



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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

PRESENTER: Prof. Mark Schmuckler, Vice-Dean Undergraduate
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DATE: Tuesday, February 28, 2017

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Major Modification- New Freestanding Minor in Health Humanities (Arts)

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 28, 2017)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The Health Studies Faculty are proposing to introduce a new freestanding Minor in Health Humanities (Arts). The proposed Minor will expand on the Health Studies offerings currently housed in the Department of Anthropology at the University of Toronto Scarborough (UTSC). The existing Health Studies offerings are comprised of Major and Major Co-op programs in Health Studies – Population Health (BSc), and Major and Major Co-op programs in Health Studies – Health Policy (BA). There are no other offerings in Health Humanities in the Health Studies program, or at UTSC.

Health Humanities is a flourishing interdisciplinary field that explores human health and illness through the methods and materials of the creative arts and humanities. The interdisciplinary foundations of the UTSC Health Studies program, in combination with newly hired faculty with background in the humanistic study of health, provide a unique and timely opportunity to expand program offerings in this direction.

In the 2014-15 academic year, Health Studies faculty at UTSC began offering courses focused on Health Humanities, and since that time four core courses have introduced approximately 500 students to this emergent field. Health Humanities courses currently offered in the Health Studies program are in demand beyond capacity, with significant growth since their first implementation in Fall 2014. Student course evaluations, research awards, and service-learning initiatives have shown that this inaugural curriculum has been a success, with enthusiastic student response and high enrolment.

The proposed Minor responds to the 2016 External Review of the UTSC Health Studies Program – in which the strength and distinctiveness of current offerings in arts- and humanities-related approaches to Health Studies were consistently noted – in that it represents a significant and straightforward step towards building a truly groundbreaking, distinctive, and integrated Health Studies program at UTSC. The proposed Minor has garnered campus-wide support, with the Chairs and Program Coordinators of the following programs committed to actively promoting it to their students and to encouraging their faculty to develop courses that can contribute to it: Health Studies, Anthropology, English, Theatre & Performance Studies, Historical and Cultural Studies, and Women's and Gender Studies.

The proposed Minor responds to the 2014-2019 UTSC Strategic Plan and the 2015-20 UTSC Academic Plan. The Strategic Plan identifies new and emerging areas of scholarship, as well as innovative research, as two of its top priorities. This is echoed in the Academic Plan, which identifies the development of cutting edge programs and clearly defined niches that will allow the excellent opportunities at UTSC to stand out, as key academic directions for UTSC. The proposed Minor builds on the strong foundations of the existing Health Studies program and introduces an exciting and relevant new area of study and teaching in an innovative field. It also bolsters the distinctive and innovative quality of scholarship at UTSC as a whole.

The proposed freestanding Minor in Health Humanities addresses the needs of students

who are interested in the essential interdisciplinary connections between the humanities and a study of health. The methodologies that are taught in humanities disciplines—critical reading skills, communication, visual literacy, and narrative analysis—are a natural complement to studies of the individual and lived experiences of health, and the proposed Minor will recognize students who work to cultivate that aspect of their Health Studies education.

The proposed Minor will help chart career opportunities in fields like health communication, community health, and art therapy, as well as enhancing training for basic health professions (e.g., medicine, nursing, and allied health careers). Conventional health professions are increasingly recognizing the benefits of skills typically supported by the arts and humanities, including textual and visual literacy, aesthetic or “close” noticing, tolerance for ambiguity, storytelling and narrative, as reflected in changing health professional and admissions criteria. Health Humanities encourages students to focus on the wide applicability of the humanities in many different contexts of their Health Studies education, as well as the need to collaborate with colleagues from other disciplines in the context of health work and practice.

The proposed Minor will be the first of its kind not only at the University of Toronto but Canada-wide as well.

Consultation began in 2014 and included meetings with the Chair of the Department of Anthropology, Prof. Michael Lambek, the Health Studies Director, Prof. John Scherk, and the Health Studies Curriculum Committee, and Prof. Christine Bolus-Reichert, Chair of the Department of English. Meetings have also taken place with representatives from Theatre and Performance Studies and Mental Health Studies. There has also been consultation with the Departments of Arts, Culture and Media and Philosophy. A “green light” meeting was held with members of the Dean’s Office on September 27, 2016. Finally, the proposal has been reviewed by the Dean’s Office, the Decanal Undergraduate Curriculum Committee and the Provost’s Office.

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the new freestanding Minor in Health Humanities (Arts), as described in the proposal dated January 11, 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. Major Modification to introduce a freestanding Minor in Health Humanities (Arts) dated January 11, 2017.



**University of Toronto
Major Modification Proposal:
New Freestanding Minor where there is no Existing
Specialist or Major**

What is being proposed:	New Freestanding Minor in Health Humanities
Department / Unit where the program will be housed:	Anthropology – Health Studies
Start date of the program:	April 1, 2017
Faculty / Academic Division:	University of Toronto Scarborough
Faculty / Academic Division Contact:	Annette Knott, Academic Programs Officer aknott@utsc.utoronto.ca
Department/Unit Contact:	Janet Roopnarinesingh, Andrea Charise acharise@utsc.utoronto.ca
Date of this version of the proposal:	January 11, 2017

1 Summary

This is a proposal to introduce a new freestanding Minor in Health Humanities (Arts). The proposed Minor will expand on the Health Studies offerings currently housed in the Department of Anthropology at the University of Toronto Scarborough (UTSC). The existing Health Studies offerings are comprised of Major and Major Co-op programs in Health Studies – Population Health (BSc), and Major and Major Co-op programs in Health Studies – Health Policy (BA). There are no other offerings in Health Humanities in the Health Studies program, or at UTSC.

Health Humanities is a flourishing interdisciplinary field that explores human health and illness through the methods and materials of the creative arts and humanities. The interdisciplinary foundations of the UTSC Health Studies program, in combination with newly hired faculty with background in the humanistic study of health, provide a unique and timely opportunity to expand program offerings in this direction.

In the 2014-15 academic year, Health Studies faculty at UTSC began offering courses focused on Health Humanities, and since that time four core courses have introduced approximately 500 students to this emergent field. Health Humanities courses currently offered in the Health Studies program are in demand beyond capacity, with significant growth since their first implementation in Fall 2014. Student course evaluations, research awards, and service-learning initiatives have shown that this inaugural curriculum has been a success, with enthusiastic student response and high enrolment.

The proposed Minor will complement both the BSc in Health Studies – Population Health and the BA in Health Studies – Health Policy. It also responds to the 2016 External Review of the UTSC Health Studies Program – in which the strength and distinctiveness of current offerings in arts- and humanities-related approaches to Health Studies were consistently noted – in that it represents a significant and straightforward step towards building a truly groundbreaking, distinctive, and integrated Health Studies program at UTSC. The proposed Minor has garnered campus-wide support, with the Chairs and Program Coordinators of the following programs committed to actively promoting it to their students and to encouraging their faculty to develop courses that can contribute to it: Health Studies, Anthropology, English, Theatre & Performance Studies, Historical and Cultural Studies, and Women’s and Gender Studies.

The proposed Minor will help chart career opportunities in fields like health communication, community health, and art therapy, as well as enhancing training for basic health professions (e.g., medicine, nursing, and allied health careers). Conventional health professions are increasingly recognizing the benefits of skills typically supported by the arts and humanities, including textual and visual literacy, aesthetic or “close” noticing, tolerance for ambiguity, storytelling and narrative, as reflected in changing health professional and admissions criteria. Health Humanities encourages students to focus on the wide applicability of the humanities in many different contexts of their Health Studies education, as well as the need to collaborate with colleagues from other disciplines in the context of health work and practice.

The proposed Minor will be the first of its kind not only at the University of Toronto but Canada-

wide as well.

2 Academic Rationale

This is a proposal to introduce a new freestanding Minor in Health Humanities (Arts). The proposed Minor will expand on the Health Studies offerings currently housed in the Department of Anthropology at the University of Toronto Scarborough (UTSC). The existing Health Studies offerings are comprised of Major and Major Co-op programs in Health Studies – Population Health (BSc), and Major and Major Co-op programs in Health Studies – Health Policy (BA). There are no other offerings in Health Humanities in the Health Studies program, or at UTSC.

Over the course of the last thirty years, health professional education programs have undergone a shift in attitude and disciplinary culture in an attempt to balance health education's emphasis on scientific knowledge with the "soft" skills of communication, interpretation, and observation that are more commonly honed in humanities disciplines. The flourishing interdisciplinary subfield known as Health Humanities—which explores human health and illness through the methods and materials of the creative arts and humanities—is one of the most vibrant outcomes of that shift, and it seeks to develop what physician (and founder of the field known as "Narrative Medicine") Rita Charon has called "narrative competence"—that is, the capacity to recognize, absorb, metabolize, interpret, and be moved by stories of illness—in the wider field of health studies. Studies have confirmed the positive relationship between premedical Health Humanities training and desirable characteristics in health practitioners (including physicians, nurses, and public health trainees); indeed, the interview process for prospective medical students at the University of Toronto has recently begun to emphasize the need for these humanities-based skills, as seen in the development of a "Reflection" module – an initiative designed and launched by UTSC Professor A. Charise in conjunction with the Dean of Admissions, UofT Medical School. This move to directly assess candidates on humanities-based competencies such as reflection marks a sea-change in the UofT's medical school admissions policy, which has long been informally recognized as the most conventional, biomedically-oriented institution of medical education in Canada.

Following upon developments at the health professional level, UTSC began introducing a cluster of Health Humanities focused courses in 2014-15. Student response to these courses indicates a very strong interest in this new humanities field that, combined with the hiring of Dr. A. Charise, lays the foundation for a specialized undergraduate Minor in Health Humanities. The proposed Minor is intended for students who want to explore this emerging and crucially important aspect of health care as part of their comprehensive learning in Health Studies. The proposed Minor encourages intellectual depth and breadth in students' understanding of how the methods and materials of the humanities uniquely reveal 1) the ethical, cultural, and social contexts of health and the impact of policy; 2) the representation of health research, care, and policy in larger communities and cultures through textual forms and images; and 3) how these complex phenomena are contingent upon cultural and historical contexts that change over time—as do their forms and methods of representation. The proposed Minor will provide students with the intellectual tools to critically explore artistic and cultural representations of human health, illness, and the effects of policy. As a result, 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.

Currently, there are four Health Studies programs: Major and Major Co-op programs in Health Studies – Population Health (BSc), and Major and Major Co-op programs in Health Studies – Health Policy (BA). The majority of student enrolment is found in the Major and Major Co-op programs in Health Studies – Population Health. The proposed Minor will function as a complement to both the BA and BSc programs, and may help to better balance the enrolment profiles of the BA and BSc by attracting students who are equally interested in both the science and humanities aspects of Health Studies. The Major and Major Co-op programs in Health Studies – Health Policy (BA) would be further enhanced by student opportunities to better learn, through the study of Health Humanities, how policy has profound—and, at times, unintended—effects at the level of the individual. The proposed Minor will provide students with the opportunity to practice a complex but essential task: namely, to develop an acute cognizance of the individual stories that both effect and are affected by health and its policies.

The proposed Minor responds to the 2014-2019 UTSC Strategic Plan and the 2015-20 UTSC Academic Plan. The Strategic Plan¹ identifies new and emerging areas of scholarship, as well as innovative research, as two of its top priorities. This is echoed in the Academic Plan, which identifies the development of cutting edge programs and clearly defined niches that will allow the excellent opportunities at UTSC to stand out, as key academic directions for UTSC. The proposed Minor builds on the strong foundations of the existing Health Studies program and introduces an exciting and relevant new area of study and teaching in an innovative field. It also bolsters the distinctive and innovative quality of scholarship at UTSC as a whole.

The proposed Minor will be distinctive. Although the number of undergraduate Health Humanities programs being offered across the United States is increasing rapidly, with 60 institutions offering a major, minor, certificate, or concentration in Health Humanities (including several programs in development as of Fall 2016; see <http://www.hiram.edu/centers-of-distinction/litmed/baccalaureate-health-humanities>), **there has yet to be an equivalent program offered at a Canadian institution in the undergraduate context** (i.e., outside of a medical school). There has also been a rise in peer-reviewed scholarly journals in the field (notable examples include *Medical Humanities*, which launched in 2000, and *Intima: A Journal of Narrative Medicine*, which launched in 2011, *Journal of Medical Humanities*, and *Literature and Medicine*) and dedicated groups in major scholarly organizations (for example, the Modern Languages Association (MLA)'s brand-new “Medical Humanities and Health Studies” forum, of which Dr. Charise is a founding executive member and will be President of in 2018).

Furthermore, the proposed Minor in Health Humanities also has campus-wide support with the Chairs and Program Coordinators of the following programs committed to actively promoting the Health Humanities Minor to students and to encouraging their faculty to develop courses that can contribute to the minor: Health Studies, Anthropology, English, Theatre & Performance Studies; Historical and Cultural Studies, and Women's Studies.

¹ See: https://www.utscc.utoronto.ca/~vpdean/documents/UTSC_Strategic_Plan-1.pdf

3 Need and Demand

The proposed freestanding Minor in Health Humanities addresses the needs of students who are interested in the essential interdisciplinary connections between the humanities and a study of health. The methodologies that are taught in humanities disciplines—critical reading skills, communication, visual literacy, and narrative analysis—are a natural complement to studies of the individual and lived experiences of health, and the proposed Minor will recognize students who work to cultivate that aspect of their Health Studies education.

We know, through the enthusiastic response to current course offerings at UTSC, that students are passionate about the opportunity to develop these modes of inquiry. High enrolment, and low attrition in courses such as HLTB50H3 (Introduction to Health Humanities), HLTC50H3 (The Human-Animal Interface), and HLTD50H3 (Special Topics in Health Humanities) are indicative of a strong student appetite for the field of Health Humanities. For example, since being first offered in Fall 2014, HLTB50H3 (Introduction to Health Humanities) has gone from an enrolment of 93 students in 2014 to 120 in 2016, and currently has a waitlist of 40 students, while HLTC50H3 and HLTD50H3 have been enrolled at their maximum since their inception in 2014.

Course evaluations reflect similar student engagement and enthusiasm for the field of Health Humanities. For example, in Fall 2015 HLTB50H3 (Introduction to Health Humanities) received an Institutional Composite Mean rating of 4.7 out of a possible 5 (see image below from Fall 2015), which is significantly higher than other similar courses and also, according to the comparison data made available on course evaluations, higher than the majority of courses in all departments at UTSC. The following are verbatim accounts, in students' own voices, of the value of Health Humanities as received on course evaluations for HLTB50H3:

The course provides a really thorough to the field of Health Humanities, which I appreciated greatly. Very useful and relevant course for health studies/science and/or pre-med students!

One of my favourite courses allowing me to enhance my knowledge about health. I liked how art is used to relate to health giving a deeper perspective of the course.

The material exposed me to things I had never considered before. Now, I have a lot of tools that I can apply to the ill people that I know in real life.

From Fall 2015 (note that all items are scored out of a possible maximum of 5):

Part A. Core Institutional Items

Scale: 1 - Not At All 2 - Somewhat 3 - Moderately 4 - Mostly 5 - A Great Deal

Question	Summary	
	Mean	Standard Deviation
I found the course intellectually stimulating.	4.7	0.5
The course provided me with a deeper understanding of the subject matter.	4.6	0.7
The instructor (Andrea Charise) created an atmosphere that was conducive to my learning.	4.9	0.3
Course projects, assignments, tests, and/or exams improved my understanding of the course material.	4.6	0.7
Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.	4.6	0.7
Institutional Composite Mean	4.7	0.6

Scale: 1 - Poor 2 - Fair 3 - Good 4 - Very Good 5 - Excellent

Question	Summary	
	Mean	Standard Deviation
6. Overall, the quality of my learning experience in this course was....	4.6	0.8

The proposed Minor in Health Humanities will help chart career opportunities in fields like art therapy, health communication, community health, as well as basic health professions (e.g., medicine, nursing, allied health careers). Indeed, a study of Health Humanities encourages students to focus on the wide applicability in many different contexts of their Health Studies education, as well as the need to collaborate with colleagues from other disciplines in the context of health professions.

Students who have taken one of the existing Health Humanities courses offered by Health Studies faculty have already found that their experience has generated significant opportunities, for example: undergraduate students have enrolled in a high number of independent studies courses with a Health Humanities topic, have presented their award-winning undergraduate research both internally and at outside institutions at conferences in Canada and the US.

Students have also had the chance to participate in SCOPE: The Health Humanities Learning Lab (www.scopelab.ca), which is funded in part by the UTSC Centre for Teaching and Learning, and features student work in Health Humanities, accomplishments, and relevant research initiatives.

Table 1: Undergraduate Enrolment Projections

Provide details regarding the anticipated yearly in-take and projected steady-state enrolment target including a timeline for achieving it. (Please adjust the table as necessary)

Level of study	2017-18	2018-19	2019-20	2020-21	2021-22
1 st year	0	2	4	4	4
2 nd year	2	4	4	6	8
3 rd year	4	4	6	8	8
4 th year	4	6	8	10	12
Total enrolment	10	18	22	28	32 (Steady State)

4 Enrolment / Eligibility Requirements

None

5 Program Requirements

Complete Program Description and Proposed Calendar copy:

MINOR PROGRAM IN HEALTH HUMANITIES (ARTS)

The Minor in Health Humanities provides an interdisciplinary exploration of human health and illness through the methods and materials of the creative arts, humanities, and critical social sciences. Students' understanding of the humanistic, philosophical, historical, and artistic study of health—past and present—will be developed by attending closely to how literature, philosophy, history, and critical social sciences reveal the aesthetic, ethical, and multicultural contexts of health, disability, medical research and policy. This interdisciplinary Minor is open to all undergraduates regardless of major or disciplinary background.

Students will note that some courses at the B-, C-, and D-levels may have additional prerequisites; therefore, students selecting the Minor as a Subject POST must choose their courses carefully to ensure that they have the necessary prerequisites. Permission to count courses indicated by an asterisk (*) towards the Minor in Health Humanities must be received from the Program Supervisor, and will be granted in cases where the student's work demonstrably engages Health Humanities-related content and/or research methods.

Note: Relevant Health Humanities-related courses selected from other academic units and disciplines, not already listed below, may be approved for the Minor in Health Humanities on a

case-by-case basis.

This program requires the completion of 4.0 credits, as follows:

1. 1.0 credit at the B-level:

HLTB50H3 Introduction to Health Humanities
PHLB09H3 Biomedical Ethics

2. 0.5 credit to be chosen from:

ENGB02H3 Effective Writing in the Sciences
ENGB05H3 Critical Writing about Literature

3. At least 1.0 credit at the C or D-level to be chosen from the following*:

ANTC24H3 Culture, Mental Illness, and Psychiatry
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective
ENGC44H3 Self and Other in Literature and Film
HLTC50H3 The Human-Animal Interface
WSTC40H3 Gender and Disability
WSTC12H3 Writing the Self: Global Women's Autobiographies
ANTD10H3 The Anthropology of 'Life' Itself
ANTD01H3 The Body in Culture and Society
ENGD12H3 Topics in Life Writing
HLTD50H3 Special Topics in Health Humanities
HLTD51H3 Aging and the Arts
HLTD52H3 Special Topics in Health: Health Histories (new)

4. 1.5 credits to be chosen from the following*:

CTLB03H3 Introduction to Service Learning (*either In-Reach or Out-reach with a relevant Health Humanities-related academic course or off-campus partner*)
ENGB12H3 Life Writing
ENGB52H3 Literature and Science
ENGB74H3 The Body in Literature and Film
ENGB02H3 Effective Writing in the Sciences (*if not used to complete Requirement 2*)
ENGB05H3 Critical Writing about Literature (*if not used to complete Requirement 2*)
HLTB42H3 Perspectives of Culture, Illness and Healing
ANTC24H3 Culture, Mental Illness, and Psychiatry (*if not used to complete Requirement 3*)
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective (*if not used to complete Requirement 3*)
ENGC44H3 Self and Other in Literature and Film (*if not used to complete Requirement 3*)
HLTC50H3 The Human-Animal Interface (*if not used to complete Requirement 3*)
WSTC40H3 Gender and Disability (*if not used to complete Requirement 3*)
WSTC12H3 Writing the Self: Global Women's Autobiographies (*if not used to complete Requirement 3*)
ANTD10H3 The Anthropology of 'Life' Itself (*if not used to complete Requirement 3*)
ANTD01H3 The Body in Culture and Society (*if not used to complete Requirement 3*)
ENGD12H3 Topics in Life Writing (*if not used to complete Requirement 3*)

HLTD50H3 Special Topics in Health Humanities (*if not used to complete Requirement 3*)
HLTD51H3 Aging and the Arts (*if not used to complete Requirement 3*)
HLTD52H3 Special Topics in Health: Health Histories (*if not used to complete Requirement 3*)
HLTD01H3 Directed Readings in Health Studies

*Note: these groups of courses engage methods, content, and/or issues relevant to arts and humanities based approaches to health. They provide students with the opportunity to explore more specialized topics related to Health Humanities based on their academic interest and professional aspirations.

Complete List of Courses Associated With the Program, Including Full Calendar Copy:

Core Courses:

HLTB50H3 Introduction to Health Humanities

An introduction to human health through literature, narrative, and the visual arts. Students will develop strong critical skills in text-centered methods of analysis (i.e., the written word, visual images) through topics including representations of health, illness narratives, death and dying, patient-professional relationships, technoscience and the human body.

Prerequisite: Any 4.0 credits

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

Breadth Requirement: Arts, Literature & Language

NOTE: Preference will be given to students enrolled in a Health Studies program.

PHLB09H3 Biomedical Ethics

This course is an examination of moral and legal problems in medical practice, in biomedical research, and in the development of health policy. Topics may include: concepts of health and disease, patients' rights, informed consent, allocation of scarce resources, euthanasia, risks and benefits in research and others.

Exclusion: PHL281H, (PHL281Y)

Breadth Requirement: History, Philosophy & Cultural Studies

Optional Courses:

ANTC24H3 Culture, Mental Illness, and Psychiatry

Does schizophrenia exist all over the world? Does depression look different in China than it does in Canada? By examining how local understandings of mental illness come into contact with Western psychiatric models, this course considers the role of culture in the experience, expression, definition, and treatment of mental illness and questions the universality of Western psychiatric categories.

Prerequisite: [ANTB19H3 and ANTB20H3] or HLTB42H3

Recommended Preparation: ANTC61H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective

Social and symbolic aspects of the body, the life-cycle, the representation and popular explanation of illness, the logic of traditional healing systems, the culture of North American illness and biomedicine, mental illness, social roots of disease, innovations in health care delivery systems.

Prerequisite: [ANTB19H3 and ANTB20H3] or HLTB42H3

Enrolment Limits: 60

Breadth Requirement: Social & Behavioural Sciences

ANTD10H3 The Anthropology of 'Life' Itself

This course will examine cultural understandings of 'life' – What is life? What is a life? How do humans value (or alternatively not value) life in different social and cultural settings? What constitutes a 'good life'? To what degree are cultural understandings of 'life' entangled with those of 'death'.

Prerequisite: [ANTB19H3 and ANTB20H3] and [at least 1.0 credit at the C-level in socio-cultural anthropology courses]

Exclusion: (ANTC11H3)

Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

ANTD01H3 The Body in Culture and Society

An ethnographic inquiry into the culturally configured human body as a reservoir of experiential knowledge, focus of symbolism, and site of social, moral, and political control.

Prerequisite: ANTB19H3 and ANTB20H3 and at least 1.0 credit at the C-level in socio-cultural anthropology.

Enrolment Limits: 25

Breadth Requirement: Social & Behavioural Sciences

CTLB03H3 Introduction to Service Learning

In this experiential learning course, students apply discipline-specific academic concepts as they work with community partners in the service of others. Working either within the academic community or with a discipline-related off-campus community partner, students develop problem-solving, professional communication, and self-reflective learning skills.

Prerequisite: Completion of 4.0 full credits and selection of a U of T Scarborough major or specialist subject POST and acceptance of the Service Learning & Outreach application which can be accessed through the website: <http://ctl.utsc.utoronto.ca/sl/>. GPA and communication skills will also be considered.

Exclusion: (SCIB01H3), (SCIB02H3), (SCIB03H3)

Enrolment Limits: 40

Breadth Requirement: Social & Behavioural Sciences

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 science programs. Additional students will be admitted as space permits.

ENGB05H3 Critical Writing about Literature

Intensive training in critical writing about literature. Students learn essay-writing skills (explication; organization and argumentation; research techniques; bibliographies and MLA-style citation) necessary for the study of English at the university level through group workshops, multiple short papers, and a major research-based paper. This is not a grammar course; students are expected to enter with solid English literacy skills.

Exclusion: (ENGB01H3)

Enrolment Limits: 25 per section

Breadth Requirement: Arts, Literature & Language

ENGB12H3 Life Writing

Life-writing, whether formal biography, chatty memoir, postmodern biotext, or published personal journal, is popular with writers and readers alike. This course introduces students to life-writing as a literary genre and explores major issues such as life-writing and fiction, life-writing and history, the contract between writer and reader, and gender and life-writing.

Exclusion: ENG232H

Breadth Requirement: Arts, Literature & Language

ENGB52H3 Literature and Science

An exploration of the many intersections between the worlds of literature and science. The focus will be on classic and contemporary works of fiction, non-fiction, poetry and drama that have illuminated, borrowed from or been inspired by the major discoveries and growing cultural significance of the scientific enterprise.

Enrolment Limits: 85

Breadth Requirement: Arts, Literature & Language

ENGB74H3 The Body in Literature and Film

An interdisciplinary exploration of the body in art, film, photography, narrative and popular culture. This course will consider how bodies are written or visualized as "feminine" or "masculine", as heroic, as representing normality or perversity, beauty or monstrosity, legitimacy or illegitimacy, nature or culture.

Corequisite: Two full credits at the B-level or above from ENG, WST, VPA, VPH, and/or VPS.

Exclusion: (VPAC47H3), (VPHC47H3)

Enrolment Limits: 45

Breadth Requirement: Arts, Literature & Language

ENGC44H3 Self and Other in Literature and Film

A study of the relation between self and other in narrative fiction. This course will examine three approaches to the self-other relation: the moral relation, the epistemological relation, and the

functional relation. Examples will be chosen to reflect engagements with gendered others, with historical others, with generational others, with cultural and national others.

Prerequisite: ENGB03H3 & ENGB04H3 & [one of ENGB05H3 or (ENGB01H3)]

Enrolment Limits: 45

Breadth Requirement: Arts, Literature & Language

ENGD12H3 Topics in Life Writing

A detailed study of some aspect or aspects of life-writing. Topics may include life-writing and fiction, theory, criticism, self, and/or gender.

Can count as a pre-1900 course depending on the topic.

Prerequisite: 2 C-level courses in English

Enrolment Limits: 22

HLTB42H3 Perspectives of Culture, Illness and Healing

This course introduces students to anthropological perspectives of culture, society, and language, to foster understanding of the ways that health intersects with political, economic, religious and kinship systems. Topics will include ethnographic theory and practice, cultural relativism, and social and symbolic meanings and practices regarding the body.

Prerequisite: HLTA02H3 and HLTA03H3

Breadth Requirement: Social & Behavioural Sciences

HLTC50H3 The Human-Animal Interface

An intensive, interdisciplinary study of the human-animal relationship as represented through a range of literature, film, and other critical writings. Students will explore the theoretical underpinnings of “animality” as a critical lens through which human identity, health, and policy are conceptualized. Key topics include: animals in the human imagination, particularly in relation to health; animal-human mythologies; health, ethics, and the animal.

Prerequisite: HLTB50H3

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

Breadth Requirement: Arts, Literature & Language

HLTD01H3 Directed Readings in Health Studies

This is an advanced reading course in special topics for upper level students who have completed the available basic courses in Health Studies and who wish to pursue further intensive study on a relevant topic. Topic selection and approval will depend on the supervising instructor.

Prerequisite: Completion of at least 6.0 credits from the requirements of one of the Major/Major Co-operative programs in Health Studies; and a minimum CGPA of 2.5 in HLT courses; and permission of the instructor.

Recommended Preparation: Completion of at least 3 C-level HLT courses.

Enrolment Limits: 30

HLTD50H3 Special Topics in Health Humanities

This advanced seminar will provide intensive study of a selected topic in and/or theoretical questions about the Health Humanities. Topics will vary by instructor and term but may include narrative medicine, stories of illness and healing, representations of older age and aging in

literature and film, AIDS and/or cancer writing, representations of death and dying in literature and film, the role of creative arts in health.

Prerequisite: HLTB50H3

Recommended Preparation: Completion of at least 3 C-level HLT courses.

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

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]

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

Enrolment Limits: 30

Breadth Requirement: Arts, Literature & Language

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

HLTD52H3 Special Topics in Health: Health Histories (new)

An examination of a health topic in historical perspective. The specific topic will vary from year to year. Topics may include: histories of race, racialization, and health policy; history of a specific medical tradition; or histories of specific health conditions, their medical and popular representations, and their treatment (e.g. historical changes in the understanding and representation of leprosy or depression).

WSTC40H3 Gender and Disability

This course introduces debates and approaches to the intersection of disability with social determinants of gender, sexuality, class, race and ethnicity. Students will examine international human rights for persons with disabilities, images and representations of gender and the body, research questions for political activism, and social injustice.

Prerequisite: 1.5 credits, including [WSTA01H3 or WSTA03H3] and [0.5 credit at the B- or C-level in WST courses]

Exclusion: WGS366H

Enrolment Limits: 50

Breadth Requirement: History, Philosophy & Cultural Studies

WSTC12H3 Writing the Self: Global Women's Autobiographies

An exploration of the ways in which women from different countries construct the gendered subject in their representations of childhood, sexuality, work, maternity and illness. Texts will be read in English and an emphasis will be placed on the cultural contexts of gender, ethnicity and class.

Prerequisite: ENGB50H3 or [WSTA01H3 & [WSTA03H3 or (WSTA02H3)] & any ENG or FRE literature course]].

Recommended Preparation: WSTB13H3

Enrolment Limits: 50
Breadth Requirement: Arts, Literature & Language

6 Program Structure, Learning Outcomes, and Degree Level Expectations

Degree Level Expectations	Program Learning Outcomes – e.g. what students will know or be able to do at the completion of the program [Clearly describe how the Program Learning Outcomes will support the degree level expectations]	How the program design / structure supports the degree level expectations [Clearly describe how the program design/structure will support the degree level expectations]
<p>1. Depth and Breadth of Knowledge Depth of Knowledge: is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels. Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p>Depth and breadth of knowledge is understood in the Minor in Health Humanities as knowledge of the contributions of the arts, humanities, and critical social sciences with respect to the study of health and illness. In particular, students will be to critically analyze, speak persuasively, and write engagingly about the study of health, illness, and disability in both historical and contemporary contexts. Depth and breadth of knowledge is reflected in students who are able to articulate the value of Health Humanities perspectives to a comprehensive vision of human health. Using a variety of interpretive, aesthetic, and critical methods, Students will be able to articulate how health and medicine can themselves be critical objects of study. With reference to a range of critical, creative, and scholarly texts, students will demonstrate how health knowledge and practices may be strengthened through modes of expression that have at their basis both a critical and creative imaginative capacity.</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are: 1.0 credit at the B-level will provide the foundational knowledge as it relates to 1) an overview of the interdisciplinary field of Health Humanities (HLTB50) and 2) an introduction to Biomedical Ethics (PHLB09), a major branch of this field. These two courses will introduce students to core theoretical and methodological approaches to the study of arts- and humanities-based approaches to health. 0.5 credit at the B-level (ENGB02 or B05) will provide students with more advanced knowledge of the analytical techniques, interpretive methods, modes of communication, and aesthetic practices common to the humanities. The remaining 2.5 credits, including 1.0 credit at the C- or D-level, will give students the opportunity to explore more specialized topics related to Health Humanities based on their academic interest and professional aspirations. Students are able to select from a set of optional courses, each of which engage methods, content, and/or issues relevant to arts and humanities based approaches to health. Topics such as embodiment, cultures of health and illness, and history of health as an object of study, will encourage students to reflect critically on the role of the humanities in health-related topics</p>
<p>2. Knowledge of Methodologies Students have a working knowledge of different methodologies and</p>	<p>The main methods that will be emphasized include critical thinking, textual analysis, creative skills, narrative competence, and ethics of</p>	<p>Critical analysis and interpretive skills will be introduced in both B-level courses listed under component 1 of the program requirements. These courses also pay special attention to 1) examples of applications to health research and critical</p>

<p>approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>representation, and facility in reflective and critical writing. Students must learn to transpose the methodologies from one context to another (for example, students will be able to critically analyze a dramatic scene about health as well as a nonfictional patient intake form). Students will be expected to have knowledge of the major debates and concerns of Health Humanities, visual <i>and</i> textual literacy, a deep understanding of the ethics of representation, facility in reflective and critical writing, and to critically interpret a multiplicity of texts both artistic and medical. Students will be able not only to deploy these modes of inquiry, but also to articulate clearly the ways in which these methodologies can be differently applied to fictional/creative texts and lived health experiences. Upon completion of the Minor in Health Humanities students will be encouraged to integrate Health Humanities into their analyses of the social, ethical, and aesthetic nature of health in a range of disciplinary, cultural, and practice settings.</p>	<p>reading and writing skills, and 2) build practical vocabularies and transferable analytical skills to reflect critically upon the role of the humanities in health-related topics.</p> <p>Courses listed under component 2 of the program requirements introduce students to key principles of reflective and critical writing. Students will be required to explore and evaluate different critical and aesthetic research methods and topics in components 3 and 4.</p>
<p>3. Application of Knowledge Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.</p>	<p>Students will be able to apply theories, tools, and methods introduced in the program's core courses in more specialized research questions related to their specific academic interest.</p>	<p>At the B-level, students will be introduced to, and trained in, 1) formulating relevant research questions, 2) conducting appropriate and rigorous interpretation of critical and creative texts based on sound methodological principles of humanities- and critical social sciences, 3) relevant instances of Health Humanities research and practice in the local community, and 4) investigating and grappling with the implications of relevant Health Humanities research questions.</p> <p>Courses at the C- and D-level will require students to conduct a piece of original research and communicate their research findings in oral and/or written form.</p> <p>Through a combination of introductory and more specialized (C- and D-level) courses, students will experience the value of the humanities as a means of understanding the multi-dimensional, interdisciplinary nature of human health—in</p>

		<p>professional settings, scholarly contexts, and in their own lived experience as a health care consumer and potential patient.</p> <p>In addition, through the Center for Teaching and Learning, undergraduate service-learning opportunities are currently in-place for HLTB50 (Introduction to Health Humanities) and HLTC50 (The Human-Animal Interface) in the form of undergraduate “Learning Facilitators.” These in-course service learning placements provide Health Humanities students with experiential learning opportunities that engage knowledge, skills, and degree level expectations associated with this Minor in a professional learning context (i.e., not simply as “students” but as peer models and supporters of student learning). Out-reach opportunities will also complement this Minor’s commitment to the application of knowledge.</p>
<p>4. Awareness of Limits of Knowledge Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>Students will be able to identify and explain 1) the different approaches to the study of Health Humanities; 2) Health Humanities current scope of practice settings, methodological approaches, disciplinary epistemological values; and 3) the limitations of the methodological approaches and disciplinary epistemological values. Students will also understand the particularities of Health Humanities as it is practiced in Canada and how it might differ elsewhere, especially in response to national health care models (e.g., public versus for-profit). Students will gain a fuller understanding—and capacity to navigate in the midst of—ambiguity and limitations in regards to the experiences of health, illness, and ability. More generally, students will be aware of the benefits and potential limitations of cross- or inter-disciplinary inquiries, especially the epistemological differences that have historically siloed the arts and sciences.</p>	<p>Health Humanities is an intrinsically inter- and cross-disciplinary subject. As such, the courses included as part of the Minor emphasize different ways of knowing (disciplinary epistemologies), the strengths and weaknesses of individual disciplines and methodologies, and the value of research collaboration across disciplines and with relevant health partners beyond the university.</p> <p>Furthermore, a core aspect of the foundational course HLTB50 (Introduction to Health Humanities) is to clarify the goals, forms of evidence, and epistemological-disciplinary profiles of not only the humanities—in other words, instilling in students a strong sense of what the arts and humanities are “good for”—but a similar sense of the disciplinary profiles of more conventional approaches to health and medicine. The typical forms of evidence, data collection, analysis, and communication, of other disciplines including biomedicine, public health, and anthropology are discussed in order for students to gain an appreciation of how specific disciplinary approaches to health influence subsequent analyses and interpretations.</p>
<p>5. Communication Skills Students are able to communicate information, arguments, and analyses accurately and reliably, both</p>	<p>The Minor in Health Humanities will allow students to develop academic reading and writing skills, and give them the opportunity to</p>	<p>The B-level core course Introduction to Health Humanities includes discussion-based tutorials capped at 30, to allow students to develop their basic academic reading writing, and communication skills.</p>

<p>orally and in writing. They learn to read and to listen critically.</p>	<p>communicate their research findings in both oral and written form to academic and non-academic audiences.</p>	<p>At the C- and D- levels, substantial writing, critical analysis, and communication (both oral and written formats), will help students to 1) build practical vocabularies and transferable analytical skills, and 2) reflect critically upon the role of the humanities in health-related topics in a structured and supportive environment.</p>
<p>6. Autonomy and Professional Capacity The education students receive achieves the following broad goals:</p> <ul style="list-style-type: none"> • It gives students the skills and knowledge they need to become informed, independent and creative thinkers • It instils the awareness that knowledge and its applications are influenced by, and contribute to, society • It lays the foundation for learning as a life-long endeavour 	<p>The Minor in Health Humanities will give students the opportunity to become informed and engaged health consumers, critics, practitioners, and citizens, knowledgeable of the institutional and historical context of arts-based approaches to health both within Canada, North America, and in the comparative global context. Graduates will be well situated to enter health professional and medical schools (which, across North America are placing increasing emphasis on the readiness of applicants to engage in humanities-based skills and capacities such as reflection) and a range of other health-related professions (such as art therapy, health policy, and public health promotion). Outside of professional occupations, the empathic and interpretive skills developed by students who study Health Humanities will enable students to engage not only more comprehensively but also more deeply with issues of health in their own lives, as potential patients, in their interpersonal experiences of health, and in the world around them, as in public representations of health. The learning outcomes here described encourage students to imagine the health, illness, and lived experiences of pain and ability in other people, and, in so doing, to critically engage with a multiplicity of disciplinary understandings of health.</p>	<p>Students will develop autonomous research capacity, and learn professional skills both in scaffolded research inquiries, independent research, and in team-based projects that will require collaboration. Health Humanities C- and D-level courses focus on integrating theoretical knowledge with creative texts and experiential learning opportunities, by including field trips, group assignments and presentations, guest speakers, panel discussions, extra-curricular events (e.g. The International Health Film Festival held annually at UTSC in March), etc.</p> <p>The Minor in Health Humanities provides an innovative foundation for informed, independent, and creative thinkers in response to the complex social realities of health, illness, and ability. In addition to laying down a strong foundation of knowledge, one implicit aim of this Minor is to enhance students' knowledge of and attitudes toward the value of the arts and humanities—not simply within the university setting, but in the wide world beyond.</p>

7 Assessment of Teaching and Learning

The methods for assessing students will be consistent with 1) the principles, methods, and objectives of humanities and critical social sciences disciplines, and 2) standards and methods common to Health Humanities programs elsewhere in North America.

The emphasis at the **B-level** is breadth of knowledge in Health Humanities and the acquisition of academic skills, critical thinking, critical reading, and writing. Major assignments, midterms, and/or final exams assess students' comprehension of the main conceptual frameworks, methodological tools, and interpretive methods required for the humanistic study of health. Shorter written assignments, including research reports, reading journals, reflective writing, and occasionally creative works (either the creation of or analytical responses to) are designed to enhance students' basic academic and research skills in preparation for course work at more advanced study levels.

At the **C- and D-level**, the emphasis in learning assessment shifts from breadth to depth of knowledge and from exams to the application of knowledge in independent research assignments, including research proposals, research papers, and oral presentations.

In D-level courses, students' learning will be assessed on their successful application of their research skills, oral and written communication skills, critical thinking, reading, and writing in more targeted areas of specialization. These courses focus on active student participation in seminar discussions and the completion of an independent research project, ideally with the opportunity to disseminate findings in oral and written form, under close supervision and guidance of the instructor.

8 Consultation

Consultation began in 2014 and included meetings with: the Chair of the Department of Anthropology, Prof. Michael Lambek; the Health Studies Director, Prof. John Scherk, and the Health Studies Curriculum Committee; and Prof. Christine Bolus-Reichert, Chair of the Department of English. Meetings have also taken place with representatives from Theatre and Performance Studies (Prof. Barry Freeman) and Mental Health Studies (Prof. Konstantine Zakzanis).

Consultations have continued—with full approval for this proposal—with Holly Wardlow (Health Studies), Sandra Bamford (Anthropology), Christine Bolus-Reichert (English), Anup Grewal (Women's and Gender Studies), in addition to the list of supportive faculty from these and other academic units/programs listed in Section 9.

NB: Philosophy's PHLB09 (Biomedical Ethics) course is already a mandatory offering in Health Studies' major programs.

A "green light" meeting was held with members of the Dean's Office on September 27, 2016, with the following people in attendance: Prof. Andrea Charise, Prof. Holly Wardlow (Associate Chair, Health Studies), Janet Roopnarinesingh, Lesley Lewis, Prof. Mark Schmuckler, and the

Vice-Principal Academic and Dean, Prof. William Gough.

Thinking ahead, we anticipate future collaborations with the Department of Arts, Culture and Media as they explore the more applied curriculum in art/music therapy and research-based theatre.

9 Resources

Academic units should bear in mind that any additional resources needed must have been secured before the proposal can be moved into governance. The Vice-Dean will shepherd approval of these resources.

9.1 Faculty requirements

This proposed program will be supervised by Professor A. Charise, with the further support of faculty listed in Table 2. The Minor will benefit from the hiring of a second full-time faculty position who has research and teaching commitments in the field of Health Humanities; this search is expected to commence in Fall 2017.

The proposed Minor in Health Humanities also has the full support of the following Chairs and Program Coordinators from across the campus, who have committed to actively promoting the Health Humanities Minor to students and to encouraging their faculty to develop courses that can contribute to the minor: Sandra Bamford, Professor and Acting Chair of Anthropology; Christine Bolus-Reichert, Professor and Chair of English; Barry Freeman, Assistant Professor and Program Director, Theatre & Performance Studies; Anup Grewal, Assistant Professor and Program Co-ordinator of Women's and Gender Studies; Michael Lambek, Professor and Chair of Anthropology; Holly Wardlow, Professor and Associate Chair of Health Studies.

At the "green light" meeting held with representatives from the Dean's Office in September 2016, the DO indicated that in addition to a full-time faculty hire, shorter-term faculty solutions would include the hiring of one or more qualified CLTAs to offer additional courses or to ensure coverage of Health Humanities courses included in the proposed Minor.

TA support for proposed Minor program will be consistent with current or evolving needs associated with courses listed; however, TA support may have to be supplemented based on potential for increased enrolment (particularly, for example, the proposed core courses HLTB50H3 and PHLB09H3).

Table 2: Detailed List of Committed Faculty

Faculty name and rank	Home unit	Area(s) of Specialization
Andrea Charise, Assistant Professor Program Supervisor	Health Studies	Health Humanities, English literature; old age and age studies; embodiment; narrative training for health professionals; and interdisciplinarity.

Sandra Bamford, Professor and Acting Chair of Anthropology	Anthropology	Kinship, gender, sexuality, embodiment, the anthropology of science
Suzanne Sicchia, Academic Program Supervisor and Assistant Professor, Teaching Stream	Health Studies	Medical anthropology, religion, sociocultural anthropology
Holly Wardlow, Professor and Associate Chair of Health Studies	Anthropology and Health Studies	Medical anthropology, feminist anthropology, international health, gender and sexuality, HIV/AIDS

9.2 Space/Infrastructure

There are no space or infrastructure requests associated with this proposal.

10 Governance Process

Levels of Approval Required	Dates
Departmental Curriculum Committee	September 29, 2016
Forwarded to PO for Review/Sign-Off	December 20, 2016 Sign-Off: January 10, 2017
DUCC (Undergraduate)	February 8, 2017
Decanal Sign-Off	Resources: September 27, 2016 Proposal: February 9, 2017
Approved by UTSC Academic Affairs Committee	
Submitted to Provost's Office	
Report to AP&P	
Report to Ontario Quality Council	