale	This course responds to the commitment of the University of Toronto to act on the recommendations of the Truth and Reconciliation Commission by including indigenous content in U of T curriculum. Although indigenous issues are dealt with in a number of UTSC Political Science courses, there is currently no course devoted solely to Indigenous politics. This course will be an optional course for students registered in the Departments specialist, major and minor programs in Political Science, its major and major (coop) program in Public Policy, and its minor in Public Law. It has especially excellent synergies with the Public Law program since constitutional law and judicial rulings have played a very prominent role in defining the rights of Indigenous Canadians and in Indigenous communities pursuit of goals such as self-government, land title, and a say over resource development on their ancestral lands. A distinctive element of this course is that every effort will be made for it to be co-taught with an Indigenous person (academic, or member of an indigenous community).
Consultation	The Faculty in the Department of Political Science has been consulted, and the Associate Chair, supervisor of undergraduate programs, has approved the course. DCC approved on October 3rd 2016. The course code was approved by the RO on September 29, 2016.

POLC59H3: The Vice-Regal Office in Canada: Champlain to Prorogation 2012

Description	Who are we as a people today? What role have consecutive vice regals played in more than 400 years of shaping our nation and its institutions? This course examines how the vice regal position in general, and how selected representatives in particular, have shaped Canadas political system Areas of Focus: Canadian Government and Politics
Prerequisites	POLB50Y3 or equivalent
Exclusions	POLC40H3 (if taken in 2014-Winter or 2015-Winter sessions)
Breadth Requirements	Social & Behavioural Sciences
Rationale	The addition of this course will expand the available C-level options for students in our Specialist, Major and Minor Programs in Political Science, particularly for those that want to further specialize within the Canadian Government and Politics area of focus in our

	curriculum.
	Specifically, the Instructor as former Lieutenant Governor of Ontario, provides unique insights related to historic events including Prorogation and the active role with the Governor General. Two of Canadas foremost Constitutional and Indigenous Peoples experts appear as guests providing unprecedented expertise to the students.
Consultation	Consultation has occurred within Department of Political Science. DCC approved on October 3rd 2016. The course code was approved by the Registrar's Office on Sept 29, 2016.

POLC69H3: Political Economy: International and Comparative Perspectives

Description	This course provides an introduction to the various schools of thought in Political Economy, including classical, rational choice, institutionalist and constructivist theories. We draw from both International and Comparative Political Economy when exploring empirical topics such as the political economy of the environment and trade. Areas of Focus: Comparative Politics; International Relations
Prerequisites	[1.0 credit from: POLB80H3, POLB81H3, POLB90H3, POLB91H3, POLB92H3]
Breadth Requirements	Social & Behavioural Sciences
Rationale	The course, which is aimed at political science and public policy students, fills a gap in the curriculum that was identified in the external review of the Political Science program in 2013-14. As suggested by the reviewers, the course aims to improve students knowledge of economics and the interactions between markets and the state.
Consultation	The Political Science Departments faculty have been consulted. The Department of Management and Economics as well as the Centre for Critical Development Studies have also been consulted. DCC approved on October 3rd 2016. New course code approved by RO on September 29, 2016.

POLC79H3: Feminist Political Thought

Description	This course examines the challenges and contributions of feminist political thought to the core concepts of political theory, such as rights, citizenship, democracy, and social movements. It analyzes the history of feminist political thought, and the varieties of contemporary feminist thought, including: liberal, socialist, radical, intersectional, and postcolonial. Area of Focus: Political Theory
Prerequisites	POLB72H3 or [(POLB70H3) and (POLB71H3)] or PHLB13H3 or WSTA03H3
Exclusions	POL432H
Breadth Requirements	History, Philosophy & Cultural Studies
Rationale	This course will contribute an integral component of political thought to the Political Science program that is not currently included in the curriculum. Feminist political thought encompasses the historical contributions of feminist thinkers to central political concepts such as rights, constitutions, citizenship, and social movements, as well as significant thinkers such as Mary Wollstonecraft, Emma Goldman, and Simone de Beauvoir. It also forms an important thread in the formation of major political ideologies, including: democracy, liberalism, socialism, and radical thought. Successful completion of this course will enable students to understand and analyze this long tradition of political thought as well as

	contemporary debates involving gender and sexuality in political theory, Canadian politics, and international politics.
	POLB70H3 and POLB71H3 were retired in the 2015-2016 Academic Calendar. Based on current registration data from ROSI there are 278 students that are still in progress towards completing programs of study within Political Science that are following requirements of a calendar session prior to the 2015-2016 calendar. They have been included as optional prerequisites so that these students will not be disadvantaged.
Consultation	The Political Science Departments faculty have been consulted. The Department of Philosophy and the Department of Historical and Cultural Studies, particularly the Faculty within Women's and Gender studies, have been consulted regarding this proposal and there were no questions or concerns. DCC approved on October 3rd 2016.

The course course was approved by the Registrar's Office on Sept 29, 2016. |

POLD55H3: The Politics of Equality and Inequality in Canada

Description	This seminar provides an in-depth examination of the politics of inequality in Canada, and the role of the Canadian political-institutional framework in contributing to political, social and economic (in)equality. The focus will be on diagnosing how Canadas political institutions variously impede and promote equitable treatment of different groups of Canadians (such as First Nations, women, racial and minority groups) and the feasibility of possible institutional and policy reforms to promote goals of social and economic equity. Area of Focus: Canadian Government and Politics
Prerequisites	[POLB50Y3 or equivalent] and [1.5 credits at the C-level in POL courses]
Enrolment Limits	25
Breadth Requirements	Social & Behavioural Sciences
Rationale	This course provides an opportunity for senior students in Canadian Politics to develop a deeper understanding of how Canadian political institutions interact with social and economic conditions to affect one of Canadas fundamental constitutional principles: the equitable treatment of Canadians. This course provides an additional option for students in the Political Science and Public Policy programs to meet the D-level requirements of these programs.
Consultation	The Political Science Departments faculty have been consulted. DCC Approved on October 3rd 2016.
Course code was approved by the Registrars Office on Thursday September 29th 2016

POLD91H3: Comparative Perspectives on Contentious Politics

Description	This course examines contentious politics from a comparative perspective, beginning with the foundational theories of Charles Tilly, Sidney Tarrow, and Doug McAdam. It explores questions such as why people protest, how they organize, and the outcomes of contention. The second half of the course challenges students to examine popular contention across a range of states in Asia, the Middle East, Europe, and Latin America. It asks students to interrogate the applicability of the dynamics of contention framework to illiberal states in a comparative context. Area of Focus: Comparative Politics
Prerequisites	[POLB90H3 and POLB91H3] and [an additional 2.0 credits at the C-level in any courses]
Enrolment Limits	25
Breadth Requirements	Social & Behavioural Sciences

Rationale	This course is designed as an upper level course in comparative politics and is suitable for all political science specialist, majors and minors. It will also be of interest to students in international development studies. Its role within the political science program is to give students who have been introduced to contentious politics in A- or B-level courses the opportunity to explore this topic of study in depth.
Consultation	Consultation has occurred within Department of Political Science. DCC approved on October 3rd 2016 New course code approved by RO on September 29, 2016.

Psychology, Department of

3 New Courses

NROC36H3: Molecular Neuroscience

Description	This course will focus on the molecular mechanisms underlying neuronal communication in the central nervous system. The first module will look into synaptic transmission at the molecular level, spanning pre and postsynaptic mechanisms. The second module will focus on molecular mechanisms of synaptic plasticity and learning and memory. Additional topics will include an introduction to the molecular mechanisms of neurodegenerative diseases and channelopathies.
Prerequisites	NROB60H3 and BIOB10H3
Recommended Preparation	BIOB11H3
Breadth Requirements	Natural Sciences
Note	Priority will be given to students enrolled in the Specialist and Specialist Co-op programs in Neuroscience. Students in the Major program in Neuroscience will be admitted as space permits.
Rationale	This course has been designed for students in the Specialist and Specialist Co-op programs in Neuroscience. It complements the current neuroscience curriculum by providing students with in depth knowledge of molecular and cellular neuroscience. It will consolidate understanding of synaptic communication and plasticity to be integrated in courses looking at learning and memory such as NROC63, NROC69, and NROD63. This course will not make any other courses redundant.
Consultation	The need for this course has been discussed within the neuroscience faculty for over two years. It is part of an ongoing effort by the neuroscience program core to improve and optimize the current neuroscience curriculum. The topics covered by this course were discussed will all members of the neuroscience core in the departments of Psychology and Biological Sciences, including Drs B. Richards, J. LeBoutillier, J. Nash, M. Niemeier, R. Ito, S. Erb and T. Thiele. The course proposal has been distributed to all Psychology Faculty for feedback (approved October 7, 2016). Course code verified by Naureen Nizam on October 19, 2016.

PSYC19H3: Psychology of Self Control

Description	A detailed examination of how organisms exercise control, bringing thoughts, emotions and behaviours into line with preferred standards. Topics include executive function, the neural bases for self control, individual differences in control, goal setting and goal pursuit, motivation, the interplay of emotion and control, controversies surrounding fatigue and control, and decision-making.
Prerequisites	[PSYB07H3 or STAB22H3 or STAB23H3] and PSYB10H3
Enrolment Limits	100
Breadth Requirements	Social & Behavioural Sciences
Note	Priority will be given to students in the Specialist, Specialist Co-op, and Major programs in Psychology and Mental Health Studies. Students in the Minor in Psychology will be admitted

	as space permits.
Rationale	This course will expand the Department's C-level offerings. It will expose students to a number of classic and contemporary theories and empirical findings in the area of self-regulation. The topics covered in this course represent a broad selection of major themes in the field and each topic will provide students with the opportunity to develop their understanding of the field as well as learn how social, personality, and cognitive psychologists think about this topic. The profile of the course is similar to other C-level courses offered in social psychology, for example PSYC12the Psychology of Prejudice. Like other C-level classes, this class will be lecture-based, but also include a writing element. Unlike other classes, however, this class will offer a deep-dive into the psychology of self-regulation, including studying the topic from multiple levels of analysis, including in terms of cognition, neuroscience, development, personality. Given the degree to which self-control applies to the real world, a considerable portion of the class will be devoted to discussing applications and discussing specific case studies. This course will not make any other course redundant.
Consultation	The content of this course has been discussed with the Chair of the Department of Psychology, and members of the social psychology core area. The course proposal has been distributed to all Psychology Faculty for feedback (approved September 26, 2016). Course code verified by Naureen Nizam on September 14, 2016.

PSYD24H3: Perceptual and Motor Development

Description	An in-depth examination of aspects related to perceptual and motor development in infancy and childhood. The topics to be covered will be drawn from basic components of visual and auditory perception, multisensory integration, and motor control, including reaching, posture, and walking. Each week, students will read a set of experimental reports, and will discuss these readings in class. The format of this course is seminar-discussion.
Prerequisites	[PSYB07H3 or STAB22H3 or STAB23H3] and [PSYC21H3 or PLIC24H3 or PSYB20H3] and [an addtional 0.5 credit at the C-level in PSY courses]
Exclusions	PSY410H
Enrolment Limits	24
Breadth Requirements	Natural Sciences
Rationale	This course, the content of which has previously been taught as a topics course - PSYD20, Current Topics in Developmental Psychology - provides students with the opportunity to undergo a series of in-depth examinations of topics within the field of perceptual and motor development. It is designed to contribute to the programs in Psychology and Mental Health Studies, giving students a seminar experience in these programs. This course is innovative in its focus on classroom discussion, and on its intensive writing components. There are currently no other seminar courses at the University of Toronto that focus on aspects related to perceptual and motor development; as such, the content area of this course is unique. This course will contribute to the departments D-level offerings, and will not make any other course within the department redundant. Since different readings are used every year there is no explicit overlap in the actual course materials from year to year, consequently PSYD20 need not be included as an exclusion.
Consultation	This course has been discussed with the chair of the Department of Psychology. The course proposal has also been distributed to all Psychology Faculty for feedback (approved September 16, 2016).

| | Course code verified with Naureen Nizam on September 14, 2016. |