



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

SPONSOR: Amrita Daniere, Vice-Principal Academic and Dean
CONTACT INFO: 905-828-3719, vpdean.utm@utoronto.ca

PRESENTER: Heather Miller, Vice-Dean, Teaching & Learning
CONTACT INFO: 905-569-4768, vdteachlearn.utm@utoronto.ca

DATE: December 19, 2017 for January 8, 2018

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Minor Undergraduate Curriculum changes: Humanities, Sciences and Social Sciences

JURISDICTIONAL INFORMATION:

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs.

GOVERNANCE PATH:

- 1. Academic Affairs Committee [For Approval] (January 8, 2018)**

PREVIOUS ACTION TAKEN:

Minor undergraduate curriculum changes in the Humanities, Sciences and Social Sciences for the 2017-18 academic year were approved by the Academic Affairs Committee on November 23, 2016.

HIGHLIGHTS:

The Curriculum Reports are comprised of Minor Modifications to existing undergraduate programs. These curricular changes are intended to have significant positive impact on a cumulative basis, but are considered to be Minor changes in the context of the UTQAP. With the recent development and approval of the UTM Vision Statement 2017 and the Academic and Implementation Plans as well as the campus-wide Curriculum Mapping Initiative, a large number of changes were seen from all three divisions to help bring programs and course offerings into better alignment with the Vision and Plan.

The three curriculum reports are divided into different sections based on various types of changes and the changes are clearly indicated by different coloured text in both the “before” and “after” sections.

The Decanal Divisional Curriculum Committees (Humanities, Social Sciences, and Sciences) met in October of 2017 to discuss and review the Minor Undergraduate Curriculum changes. These curriculum committees consist of the Chairs, Associate Chairs or Chair’s designates of each UTM Department and Institute.

Across all three divisions, departments and institutes reviewed all their course offerings’ contact hours to ensure what is reported in the Academic Calendar is accurate and a true reflection of what students are to expect from the course. A large number of the course changes seen this year are a result of this exercise.

UTM Abroad, in consultation with the Office of the Dean, brought forward information to help academic units plan for new and existing international options in their courses. To help students identify courses with international components and further develop their global perspective, new course designators have been introduced in the Academic Calendar. Courses with required and optional international components will now feature the INTLR and INTLO designation, respectively. An additional, standard statement will be included in the course description of these courses to further signal the international component. Courses with international components are developed by Departments, taught by UTM faculty, and are linked to the International Education Centre who facilitate the UTM Abroad program.

Additionally, members of all curriculum committees were invited to bring forward, for information and consultation, proposals for change that are currently in development in their unit. This provided committee members the opportunity to provide feedback and advice on the proposal as well as the chance to bring the proposal information back to their units for dissemination. Highlights of such proposals in development are included below.

Humanities Divisional Curriculum Committee

In the Humanities Divisional Curriculum Committee report, 21 minor program changes were made, including the addition and deletion of course requirements to reflect current course offerings in the Departments, to add flexibility to course options, and to add further clarity to program requirements for students. Description changes were made to a number of courses to provide a more accurate description of course content and goals for the students. Additionally, pre-requisites, co-requisites, and exclusions for existing courses were updated to reflect current courses offerings and curriculum.

There are also a large number of new courses (76 half-courses; 2 full-year course) being introduced along with several minor course changes including course description changes; changes in course name; and changes to exclusions, recommendations, pre-requisites, and other house-keeping changes. The new courses being proposed reflect two aspects of UTM teaching: first, the generally heightened level of attention to course offerings as a result of curriculum mapping initiatives being undertaken in all UTM units; and second, the continued hiring of new

faculty members to improve student-faculty ratios and fill current gaps in teaching expertise. These changes will help programs and courses align better with their program learning outcomes and course objectives as well as the broader UTM degree level expectations. Of particular note is a new course in Indigenous Education, the re-organization of the English programs of study (including the re-naming of a number of courses), re-numbering of a number of Philosophy and Historical Studies courses to help students understand course progression better, and the addition of many new courses in Arabic, Chinese, Italian, Persian, Spanish, and Urdu from Language Studies.

Proposals in development that were brought forward for information and discussion include two potential new minor programs (one in Chinese language and culture from Language Studies and the other in creative writing from English & Drama). The Department of Biology also presented a proposal to develop a program in the Health Science field that would include some health-related Humanities courses as elective options.

Sciences Divisional Curriculum Committee

Notable changes from the Sciences Divisional Curriculum Committee report include 46 minor program changes (including the addition and deletion of course requirements), the addition of 23 half courses and 1 full course; and several general course changes (e.g., course description changes, pre-requisite and co-requisite updates, etc.).

A number of changes this year came from the Department of Chemical & Physical Sciences (CPS). These changes were in response to a recent UTQAP External Review and the curricular recommendations that resulted from the reviewers' report. Among the notable changes are new program admission requirements to streamline admissions across all departmental programs, the introduction of experiential learning opportunities (new internship course), and an early computational training course (Introduction to Scientific Computing). Additional changes from CPS stem from the Earth Science discipline where they are introducing seven (7) new courses (to be offered on a rotational basis) that speak to the expertise and interests of new hires and is the first step to preparing the programs to qualify for professional accreditation.

Additional program changes include admission requirement changes and updates from Psychology, Mathematical and Computational Sciences, and Environmental Science programs in Geography. New course options in programs were also put in place to provide students with additional flexibility for program completion. General course changes and updates were made to ensure accuracy of course content and expectations for students.

Proposals in development that were brought forward for information and discussion include a potential inter-disciplinary program in the Health Science field from Biology as well as a new stream in Medicinal Chemistry from CPS.

Social Sciences Divisional Curriculum Committee

The report from the Social Sciences Divisional Curriculum Committee proposes minor changes that affect 23 programs. The most significant changes pertain to the minimum requirements

necessary for entry into existing programs. Noteworthy admission changes were proposed by the Departments of Economics and Management and the Institute of Communication, Culture, Information and Technology (ICCIT). In Economics, these changes will help to simplify their existing requirements for students and align their offerings more closely with cognate programs at UTM. Management changes were required as part of the implementation of a previously approved math requirement addition to their programs. ICCIT changes are designed to better accommodate the competitive nature of their programs.

While 2 full and 28 half courses are being taken offline this year, Social Science units are also introducing a total of one full and 30 half courses across all the units. The deleted courses serve to streamline our course offerings as most of these courses have either not been offered in many years, have seen similar course content covered in other existing courses, are no longer required for programs, or do not have faculty teaching support. The suite of proposed courses, on the other hand, will significantly increase course options for our students. The new courses reflect the expertise and interests of new faculty hires as well as new areas proposed by existing faculty. Further, a number of the courses in ICCIT are being proposed to introduce the new field of study, Social Coding, with the hope of developing a full program of study in this area in the near future.

Beyond this, several courses saw changes to their course descriptions; pre-requisites, co-requisites, exclusions; along with other house-keeping changes. The majority of these changes come from a review of course contact hours with resulting updates to ensure the Academic Calendar provides students with accurate course information.

Resource implications for various course changes and new course additions across all units were noted in the curriculum reports and were reviewed, discussed, and approved by the Office of the Dean. New courses that do not require resources will be taught by existing or new faculty. All library resources have been discussed and approved by the Hazel McCallion Academic Learning Centre (HMALC).

FINANCIAL IMPLICATIONS:

There are no net implications for the campus' operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2018-19 academic year, as detailed in the respective curriculum reports, be approved.

Be It Resolved,

THAT the proposed Sciences undergraduate curriculum changes for the 2018-19 academic year, as detailed in the respective curriculum reports, be approved.

Be It Resolved,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2018-19 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

Humanities Curriculum Committee Report
Humanities Minor Undergraduate Curriculum Changes
Sciences Curriculum Committee Report
Sciences Minor Undergraduate Curriculum Changes
Social Sciences Curriculum Committee Report
Social Sciences Minor Undergraduate Curriculum Changes

University of Toronto Mississauga Divisional Curriculum Committee Report Template

This template should be used to bring forward a summary of all curriculum changes and findings to the Senior Assessor. It is designed to ensure that all necessary information is provided to the Senior Assessor for the provision of a comprehensive report to the Academic Affairs Committee.

Divisional Curriculum Committee:	Humanities
Members:	<p>Prof. Heather Miller, Chair</p> <p>Prof. Liza Blake, Department of English & Drama Prof. Alexandra Gillespie, Department of English & Drama Prof. Daniel White, Department of English & Drama Prof. Rebecca Wittmann, Department of Historical Studies Prof. Rhonda McEwen, Institute of Communication, Culture, Information and Technology Prof. Emmanuel Nikiema, Language Studies Prof. Diana Raffman, Philosophy Prof. Alison Syme, Visual Studies</p>
Dates of Divisional Curriculum Committee Meetings:	<p>Tuesday, October 10, 2017</p> <p>Tuesday, October 17, 2017</p> <p>Tuesday, October 31, 2017</p>
Return to: Program and Curriculum Officer	<p>Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca</p>

1. Overview

In association with continued departmental engagement with teaching, including Curriculum Mapping exercises, most Humanities programs have made adjustments to their offerings and requirements, to provide clearer directions and better opportunities for students. Many of these changes reflect the increase in course offerings and maturity of programs at UTM, such that students can now complete a degree within UTM units without needing substitutions from outside (e.g., Art History). Other programs have done extensive re-numbering of existing and new courses to make the progression and association of classes more clear to students (e.g., Linguistics, Philosophy, English). The greatest number of changes across departments involved updating the titles, description, and requirements of existing courses to more accurately reflect their content and mode of teaching (e.g., Philosophy).

Specific program-wide examples of such changes include:

(1) After a year of discussion associated with their departmental external review, History of Religions has allowed greater flexibility for students by removing the requirement for a second concentration in their Specialist and Major, while also recognizing that the large number of courses now offered in their program means that students no longer need to be allowed to take options outside of the unit for their major degree program.

(2) English similarly has reconfigured its Major and Specialist degree programs, based on an 18-month study by their curriculum committee, a faculty retreat, and the initiation of Curriculum Mapping. Their students will have a strong base of required first and second year courses, and a more clear organization of 'Group' options within the degree.

In addition, several programs added new or reconfigured existing courses to reflect the specialties of new hires and the needs of programs (e.g., Cinema Studies; English; Art History & Visual Culture; Languages for Arabic, Chinese, Italian, Persian, Spanish; Linguistics; Religion).

Finally, the favourite new course title this year was "Bad Romance" by the English department.

2. Rationale

The considerable number of courses changed reflects two aspects of UTM teaching:

(1) a generally heightened level of attention to course offerings in departments, including the increased work on Curriculum Mapping, resulting in both housekeeping to bring courses in line with desired learning outcomes and the addition of new courses as programs consider gaps or additions to their offerings of benefit to students; and

(2) the continued hiring of new faculty members in most departments, to improve the student-

faculty ratio and fill gaps in course offerings and program needs associated with the specialties of these new hires.

Both of these factors have resulted in a range of changes from updated 'housekeeping' to the addition of new courses to the re-design of programs (see 1 above).

Of note are several new courses in the Education Studies program that are open to all students, including Indigenous Education (incorporating a 3 day fieldtrip); Debunking the Myths of Education; and Supplemental Instruction in Higher Education, allowing students to learn not only about teaching, but about how they can learn more effectively in university themselves.

Finally, Assistant Dean, Students & International Initiatives, Dale Mullings brought a very informative handout to the first curriculum committee meeting, to help departments plan for new and existing international options for students associated with coursework (both required international components, designated INTLR in the Calendar, and optional international components, designated INTLO in the Calendar). This will be of great help in UTM's stated goal of making our students global citizens in outlook.

3. Summary of Change Categories

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Cinema Studies	0	0	0	3	0	2
Classical Civilization	0	0	0	0	0	3
Communication, Culture, Information and Technology	0	0	0	0	0	4
Diaspora and Transnational Studies	0	0	0	0	0	0
Drama	0	0	0	0	0	0
English	0	0	0	2	5	2
Education Studies	0	0	0	4	0	2

Erindale courses	0	0	0	0	0	0
Fine Art History	0	0	0	10	0	6
Fine Art Studio	0	0	0	0	14	17
French	0	0	3	1	1	10
History	0	0	0	2	0	4
History of Religions	0	0	4	11	3	24
Italian	1	0	1	8	2	10
Language Studies	5	2	0	12	2	6
Linguistics	0	0	0	5	0	25
Philosophy	0	0	0	3	4	64
Student Development and Transition	0	0	0	0	0	12
Visual Culture and Communication	0	0	0	4	0	11
Women and Gender Studies	0	0	0	1	0	2

4. Cumulative Glance

No. of full courses deleted: 6
No. of full courses added: 2
No. of half courses deleted: 8
No. of half courses added: 76
No. of full courses changed: 33
No. of half courses changed: 250

5. Major Changes (for information only)

No major changes in Humanities were proposed in this curriculum cycle, although several departments have new minors or majors in development. At these meetings, the Humanities group was informed that a proposed program in the Health Sciences field would like to include courses in the areas of Communication and Human Elements of Health that are offered in humanities departments, if the departments are willing to list them. Several departments expressed interest and offered a number of course options. In addition, committee members were notified that a new minor in the area of Chinese language and culture as well as a creative writing minor were in development by Language Studies and English and Drama, respectively.

Humanities

HUMANITIES - Table of Contents

<u>SUMMARY OF COURSE CHANGES</u>	1
<u>New Programs</u>	2
<u>Programs - Resource Implications</u>	3
<u>Deleted Programs</u>	4
<u>Programs - Other Changes</u>	5
<u>New Courses</u>	23
<u>Courses - Resource Implications</u>	47
<u>Deleted Courses</u>	73
<u>Renumbered Courses</u>	75
<u>Rewighted Courses</u>	79
<u>Courses - Description Changes</u>	81
<u>Changes in Course Name</u>	110
<u>Courses - Other Changes</u>	118

SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Cinema Studies	0	0	0	3	0	2
Classical Civilization	0	0	0	0	0	3
Communication, Culture, Information and Technology	0	0	0	0	0	4
Diaspora and Transnational Studies	0	0	0	0	0	0
Drama	0	0	0	0	0	0
Education Studies	0	0	0	4	0	2
English	0	0	0	12	7	48
Erindale Courses	0	0	0	0	0	0
Fine Art History (FAH)	0	0	0	10	0	6
Fine Art Studio (FAS)	0	0	0	0	14	17
French	0	0	3	1	1	10
History	0	0	0	2	0	4
History of Religions	0	0	4	11	3	24
Italian	1	0	1	8	2	10
Language Studies	5	2	0	12	2	6
Linguistics	0	0	0	5	0	25
Philosophy	0	0	0	3	4	64
Student Development and Transition	0	0	0	0	0	12
Visual Culture and Communication	0	0	0	4	0	11
Women and Gender Studies	0	0	0	1	0	2

New Programs

NONE

Programs - Resource Implications

Program #1 ERMAJ0151 History of Religions (Arts)

Resource implications: No resource implications.

Program #2 ERMAJ0382 Classical Civilization (Arts)

Resource implications: No resource implications.

Program #3 ERMAJ0615 Art History (Arts)

Resource implications: no resource implications.

Program #4 ERMAJ0714 Art and Art History (Arts)

Resource implications: No resource implications.

Program #5 ERMAJ1645 English (Arts)

Resource implications: No change.

Program #6 ERMIN0151 History of Religions (Arts)

Resource implications: No resource implications.

Program #7 ERMIN0382 Classical Civilization (Arts)

Resource implications: No resource implications.

Program #8 ERMIN1333 South Asian Civilizations (Arts)

Resource implications: None.

Program #9 ERMIN1645 English (Arts)

Resource implications: No change.

Program #10 ERSPE0151 History of Religions (Arts)

Resource implications: No resource implications.

Program #11 ERSPE0615 Art History (Arts)

Resource implications: No resource implications.

Program #12 ERSPE0714 Art and Art History (Arts)

Resource implications: No resource implications.

Program #13 ERSPE1384 International Affairs (Arts)

Resource implications: none

Program #14 ERSPE1645 English (Arts)

Resource implications: No change.

Deleted Programs

Program #1 Creative Writing

Creative Writing: This program will go to Governance for approval through a separate proposal and process.

Programs - Other Changes

Program #1 ERMAJ0151 History of Religions (Arts)

Rationale for change: The decision to eliminate the Secondary Concentration and Comparative requirement is the result of over a year of faculty discussion and also a direct response to the external review of the department, which included the following comments: We wondered if it made sense to continue forcing majors and specialists to choose primary and secondary fields of study. If so, we wonder whether a new addition might be a stream in religion and society that would appeal to those less interested in any individual faith and more interested in the interaction of religion with other factors of society. The elimination of these requirements will afford students greater flexibility to take thematic and comparative courses, which are being prioritized in our curriculum. Due to increased course offerings in the History of Religions over the past five years, we have decreased the number of substitutions previously permitted in the program. These were put into place at an earlier stage when it was necessary to substitute courses from other programs to fulfill the Religion program requirements.

Before: ~~7.0~~ RLG credits are required. Majors are permitted to substitute non-RLG course for up to ~~2.0~~ RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies ~~handbook~~. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. ~~In~~ the major and specialist programs, language courses offered by the Department of Language Studies at U of T Mississauga and on the St. George campus relevant for a student's coursework in the History of Religions may be substituted for 300-level RLG credits. In this substitution, a language course of 1.0 credits ~~at the 200+ level~~ corresponds an RLG course of ~~0.5~~ credits at the ~~300-level in a relevant concentration~~. Students are invited to contact the ~~departmental office~~ for further information. ~~Primary concentration:~~ Majors in ~~the~~ History of Religions must select a ~~primary~~ concentration in one of the following areas: Buddhism, Christianity, ~~Greece-Roman Religions~~, Islam, Judaism, South Asian Religions or ~~Zoroastrianism~~. ~~Secondary concentration: To cultivate a broader understanding of the history of religions, majors are to choose a secondary concentration.~~
Higher Years
- 1.5 200-level credits
- ~~0.5 credit in RLG312H5 Method and Theory in the History of Religions~~
- 3.0 300-level credits (1.5 in ~~Primary Concentration~~; ~~1.0~~ in ~~Secondary Concentration~~; ~~0.5 Comparative~~)
- 1.0 400-level credit
- 0.5 additional RLG credit at any level

After: 7.5 RLG credits are required. Majors are permitted to substitute non-RLG course for up to 1.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies Handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. In the major and specialist programs, language courses offered by the Department of Language Studies at U of T Mississauga and on the St. George campus relevant for a student's coursework in the History of Religions may be substituted for 300-level RLG credits. In this substitution, a language course of 1.0 credits corresponds to an RLG course of 1.0 credits at the 300 level only for a primary source language related to the Concentration (Arabic, Persian, Latin, Greek, Hebrew, Avestan, Sanskrit, Hindi-Urdu, Chinese, etc.). Students are invited to contact the Academic Counsellor for further information. Concentrations: Majors in a History of Religions program must select a concentration in one of the following areas: Buddhism, Christianity, Islam, Judaism, South Asian Religions or Zoroastrianism.
Higher Years
- 1.5 200-level credits
- RLG312Y5 How to Study Religion
- 3.0 300-level credits (1.5 in a Concentration); remaining 1.5 credits cannot be in the same Concentration
- 1.0 400-level credit
- 0.5 additional RLG credit at any level

Program #2 ERMAJ0382 Classical Civilization (Arts)

Rationale for change: Adding the three letter designation to help identify courses.

Before: Up to 2.0 credits in the following areas may be substituted for CLA courses. DRE356H5, **358H5**, **420H5** and **422H5** may be substituted when those courses are taught as ancient drama. RLG

courses may be substituted when those courses focus on religion in the ancient Greek or Roman Mediterranean. Courses in ancient Art (e.g., **FAH203H5/ 204H5, 205H5**) or ancient Philosophy (e.g., **PHL202H5/ 300H5**) may be substituted for CLA courses. Courses in Latin language (LAT), offered at U of T Mississauga by the Department of Language Studies (see p.219) may be substituted for 200-level CLA courses. Students are invited to contact instructors for further information.

After: Up to 2.0 credits in the following areas may be substituted for CLA courses. DRE356H5, **DRE358H5, DRE420H5** and **DRE422H5** may be substituted when those courses are taught as ancient drama. RLG courses may be substituted when those courses focus on religion in the ancient Greek or Roman Mediterranean. Courses in ancient Art (e.g., **FAH203H5/FAH204H5, FAH205H5**) or ancient Philosophy (e.g., **PHL202H5/FAH300H5**) may be substituted for CLA courses. Courses in Latin language (LAT), offered at U of T Mississauga by the Department of Language Studies (see p.219) may be substituted for 200-level CLA courses. Students are invited to contact instructors for further information.

Program #3 ERMAJ0615 Art History (Arts)

Rationale for change: VCC236H5 was missing from courses that do not count towards program requirements.

Before: Notes:
- A minimum of 1.0 credit at any level must be taken in each of the following four areas: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries; Visual Culture and Theory. It is highly recommended that students take at least one 300- or 400-level H course in at least three of the four areas. Some courses may satisfy more than one of the distribution requirements. See the departmental website for the distribution of courses by area: www.utm.utoronto.ca/dvs
- VCC205H5, **VCC207H5** and VCC209H5 do not satisfy FAH 200-level requirements. 0.5 credit at the 200 level in FAH may be taken at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).
- Courses with significant Art History or Visual Culture content in other programs, such as CCIT, Cinema Studies, Philosophy, Drama, English, History, East Asian Studies, and Near and Middle Eastern Civilizations, may be substituted for up to 1.0 FAH/VCC credit only with permission, prior to enrolment, from the program director. For possible substitutes see the undergraduate counsellor.
- RECOMMENDED LANGUAGE STUDY: Students wishing to pursue graduate studies in Art History must acquire a basic reading knowledge of at least two languages. A minimum of 2.0 in one language, or 1.0 in two languages (total 2.0) is recommended. German, French, and Italian are recommended.
- No more than 10.0 FAH credits may be taken.

After: Notes:
- A minimum of 1.0 credit at any level must be taken in each of the following four areas: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries; Visual Culture and Theory. It is highly recommended that students take at least one 300- or 400-level H course in at least three of the four areas. Some courses may satisfy more than one of the distribution requirements. See the departmental website for the distribution of courses by area: www.utm.utoronto.ca/dvs
- VCC205H5, **VCC207H5, VCC209H5 and VCC236H5** do not satisfy FAH 200-level requirements. 0.5 credit at the 200 level in FAH may be taken at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).
- Courses with significant Art History or Visual Culture content in other programs, such as CCIT, Cinema Studies, Philosophy, Drama, English, History, East Asian Studies, and Near and Middle Eastern Civilizations, may be substituted for up to 1.0 FAH/VCC credit only with permission, prior to enrolment, from the program director. For possible substitutes see the undergraduate counsellor.
- RECOMMENDED LANGUAGE STUDY: Students wishing to pursue graduate studies in Art History must acquire a basic reading knowledge of at least two languages. A minimum of 2.0 in one language, or 1.0 in two languages (total 2.0) is recommended. German, French, and Italian are recommended.
- No more than 10.0 FAH credits may be taken.

Program #4 ERMAJ0714 Art and Art History (Arts)

Rationale for change: VCC236H5 was missing from courses that do not count towards program requirements.

Before: Notes:
- Students must take at least 2.0 but no more than 2.5 FAH at the 200 level. VCC205H5, VCC207H5, **and** VCC209H5 do not satisfy FAH 200-level requirements. No St. George courses may be substituted for the 200-level FAH requirements. However, U of T Mississauga students may take 0.5 credit at the 200-level in FAH at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).

- At least one 200-level H course in FAH must be taken in each of the following three areas: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries. See the departmental website www.utm.utoronto.ca/dvs for the distribution of courses by area.
- Of the required 2.0 300/400-level credits, a minimum of 0.5 must be in FAH/VCC/VST.
- As studio space is limited in the 100-level and 200-level FAS courses, priority will be given during the first registration period to students enrolled in the Art & Art History Major/Specialist, Art History Major/Specialist, CCIT Major, VCC Specialist, and to newly admitted students who indicated the Art & Art History code on their application. Students committed to the program should make sure they are officially registered in the program as soon as possible.
- All 300-level and 400-level FAS courses are now to be enrolled in on ACORN. Students are required to have completed 1.5 FAH/VCC credits.
- *FAS232H5, FAS236H5, and FAS248H5 are open to first-year students.
- No more than a combination of 13.0 FAH and FAS credits may be taken.
- Students enrolling in any FAS course will be required to pay a fee of \$60-\$120 per half credit/\$120-\$240 per full credit. These charges will automatically be added to your University of Toronto student account receivable. This fee covers consumable materials used in studio as well as take-away materials provided to students.

After:

- Notes:
- Students must take at least 2.0 but no more than 2.5 FAH at the 200 level. VCC205H5, VCC207H5, VCC209H5 **and VCC236H5** do not satisfy FAH 200-level requirements. No St. George courses may be substituted for the 200-level FAH requirements. However, U of T Mississauga students may take 0.5 credit at the 200-level in FAH at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).
 - At least one 200-level H course in FAH must be taken in each of the following three areas: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries. See the departmental website www.utm.utoronto.ca/dvs for the distribution of courses by area.
 - Of the required 2.0 300/400-level credits, a minimum of 0.5 must be in FAH/VCC/VST.
 - As studio space is limited in the 100-level and 200-level FAS courses, priority will be given during the first registration period to students enrolled in the Art & Art History Major/Specialist, Art History Major/Specialist, CCIT Major, VCC Specialist, and to newly admitted students who indicated the Art & Art History code on their application. Students committed to the program should make sure they are officially registered in the program as soon as possible.
 - All 300-level and 400-level FAS courses are now to be enrolled in on ACORN. Students are required to have completed 1.5 FAH/VCC credits.
 - *FAS232H5, FAS236H5, and FAS248H5 are open to first-year students.
 - No more than a combination of 13.0 FAH and FAS credits may be taken.
 - Students enrolling in any FAS course will be required to pay a fee of \$60-\$120 per half credit/\$120-\$240 per full credit. These charges will automatically be added to your University of Toronto student account receivable. This fee covers consumable materials used in studio as well as take-away materials provided to students.

Program #5 ERMAJ1443 Women and Gender Studies (Arts)

Rationale for change: To update the list of acceptable electives and remove courses that no longer focus on gender.

Before:

- Higher Years
- WGS200Y5
 - 2.0 WGS credits at the 300/400 level
 - 0.5 WGS credits at the 400 level
 - 3.5 credits from any WGS courses or the following list of electives:
- ANT211H5, ANT331H5, ANT335H5; CCT340H5; CLA319H5; **ENG273H5**; ENG275H5; ENG307H5; FAH435H5; FRE391H5; GGR313H5; HIS308H5, HIS310H5, HIS314H5, HIS326Y5, HIS374H5, HIS386H5, HIS441H5, HIS454H5; JAL355H5; PHL243H5, PHL267H5, PHL367H5; POL368Y5; **PSY311H5**, PSY354H5; RLG314H5, RLG449H5, RLG462H5; **SOC216H5, SOC263H5**, SOC275H5, **SOC332H5**, SOC359H5, SOC362H5, SOC380H5, SOC413H5, **SOC425H5; VCC304H5**.

After:

- Higher Years
- WGS200Y5
 - 2.0 WGS credits at the 300/400 level
 - 0.5 WGS credits at the 400 level
 - 3.5 credits from any WGS courses or the following list of electives:
- ANT211H5, ANT331H5, ANT335H5; CCT340H5; CLA319H5; **DRE366H5; ENG269H5**; ENG275H5; ENG307H5; FAH435H5; FRE391H5; GGR313H5; HIS308H5, HIS310H5, HIS314H5,

HIS326Y5, HIS374H5, HIS386H5, HIS441H5, HIS454H5; JAL355H5; PHL243H5, PHL267H5, PHL367H5; POL368Y5; **PSY317H5**, PSY354H5; RLG314H5, RLG449H5, RLG462H5; **SOC219H5**, SOC275H5, **SOC347H5**, **SOC352H5**, SOC359H5, SOC362H5, SOC380H5, SOC413H5, **SOC425H5**.

Program #6 ERMAJ1645 English (Arts)

Rationale for change: UTM English Program Changes

The changes to the English curriculum for the UTM Department of English and Drama are the result of an 18-month departmental process, led by our English curriculum committee (chair, Liza Blake). The process was facilitated by Jessie Richards from the Office of the Vice Provost for Innovations in Undergraduate Education. It included a scan of curricula for departments of English at peer institutions, a departmental retreat, and other consultation of staff and faculty on our own and the university's other campuses, in person and in writing. We conducted a survey of all of our program students and held focus groups to help us understand their interests and concerns. Executive summaries of the results of student input are attached.

Our review process enabled us to articulate, more clearly, the major existing learning outcomes of our programs in English (Specialist and Major) as follows.

By the end of their degree program in English at UTM, students will be able to:

- 1) Recognize the major historical periods and authors of literatures in English; and identify major genres, literary forms, and rhetorical techniques;
- 2) Understand the diversity of perspectives, approaches, and identities inherent in the study of literatures in English;
- 3) Apply and assess a wide range of methods for the interpretation of literary texts, including close reading, primary research, and critical theory;
- 4) Analyze the literary, poetic, narrative, and rhetorical techniques of literary texts; and critique the historical, political, and philosophical underpinnings of those texts;
- 5) Write coherent, persuasive, evidence-based arguments about complex texts and ideas, in mechanically correct formats;
- 6) Create and express original ideas;
- 7) Undertake secondary research in order to engage the forms and techniques of academic argument and enter into ongoing critical conversations about literary texts;
- 8) Evaluate the social importance and function of literary study; cultivate the values of a humanist education--independent, creative, and critical thought--in a broader social context.

Students in our Minor will emerge having achieved at least outcomes 2), 3), 4), 5) and 7).

Our work to better express our program outcomes has in turn informed changes to our curriculum; these changes are designed to ensure that our students reach the goals we set for them.

First, we found that the existing curriculum lacked a systematic way of introducing students to the methods of literary study, literary theory, or literary history. In particular, our requiring them to take either a Y course in Reading Poetry or a Y course in pre-1800 British Literature created two different types of students in our programs: a) some who could e.g. scan verse but had less historical sense; b) some with deep historical sense but without close reading skills. And yet, as our outcomes make clear, we expect all of our students to be able to work historically and to apply different methods to textual analysis when they complete their degrees.

As a solution, we have made compulsory three existing courses that give students the basic grounding they need to achieve key outcomes over the whole of their program. In order to make our offerings flexible enough for students to meet requirements within their ordinary course of study, we have reweighted two of these courses: ENG202H5 British Literature in the World I: Medieval to Eighteenth Century, and ENG203H5 British Literature in the World II: Romantic to Contemporary, which are now both H courses. The other compulsory course, ENG280H5 Critical Approaches to Literature, is already weighted H.

Second, we identified problems with the way that we currently define our "Groups" of courses, from which we require our students to take a certain number of credits (ranging from 0.5 to 3.0 depending on program and group). We agreed that the groupings as they stand help students achieve and even exceed what we require for outcome 1) but needed to be revised to help them meet outcomes 2) and 3) (broadly, their exposure to diverse literatures and to advanced literary methods). The existing groups are also outdated in the way they represent the organization of our field by e.g. combining Canadian and Indigenous into a single group, and American and Transnational literatures into another.

To address this, we have designed new groups, adjusted the number of credits required for each, and agreed which courses belong in them, as follows:

Literary Theory / Methods: ENG101H5, 201H5, 205H5, 206H5, 259H5, 269H5, 275H5, 380H5, 382H5, 384H5, 414H5, 415H5, 416H5

Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, 272H5, 273H5, 274H5, 370H5, 371H5, 426H5, 434H5

Literature pre-1700: ENG220Y5, 300Y5, 301H5, 303H5, 304H5, 307H5, 311H5, 312H5, 313H5, 320H5, 330H5, 331H5, 335H5, 336H5, 460H5, 461H5, 462H5

Literature 1700-1900: ENG305H5, 306H5, 308H5, 314H5, 315H5, 322H5, 323H5, 324H5, 325H5, 337H5, 345H5, 463H5, 470H5, 471H5

Canadian Literature: ENG215H5, 252H5, 352H5, 353H5, 354H5, 357H5, 358H5, 424H5, 425H5

American Literature: ENG250Y5, 360H5, 363Y5, 364Y5, 365Y5, 366Y5, 435Y5, 436H5

We have identified four courses that could fulfill multiple group requirements. These courses are: ENG 271H5 Toronto's Multicultural Literatures; ENG 307H5 Women's Writing Before Austen; ENG 360H5 Early American Literature; and ENG 363Y5 Nineteenth-Century American Literature. We have chosen groups for each of these four courses (respectively: Race, Ethnicity, Diaspora, Indigeneity; Pre-1700; American; American). When they are offered, our website descriptions for these courses will state clearly that students can consult with the academic advisor if they want the course to meet a different group requirement.

As they must now, students will also be required to consult with the academic advisor if they believe a ENG390Y5 or ENG399Y5 course (Independent Study or ROP) should count towards one of the distribution groups.

Third, we identified a need to reweight and supplement our existing 100-level courses so that students can be introduced to principles underpinning outcomes 2), 3), 5) and 7) early in their program (broadly: diverse literatures, methods of literary analysis, how to write effectively about literature, and how to do research). ENG101H5 will stay as it is. We are proposing a new 100-level course, ENG102H5 How to Research Literature, which is weighted H. We have reweighted ENG110H5 Narrative from Y to H, so that it can be substituted for or can serve to supplement ENG101H5 and 102H5. We will continue to offer ENG140Y5 Contemporary World Literatures as a Y course so that there is a class available to students, early in their program, that introduces them carefully to the breadth of contemporary global literatures.

Before:

At least 7.0 ENG credits, including at least 2.0 credits at the ~~300+~~ level. Only 1.0 ENG course at the 100 level may be counted ~~toward~~ program ~~requirements~~. ~~ENG100H~~ may not be ~~counted~~. ~~Majors are strongly encouraged to enrol in either ENG201Y5 or ENG202Y5 in their first year in the program. Courses must fulfill the following requirements:~~

- ~~- ENG201Y5 or ENG202Y5~~
- ~~- At least .5 credit from Group 1 (Theory, Language, Methods)~~
- ~~- At least 1.0 credit from Group 2 (Canadian and Indigenous North American Literatures)~~
- ~~- At least 1.0 credit from Group 3 (American and Transnational Literatures)~~
- ~~- At least 2.0 credits from Group 4 (British Literature to the 19th Century)~~
- ~~- At least 1.0 credit from Group 5 (Literature since the 18th Century)~~
- ~~- Group 1: Theory, Language, Methods ENG201Y5, 205H5, 206H5, 266H5, 269H5, 275H5, 280H5, 380H5, 381H5, 382Y5, 384H5, 414H5, 415H5, 416H5~~
- ~~- Group 2: Canadian and Indigenous North American Literatures ENG215H5, 252Y5, 271H5, 274H5, 362H5, 353Y5, 354Y5, 357H5, 358H5, 424H5, 425H5, 426H5~~
- ~~- Group 3: American and Transnational Literatures ENG250Y5, 270Y5, 272H5, 273H5, 360H5, 363Y5, 364Y5, 365H5, 366H5, 370H5, 371H5, 434H5, 435H5, 436H5~~
- ~~- Group 4: British Literature to the 19th Century ENG202Y5, 220Y5, 300Y5, 301H5, 302Y5, 303H5, 304Y5, 305H5, 306Y5, 307H5, 308Y5, 311H5, 312H5, 313H5, 314H5, 320H5, 321H5, 322Y5, 323H5, 330H5, 331H5, 335H5, 336H5, 337H5, 460H5, 461H5, 462H5, 463H5~~
- ~~- Group 5: Literature since the 18th Century ENG203Y5, 210Y5, 213H5, 214H5, 234H5, 235H5, 236H5, 237H5, 238H5, 239H5, 259H5, 276H5, 279H5, 315H5, 316H5, 324Y5, 325H5, 328Y5, 329H5, 333H5, 340H5, 341H5, 342H5, 345H5, 347H5, 348Y5, 349H5, 350H5, 470H5, 471H5, 472H5, 473H5~~ ~~Note: The St. George Department of English offers additional courses in~~

~~each group. For information consult the Faculty of Arts and Science Calendar at www.artsci.utoronto.ca. Please also consult the U of T Mississauga Calendar for regulations about taking courses on the St. George campus. Exclusions listed for English courses in the Arts and Science Calendar apply also to U of T Mississauga English courses. If you have questions, contact the Undergraduate Advisor for the Department of English and Drama.~~

After:

At least 7.0 ENG credits, including at least 2.0 credits at the 300 or 400 level. Only 1.0 ENG course at the 100 level may be counted towards program requirements, and no more than 1.0 credit may be counted towards program requirements from the following courses: [ENG234H5](#), [ENG235H5](#), [ENG236H5](#), [ENG237H5](#), [ENG238H5](#), [ENG239H5](#), [ENG276H5](#), [ENG277H5](#), [ENG279H5](#), [ENG289H5](#), [ENG291H5](#), [ENG373H5](#), [ENG374H5](#), [ENG100H5](#) may not be counted towards program requirements. The major also requires the following courses:

- [ENG202H5](#) (0.5 credits) Critical Approaches to Literature
- [ENG202H5](#) and [ENG203H5](#), British Literature survey parts I and II (0.5 credits each)
- 3 credits distributed among the following areas, as follows:
- At least 0.5 credits in Literary Theory/Methods: [ENG101H5](#), [ENG201Y5](#), [ENG205H5](#), [ENG206H5](#), [ENG259H5](#), [ENG269H5](#), [ENG275H5](#), [ENG380H5](#), [ENG382H5](#), [ENG384H5](#), [ENG414H5](#), [ENG 415H5](#)
- At least 0.5 credits in Race, Ethnicity, Diaspora, Indigeneity: [ENG271H5](#), [ENG272H5](#), [ENG273H5](#), [ENG274H5](#), [ENG370H5](#), [ENG371H5](#), [ENG426H5](#), [ENG434H5](#).
- At least 0.5 credits in Literature pre-1700: [ENG220Y5](#), [ENG300Y5](#), [ENG301H5](#), [ENG303H5](#), [ENG304H5](#), [ENG307H5](#), [ENG311H5](#), [ENG312H5](#), [ENG313H5](#), [ENG320H5](#), [ENG330H5](#), [ENG331H5](#), [ENG335H5](#), [ENG336H5](#), [ENG460H5](#), [ENG461H5](#), [ENG462H5](#).
- At least 0.5 credits in Literature 1700-1900: [ENG305H5](#), [ENG306Y5](#), [ENG308Y5](#), [ENG314H5](#), [ENG315H5](#), [ENG322Y5](#), [ENG323H5](#), [ENG324Y5](#), [ENG325H5](#), [ENG337H5](#), [ENG345H5](#), [ENG463H5](#), [ENG470H5](#), [ENG471H5](#).
- At least 0.5 credits in Canadian Literature: [ENG215H5](#), [ENG252Y5](#), [ENG352H5](#), [ENG353Y5](#), [ENG354Y5](#), [ENG357H5](#), [ENG358H5](#), [ENG424H5](#), [ENG425H5](#).
- At least 0.5 credits in American Literature: [ENG250Y5](#), [ENG360H5](#), [ENG363Y5](#), [ENG364Y5](#), [ENG365H5](#), [ENG366H5](#), [ENG435H5](#), [ENG436H5](#).

Program #7 ERMAJ1850 Linguistic Studies (Arts)

Rationale for change:

The changes in section 3 offer our Major students more flexibility in terms of courses, but still limit the offerings to courses designed for the Major/Minor Programs in Linguistic Studies (as opposed to the 300/400-level courses listed among the ELL requirements). They also better reflect the research areas of our faculty complement.

Before:

Upper Years

- Core requirement: [LIN228H5](#), [LIN229H5](#), [LIN231H5/LIN247H5](#), [LIN232H5](#), [LIN256H5/LIN258H5](#).
- Language requirement: 1.0 credit in a language course. This credit should involve the same language and must be taken either concurrently with [LIN101H5](#) and [LIN102H5](#) (or [LIN100Y5](#)) or after their completion. The language must be one other than the student's first language; English language courses are excluded.
- Upper Year requirements: 1.5 credits from the following (choose ~~one~~ course from three of the following categories):
- ~~Language acquisition: [LIN356H5/LIN358H5](#)~~
- ~~Teaching and Learning: [LIN380H5/LIN417H5/LIN456H5/LIN474H5/LIN486H5](#)~~
- Language ~~contact~~ and change: [LIN360H5](#)/ [LIN366H5](#)/ ~~[LIN376H5/LIN460H5/LIN476H5](#)~~
- ~~Linguistic theory: [LIN331H5/LIN322H5/LIN406H5/LIN409H5/LIN481H5](#)~~
- The remaining 2.0 credits to be chosen from those courses not yet taken from the list above, or from the following list: ALL 300/400 level ~~LIN~~ courses, ~~[FRE474H5](#)~~, [FRE489H5](#), [ITA437Y5](#), ~~[JAL363H5](#), [JAL365H5](#)~~, [LTL488H5](#), [PSY315H5](#), [PSY374H5](#), [PSY376H5](#), [PHL350H5](#), [PHL451H5](#), [ANT362H5](#), [ANT358H5](#). Students must have a minimum of 0.5 credits at the 400 level. No more than 1.0 credits outside of ~~LIN~~ offerings (i.e. [FRE](#), [ITA](#)) can be used towards program requirements.

After:

Upper Years

- Core requirement: [LIN228H5](#), [LIN229H5](#), [LIN231H5/LIN247H5](#), [LIN232H5](#), [LIN256H5/LIN258H5](#).
- Language requirement: 1.0 credit in a language course. This credit should involve the same language and must be taken either concurrently with [LIN101H5](#) and [LIN102H5](#) (or [LIN100Y5](#)) or after their completion. The language must be one other than the student's first language; English language courses are excluded.
- Upper Year requirements: 1.5 credits from the following (choose ONE course from three of the following categories):
- Method and analysis: [LIN318H5](#) (or [LIN368H5](#))/ [LIN409H5](#)/ [LIN418H5](#) ([LIN468H5](#))/ [LIN411H5](#) (or [LIN481H5](#))
- Phonetics/Phonology: [LIN322H5/LIN328H5](#)
- Syntax and Morphology: [LIN331H5/LIN476H5](#) (or [LIN406H5](#))
- Semantics/Pragmatics: [LIN337H5/LIN338H5](#)
- Language teaching, learning, and acquisition: [LIN385H5](#) (or [LIN356H5](#))/ [LIN380H5](#)/ [LIN487H5](#)

(or LIN417H5/ LIN456H5/ LIN454H5 (or LIN474H5)

- Language variation, contact, and change: LIN360H5/ LIN366H5/ LIN369H5/ LIN460H5/ LIN466H5/ LIN469H5

- The remaining 2.0 credits to be chosen from those courses not yet taken from the list above, or from the following list: ALL 300/400 level LIN/JAL courses, FRE454H5 (or FRE474H5), FRE489H5, ITA437Y5, ITA373H5, LTL488H5, PSY315H5, PSY374H5, PSY376H5, PHL350H5, PHL451H5, ANT362H5, ANT358H5.

Students must have a minimum of 0.5 credits at the 400 level. No more than 1.0 credits outside of LIN/JAL offerings (i.e. FRE, ITA) can be used towards program requirements.

Program #8 ERMIN0151 History of Religions (Arts)

Rationale for change: Due to increased course offerings in the History of Religions over the past five years, we have decreased the number of substitutions previously permitted in the program. These were put into place at an earlier stage when it was necessary to substitute courses from other programs.

Before: ~~Minors are permitted to substitute non-RLG courses for up to 1.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus.~~

After:

Program #9 ERMIN0382 Classical Civilization (Arts)

Rationale for change: Adding the three letter designation to help identify courses.

Before: Up to 1.0 credit in the following areas may be substituted for CLA courses. DRE356H5, **358H5, 420H5** and **422H5** may be substituted when those courses are taught as ancient drama. RLG courses may be substituted when those courses focus on religion in the ancient Greek or Roman Mediterranean. Courses in ancient Art (e.g., FAH203H5/ **204H5, 205H5**) or ancient Philosophy (e.g., **PHL202/ 300H5**) may be substituted for CLA courses. Courses in Latin language (LAT), offered at U of T Mississauga by the Department of Language Studies (see p. 219) may be substituted for 200 level CLA courses.

First Year 1.0 credit from the following list: CLA101H5, **230H5, 231H5, 233H5, 237H5.**

After: Up to 1.0 credit in the following areas may be substituted for CLA courses. DRE356H5, **DRE358H5, DRE420H5** and **DRE422H5** may be substituted when those courses are taught as ancient drama. RLG courses may be substituted when those courses focus on religion in the ancient Greek or Roman Mediterranean. Courses in ancient Art (e.g., FAH203H5/ **FAH204H5, FAH205H5**) or ancient Philosophy (e.g., **PHL202H5/ PHL300H5**) may be substituted for CLA courses. Courses in Latin language (LAT), offered at U of T Mississauga by the Department of Language Studies (see p. 219) may be substituted for 200 level CLA courses.

First Year 1.0 credit from the following list: CLA101H5, **CLA230H5, CLA231H5, CLA233H5, CLA237H5.**

Program #10 ERMIN0506 Linguistic Studies (Arts)

Rationale for change: Course numbers need to be updated with renumbered courses.

Before:

Upper Years The remaining courses to be chosen from the following list:

- Minimum 1.0 credit from the following list: LIN228H5, LIN229H5, LIN231H5, LIN232H5, **LIN247H5, LIN256H5, LIN258H5.**

- Minimum 1.0 credit from the following list: 1.0 credit from any 300 and 400 level LIN or JAL courses.

- 1.0 credit from any remaining courses listed in (1) or (2) or from the following list: **FRE474H5, FRE489H5, ITA437Y5.**

Note:

Some of the courses listed above have prerequisites which would not count towards this program.

After:

Upper Years The remaining courses to be chosen from the following list:

- Minimum 1.0 credit from the following list: LIN228H5, LIN229H5, LIN231H5, LIN232H5, **LIN237H5 (or LIN247H5)**, LIN256H5, **LIN288H5 (or LIN258H5)**.
- Minimum 1.0 credit from the following list: 1.0 credit from any 300 and 400 level LIN or JAL courses.
- 1.0 credit from any remaining courses listed in (1) or (2) or from the following list: **FRE454H5 (or FRE474H5)**, FRE489H5, **ITA373H5**, ITA437Y5.

Note:

Some of the courses listed above have prerequisites which would not count towards this program.

Program #11 ERMIN0562 Latin American and Caribbean Studies (Arts)

Rationale for change: Updating list of electives to include new courses added this curriculum cycle.

Before:

Higher years Courses that can be counted toward this program are drawn from a range of offerings in the Humanities and Social Sciences at UTM. In order to complete the program, students will be required to take a total of 3.5 credits in at least two distinct disciplines selected from the list below:

- Art History (FAH): FAH356H5
- Geography (GGR): GGR369H5
- History (HIS): HIS290H5, HIS330H5, HIS390H5, HIS391H5, HIS454H5, HIS490H5,
- Language Studies (FRE, FSL, SPA): FRE280Y5, FSL205Y5, SPA100Y5, SPA220Y5, SPA275H5, SPA259H5, SPA320Y5, SPA323H5
- Linguistics (LIN): LIN366H5, LIN466H5
- Political Science (POL): POL438Y5
- Sociology (SOC): SOC253H5

In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis:

- Anthropology (ANT): ANT310H5, ANT320H5
- Diaspora and Transnational Studies (DTS): DTS201H5
- English (ENG): ENG370H5, ENG435H5, ENG436H5
- History (HIS): HIS494H5
- Language Studies (FRE, FSL, SPA): FRE391H5
- Political Science (POL): POL112H5, POL113H5, POL114H5, POL200Y5, POL218Y5, POL320Y5, POL487H5
- Visual Studies (VCC): VCC306H5, VCC406H5
- Women and Gender Studies (WGS): WGS200Y5, WGS368H5, WGS369Y5, WGS350H5, WGS370H5, WGS450H5

After:

Higher years Courses that can be counted toward this program are drawn from a range of offerings in the Humanities and Social Sciences at UTM. In order to complete the program, students will be required to take a total of 3.5 credits in at least two distinct disciplines selected from the list below:

- Art History (FAH): FAH356H5
- Geography (GGR): GGR369H5
- History (HIS): HIS290H5, HIS330H5, HIS390H5, HIS391H5, HIS454H5, HIS490H5,
- Language Studies (FRE, FSL, SPA): FRE280Y5, FSL205Y5, SPA100Y5, **SPA219Y5**, SPA220Y5, **SPA235H5**, SPA275H5, SPA259H5, SPA320Y5, SPA323H5
- Linguistics (LIN): LIN366H5, LIN466H5
- Political Science (POL): POL438Y5
- Sociology (SOC): SOC253H5

In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis:

- Anthropology (ANT): ANT310H5, ANT320H5
- Diaspora and Transnational Studies (DTS): DTS201H5
- English (ENG): ENG370H5, ENG435H5, ENG436H5
- History (HIS): HIS494H5
- Language Studies (FRE, FSL, SPA): FRE391H5

- Political Science (POL): POL112H5, POL113H5, POL114H5, POL200Y5, POL218Y5, POL320Y5, POL487H5
- Visual Studies (VCC): VCC306H5, VCC406H5
- Women and Gender Studies (WGS): WGS200Y5, WGS368H5, WGS369Y5, WGS350H5, WGS370H5, WGS450H5

Program #12 ERMIN0797 Cinema Studies (Arts)

Rationale for change: Updating course options based on curriculum changes made by other units.

Before:

Higher Years 3.0 credits from the following: CIN203H5, CIN204H5, CIN205H5, CIN207H5, CIN215H5, CIN301H5, CIN303H5, CIN304H5, CIN306H5, CIN307H5, CIN401H5, CIN402H5, VCC205H5, VST410H5, GER353H5, GER354H5, PHL221H5

A maximum of 1.0 credit may be taken from: DRE350H5/352H5, FRE393H5, FRE397H5, ITA242H5, ITA243H5, ITA246H5, ITA247H5, ITA307H5, ITA309H5, ITA342H5, ITA343H5, SPA275H5

After:

Higher Years 3.0 credits from the following: CIN203H5, CIN204H5, CIN205H5, CIN207H5, CIN215H5, CIN301H5, CIN303H5, CIN304H5, CIN306H5, CIN307H5, CIN401H5, CIN402H5, VCC205H5, VST410H5, GER353H5, GER354H5, PHL221H5

A maximum of 1.0 credit may be taken from: DRE350H5/352H5, FRE393H5, FRE397H5, ITA242H5, ITA243H5, ITA246H5, ITA247H5, ITA307H5, ITA309H5, **ITA313H5**, ITA342H5, ITA343H5, **RLG331H5**, SPA275H5

Program #13 ERMIN1200 English Language Linguistics (Arts)

Rationale for change: Course numbers need to be updated and we have omitted LIN256 from the possible program requirements. This last change will establish JAL253H5 as a course geared towards the ELL program while LIN256H5 will be geared toward the major and minor programs in Linguistic Studies.

Before:

Upper Years

- 1.5 credits: **LIN203H5**, LIN228H5, **LIN256H5/JAL253H5/LIN258H5**
- 1.0 credit at the 300 or 400 level to be selected from the following list: LIN310H5, LIN311H5, **LIN335H5**, LIN353H5, JAL355H5, **LIN358H5**, LIN410H5, LIN486H5.

After:

Upper Years

- 1.5 credits: **LIN233H5 (or LIN203H5)**, LIN228H5, **JAL253H5/LIN288H5 (or LIN258H5)**
- 1.0 credit at the 300 or 400 level to be selected from the following list: LIN310H5, LIN311H5, **LIN325H5 (or LIN335H5)**, LIN353H5, JAL355H5, **LIN388H5 (or LIN358H5)**, LIN410H5, LIN486H5.

Program #14 ERMIN1333 South Asian Civilizations (Arts)

Rationale for change: Updating list of electives to include new courses added this curriculum cycle.

Before:

Higher Years

- 1.0 credit from the following list of courses: DTS201H5, HIN212Y5, HIS282H5, PRS210Y5, RLG204H5, RLG205H5, RLG206H5, RLG207H5, RLG208H5; SAN291Y5
- 3.0 credits from the following list of courses:

Group A: Core Courses

ANT310H5, ANT316H5, ANT320H5; CIN302H5; DTS201H5; **FAH385H5**; GGR367H5; HIN212Y5,

HIN311H5, HIN312Y5, HIN411H5, HIN412Y5; HIS282H5, HIS382H5, HIS386H5, HIS394H5, HIS484H5; POL303Y5, POL304Y5, POL446H5; PRS210Y5, PRS310Y5; RLG204H5, RLG205H5, RLG206H5, RLG207H5, RLG208H5, RLG304H5, RLG307H5, RLG308H5, RLG310H5, RLG347H5, RLG348H5, RLG356H5, RLG360H5, RLG371H5, RLG373H5, RLG374H5, RLG449H5, RLG460H5; SAN291Y5, SAN392Y5; VCC306H5, VCC360H5, VCC406H5.

Group B: Secondary Courses

In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis: ARA211Y5, ARA212Y5, ARA312Y5, ARA412Y5; HIS366H5, HIS493H5; RLG305H5, RLG370H5, RLG450H5, RLG451Y5, RLG452H5, RLG470H5; SOC354H5, SOC375H5; WGS335H5, **WGS368H5**.

Note: Students are responsible for checking the co- and prerequisites for all courses.

After:

Higher Years

- 1.0 credit from the following list of courses: DTS201H5, HIN212Y5, HIS282H5, PRS210Y5, RLG204H5, RLG205H5, RLG206H5, RLG207H5, RLG208H5; SAN291Y5
- 3.0 credits from the following list of courses:

Group A: Core Courses

ANT310H5, ANT316H5, ANT320H5; CIN302H5; DTS201H5; **FAH281H5, FAH385H5, FAH395H5, FAH495H5**; GGR367H5; HIN212Y5, HIN311H5, HIN312Y5, HIN411H5, HIN412Y5; HIS282H5, HIS382H5, HIS386H5, HIS394H5, HIS484H5; POL303Y5, POL304Y5, POL446H5; PRS210Y5, PRS310Y5; RLG204H5, RLG205H5, RLG206H5, RLG207H5, RLG208H5, RLG304H5, RLG307H5, RLG308H5, RLG310H5, RLG347H5, RLG348H5, RLG356H5, RLG360H5, RLG371H5, RLG373H5, RLG374H5, RLG449H5, RLG460H5; SAN291Y5, SAN392Y5; **URD212Y5**; VCC306H5, VCC360H5, VCC406H5.

Group B: Secondary Courses

In consultation with the Academic Counsellor of the Department for Historical Studies and depending on the focus of the course, the following courses may qualify on a year-to-year basis: ARA211Y5, ARA212Y5, ARA312Y5, ARA412Y5; **CIN215H5; FAH465H5**; HIS366H5, HIS493H5; RLG305H5, RLG370H5, RLG450H5, RLG451Y5, RLG452H5, RLG470H5; SOC354H5, SOC375H5; WGS335H5, **WGS368H5; VCC306H5, VCC406H5**.

Note: Students are responsible for checking the co- and prerequisites for all courses.

Program #15 ERMIN1645 English (Arts)

Rationale for change: Our Minor has been changed only to the extent that students will have a range of new courses to select from in completing their credit requirements, and a small change of wording--"300+level" has been changed to "300 and 400 level," for clarity.

Before: At least 4.0 ENG credits, including at least 1.0 credit at the **300+** level. Only 1.0 ENG course at the 100 level may be counted **toward** program requirements. **ENG100H** may not be **counted**.

After: At least 4.0 ENG credits, including at least 1.0 credit at the **300 or 400** level. Only 1.0 ENG course at the 100 level may be counted **towards** program requirements. **ENG100H5** may not be **counted towards program requirements**.

Program #16 ERSPE0151 History of Religions (Arts)

Rationale for change: The decision to eliminate the Secondary Concentration and Comparative requirement is the result of over a year of faculty discussion and also a direct response to the external review of the department, which included the following comments: We wondered if it made sense to continue forcing majors and specialists to choose primary and secondary fields of study. If so, we wonder whether a new addition might be a stream in religion and society that would appeal to those less interested in any individual faith and more interested in the interaction of religion with other factors of society. The elimination of these requirements will afford students greater flexibility to take thematic and comparative courses, which are being prioritized in

our curriculum. Due to increased course offerings in the History of Religions over the past five years, we have decreased the number of substitutions previously permitted in the program. These were put into place at an earlier stage when it was necessary to substitute courses from other programs to fulfill the Religion program requirements. The addition of the CGPA requirement for specialists and increase in the credit majors and specialists receive for language courses are the result of suggestions in the external review.

Before:

Limited Enrolment: ~~Specialists~~ are permitted to substitute non-RLG courses for up to ~~2.0~~ RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies ~~handbook~~. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. ~~In~~ the major and specialist programs, language courses offered by the Department of Language Studies at U of T Mississauga and on the St. George campus relevant for a student's coursework in the History of Religions may be substituted for 300-level RLG credits. In this substitution, a language course of 1.0 credits ~~at the 200+ level~~ corresponds an RLG course of ~~0.5~~ credits at the 300 level ~~in a relevant concentration~~. Students are invited to contact the ~~departmental office~~ for further information. ~~Primary concentration: Specialists~~ in the History of Religions must select a ~~primary~~ concentration in one of the following areas: Buddhism, Christianity, ~~Greco-Roman Religions~~, Islam, Judaism, South Asian Religions, or ~~Zoroastrianism~~. ~~Secondary concentration: To cultivate a broader understanding of the history of religions, specialists are to choose a secondary concentration.~~

Higher Years

- 2.0 200-level credits
- ~~0.5 credits in RLG312H5 Method and Theory in the History of Religions~~
- 3.5 300-level credits (1.5 in ~~Primary Concentration~~; ~~1.0~~ in ~~Secondary Concentration~~; ~~1.0 Comparative~~)
- 1.0 400-level credits
- ~~2.5~~ additional RLG credits at any level

After:

Limited Enrolment: Students applying to enroll at the end of first year (4.0 credits) must have a CGPA of at least 2.00 and a mark of at least 70% in each of 1.0 RLG credits. Students applying to enroll after second year (8.0 credits) must have a CGPA of at least 2.00 and a mark of at least 70% in each of 2.0 RLG credits. Specialists are permitted to substitute non-RLG courses for up to 1.0 RLG credits. A list of courses suitable as substitutions is available in the Department of Historical Studies Handbook. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus.

In the major and specialist programs, language courses offered by the Department of Language Studies at U of T Mississauga and on the St. George campus relevant for a student's coursework in the History of Religions may be substituted for 300-level RLG credits. In this substitution, a language course of 1.0 credits corresponds to an RLG course of 1.0 credits at the 300 level only for a primary source language related to the Concentration (Arabic, Persian, Pahlavi, Latin, Greek, Hebrew, Avestan, Sanskrit, Pali, Hindi-Urdu, Chinese, etc.). Students are invited to contact the Academic Counsellor for further information.

Students intending to pursue graduate studies are strongly encouraged to complete at least 1.0 language courses in consultation with the Academic Counsellor. Concentrations: Specialists in a History of Religions program must select a concentration in one of the following areas: Buddhism, Christianity, Islam, Judaism, South Asian Religions, or Zoroastrianism.

Higher Years

- 2.0 200-level credits
- RLG312Y5 How to Study Religion
- 3.5 300-level credits (1.5 in Concentration); remaining 2.0 credits cannot be in the same Concentration
- 1.0 400-level credits
- 0.5 RLG Independent Reading course
- 1.5 additional RLG credits at any level

Program #17 ERSPE0615 Art History (Arts)

Rationale for change:

VCC236H5 was missing from courses that do not count towards program requirements.

Before:

Notes:

- 2.0 credits from each of the following four areas are required: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries; Visual Culture and Theory. Some courses may satisfy more than one of the distribution requirements. See the departmental website www.utm.utoronto.ca/dvs for the distribution of courses by area.
- No more than 4.0 FAH credits may be taken at the 200 level. VCC205H5, VCC207H5, **and** VCC209H5 do not satisfy FAH 200-level requirements. 0.5 credit at the 200 level in FAH may be taken at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).

- Courses which have significant Art History or Visual Culture content in other programs such as CCIT, Cinema Studies, Philosophy, Drama, English, History, East Asian Studies, and Near and Middle Eastern Civilizations, may be substituted for up to 1.0 FAH/VCC credit only with permission, prior to enrolment, from the program director. For possible substitutes see the undergraduate counsellor.
- RECOMMENDED LANGUAGE STUDY: Students wishing to pursue graduate studies in Art History must acquire a basic reading knowledge of at least two languages. A minimum of 2.0 in one language, or 1.0 in two languages (total 2.0) is recommended. German, French, and Italian are recommended.
- No more than a total of 16.0 FAH credits may be taken.

After:

Notes:

- 2.0 credits from each of the following four areas are required: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries; Visual Culture and Theory. Some courses may satisfy more than one of the distribution requirements. See the departmental website www.utm.utoronto.ca/dvs for the distribution of courses by area.
- No more than 4.0 FAH credits may be taken at the 200 level. VCC205H5, VCC207H5, VCC209H5 **and VCC236H5** do not satisfy FAH 200-level requirements. 0.5 credit at the 200 level in FAH may be taken at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).
- Courses which have significant Art History or Visual Culture content in other programs such as CCIT, Cinema Studies, Philosophy, Drama, English, History, East Asian Studies, and Near and Middle Eastern Civilizations, may be substituted for up to 1.0 FAH/VCC credit only with permission, prior to enrolment, from the program director. For possible substitutes see the undergraduate counsellor.
- RECOMMENDED LANGUAGE STUDY: Students wishing to pursue graduate studies in Art History must acquire a basic reading knowledge of at least two languages. A minimum of 2.0 in one language, or 1.0 in two languages (total 2.0) is recommended. German, French, and Italian are recommended.
- No more than a total of 16.0 FAH credits may be taken.

Program #18 ERSPE0652 History (Arts)

Rationale for change:

To clarify the program requirements and to ensure specialist students complete enough history courses at the 400 level.

Before:

Higher Years At least 0.5 200+ level credit in each of three of the four following geographical areas of study:

1. Africa, Latin America, & the Caribbean
2. Asia and the Middle East
3. Canada & U.S.A.
4. Europe

At least 0.5 200+ level credit in each of three of the five following topical areas of study:

1. Ancient History and Culture
2. Medieval History
3. History of Religion
4. Gender History
5. Ideas, Culture, and Society

3.0 300-level credits

1.0 400-level **credits, 0.5 must be an HIS course**

2.5 additional HIS credits at any level

After:

Higher Years At least 0.5 200+ level credit in each of three of the four following geographical areas of study:

1. Africa, Latin America, & the Caribbean
2. Asia and the Middle East
3. Canada & U.S.A.
4. Europe

At least 0.5 200+ level credit in each of three of the five following topical areas of study:

1. Ancient History and Culture
2. Medieval History
3. History of Religion
4. Gender History

5. Ideas, Culture, and Society

3.0 300-level credits

1.0 400-level HIS **credits**

2.5 additional HIS credits at any level

Program #19 ERSPE0714 Art and Art History (Arts)

- Rationale for change:** Students specialize in at least one studio stream. Each stream progresses through four levels (Design 1 to 4, for example). To achieve mastery through the Specialist program, students should be completing at least one 400-level course. VCC236H5 was missing from courses that do not count towards program requirements.
- Before:** At least 12.0 credits are required, comprised of 7.0 in FAS and 5.0 in FAH/VCC/VST courses offered at U of T Mississauga. For the official list of VCC courses that satisfy Art and Art History requirements see the departmental website. Required courses are as follows: FAS143H5, FAS145H5, FAS147H5, FAS232H5*, FAS236H5* FAS248H5*; and FAH101H5 and VCC101H5. A minimum of 4.0 300/400-level credits in FAH or FAS of which 1.0 must be at the 400 level **(in FAH/VCC/VST or FAS or both)**. 1.5 credits at the 200 level in FAH must be taken at U of T Mississauga (see Note 1 for the St. George exceptions allowed and Note 2 for required area distribution). See Notes below for distribution details. Students enrolled before Fall 2003 should consult the undergraduate counsellor about completion of their program. Notes:
- Students must take at least 2.0 but no more than 2.5 FAH credits at the 200 level. VCC205H5, VCC207H5, **and** VCC209H5 do not satisfy FAH 200-level requirements. No St. George courses may be substituted for the 200-level FAH requirements. However, U of T Mississauga students may take 0.5 credits at the 200 level in FAH at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).
 - At least one 200-level H course in FAH must be taken in each of the following three areas: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries. See the departmental website www.utm.utoronto.ca/dvs for the distribution of courses by area.
 - Of the required 4.0 300/400-level credits, a minimum of 1.0 must be in **FAH/VCC/VST**.
 - As studio space is limited in the 100-level and 200-level FAS courses, priority will be given during the first registration period to students enrolled in the Art & Art History Major/Specialist, Art History Major/Specialist, CCIT Major, VCC Specialist, and to newly-admitted students who indicated the Art & Art History code on their application. Students committed to the program should make sure that they are officially registered in the program as soon as possible.
 - All 300-level and 400-level FAS courses are now to be enrolled in on ACORN. Students are required to have completed 1.5 FAH/VCC credits.
 - It is recommended that students take at least one of the following "practicum" courses: FAH451H5, FAS453H5, FAS454H5, or FAS455H5.
 - *FAS232H5, FAS236H5, and FAS248H5 are open to first-year students.
 - No more than a combination of 17.0 FAH and FAS credits may be taken.
 - Students enrolling in any FAS course will be required to pay a fee of \$60-\$120 per half credit/\$120-\$240 per full credit. These charges will automatically be added to your University of Toronto student account receivable. This fee covers consumable materials used in studio as well as take-away materials provided to students.
- After:** At least 12.0 credits are required, comprised of 7.0 in FAS and 5.0 in FAH/VCC/VST courses offered at U of T Mississauga. For the official list of VCC courses that satisfy Art and Art History requirements see the departmental website. Required courses are as follows: FAS143H5, FAS145H5, FAS147H5, FAS232H5*, FAS236H5* FAS248H5*; and FAH101H5 and VCC101H5. A minimum of 4.0 300/400-level credits in FAH or FAS of which 1.0 must be at the 400 level **in FAH/VCC/VST, and 0.5 at the 400 level in FAS**. 1.5 credits at the 200 level in FAH must be taken at U of T Mississauga (see Note 1 for the St. George exceptions allowed and Note 2 for required area distribution). See Notes below for distribution details. Students enrolled before Fall 2003 should consult the undergraduate counsellor about completion of their program. Notes:
- Students must take at least 2.0 but no more than 2.5 FAH credits at the 200 level. VCC205H5, VCC207H5, VCC209H5 **and VCC236H5** do not satisfy FAH 200-level requirements. No St. George courses may be substituted for the 200-level FAH requirements. However, U of T Mississauga students may take 0.5 credits at the 200 level in FAH at St. George in an area not covered by U of T Mississauga's offerings (i.e., one of the following courses: FAH248H1, FAH260H1, FAH262H1, FAH270H1, FAH272H1).
 - At least one 200-level H course in FAH must be taken in each of the following three areas: Ancient & Medieval; 15th-18th centuries; 19th-21st centuries. See the departmental website www.utm.utoronto.ca/dvs

for the distribution of courses by area.

- Of the required 4.0 300/400-level credits, a minimum of 1.0 must be in **FAH/VCC/VST and 0.5 at the 400-level in FAS.**
- As studio space is limited in the 100-level and 200-level FAS courses, priority will be given during the first registration period to students enrolled in the Art & Art History Major/Specialist, Art History Major/Specialist, CCIT Major, VCC Specialist, and to newly-admitted students who indicated the Art & Art History code on their application. Students committed to the program should make sure that they are officially registered in the program as soon as possible.
- All 300-level and 400-level FAS courses are now to be enrolled in on ACORN. Students are required to have completed 1.5 FAH/VCC credits.
- It is recommended that students take at least one of the following "practicum" courses: FAH451H5, FAS453H5, FAS454H5, or FAS455H5.
- *FAS232H5, FAS236H5, and FAS248H5 are open to first-year students.
- No more than a combination of 17.0 FAH and FAS credits may be taken.
- Students enrolling in any FAS course will be required to pay a fee of \$60-\$120 per half credit/\$120-\$240 per full credit. These charges will automatically be added to your University of Toronto student account receivable. This fee covers consumable materials used in studio as well as take-away materials provided to students.

Program #20 ERSPE1384 International Affairs (Arts)

- Rationale for change:** Admission requirements were changed to align with proposed admission changes to ECO Major and Minor program. Update to course lists to clarify requirements. Where required, course numbers were updated.
- Before:** Limited Enrolment: Enrolment in this program is limited to students who have 63% in ECO100Y5; 1.0 introductory language **course**, a CGPA of **2.50** and MAT133Y5 (63%) /MAT134Y5/ MAT135Y5/ **MAT137Y5.11.0** credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5,220Y5/227Y5,364H5,365H5; **POL208Y5**; 4.0 language credits in the same discipline. 3.0 from: **ENV345H5,GGR325H5,365H5;HIS311Y5/HIS311H5**; POL302Y5, 327Y5/375H5,340Y5,343Y5, 475H5 1.0 from: ECO400Y5/412Y/433H5/435H5/436H5/439Y5/456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor.
class="title1">Language components available at U of T Mississauga: French: **FSL105H5, FSL106H5**, FSL205Y5, FSL305Y5, FSL405H5, FSL406H5, FSL466H. NOTE: Students exempted from lower level courses may replace them with a higher level language courses in FRE (FRE283H5, FRE382H5, FRE383H5) German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 315Y5, 350Y5, 371Y5, 413Y5, 437Y5, 420Y5 Spanish: SPA100Y5, 220Y5, 259H5, 320Y5, 323H5 Chinese: CHI100Y5, 200Y5 (or **CHI201Y5**), 301Y5, 310H5, 311H5, 408H5 Note: Other languages can be considered with the approval of the Department. Students without pre- and co-requisites or written permission of the instructor can be deregistered from courses at any time.
- After:** Limited Enrolment: Enrolment in this program is limited to students who have 63% in ECO100Y5; 1.0 introductory language **credit**, a CGPA of **2.0** and MAT133Y5 (63%) /MAT134Y5/ MAT135Y5/ **MAT137Y5.A. 7.0** credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5,220Y5/227Y5,364H5,365H5; **POL208Y5 B. 4.0** language credits in the same discipline. **C. 3.0 credits** from: **ENV311H5,GGR325H5,365H5;HIS311Y5/HIS311H5**; POL302Y5, 327Y5/375H5,340Y5,343Y5, 475H5 **D. 1.0 credit** from: ECO400Y5/412Y/433H5/435H5/436H5/439Y5/456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor.
class="title1">Eligible Language components available at U of T Mississauga: French: FSL205Y5, FSL305Y5, FSL405H5, FSL406H5, FSL466H. NOTE: Students exempted from lower level courses may replace them with a higher level language courses in FRE (FRE283H5, FRE382H5, FRE383H5) German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 315Y5, 350Y5, 371Y5, 413Y5, 437Y5, 420Y5 Spanish: SPA100Y5, 220Y5, 259H5, 320Y5, 323H5 Chinese: CHI100Y5, 200Y5 (or **CHI201Y5/(CHI201H5,CHI202H5)**), 301Y5, 310H5, 311H5, 408H5 Note: Other languages can be considered with the approval of the Department. Students without pre- and co-requisites or written

Program #21 ERSPE1645 English (Arts)

Rationale for change: Our review process enabled us to articulate, more clearly, the major existing learning outcomes of our programs in English (Specialist and Major) as follows.

By the end of their degree program in English at UTM, students will be able to:

- 1) Recognize the major historical periods and authors of literatures in English; and identify major genres, literary forms, and rhetorical techniques;
- 2) Understand the diversity of perspectives, approaches, and identities inherent in the study of literatures in English;
- 3) Apply and assess a wide range of methods for the interpretation of literary texts, including close reading, primary research, and critical theory;
- 4) Analyze the literary, poetic, narrative, and rhetorical techniques of literary texts; and critique the historical, political, and philosophical underpinnings of those texts;
- 5) Write coherent, persuasive, evidence-based arguments about complex texts and ideas, in mechanically correct formats;
- 6) Create and express original ideas;
- 7) Undertake secondary research in order to engage the forms and techniques of academic argument and enter into ongoing critical conversations about literary texts;
- 8) Evaluate the social importance and function of literary study; cultivate the values of a humanist education--independent, creative, and critical thought--in a broader social context.

Students in our Minor will emerge having achieved at least outcomes 2), 3), 4), 5) and 7).

Our work to better express our program outcomes has in turn informed changes to our curriculum; these changes are designed to ensure that our students reach the goals we set for them.

First, we have made compulsory three existing courses that give students the basic grounding they need to achieve key outcomes over the whole of their program. In order to make our offerings flexible enough for students to meet requirements within their ordinary course of study, we have reweighted two of these courses: ENG202H5 British Literature in the World I: Medieval to Eighteenth Century, and ENG203H5 British Literature in the World II: Romantic to Contemporary, which are now both H courses. The other compulsory course, ENG280H5 Critical Approaches to Literature, is already weighted H.

Second, we have designed new groups, adjusted the number of

credits required for each, and agreed which courses belong in them, as follows:

Literary Theory / Methods: ENG101H5, 201H5, 205H5, 206H5, 259H5, 269H5, 275H5, 380H5, 382H5, 384H5, 414H5, 415H5, 416H5

Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, 272H5, 273H5, 274H5, 370H5, 371H5, 426H5, 434H5

Literature pre-1700: ENG220Y5, 300Y5, 301H5, 303H5, 304H5, 307H5, 311H5, 312H5, 313H5, 320H5, 330H5, 331H5, 335H5, 336H5, 460H5, 461H5, 462H5

Literature 1700-1900: ENG305H5, 306H5, 308H5, 314H5, 315H5, 322H5, 323H5, 324H5, 325H5, 337H5, 345H5, 463H5, 470H5, 471H5

Canadian Literature: ENG215H5, 252H5, 352H5, 353H5, 35H5, 357H5, 358H5, 424H5, 425H5

American Literature: ENG250Y5, 360H5, 363Y5, 364Y5, 365Y5, 366Y5, 435Y5, 436H5

Third, to give students more flexibility in their first year of study, and to ensure that they are introduced to our program in 100-level courses in a consistent way, we are proposing a new course, ENG102H5 How to Research Literature, which is weighted H. We have reweighted ENG110H5 Narrative from Y to H, so that it can be substituted for or can serve to supplement ENG101H5 and 102H5. We will continue to offer ENG14Y5 Contemporary World Literatures as a Y course so that there is a class available to students, early in their program, that introduces them carefully to the breadth of contemporary global literatures.

Before: At least 10.0 ENG credits, including at least 3.0 credits at the ~~300+~~ level and 1.0 credit at the 400 level. Only 1.0 ~~ENG course~~ at the 100 level may be counted ~~toward~~ program ~~requirements~~. ~~ENG100H~~ may not be ~~counted~~.

~~Specialists are strongly encouraged to enrol in either ENG201Y5 or ENG202Y5 in their first year in the program. Courses must fulfill the following requirements:~~

- ~~- ENG201Y5Y or ENG202Y5~~
- ~~- At least 1.0 credit from Group 1 (Theory, Language, Methods)~~
- ~~- At least 1.0 credit from Group 2 (Canadian and Indigenous North American Literatures)~~
- ~~- At least 1.0 credit from Group 3 (American and Transnational Literatures)~~
- ~~- At least 3.0 credits from Group 4 (British Literature to the 19th Century)~~
- ~~- At least 1.5 credits from Group 5 (Literature since the 18th Century)~~

After: At least 10.0 ENG credits, including at least 3.0 credits at the 300 level and 1.0 credit at the 400 level. Only 1.0 credit at the 100 level may be counted towards program requirements, and no more than 1.0 credit may be counted towards program requirements from the following courses: ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG373H5, ENG374H5, ENG100H5 may not be counted towards program requirements. The specialist also requires the following courses:

- ENG280H5 (0.5 credits) Critical Approaches to Literature
- ENG202H5 and ENG203H5, British Literature survey parts I and II (0.5 credits each)
- 6 credits distributed among the following areas, as follows:
- At least 1 credit in Literary Theory/Methods: ENG101H5, ENG201Y5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG380H5, ENG382H5, ENG384H5, ENG414H5, ENG415H5
- At least 1 credit in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG370H5, ENG371H5, ENG426H5, ENG434H5.
- At least 1 credit in Literature pre-1700: ENG220Y5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG460H5, ENG461H5, ENG462H5.
- At least 1 credit in Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG337H5, ENG345H5, ENG463H5.

ENG470H5, ENG471H5.

- At least 1 credit in Canadian Literature: ENG215H5, ENG252Y5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG424H5, ENG425H5.

- At least 1 credit in American Literature: ENG250Y5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG435H5, ENG436H5.

New Courses

Course #1 ARA410H5 Advanced Arabic Reading I: Reading the Sacred and the Legendary (HUM)

Description:	This is the first of two intensive advanced reading courses in the Arabic language. Throughout the course students will be exposed to a variety of sources in the Arabic language focused on a set of related literary genres from various and time periods. This course will explore pre-Islamic poetry written by the great hero poets of Arabia and the powerful words of some female poets from this period. Throughout this course, the students will also be familiar with different sacred texts such as <i>Tafsīr</i> (Quranic exegesis) and <i>Qi as al-Anbiyā'</i> (Tales of the Prophets) to the fables focused on the description of amazing and mythological creatures such as <i>Qazvīnī's 'Ajā'ib al-Makhlūqāt wa Gharā'ib al-Mawjūdāt</i> (Marvels of Creatures and Strange things existing) and <i>Kalīla wa Dimna</i> as well as the epic of the legendary Arabic heroin <i>Dhāt al-Himma in Sīrat Dhāt al-Himma</i> . [24L, 24P]
Prerequisite:	ARA311H5 OR ARA312Y5
Corequisite:	ARA412Y5
Rationale:	This advanced reading course in the Arabic language which will take all the material students learned in the introductory, intermediate, and advanced classes (ARA212Y5/ARA211H5, ARA312Y5/ARA311H5, and ARA412Y5) and put this knowledge to practical use. This course improves the literacy skills of students. It also fulfill requirements for a Language Citation for those student who may be placed in the higher language level course.
No. Hours Instruction:	24L, 24P
Offered at St George:	No
Revived Course:	No

Course #2 ARA411H5 Advanced Arabic Reading II: Literary Journeys into the Past (HUM)

Description:	This is the second of two intensive advanced reading courses in the Arabic language. This course will concentrate on works relating to history which includes universal histories in the world from creation up to their own eras; biographies of individuals and biographical dictionaries, advice literature that guide rulers to govern efficiently; poetry by poets and poetesses; maqāmāt or works of rhymed prose; mystical texts; travelogues that describe the adventures and observations of travelers to faraway lands; annalistic chronicles that record events from year to year; and chancery documents that shed light on the way medieval administrations worked. [24L, 24P]
Prerequisite:	ARA311H5 OR ARA312Y5
Corequisite:	ARA412Y5
Recommended Preparation:	ARA410H5
Rationale:	This Advanced reading course in the Arabic language which will take all the material students learned in the introductory, intermediate, and advanced classes (ARA212Y5/ARA211H5, ARA312Y5/ARA311H5, and ARA412Y5) and put this knowledge to practical use. This course improves the literacy skills of students. It also fulfill requirements for a Language Citation for those student who may be placed in the higher language level course.
No. Hours Instruction:	24L, 24P
Offered at St George:	No
Revived Course:	No

Course #3 CHI103H5 Introductory Chinese I (HUM)

Description:	Intended for students with none or minimal background in Mandarin or any Chinese dialects, this course provides a comprehensive introduction to phonetics and written form of Modern Standard Chinese (Mandarin) and covers the topics of functional Chinese at beginner level. [36L, 12P]
Exclusion:	CHI100Y5, EAS100Y1/EAS101Y1/LGGA60H3, LGGA61H3.
Rationale:	Formerly CHI100Y5. The assessment of CHI100Y5 questionnaire has shown that the level of the language proficiency of students in CHI100Y5 is very different. Some have higher proficiency in speaking, reading and writing of Mandarin or any dialects of Chinese language; while the others speak Mandarin or any dialects of Chinese language but they do not have literacy knowledge of Mandarin or any dialects of Chinese language. By dividing CHI100Y5 into two half courses: CHI103H5 and CHI104H5, we can place the students in appropriate course based on the level of their proficiency and literacy knowledge.

No. Hours Instruction: 36L, 12P
Offered at St George: No
Revived Course: No

Course #4 CHI104H5 Introductory Chinese II (HUM)

Description: As the second half of Introductory Chinese, this course continues to expand students' knowledge and develop their language skills of Mandarin. More topics of functional Chinese are covered in this course. [36L, 12P]
Exclusion: CHI100Y5, EAS100Y1/EAS101Y1/LGGA60H3, LGGA61H3
Prerequisite: CHI103H5 OR appropriate language level as indicated by the language assessment questionnaire.
Rationale: Formerly CHI100Y5. The assessment of CHI100Y5 questionnaire has shown that the level of the language proficiency of students in CHI100Y5 is very different. Some have higher proficiency in speaking, reading and writing of Mandarin or any dialects of Chinese language; while the others speak Mandarin or any dialects of Chinese language but they do not have literacy knowledge of Mandarin or any dialects of Chinese language. By dividing CHI100Y5 into two half courses: CHI103H5 and CHI104H5, we can place the students in appropriate course based on the level of their proficiency and literacy knowledge.

No. Hours Instruction: 36L, 12P
Offered at St George: No
Revived Course: No

Course #5 CHI203H5 Intermediate Chinese I (HUM)

Description: This course is designed for student who can speak and understand Chinese in Mandarin or any dialects (e.g. Cantonese) to function in daily life but without equivalent reading and writing ability in Chinese. This course will develop students' overall language competence with more focus on reading and writing skills at intermediate high level. [24L, 12P]
Exclusion: CHI200Y5, CHI201H5, CHI202H5, EAS200Y1, EAS201H1, LGGB60H3, LGGB61H3, LGGB62H3, LGGB63H3, LGGB64H3, and LGGB65H3
Prerequisite: Appropriate language level as indicated in the language assessment questionnaire or interview.
Rationale: CHI200Y5 is changed into two half courses. Each half course has specific learning objectives, which will be reflected in a new description. Formerly CHI100Y5. The assessment of CHI100Y5 questionnaire has shown that the level of the language proficiency of students in CHI200Y5 is very different. Some have higher proficiency in speaking, reading and writing of Mandarin or any dialects of Chinese language; while the others speak Mandarin or any dialects of Chinese language but they do not have literacy knowledge of Mandarin or any dialects of Chinese language. By dividing CHI200Y5 into two half courses: CHI203H5 and CHI404H5, we can place the students in appropriate course based on the level of their proficiency and literacy knowledge.

No. Hours Instruction: 24L, 12P
Offered at St George: No
Revived Course: No

Course #6 CHI204H5 Intermediate Chinese II (HUM)

Description: This course is designed for students who can function in daily life with Chinese. Potential students for this course are able to speak and understand Chinese in some dialects (e.g. Cantonese) or Mandarin; and are able to read and write Chinese (in traditional or simplified script) at intermediate level. This course will introduce Mandarin phonetics, develop and strengthen students' speaking skill in Mandarin as well as improve their competence in reading and writing in Chinese at intermediate high level. [24L, 12P]
Exclusion: CHI200Y5, CHI201H5, EAS200Y1, EAS201H1, LGGB60H3, LGGB61H3, LGGB62H3, LGGB63H3, LGGB64H3, and LGGB65H3
Prerequisite: CHI201H5 or appropriate language level as indicated by the language assessment questionnaire.
Rationale: CHI200Y5 is changed into two half courses. Each half course has specific learning objectives, which will be reflected in a new description. Formerly CHI100Y5. The assessment of CHI100Y5 questionnaire has shown that the level of the language proficiency of students in CHI200Y5 is very different. Some have higher proficiency in speaking, reading and writing of Mandarin or any dialects of Chinese language; while the others speak Mandarin or any dialects of Chinese language but they do not have literacy knowledge of

Mandarin or any dialects of Chinese language. By dividing CHI200Y5 into two half courses: CHI203H5 and CHI404H5, we can place the students in appropriate course based on the level of their proficiency and literacy knowledge.

No. Hours Instruction: 24L, 12P
Offered at St George: No
Revived Course: No

Course #7 CHI301H5 Advanced High Chinese I (HUM)

Description: As an advanced high-level language course designed for students who can read newspaper in either traditional or simplified script and speak fluent Chinese in any dialects, this course consolidates and improves students' overall language skills. The course is focused on reading, discussing and analyzing contemporary publications in Chinese culture and literature, through which students will gain in-depth understanding about Chinese society. [36L, 12P]

Exclusion: CHI301Y5, EAS300Y1, EAS290Y1, LGGC60H3, LGGC61H3.

Prerequisite: Appropriate language level as indicated by the language assessment questionnaire.

Rationale: Formerly CHI301Y5 (changed into two H courses). Each half a course has specific learning objectives which will be reflected in a new description.

No. Hours Instruction: 36L, 12P
Offered at St George: No
Revived Course: No

Course #8 CHI302H5 Advanced High Chinese II (HUM)

Description: As the second half of Advance High Chinese, this course is intended for students who are fluent in all aspects listening, speaking, reading and writing - of Modern Standard Chinese (Mandarin). The emphasis of this course is on reading, discussing and analyzing contemporary publications in Chinese culture, literature, cinema, and so on. Students will improve their rhetoric, reading, and writing skills through intense and diverse practice. [36L, 12P]

Exclusion: CHI301Y5, EAS300Y1, EAS290Y1, LGGC60H3, LGGC61H3.

Prerequisite: Appropriate language level as indicated by the language assessment questionnaire.

Rationale: Formerly CHI301Y5 (changed into two H courses). Each half a course has specific learning objectives which is reflected in a new description.

No. Hours Instruction: 36L, 12P
Offered at St George: No
Revived Course: No

Course #9 CHI308H5 Introduction to Chinese Culture (HUM)

Description: This course provides a brief overview of Chinese culture. The topics include Chinese civilization, customs, traditions, rituals, religion, philosophy, ideology, morals, literature, folk art and craft, performance arts, martial arts, cuisine, medicine, etc. The discussions may be either historical or contemporary. [36L]

Prerequisite: CHI201H5, CHI202H5 OR appropriate language level indicated by language assessment questionnaire.

Rationale: Adding more culture courses in the curriculum of the Chinese minor program of Language and Culture creates more opportunity for students to learn more about Chinese culture and improve their reading and writing.

No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

Course #10 CIN206H5 Auteurs (HUM)

Description: This course will look closely at the work of a single director. Emphasis will be given to the aesthetic, historical, cultural, and philosophical contexts that inform the director's work. We will also tend closely to the style and

central preoccupations of the director under examination.

Recommended Preparation:

CIN101H5

Rationale:

We need a shell course at the 200-level which will allow us to teach different directors than we have currently on the books on their own course numbers.

No. Hours Instruction:

24L, 12T, 36P

Offered at St George:

No

Revived Course:

No

Course #11 CIN302H5 Topics in Cinema Studies (HUM)

Description:

The course may have a historical, genre, theoretical, auteur, or other focus. Students should contact the program director for the current topic. [24L, 36P]

Recommended Preparation:

CIN101H5/CIN202H5 or at least 1.0 credits in courses that count toward the Cinema Studies minor.

Rationale:

Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.

No. Hours Instruction:

Offered at St George:

No

Revived Course:

No

Course #12 CIN400H5 Topics in Cinema Studies (HUM)

Description:

The course may have a historical, genre, theoretical, auteur, or other focus. Students should contact the Department for the current topic. [24L, 36P]

Prerequisite:

CIN101H5/CIN202H5 or at least 1.0 credits in courses that count toward the Cinema Studies minor and 1.0 credits at the 300 level in CIN or P.I.

Rationale:

Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.

No. Hours Instruction:

Offered at St George:

No

Revived Course:

No

Course #13 EDS250H5 Indigenous Education (HUM)

Description:

This course is open to aboriginal and non-aboriginal students from any discipline. Designed to increase opportunities to learn about education through a First Nation, Métis and Inuit perspective, the course will increase knowledge and awareness about pedagogies, learning approaches and educational experiences related to indigenous people living in Canada. In line with indigenous ways of knowing, this course will be structured with learning that involves reflecting on personal actions by looking at ways that indigenous models of education support the *well-being of the self, the family, the community, the land, the spirits and the ancestors*. Students taking the course will be encouraged to participate in a three-day field trip run in collaboration with the Centre of Student Engagement (Cat Criger) where they will have an opportunity to visit an indigenous First Nation reserve at a location near Curve Lake. [24L]

Rationale:

A critical discussion of past and present educational experiences related to FNMI people and their cultural perspective has been greatly underrepresented in the Ontario curriculum both in secondary and post-secondary settings. This is an opportunity to raise awareness by presenting debates and tensions on these topics to expand knowledge and increase understanding through the exploration of key educational issues. In addition, currently students in the EDS minor have limited EDS course options. This course will provide access to more EDS courses, but is also open to ALL students as an elective option.

No. Hours Instruction:

24L

Offered at St George:

No

Revived Course: No

Course #14 EDS275H5 Debunking the Myths of Education (HUM)

Description: This course explores some of the prevailing myths and current events surrounding education. It invites students to critically examine the research underpinning commonly held beliefs about teaching and learning. The ability to interpret and assess research findings is an increasingly important skill in a data rich world and this course will have a strong emphasis on critical reading, analysis and evaluation. [24L]

Rationale: Understanding gaps between education practice and theory allows students to identify best practices and develop evidence-based responses to the challenges of a knowledge-based economy. In addition, currently students in the EDS minor have limited EDS course options. This course will provide access to more EDS courses. 21st century reform in schools has resulted in a strong emphasis on student engagement and teaching approaches that increase opportunity for students to acquire in-depth knowledge of a topic while developing a high level of skill that includes application of what they know. In line with the U of T mandate to reimagine undergraduate education, the course assumes principles of the maker and play based learning movement by promoting a design and creativity lab where students are more deeply and actively engaged in their own learning. With a social justice focus and a solution based approach, this course teaches skills of innovation, problem solving, critical and creative. Note that the course is open to ALL students as an elective option and can be useful for those applying to Masters of Teaching.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #15 EDS325H5 Supplemental Instruction in Higher Education: The Impact of Peer-Facilitated Study Groups EXP (HUM,EXP)

Description: This course will introduce students to the theory and practice of Supplemental Instruction (SI) in higher education. Particular focus will be on the history and evolution of SI, the rationale for its use in different university contexts, and it will introduce the relevant tools and resources that facilitators use when running study groups. Current research investigating the impact of Supplemental Instruction on student success will be explored. This course includes a mandatory internship component in which students apply the knowledge acquired in class to their role as a Facilitated Study Group leader in the Peer Facilitated Study Group (FSG) Program run by the Robert Gillespie Academic Skills Centre. Only those students who have successfully secured a volunteer facilitator position in the FSG Program are eligible to enroll in this course. In addition to the lecture and tutorials hours, there will be 100 hours for internship. [24L, 12T]

Exclusion: Previous Peer Facilitated Study Group experience in courses like FRE491H5, FRE492H5 or LIN495Y5.

Prerequisite: Open to all students, but the completion of EDS100H5 or other EDS courses or experience that has directly supported an understanding of teaching and learning is recommended.

Rationale:

This course provides the students with the opportunity to enhance their skills as Supplemental Instruction facilitators and gain experience in a teaching role. Students taking the course will be learning the theoretical concepts that underpin Supplemental Instruction, and through this course will learn how to effectively apply such concepts into a real life educational setting in a reflective way. As a result, this course enables students to develop:

- ◇ Learning opportunities for other students which place an emphasis on student centred learning, rather than practitioner-centred teaching;
- ◇ Skills in applying theoretical pedagogical principles into the classroom environment;
- ◇ Collaborative academic planning since many of them will be working in teams with other Supplemental Instruction leaders and in consultation with faculty;
- ◇ A reflective approach to academic planning where each session builds on the evaluation of previous session;
- ◇ Hands-on experience in a wide variety of collaborative learning techniques, as well as the opportunity to connect this experience with the major theoretical concepts that inform collaborative learning;
- ◇ Opportunity to gain experience in the development of communication skills within an academic setting.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #16 EDS345H5 Design Thinking Incubator: From Problem into Prototype (HUM)

Description: This course is open to all students on campus and provides an intellectual toolset for finding innovative solutions to complex problems. Students will learn to apply education theory to design thinking models in order to identify and solve real-world challenges facing their chosen discipline, whether in business, education, healthcare, etc. An iterative approach for testing, refining, and improving their idea will be used to create a working prototype of their proposed solution. This will demonstrate the idea's sustainability, scalability and viability, while taking into account ethical and legal implications. [36L]

Rationale: This course will provide access to more EDS courses. 21st century reform in schools has resulted in a strong emphasis on student engagement and teaching approaches that increase opportunity for students to acquire in-depth knowledge of a topic while developing a high level of skill that includes application of what they know. In line with the U of T mandate to reimagine undergraduate education, the course assumes principles of the maker and play based learning movement by promoting a design and creativity lab where students are more deeply and actively engaged in their own learning. With a social justice focus and a solution based approach, this course teaches skills of innovation, problem solving, critical and creative. In addition, students in the EDS minor have limited EDS course options. Note that the course is open to ALL students as an elective option and can be useful for those applying to Masters of Teaching.

No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

Course #17 ENG102H5 How to Research Literature (HUM)

Description: This foundational course serves as an introduction to conducting research for English courses at the university level. Skills taught will be: reading and engaging with arguments about literature; incorporating the arguments of others into your own; locating and evaluating secondary sources; and conducting primary research. The class will draw on literary works from a variety of countries, centuries, genres, and media. The class will normally culminate in a longer research paper, developed over the course of the semester. We recommend that students considering a Specialist, Major, or a Minor in English take this course. [24L, 12T]

Rationale: This course is designed, especially in combination with ENG101H5, to introduce students to the basic skills we have benchmarked for 100 level for achievement of learning outcomes across their degree. It will teach them about the primary and secondary evidence used in literary criticism; how to arrange a critical argument about literature effectively; how to incorporate another critic's work; how to use the library; and how not to plagiarize. The H weighting makes it easier than our previously Y-weighted 100-level courses for students to fit into their timetables.

We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG 110Y5, when students seeking 100 level ENG courses are distributed over several of them.

No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #18 ENG277H5 Bad Romance (HUM)

Description: This course covers eighteenth to the twenty-first century romances, ranging from the amatory (stories about love, longing, and desire) to the fantastic (the supernatural and fantasy). Students will consider issues of canonization, popularity, the text-author-reader relationship, definitions of high and low art, ideas about good and bad writing, and eroticism and desire. Texts may include Harlequin romances, paranormal romance, works by Jane Austen, the Brontes, Daphne du Maurier, Stephenie Meyer, Nicholas Sparks, Sarah Waters, and E. L. James. [36L]

Prerequisite: Open to students who have successfully completed at least 4.0 full credits.

Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take

the course. See the guidelines for written petitions on the department website.

Rationale: We provide students with a range of courses at 200 level that introduce them to various genres of "popular" fiction, including those associated with new media. At present, these skew towards genres that are associated (however inaccurately) with a male readership/audience/market: Science Fiction, Video Games, Comics, Horror, Fantasy. The clear majority of our students identify as female/non-binary. We introduced a course last year, ENG276H5 Fan Fiction, which, like the genre of popular romance, is linked to massive female/queer/non-binary readerships and a cutting-edge field of literary criticism. It has proven popular with students (nearly 100 students enrolled in it in under 6 months). We offered a course with a similar description to that proposed here but a different title in the 2017 Summer Semester, ENG371H5 Special Topic: Austen and her Successors. It filled to capacity. We think this course should have a place alongside our other genre fiction and new media courses at 200 level.

No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

Course #19 ENG291H5 Reading for Creative Writing (HUM)

Description: This course will help students to see connections between their reading and their work as creative writers. They will read texts in a variety of literary and non-literary genres and consider the way that writers learn their craft from other writers. Practical assignments will encourage students to find creative ways to critique, imitate, speak to, and borrow responsibly from the work they read. [24L 12T]

Prerequisite: Open to students who have successfully completed at least 4.0 full credits.

Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The new Creative Writing Minor we are proposing, for which this course will be a requirement, will be distinctive in the UTM, UofT, and broader context in Ontario in the way that it builds on our department's existing reputation for innovative and internationally significant research into the literary and dramatic arts, as well as award-winning creative writing. We want students to emerge from UTM's new creative writing courses with an understanding of the way that writers learn their craft from other writers; the importance of existing forms for original, creative ideas; and the complex ways in which new modes of expression emerge in the context of artistic tradition. This course is foundational to these learning outcomes. It is designed to help students understand the link that already exists between their reading and their writing, and to build new skills and knowledge around that connection. The course will also help students who take it for credit for an English program to see the connection between close reading of literary texts and effective and compelling writing.

There will be a further rationale for this course in our proposal for the new Creative Writing Minor.

No. Hours Instruction: 24L 12T
Offered at St George: No
Revived Course: No

Course #20 ENG326H5 Global Literatures in the Premodern World (HUM)

Description: This course approaches the premodern period by examining early English/British literatures alongside travel narratives, epics, story collections, and lyric poems of the period c.500-1650 from the continents of Asia, Africa, Europe, and the Americas. Texts may include love poems from Heian Japan, the Persian epic Shahnameh, the Italian Decameron, 1001 Nights, Old Norse sagas from England, Chaucer's Canterbury Tales and Harriot's Briefe and True Report of the New Found Land of Virginia. Texts will be provided in translation where necessary. [36L]

Prerequisite: 1.0 credit in ENG and 3.0 additional credits.

Rationale: We already offer a popular 300-level course on Global Literatures in English that focuses on the postcolonial period. This course discusses literatures of the pre- and early colonial period. It offers students another perspective on how the study of literatures in English relates to those in other languages, and a new way to achieve both learning outcomes 1) and 2) - respectively historical understanding and exposure to diverse literatures.

No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

Course #21 ENG343H5 World Drama (HUM)

Description:	Students will read/watch screenings of drama in English and in translation from around the world, including Africa, East Asia, South Asia, the Middle East, the Caribbean, Latin America, and South America. Topics may include traditional forms (Kathakali dance, Noh and Kabuki, Beijing Opera, Nigerian masquerades) adapted for the modern stage; agit-prop and political drama; object performance; the place of drama within a global media ecology; and drama as a site of intercultural and transcultural appropriation, negotiation, and exchange. [36L]
Prerequisite:	1.0 credit in ENG and 3.0 additional credits.
Rationale:	We do not currently offer a course that is designed to expose students to diverse voices and perspectives in drama. We have many that do so for literature. We think such a course is important as we help students reach learning outcome 2), especially given the way our department brings together studies in English and Drama.
No. Hours Instruction:	36L
Offered at St George:	No
Revived Course:	No

Course #22 ENG372H5 Special Topic in Literary Theory (HUM)

Description:	A concentrated study of one aspect of literary or critical theory, such as a particular school of theory, an important author, or a contemporary theoretical debate. [36L]
Prerequisite:	1.0 credit in ENG and 3.0 additional credits.
Rationale:	We have special topics courses for all the other broad subfields of English literary studies except literary theory. By introducing this course, we will make it possible, on occasion, to offer courses that focus in this area. Such courses will help students to achieve our learning outcome 3) on methods at an advanced level.
No. Hours Instruction:	36L
Offered at St George:	No
Revived Course:	No

Course #23 ENG373H5 Creative Writing: Poetry (HUM)

Description:	This course will involve a wide variety of experiments with poetic expression and poetic forms. [24S]
Prerequisite:	ENG289H5/ENG291H5
Rationale:	<p>This course is designed for Creative Writing Minor program students and there will be further rationale for the course in our proposal for that Minor.</p> <p>However, students from English programs will also be able to take the course for credit. By exposing them to a variety of verse/poetic forms, and encouraging them to learn experientially by attempting these forms themselves, the course will help them to achieve our learning outcomes 4), 5), and 6) (covering analysis of literary technique, effective writing, and creative thinking).</p>
No. Hours Instruction:	24S
Offered at St George:	No
Revived Course:	No

Course #24 ENG374H5 Creative Writing: Prose (HUM)

Description:	Students will experiment with fiction and non-fiction prose writing, including autobiography, biography, and narrative for new visual, digital, and interactive media. [24S]
Prerequisite:	ENG 289H5/ENG 291H5
Rationale:	<p>This course is designed for Creative Writing Minor program students; there will be further rationale for the course in our proposal for that Minor.</p> <p>However, students from English programs will be able to take the course for credit. By exposing them to a variety of prose forms, and encouraging them to learn experientially by attempting these forms themselves, the course will help them to achieve our learning outcomes 4), 5), and 6) (covering analysis of literary technique, effective writing,</p>

and creative thinking).

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #25 ENG375H5 Editing Literary Texts (HUM)

Description: Students will learn the basics of literary editing for different readerships: the course will cover such topics as the selection of a base text; treatment of variants; creation of paratext; design and layout; proofs and proofchecking; and the differences between print and digital media. [36L]

Prerequisite: 1.0 credit in ENG and 3.0 additional credits; or ENG289H5/ENG291H5.

Rationale: Editing and publishing literary texts for a variety of readerships--students, scholarly, online, popular--is a foundational activity for those working in the field of literary studies. It provides an opportunity for experiential learning and a new way for students to think about and with literary texts. Ideally it will make students better writers and editors of their own written work.

This course will fulfill a distribution requirement for our proposed Creative Writing Minor and there will be a further rationale for it in that proposal.

No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

Course #26 ENG376H5 Creative Writing: Nonfiction (HUM)

Description: Students will experiment in workshop environment with a variety of short, non-fictional forms, e.g. memoir, auto/biography, true crime. [24S]

Prerequisite: ENG289H5/ENG291H5

Rationale: This course is designed for Creative Writing Minor program students; there will be further rationale for the course in our proposal for that Minor.

However, students from English programs will be able to take the course for credit. By exposing them to a variety of non-fictional forms, and encouraging them to learn experientially by attempting to work with these forms themselves, the course will help them to achieve our learning outcomes 5) and 6) (covering effective writing, and creative thinking).

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #27 ENG377H5 Special Topic in Creative Writing (HUM)

Description: A concentrated study of one aspect of creative writing practice, such as a particular genre or theme, or the application of a particular formal technique. [24S]

Prerequisite: ENG289H5/ENG291H5

Rationale: This course is designed for Creative Writing Minor program students; there will be further rationale for the course in our proposal for that Minor.

However, students from English programs will be able to take the course for credit. The course will help them to achieve our learning outcomes 4), 5) and 6) (covering analysis of literary forms, effective writing, and creative thinking).

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #28 ENG378H5 Special Topic in Writing for Performance (HUM)

Description:	A concentrated study of one aspect of writing for performance such as a particular medium (e.g. digital), genre or theme. [24S]
Prerequisite:	ENG289H5/ENG291H5
Rationale:	This course will be also have a DRE code (which will be applied after this year's review of the department's Drama curricula). It is designed for Creative Writing Minor program students; there will be further rationale for the course in our proposal for that Minor. However, students from English programs will be able to take the course for credit. The course will help them to achieve our learning outcomes 5) and 6) (covering effective writing and creative thinking).
No. Hours Instruction:	24S
Offered at St George:	No
Revived Course:	No

Course #29 FAH281H5 An Introduction to Islamic Art and Architecture (HUM)

Description:	This course surveys art and architecture of the Islamic worlds, beginning with the emergence of Islam in the seventh century. It examines works of art ranging from the monumental (palaces, mosques, shrines) to the portable (textiles, jewelry, books), spanning the Islamic world from Spain to Central and East Asia. A range of materials and artistic techniques will be considered, as will several religious and secular contexts and different patterns in patronage and workshop production.
Recommended Preparation:	FAH101H5/FAH202H5
Rationale:	We are hiring someone to teach in this area.
No. Hours Instruction:	24L, 12T
Offered at St George:	No
Revived Course:	No

Course #30 FAH290H5 Topics in Modern Art and Architecture (HUM)

Description:	An examination of a topic in modern art and or architecture. Topics vary from year to year; the content in any given year depends upon the instructor.
Recommended Preparation:	FAH101H5
Rationale:	Adding topics course to keep in line with VCC and CIN 200-level offerings and to allow flexibility for this teaching in this area.
No. Hours Instruction:	24L, 12T
Offered at St George:	No
Revived Course:	No

Course #31 FAH390H5 Topics in Modern Art and Architecture (HUM)

Description:	An examination of a topic in modern art and or architecture. Topics vary from year to year; the content in any given year depends upon the instructor. This will be a lecture course for approximately 30 students.
Prerequisite:	FAH101H5 and FAH287/FAH288H5/FAH289H5 or P.I.
Rationale:	Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.
No. Hours Instruction:	24S
Offered at St George:	No

Revived Course: No

Course #32 FAH394H5 Topics in Early Modern Art and Architecture (HUM)

Description: An in-depth examination of a topic in early modern (Renaissance and/or Baroque) art and/or architecture. Topics vary from year to year, and the content in any given year depends upon the instructor. A seminar course limited to approx. 30 students.

Prerequisite: FAH101H5 and FAH287/FAH288H5/FAH289H5 or P.I.

Rationale: To provide a topics course in Renaissance or Baroque at the 300-level.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #33 FAH395H5 Topics in Islamic Art and Architecture (HUM)

Description: An examination of a topic in Islamic art and or architecture. Topics vary from year to year; the content in any given year depends upon the instructor. This will be a lecture course for approximately 30 students.

Prerequisite: FAH101H5/FAH202H5 and FAH287/FAH288H5/FAH289H5 or P.I.

Rationale: We are hiring someone to teach in this area.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #34 FAH415H5 Theory and Criticism of Photography (HUM)

Description: Introduces a variety of approaches for interpreting, criticizing, evaluating, and theorizing photographs and photography in general. Examines how the thinking of photography is revisioned via major theoretical models.

Prerequisite: FAH101H5, FAH291H5/FAH391H5 and a minimum of 0.5 at the 300/400 level in FAH.

Rationale: To create a sequence with History of Photography (FAH 291H5) so that they have the same course designation (FAH). To focus the course content to photography studies alone as it is currently too unwieldy and covers too much material.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #35 FAH424H5 Medieval Collecting and Display (HUM)

Description: This course examines collections of medieval art assembled during the Middle Ages and today. It considers the formation of collections within religious and secular institutions of the Middle Ages (treasuries), and the ways in which objects entered such collections through diplomacy, war, dowries, wills, and new commissions. It examines how the collections expressed historical memory, family ties, religious ideas, and political ideologies, and how the objects were displayed. The course also examines collections of medieval art in the GTA, including those at the Aga Khan Museum, Art Gallery of Ontario, Royal Ontario Museum, and University of Toronto Art Centre. A variety of methodologies will be explored, including Digital Humanities.

Exclusion: None

Prerequisite: FAH215H5 or FAH216H5 and at least 1.0 credit in FAH/VCC at the 300/400 level.

Rationale: This course facilitates engagement with the exceptional resources found in local museums and collections. It dovetails with the instructor's current research project and utilizes her SSHRC-funded resources, including databases of treasury inventories.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #36 FAH472H5 Early Modern Mobile Objects (HUM)

Description: This course concerns the global circulation of objects or things in the early modern world (ca. 1500-1700) when new trade routes brought about an unprecedented mobilization of artifacts of visual culture, foodstuffs and other goods. We will be concerned with the manifold appearances of uprooted objects, new arrangements, and the invisible layers of skill, materials, and manufacture that resulted from heightened exchange. Objects of study will range broadly: porcelain, tableware and foodstuffs, screens and silver, naturalia and their elaborate mounts, miniatures, prints and books, paintings (Dutch Still Life, Las Meninas) which put the world of things on display.

Prerequisite: FAH101H5, FAH274H5 or FAH279H5 and 1.0 credit in FAH/VCC at the 300/400 level or P.I.

Rationale: This is a new course that captures recent work in mobility studies and art history. It was offered as a special topics course in winter 2017 and was very successful.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #37 FAH495H5 Topics in Islamic Art and Architecture (HUM)

Description: An examination of a topic in Islamic art and or architecture. Topics vary from year to year; the content in any given year depends upon the instructor. This will be a lecture course for approximately 20 students.

Prerequisite: FAH101H5/FAH202H5, FAH287H5/FAH288H5 and at least 1.0 in FAH/VCC at the 300/400 level, or P.I.

Rationale: We are hiring someone to teach in this area.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #38 FAH496H5 Topics in Modern Art and Architecture (HUM)

Description: An in-depth examination of a topic in modern art and/or architecture. Topics vary from year to year, and the content in any given year depends upon the instructor. A seminar course limited to 20 students. [24S]

Prerequisite: FAH101H5/FAH105H5/FAH202H5, FAH287H5/FAH288H5 and at least 1.0 in FAH/VCC at the 300/400 level, or P.I.

Rationale: Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #39 FRE442H5 Advanced Language Practice IV: Written (HUM)

Description: Consolidation of writing skills in the areas of vocabulary, grammar and style. This writing intensive course focuses on improving persuasiveness in writing, in part by reading and analyzing a variety of texts to learn to recognize strategies that work in written communications. [12L, 24T]

Prerequisite: FRE382H5 or permission of the instructor. Also open to francophones and/or holders of the baccalaureat but contingent on the results of the Online French language placement test.

Rationale: Need for a follow-up course to FRE382H5 for students to reach a higher level of writing proficiency. Need to offer a writing course at an appropriate level for francophones and/or holders of the baccalaureat.

No. Hours Instruction: 12L, 24T

Offered at St George: No

Revived Course: No

Course #40 HIS200H5 Topics in History (HUM)

Description:	An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site at https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses for details. [24L,10T]
Rationale:	Topics courses have proven very successful at the 300- and 400- level. They allow new faculty to test courses in their area of specialization and to try new courses without having to commit to teaching in the long term.
No. Hours Instruction:	24L,10T
Offered at St George:	No
Revived Course:	No

Course #41 HIS323H5 The Rwandan Genocide: History, Violence, and Identity (HUM)

Description:	This course examines the 1994 Rwandan Genocide, situated within larger historical frameworks of the nature of precolonial polities, the impact of colonialism, and the crises of postcolonial state building. Through a close examination of primary sources and historical arguments, this course will explore history and memory, violence and trauma, identity and belonging, justice and reconciliation. [24L]
Rationale:	This course will diversify and complement our current course offerings in terms of regions of study and is a topic that is of particular interest to our students.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #42 ITA102H5 Language Learning with Libretti: Italian for Musicians EXP (HUM,EXP)

Description:	(Offered in Sulmona, Italy; Faculty of Music's Centre for Opera Studies in Italy program) An introduction to the Italian language for students whose primary area of study is Music. Beginner language proficiency (grammar practice, oral communication, pronunciation, cultural fluency, etc.) will be acquired through close readings of select librettos, depending on the pieces pre-selected for performance. Students have the option of participating in local and international field trips (additional costs and application processes). [12L, 12P]
Exclusion:	Prior knowledge of Italian.
Rationale:	This course is necessary to practice/improve the language skills of students enrolled in the Faculty of Music's Centre for Opera Studies in Italy (COSI) program. As such, the UTM at COSI course establishes, coordinates and synthesizes skills that contribute to the necessary level of competency and acumen for career success in music. This course is also appropriate for students whose interests are firmly grounded in this specific area.
No. Hours Instruction:	12L, 12P
Offered at St George:	No
Revived Course:	No

Course #43 ITA227H5 Learning Styles and Strategies in Second Language Acquisition (HUM)

Description:	(Offered in English) This course examines how languages are learned and students are introduced to theories of second language acquisition. Students enrolled in an Italian minor, major or specialist will be required to submit work in Italian. [24L]
Exclusion:	LTL225Y5, FRE225Y5, LTL227H5
Recommended Preparation:	ITA100Y5
Rationale:	Both LTL227H5 and ITA227H5 will share the same classroom and instructor. The ITA designator will allow for department to track Italian Studies program students.
No. Hours Instruction:	24L
Offered at St George:	No

Revived Course: No

Course #44 ITA272H5 Introduction to Italian Linguistics (HUM)

Description: (Offered in English/Italian) A study of modern Italian phonetics and phonology, morphology, syntax and semantics. Comparisons will be made between the Italian linguistic situation and the other languages with which students are familiar or are learning. [36L]

Exclusion: ITA360H1, ITA363H1

Prerequisite: For students enrolled in an Italian Minor, Major or Specialist program: ITA100Y5

Corequisite: Recommended corequisite for students enrolled in an Italian Minor, Major or Specialist program: ITA200Y5

Rationale: Italian Studies is currently limited in its course offerings in Linguistics - this course will help to fill the gaps in this key of area of study.
The proposal comes during this curriculum cycle in light of a new faculty member, in Italian, whose field of research is Italian Linguistics.
The course is situated (listed) alongside several programs of study, in the Department of Language Studies, allowing for cross-disciplinary, rich academic student experiences.
The course will fulfil requirements in Italian Studies, Linguistics, Teaching and Learning. Students enrolled in any combined Italian-French program will benefit from acquiring a deeper knowledge of more than one Romance language as they are encouraged to pair this course with similar offerings in French Linguistics.

No. Hours Instruction: 36L

Offered at St George: Yes

Revived Course: No

Course #45 ITA313H5 Quentin Tarantino and the Spaghetti Western Effect (HUM)

Description: (Offered in English) This course explores the cinema of director Quentin Tarantino and the influence that the Spaghetti Western and, in particular, the works of Sergio Leone (director of *The Good, the Bad, the Ugly*, and several others) had on the Italian-American auteur. Films screened and analyzed will include both those in the filmographies of Tarantino and Leone, and will be studied within a variety of frameworks (cinematographic, political, social, theoretical). [24L, 24T]

Exclusion: ITA240Y1, ITA340H1, ITA341H1, ITA342H1, ITA345H1, ITA347H1, ITA441H1.

Prerequisite: Open to all students. If students are enrolled in an Italian Minor, Major or Specialist program, they must have ITA100Y5.

Recommended Preparation: Minimum 0.5 credits in any ITA cinema course.

Rationale: The course will add to students understanding of the expansive nature of the field of Italian culture and, in particular, of Italian cinema.
Students will have increased theoretical knowledge of auteur cinema which, otherwise, represents a gap in the current course offerings.
The course is appropriate for students enrolled in an Italian program and for students in other disciplines, such as Cinema Studies.
The course complements other course offerings in Italian (and general) Cinema Studies which focus on in-depth analyses of sub-genres.

No. Hours Instruction: 24L, 24T

Offered at St George: No

Revived Course: No

Course #46 ITA373H5 Italian Sociolinguistics (HUM)

Description: (Offered in English/Italian) A study of the current sociolinguistic situation of Italian. This course explores Italian dialects, regional variants, and the effect that immigration and emigration have had on the language as we read, hear, and speak it today. [36L]

Exclusion: ITA363H5, ITA360H1

Prerequisite: Prerequisite for students enrolled in an Italian Minor, Major or Specialist program: ITA200Y5; all others LIN101H5/LIN102H5/FRE272H5.

Rationale: Italian Studies is currently limited in its course offerings in Linguistics - this course will help to fill the gaps in this key of area of study.

The proposal comes during this curriculum cycle in light of a new faculty member, in Italian, whose field of research is Italian Linguistics.

The course is situated (listed) alongside several programs of study, in the Department of Language Studies, allowing for cross-disciplinary, rich academic student experiences.

No. Hours Instruction: 36L
Offered at St George: Yes
Revived Course: No

Course #47 ITA374H5 Second Language Teaching Methodology I (HUM)

Description: (Offered in Italian/English) This course connects second language acquisition theory and research to teaching practice. Students will gain hands-on experience in the development and evaluation of Italian second language teaching materials for the communicative classroom environment. Special emphasis will be placed on the teaching of the four skills (speaking, reading, listening, and writing) and grammar instruction. [24L, 12T]

Exclusion: ITA375Y5
Prerequisite: ITA100Y5
Recommended Preparation: ITA227H5
Rationale: Formerly ITA375Y5. Dividing the Y courses into two H courses allows for more freedom of selection (for students) and the possibility for faculty to teach a larger range of courses.

No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #48 ITA375H5 Second Language Teaching Methodology II (HUM)

Description: (Offered in Italian/English) Continuation of ITA374H5. This course connects second language acquisition theory and research to teaching practice. [24L, 12T]

Exclusion: ITA375Y5
Prerequisite: ITA374H5
Rationale: Dividing the Y courses into two H courses allows for more freedom of selection (for students) and the possibility for faculty to teach a larger range of courses.

No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #49 ITA450H5 Advanced Italian (HUM)

Description: (Offered in Italian) This course provides students with advanced language practice. Particular emphasis will be given to improving oral proficiency, including pronunciation. Students will acquire nuances and subtleties of the language that will allow them to express themselves more freely in Italian. By the end of the course, students will be able to engage with more facility in the country of study and with other speakers of the language. [36L]

Exclusion: ITA450H1
Prerequisite: ITA350Y5 or ITA354Y5 or ITA371Y5
Rationale: Italian Studies does not currently offer a course dedicated to improving oral proficiency, beyond the third year level. This course will bring students closer to acquiring near-native proficiency, a skill that is of major import and interest to today's learner. The course will lend itself well to the fabric of our students' post-graduate paths which are typically characterized by graduate studies in the field, extensive travel and work in the country.

No. Hours Instruction: 36L
Offered at St George: Yes

Revived Course: No

Course #50 LIN337H5 Lexical Semantics: What is (or is not) in a Word? (HUM)

Description: 25,000 is a modest estimate of the number of verbs with distinct meanings in English, but there are more likely upwards of 75,000 verbs. The number of nouns is three to four times this number. But how do we know what they all mean and how to use them appropriately? What is the nature of this knowledge? The meaning of words has been central to the study of language since the Ancient Greek and Sanskrit grammarians and philosophers, and it remains central to contemporary approaches to natural language. In this course, students will investigate basic issues and concepts in the linguistic study of word meaning, with a special focus on the relation between the semantics of words and their syntactic behaviour. Depending on the instructor, topics discussed in the course may include componential analysis; Lexical Conceptual Semantics; Cognitive Semantics; lexicalization patterns and differences cross-linguistically; categorization; compositionality; child language acquisition; computational applications. [24L, 12T]

Prerequisite: LIN237H5 and LIN232H5

Rationale: This course is intended as an upper year course for the Major Program in Linguistic Studies that currently only offers one introductory course in Semantics and Pragmatics (LIN247H5 to become LIN237H5 *Semantics*), but no courses that allow students to study specialised topics in the domain. In this round of curriculum changes, we are proposing two such upper-level courses that will be offered in alternating years. LIN338H5 (Pragmatics) and LIN337H5 (Lexical Semantics). The program also needs more course offerings at the 300- and 400-level to meet student demand, and it also requires courses that could be suitable for students enrolled in the future Specialist Program in Computational Linguistics; these courses could easily be oriented to suit the interests of such students.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #51 LIN338H5 Pragmatics (HUM)

Description: This course examines the sub-field of linguistics known as pragmatics, an area concerned not only with what is said but, more importantly, with what is meant. Depending on the instructor, topics in this course may include implicature, reference, presupposition, speech acts, information structure, inferential relations, and static versus dynamic approaches to meaning. The course objectives are to i) explore in depth the concepts necessary to understand the theory of pragmatics, ii) define key terms used by linguists carrying out research in this area, and iii) connect theoretical and methodological concepts to every-day experiences of language in use. [24L, 12T]

Prerequisite: LIN237H5 and LIN256H5/LIN232H5

Rationale: This course is intended as an upper year course for the Major Program in Linguistic Studies offered by the Department of Language Studies. The program currently only offers one introductory course in Semantics and Pragmatics (LIN247H5 to become LIN237H5 *Semantics*), but no courses that allow students to study specialised topics in the domain. In this round of curriculum changes, we are proposing two such upper-level courses that will be offered in alternating years. LIN338 (Pragmatics) and LIN337 (Lexical Semantics). The program also needs more course offerings at the 300- and 400-level to meet student demand, and it also requires courses that could be suitable for students enrolled in the future Specialist Program in Computational Linguistics; these courses could easily be oriented to suit the interests of such students.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #52 LIN340H5 Language and Computers (HUM)

Description: This course is designed to introduce students with some background in linguistics (but little background in Computing Sciences) to the two general aims of computational linguistics: to enable computers to analyze and process natural language (the technological aim) and to model human language on computers (the linguistic aim). Students will be introduced to the tools and resources (and their limitations) used by computational linguists and how they are applied in the latest research. [12L, 24P]

Exclusion: CSC485H1, CSC401H1

Prerequisite: LIN101H5, LIN102H5 (or LIN100H5Y) and LIN229H5/LIN231H5/LIN232H5/LIN256H5

Rationale: This course is intended as a foundational course for the proposed Specialist Program in Computational Linguistics offered jointly by the Department of Language Studies and the Department of Mathematics and Computing

Sciences. Currently, there is only one LIN course that treats Computational Linguistics, LIN477H5 Introduction to Natural Language Processing, but it is not designed for non-CS students and does not cover foundational issues and concepts in the field.

No. Hours Instruction: 12L, 24P
Offered at St George: No
Revived Course: No

Course #53 LIN357H5 English Worldwide (HUM)

Description: The best estimate of linguists suggests that English is spoken (natively and non-natively) by around one billion people today. This makes it the most widely spoken language in the world. Within this language exists a high degree of global dialect diversity. In this course, we will examine the structure and history of Englishes around world including British, North American, Antipodean, Caribbean, African, and Asian varieties. Students will also consider structural and sociolinguistic issues associated with English as a global language including creolization, post-creolization, the diffusion of innovation, language policy, and the linguistic effects of colonialism.

Prerequisite: LIN101H5, LIN102H5, and LIN256/JAL253

Rationale: This course is primarily intended as an upper year course for the English Language Linguistics minor program offered by the Department of Language Studies (but could equally serve to fulfill a course requirement for the Linguistics Major or Minor). The ELL program currently offers English-focussed courses covering all the main domains of language (phonetics and phonology [LIN335], morphology [LIN203], syntax [LIN204, LIN205]), but as it stands, it currently does not have an English-focussed sociolinguistics course. The program also needs more course offerings at the 300- and 400-level to meet student demand.

No. Hours Instruction: 24L, 12T
Offered at St George: No
Revived Course: No

Course #54 LIN421H5 Speaking and Hearing with an Accent (HUM)

Description: Much of linguistic theory assumes the existence of an ideal speaker/hearer of a given language. However, in the real world, particularly in linguistically diverse communities such as the GTA, there is an enormous amount of variability driven by differences in language background, regional affiliation, and social factors. This course examines the many factors contributing to accentedness, and how listeners adapt their perception when confronted with different accents. It also explores how models of language development, processing, and production account for accent-related variability.

Prerequisite: LIN229H5, LIN256H5/LIN288H5, and 0.5 credit in a 300-level LIN course.

Recommended Preparation: LIN328H5

Rationale: Provide more course offerings for students at the 400 level. Content reflects the area of research of a newly hired LIN faculty.

No. Hours Instruction: 36P
Offered at St George: No
Revived Course: No

Course #55 PHL346H5 Choice and Chance (HUM)

Description: An intermediate level look at reasoning and decision making in the face of uncertainty. Topics may include: decision theory, game theory, social choice theory, confirmation theory, foundations of probability and statistics, puzzles of infinity and self-location, and the relationship between knowledge and uncertainty. [36L]

Recommended Preparation: PHL246H5 or any first course in probability/statistics/decision-making

Rationale: Student and faculty interest indicate that we need to offer a successor to PHL246H5 Probability and Induction for more advanced students from the social sciences as well as philosophy.

No. Hours Instruction: [36]

Offered at St George: No
Revived Course: No

Course #56 PHL376H Issues in Metaethics (HUM)

Description: Metaethics concerns the place of values in the world, and the status of ethics as a field of inquiry. Topics may include: the objectivity of morality; moral psychology; the possibility of ethical knowledge; and meanings of ethical concepts.[36L]

Exclusion: PHL375H5, PHLC05H3, PHLC06H3

Prerequisite: 1.5 credits in PHL

Rationale: Currently PHL375H5 covers both normative ethics and metaethics. This is too much content to cover in a single course. In the future, new course PHL376H will cover metaethics, while PHL374H will cover normative ethics.

No. Hours Instruction: [36L]

Offered at St George: No

Revived Course: No

Course #57 PHL395H5 Special Topics in Philosophy (HUM)

Description: A course primarily for Specialists and Majors in Philosophy. Topic to vary from year to year. [36S]

Prerequisite: 1.5 credits in PHL

Rationale: We need more 300-level courses in our curriculum, to give both students and faculty a broader range of options. This course will allow specialists in disparate areas of philosophy to teach the course. The course will parallel PHL495H5 Special Seminar in Philosophy, which also varies in topics from year to year.

No. Hours Instruction: [36S]

Offered at St George: No

Revived Course: No

Course #58 PRS310H5 Intermediate Persian I (HUM)

Description: This course is for students who passed PRS211H or demonstrate commensurate Persian skills. As a continuation of introductory Persian II, this course continues to develop students' language comprehension, expand their vocabulary and grammar, and improve their skills in listening, speaking, reading, writing, and translation at an intermediate high level. [24L, 24P]

Exclusion: PRS310Y5

Prerequisite: PRS211H5 or permission of the instructor.

Rationale: PRS310Y5 was changed into two H5 courses. Each half a course has specific learning objectives which will be reflected in a new description. Half course allow students with increased option for scheduling.

No. Hours Instruction: 24L, 24T

Offered at St George: No

Revived Course: No

Course #59 PRS311H5 Intermediate Persian II (HUM)

Description: This course is for students who passed PRS310H5 or demonstrate commensurate Persian skills. As a continuation of intermediate Persian I, this course continues to develop students' language comprehension, expand their vocabulary and grammar, and improve their skills in listening, speaking, reading, writing, and translation at an advance level. [24L, 24P]

Exclusion: PRS310Y5

Prerequisite: PRS310H5 or permission of the instructor.

Rationale: PRS310Y5 was changed into two H5 courses. Each half a course has specific learning objectives which will be reflected in a new description. Half course allow students with increased option for scheduling.

No. Hours Instruction: 24L, 24P
Offered at St George: No
Revived Course: No

Course #60 RLG210H5 Introduction to Hinduism (HUM)

Description: Hinduism is today the world's third largest religion, with over one billion practitioners. In this course, students will learn about Hindu philosophy, literature, music, art, architecture, and ritual practices. A special focus will be on interactions between Hinduism and other South Asian religious traditions.[24L, 10T]

Exclusion: RLG205H1

Recommended Preparation: RLG101H5

Rationale: Hinduism is the third largest religious tradition in the world. Currently, it is the only major religious tradition that is not offered independently at the introductory level in our Department.

No. Hours Instruction: 24L, 10T

Offered at St George: No

Revived Course: No

Course #61 RLG317H5 Religion and Science (HUM)

Description: Are scientific and religious practices and ways of understanding unrelated? Contradictory? Complementary? What assumptions are made when we practice religion or science? And what do we assume when we attempt to interpret these practices? This course explores the relationships between religion, science, and academic interpretation in the contemporary world. [24L]

Rationale: The Department is in the process of transforming our History of Religions curriculum from a program focused primarily on distinct religious traditions to one fostering thematic and methodological discussions about the study of religion. A course on Religion and Science will provide students with access to scholarship in the philosophy of religions and the history of science and will also have the potential to draw interest in the humanities, and religion more specifically, from students enrolled in science programs.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #62 RLG318H5 Jainism (HUM)

Description: This course offers students a historical glimpse at an ancient religion that has had a key influence on values that shape our world today: that not-harming should inform all our actions, that the truth consists in the awareness of contradictory views, or that the main quality of personality is self-improvement. [24L]

Recommended Preparation: RLG205H5/RLG206H5

Rationale: Jainism ranges among the oldest still living ascetic and monastic traditions in the world. It has been of tremendous importance for the history of South Asia. Religions such as Buddhism and Hinduism, the figure of Mahatma Gandhi, the emergence of modern regional literatures and print media, or the interaction of high finance and religion in India cannot be fully understood without an awareness of the contribution of Jainism and its members to the fabric of this key part of Asia. As a tradition with many links and overlaps in doctrine, practice, political and visual culture across religious boundaries, Jainism is an ideal field within which students can explore the interactions between Buddhism, Hinduism, Islam, and Christianity. Jainism is the only South Asian religious tradition that is currently not represented among the course offerings within the Religion field of the Department of Historical Studies. This course proposal aims at filling that conspicuous gap.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #63 RLG331H5 Religion on Screen (HUM)

Description:	How have screen-based media technologies (cinema, television, computers, smart phones, video games, etc.) shaped the practice and representation of religion from 1890s till today? What is the relationship between screen cultures and visual religion? Topics may include: magic shows and early cinema; religion in classical Hollywood; devotional websites or zombies. [24L, 24P]
Recommended Preparation:	RLG211H5/RLG332H5
Rationale:	This course complements the RLG332H5: Reel Religion, on religion and film. Where that course presents movie-going as a form of religious practice that exists over and above religious traditions, this course places attention squarely on religion per se, as well as placing cinema within the longer media history of screen cultures between the 1890s and 2010s. It asks how screen cultures give contemporary society a means of reflecting on and mediating religion, as well as how religion gives society a means of reflecting on visual media.
No. Hours Instruction:	24L, 24P
Offered at St George:	No
Revived Course:	No

Course #64 RLG362H5 Hindu and Muslim Worlds in Modern South Asia (HUM)

Description:	Using primary texts as well as films, art, and architecture, this course explores the interbraided cultures of Islam and Hinduism in South Asia from the early modern period through the present day. It examines colonialism and nationalism's effect on Hinduism and Islam and religion's role in modern South Asian culture. [24L]
Prerequisite:	RLG204H5/RLG205H5/RLG210H5
Rationale:	We envision this course as a follow-up course to RLG361H5: Encounters Between Indo-Islamic and Hindu Cultures (which focuses on the premodern period). The combination of these two courses on a topic of great interest to students will create opportunities for dynamic study drawing the historical investigation of South Asian religions in conversation with issues of contemporary relevance.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #65 RLG378H5 Museums and Material Religion EXP (HUM,EXP)

Description:	Museums have long collected and curated religious objects for public audiences, with missionaries as a primary collections source. Multiple visits to the Royal Ontario Museum and other museums will enable students to think critically about how museums received and presented these objects, while engaging with the challenges of museum curation. [24L]
Exclusion:	RLG307H1
Prerequisite:	RLG101H5
Rationale:	In this course, students will learn to think critically about the importance of museums and material artifacts for public understandings of what counts as religion in specific national contexts. With recourse to disciplines of study of religion, history, anthropology, and museum studies, students will develop their analytical understanding of key concepts such as materiality, religion, and secularism, as well as the concept of the public sphere. The course will complement the new emphasis on comparative and thematic (versus tradition-specific) courses in the History of Religions curriculum.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #66 RLG412H5 Theorizing Religion (HUM)

Description:	This course gives advanced students the opportunity to pursue in-depth study of major classic and contemporary texts in critical theory, cultural studies, and the philosophy of religion. Topics may include: religion and politics; crises of faith; psychology of religion. [24S]
---------------------	--

Prerequisite: RLG101H5, 1.5 RLG credits.

Rationale: Currently, History of Religions has no follow-up course for the RLG312H5: Method and Theory seminar. The proposed course gives interested students the opportunity to do more advanced work in critical and cultural theory, the philosophy of religion, and related topics. It fills out our existing curriculum in a crucial way, providing a capstone experience for one of the strands in the curriculum that we have been trying to develop in recent years. It also creates a greater diversity of thematic courses at the 400-level.

No. Hours

Instruction:

Offered at St George: No

Revived Course: No

Course #67 RLG415H5 Advanced Topics in the Study of Religion (HUM,INTLR)

Description: A critical exploration of selected topics in the study of religion. As part of this course, students are required to participate in an international learning experience that will have an additional cost and application process.[24S]

Prerequisite: 2.0 RLG credits

Rationale: Currently the Religion curriculum does not have a general Advanced Topics course in the History of Religions. All of the Advanced Topics courses are specific to certain areas or traditions (e.g., RLG440H Advanced Topics in Christianity). This addition allows Faculty to offer a one-time 400-level course that is comparative or on a tradition not covered (e.g., Indigenous religions).

Our Department also does not currently have a religion course that includes an option to participate in UTM's new international learning experience initiative.

The current proposal makes either or both of the above options available to all instructors.

No. Hours 24S

Instruction:

Offered at St George: No

Revived Course: No

Course #68 RLG453H5 Researching Islam: Entering the World of Scholarly Investigation EXP (HUM,EXP)

Description: How do academics research Islam? Students in this course learn about and gain hands-on experience with essential scholarly tools for discovering and disseminating new knowledge in this field. Both individually and collaboratively, students will work on original projects concerning academic literature, scholarly communication, or primary sources. [24S]

Prerequisite: 2.0 RLG credits

Recommended Preparation: RLG204H5

Rationale: This course creates an opportunity for an interdisciplinary team of students to gain research skills in Islamic Studies in an experiential learning environment.

No. Hours 24S

Instruction:

Offered at St George: No

Revived Course: No

Course #69 RLG463H5 Genealogies of South Asian Religions (HUM)

Description: This course looks at debates surrounding central concepts in the study of South Asian religions. We will look at theories of asceticism, devotion, renunciation, caste, kingship, ritual, and state that animate the discussion of Hinduism, Buddhism, and Islam. Students will learn to place their ideas in conversation with larger intellectual genealogies.[24S]

Prerequisite: RLG204H5/RLG205H5/RLG206H5/RLG210H5, 1.5 RLG credits

Recommended Preparation: RLG101H5

Rationale: This course will provide a capstone to our South Asian religions curriculum. It will provide students with an overview of landmark scholarship in the field. There are very few courses in our program which focus explicitly on scholarship and scholarly debates, which are important to incorporate into the curriculum at the fourth-year level.

Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #70 RLG464H5 Saints, Royalty, and the State in South Asian Religions (HUM)

Description: This course focuses on the relationship between religious ideologies, saints, and state power in ancient, medieval, and precolonial Hindu, Buddhist, Sikh, and Muslim states in South Asia. We will read primary sources in translation and examine art, architecture, and material culture to examine how kings and saints/ascetics negotiated politics and power.[24S]

Prerequisite: RLG205H5, 1.5 RLG credits.

Recommended Preparation: RLG206H5/RLG207H5/RLG210H5/RLG303H5

Rationale: This seminar provides students with the opportunity to examine the complex interactions between different religious actors and political leaders in ancient, medieval, and premodern India. This course will enable students to understand how religious figures (mystics, religious teachers, and leaders) have had valuable roles in shaping state policies for Hindu, Buddhist, and Muslim kings in Northern and Southern Indian kingdoms.

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #71 SPA219Y5 Spanish for Students with Prior Background (HUM)

Description: This course is designed for native and heritage speakers who have had exposure to spoken Spanish in an informal context (i.e., living in a Spanish-speaking country; or with a Spanish-speaking family), but little to no exposure to written Spanish. The students' ability to speak and understand Spanish may range from basic to relatively high fluency, but they cannot write and/or read Spanish. The course provides students with the essential understanding of Spanish grammatical system; builds their vocabulary; and trains them to express themselves formally. [48L, 24P]

Exclusion: SPA100Y5, SPA219Y1, SPA220Y5, SPA320Y5, SPA319Y1

Prerequisite: Basic to relatively high native ability to speak and understand Spanish; limited or no formal education in Spanish.

Rationale: Over the past 8 years there has been an increased interest among heritage speakers to enrol in Spanish courses and improve their language proficiency. In the current Spanish curriculum, these students usually take either SPA220Y5 intermediate Spanish or SPA320Y5 Advanced Spanish, however, these two levels of Spanish language courses are not suitable for most of these students. Proposing SPA219Y5 will appropriately accommodate these students.

No. Hours Instruction: 48L, 24P
Offered at St George: Yes
Revived Course: No

Course #72 SPA235H5 Music and Dance in Hispanic Culture (HUM)

Description: This course will explore the heritage and the modern manifestations of some Latin American, Caribbean, and Spanish musical styles and their accompanied dance forms. This course highlights the historical evolution of several prominent genres of music and dance, the place of music and dance in modern culture and their contribution in national identity and shows how European colonization and the slave trade impact on indigenous sounds and rhythms. The course is organized thematically and geographically and will be taught in English. Students who take this course for Spanish Language Citation must complete written course work in Spanish. [24L, 24P]

Prerequisite: Open to all students.

Recommended Preparation: SPA100Y5, SPA220Y5 or SPA259H5

Rationale: This course is a culture course to be added to the Spanish curriculum to promote Spanish and offer students options to complete the Language Citation.

No. Hours Instruction: 24L, 24P

Offered at St George: No

Revived Course: No

Course #73 URD212Y5 Introduction to Urdu (HUM)

Description: Introduction to phonology, grammar, syntax of the Urdu language and; emphasis on basic writing and reading. [72L, 24P]

Rationale: For students who are primarily interested in focusing on Urdu, conjoined Hindi-Urdu language instruction is a deterrent. Separation of Hindi and Urdu will make better use of our instructional resources. We will be able to advertise Urdu language courses at the elementary and intermediate levels for students, which will be less confusing and will increase enrollment. According to Statistics Canada's 2011 report, the three most common mother-tongue languages spoken in Mississauga in 2011 were Urdu (5.6%, 39,640 people), Polish (4.3%) and Panjabi (Punjabi) (3.5%). Moreover, approximately 40% of our UTM campus is of South Asian heritage, and many come from Urdu-speaking households. Although a significant number of students do have some familiarity with Urdu, they have not had formal language instruction and the majority are unable to read the nasta'liq script.

No. Hours Instruction: 72L, 24P

Offered at St George: No

Revived Course: No

Course #74 VCC292H5 Topics in Visual Culture and Communication (HUM)

Description: An in-depth examination of topics in visual and media culture, from both historical and contemporary perspectives. Topics vary from year to year, and the content in any given year depends upon the instructor.

Recommended Preparation: VCC101H5/VCC201H5

Rationale: Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.

No. Hours Instruction:

Offered at St George: No

Revived Course: No

Course #75 VCC392H5 Topics in Visual Culture and Communication (HUM)

Description: An in-depth examination of topics in visual and media culture, from both historical and contemporary perspectives. Topics vary from year to year, and the content in any given year depends upon the instructor.

Prerequisite: VCC101H5/VCC201H5

Rationale: Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #76 VCC420H5 The Visual Culture of Automobility (HUM)

Description: Cars are the quintessential mass-produced commodities, and as such are central to the spread of capitalism and to the forms, spaces, affects, and imaginaries of modernity, postmodernity and beyond. Drawing on anthropology, geography, architectural theory and cinema studies as well as visual studies, art history and critical theory, this seminar examines the visual cultures of automobility over a range of historical periods and cultural contexts.

Exclusion: VCC490H5 topics course - The Visual Culture of Automobility.
Prerequisite: 13.0 credits including VCC101H5/VCC201H5 and a minimum of 1.0 VCC credit at the 300/400 level
Rationale: This course has been offered a couple of times and seems to continue to elicit student interest. It is a good way to relate visual culture to politics, economics, and issues of sustainability.
No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #77 VCC492H5 Topics in Visual Culture and Communication (HUM)

Description: An in-depth examination of topics in visual and media culture, from both historical and contemporary perspectives. Topics vary from year to year, and the content in any given year depends upon the instructor.
Prerequisite: VCC101H5/VCC201H5
Rationale: Added to allow flexibility in teaching and to reduce confusion for students reading the timetable if two topics courses are offered in the same area in the same term.
No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #78 WGS418H5 Feminist Cultural Studies of Biomedicine (HUM)

Description: From vaccines and contraception, to erectile dysfunction drugs and clinical trials, biomedicine and biotechnologies are increasingly powerful and transformative modalities transnationally. Incorporating methods from feminist postcolonial, cultural, media and technoscience studies, this course examines biomedicine by critically attending to its intersections with gender, race, sexuality, colonialism, capitalism and culture. [24S]
Prerequisite: WGS200Y5, 1.0 WGS300+ level credits
Rationale: This course was developed to expand the current Women and Gender Studies course offerings in the streams of Culture and Health. Complementing and expanding upon the limited range of courses which directly take up health and biomedicine as an area of feminist inquiry (WGS367H5: Women and Health; WGS419H5: Gender and Disability; and WGS366H5: Women and Psychology). This course proposes to engage a range of questions about biotechnologies, culture and science from critical feminist perspectives at the fourth year level.
No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Courses - Resource Implications

Course #1 ARA410H5 Advanced Arabic Reading I: Reading the Sacred and the Legendary

Resource implications: Yes. An instructor will need to be hired as there are no faculty that can teach this language course.

Course #2 ARA411H5 Advanced Arabic Reading II: Literary Journeys into the Past

Resource implications: Yes. An instructor will need to be hired as there are no faculty that can teach this language course.

Course #3 CCT314H5 Mind, Media and Representation

Resource implications: None.

Course #4 CCT423H5 Game Development Project (SH)

Resource implications: None

Course #5 CCT453H5 Digital Media: Advanced Video Production (SH)

Resource implications: None

Course #6 CCT454H5 Documentary Practices (SH)

Resource implications: None

Course #7 CHI103H5 Introductory Chinese I

Resource implications: None. CHI100Y5 was deleted and replaced with CHI103H5 and CHI104H5.

Course #8 CHI104H5 Introductory Chinese II

Resource implications: None. Formerly CHI100Y5. CHI100Y5 was deleted and replaced with CHI103H5 and CHI104H5

Course #9 CHI201H5 Intermediate High Chinese I

Resource implications: None. Description change.

Course #10 CHI202H5 Intermediate High Chinese II

Resource implications: None. Description change.

Course #11 CHI203H5 Intermediate Chinese I

Resource implications: None. CHI200Y5 was deleted and replaced with CHI203H5 and CHI204H5.

Course #12 CHI204H5 Intermediate Chinese II

Resource implications: None. Formerly CHI200Y5. CHI200Y5 was deleted and replaced with CHI203H5 and CHI204H5.

Course #13 CHI301H5 Advanced High Chinese I

Resource implications: None. Formerly CHI301Y5. CHI301Y5 was deleted and replaced with CHI301H5 and CHI302H5.

Course #14 CHI302H5 Advanced High Chinese II

Resource implications: None. Formerly CHI301Y5. CHI301Y5 was deleted and replaced with CHI301H5 and CHI302H5.

Course #15 CHI308H5 Introduction to Chinese Culture

Resource implications: None. The new hired faculty in Chinese or one of two SL III can teach this course as part of 2.0 course commitment.

Course #16 CHI310H5 Business Chinese

Resource implications: None. Description change.

Course #17 CHI408H5 Reading Confucianism in Modern Chinese

Resource implications: None. Prerequisite change.

Course #18 CHI409H5 Influence of Confucianism on Chinese Culture

Resource implications: None.

Course #19 CHI411H5 Theory and Practice in English/Chinese Translation

Resource implications: None. Prerequisite change.

Course #20 CIN206H5 Auteurs

Resource implications: Books and DVD for Library in consultation with DVS Library Liaison.

Course #21 CIN302H5 Topics in Cinema Studies

Resource implications: Books and DVDs for Library in consultation with DVS Library Liaison.

Course #22 CIN400H5 Topics in Cinema Studies

Resource implications: Books and DVDs for library in consultation with DVS Library Liaison.

Course #23 CIN401H5 Topics in Cinema Studies

Resource implications: There are no resource implications.

Course #24 CIN402H5 Avant-Garde Film and Video

Resource implications: There are no resource implications.

Course #25 CLA390H5 Topics in Greek History & Culture

Resource implications: No resource implications.

Course #26 CLA391H5 Topics in Roman History & Culture

Resource implications: No resource implications.

Course #27 CLA395H5 Topics in Classics

Resource implications: No resource implications.

Course #28 EDS250H5 Indigenous Education

Resource implications: Yes. Sessional instructor (ideally funding would be provided so that Cat Criger, or another campus elder could co-teach part of the course in collaboration with a qualified sessional instructor).

Course #29 EDS275H5 Debunking the Myths of Education

Resource implications: Yes. A sessional lecturer will be required. The current EDS program coordinator could also teach this course.

Course #30 EDS325H5 Supplemental Instruction in Higher Education: The Impact of Peer-Facilitated Study Groups

Resource implications: Yes. Discussions have already taken place with the Office of the Dean.

Course #31 EDS345H5 Design Thinking Incubator: From Problem into Prototype

Resource implications: Yes. A sessional lecturer will need to be hired to teach this course. The course can also be taught by the EDS program coordinator.

Course #32 EDS377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Resource implications: None.

Course #33 EDS388H5 Experiential Learning Opportunity within the Community

Resource implications: None. Description change.

Course #34 ENG101H5 How to Read Critically

Resource implications: Tutorial TAs; space for tutorials

Course #35 ENG102H5 How to Research Literature

Resource implications: Tutorial TAs; space for tutorials. All of our current tenure-stream faculty are able to teach this course; they can offer it in rotation with the other courses they teach.

Course #36 ENG110H5 Narrative

Resource implications: Reduction in hours/space needed for lectures, tutorial TAs.

Course #37 ENG201Y5 Reading Poetry

Resource implications: No change.

Course #38 ENG202H5 British Literature in the World I: Medieval to Eighteenth-Century

Resource implications: Reduction in tutorial TA hours and space needed for instruction.

Course #39 ENG203H5 British Literature in the World II: Romantic to Contemporary

Resource implications: New tutorial TAs and space for tutorials.

Course #40 ENG205H5 Rhetoric

Resource implications: No change.

Course #41 ENG206H5 Rhetorical Criticism

Resource implications: No change.

Course #42 ENG210Y5 The Novel

Resource implications: No change.

Course #43 ENG213H5 The Short Story

Resource implications: No change.

Course #44 ENG214H5 The Short Story Cycle

Resource implications: No change.

Course #45 ENG215H5 The Canadian Short Story

Resource implications: No change

Course #46 ENG220Y5 Shakespeare

Resource implications: No change.

Course #47 ENG234H5 Children's Literature

Resource implications: No change.

Course #48 ENG235H5 Comics and the Graphic Novel

Resource implications: No change.

Course #49 ENG236H5 Detective Fiction

Resource implications: No change.

Course #50 ENG237H5 Science Fiction

Resource implications: No change.

Course #51 ENG238H5 Fantasy Literature

Resource implications: No change.

Course #52 ENG239H5 Horror Literature

Resource implications: No change.

Course #53 ENG250Y5 American Literature

Resource implications: No change.

Course #54 ENG252Y5 Canadian Literature

Resource implications: No change.

Course #55 ENG259H5 Literature and Environmental Criticism

Resource implications: No change

Course #56 ENG269H5 Queer Writing

Resource implications: No change.

Course #57 ENG271H5 Toronto's Multicultural Literatures

Resource implications: No change.

Course #58 ENG272H5 Literature and Exile

Resource implications: No change.

Course #59 ENG273H5 Literatures of Immigration and Exile

Resource implications: No change.

Course #60 ENG274H5 Indigenous Literatures

Resource implications: No change.

Course #61 ENG275H5 Feminist Approaches to Literature

Resource implications: No change.

Course #62 ENG276H5 Fanfiction

Resource implications: No change.

Course #63 ENG277H5 Bad Romance

Resource implications: No change: several of our current tenure-stream faculty are able to teach this course (Gillespie, Scoville, Robinson); they can offer it in rotation with the other courses they teach.

Course #64 ENG279H5 Video Games

Resource implications: No change.

Course #65 ENG280H5 Critical Approaches to Literature

Resource implications: New tutorial TAs and space for tutorials.

Course #66 ENG289H5 Creative Writing

Resource implications: We will need classroom space for both lectures and tutorials, and TA hours for tutorial teaching. Note that the MA in Creative Writing offered as a graduate English program will allow us to find TAs with suitable experience for leading tutorials in this area.

Course #67 ENG291H5 Reading for Creative Writing

Resource implications: This course is part of our new Minor in Creative Writing which, if it is accepted, will be offered in addition to our programs in English. We will need classroom space for both lectures and tutorials, and TA hours for tutorial teaching. Note that the MA in Creative Writing offered as a graduate English program will allow us to find TAs with suitable experience for leading tutorials in this area.

We currently have three tenured or tenure-stream faculty qualified to teach the course (Gillespie, Greene, Slater), but they are also needed for teaching in the English program. At this stage of planning, we propose hiring sessional faculty to cover their teaching in English when they offer Creative Writing courses. We hope on occasion to hire a local, successful creative writer to offer a course or courses on a sessional basis, as we have in the past for our course DRE 362H5S Playwriting (last taught by acclaimed Canadian playwright Djanet Sears). If, after one-two years, the new courses for this proposed Minor prove popular and there is an overall enrolment and faculty/student ratio increase as a result of our offering them, we will seek a new line in English/Drama and Creative Writing.

Course #68 ENG299Y5 Research Opportunity Program

Resource implications: No change.

Course #69 ENG321H5 Poetry and Prose 1600-1660

Resource implications: No change.

Course #70 ENG326H5 Global Literatures in the Premodern World

Resource implications: No change: four of our current tenure-stream faculty are able to teach this course (Gillespie, Scoville, Blake, Syme); they can offer it in rotation with the other courses they teach.

Course #71 ENG335H5 Jacobean Drama

Resource implications: Instructor will arrange resources for experiential learning abroad program whenever necessary.

Course #72 ENG340H5 The Rise of Modern Drama

Resource implications: No change.

Course #73 ENG343H5 World Drama

Resource implications: No change: two of our current tenure-stream faculty are able to teach this course (Syme, Switzky); they can offer it in rotation with the other courses they teach.

Course #74 ENG345H5 Victorian Poetry

Resource implications: No change.

Course #75 ENG349H5 Contemporary Poetry

Resource implications: No change.

Course #76 ENG372H5 Special Topic in Literary Theory

Resource implications: No change: the majority of our current tenure-stream faculty are able to offer a course on this topic if they wish to (in rotation with the other courses they teach).

Course #77 ENG373H5 Creative Writing: Poetry

Resource implications: This course is part of our new Minor in Creative Writing which, if it is accepted, will be offered in addition to our programs in English. We will require additional classroom space, suitable for peer workshopping of assignments, for teaching the course. We currently have three tenured or tenure-stream faculty qualified to teach the course (Gillespie, Greene, Slater), but they are also needed for teaching in the English program. At this stage of planning, we propose hiring sessional faculty to cover their teaching in English when they offer Creative Writing courses. We hope on occasion to hire a local, successful creative writer to offer a course or courses on a sessional basis, as we have in the past for our course DRE 362H5S Playwriting (last taught by acclaimed Canadian playwright Djanet Sears). If, after one-two years, the new courses for this proposed Minor prove popular and there is an overall enrolment and faculty/student ratio increase as a result of our offering them, we will seek a new line in English/Drama and Creative Writing.

Course #78 ENG374H5 Creative Writing: Prose

Resource implications: This course is part of our new Minor in Creative Writing which, if it is accepted, will be offered in addition to our programs in English. We will require additional classroom space, suitable for peer workshopping of assignments, for teaching the course. We currently have three tenured or tenure-stream faculty qualified to teach the course (Gillespie, Greene, Slater), but they are also needed for teaching in the English program. At this stage of planning, we propose hiring sessional faculty to cover their teaching in English when they offer Creative Writing courses. We hope on occasion to hire a local, successful creative writer to offer a course or courses on a sessional basis, as we have in the past for our course DRE 362H5S Playwriting (last taught by acclaimed Canadian playwright Djanet Sears). If, after one-two years, the new courses for this proposed Minor prove popular and there is an overall enrolment and faculty/student ratio increase as a result of our offering them, we will seek a new line in English/Drama and Creative Writing.

Course #79 ENG375H5 Editing Literary Texts

Resource implications: No change: five of our current tenure-stream faculty are able to teach this course (Blake, Hill, Robinson, Syme, White); they can offer it in rotation with the other courses they teach.

Course #80 ENG376H5 Creative Writing: Nonfiction

Resource implications: This course is part of our new Minor in Creative Writing which, if it is accepted, will be offered in addition to our programs in English. We will require additional classroom space, suitable for peer workshopping of assignments, for teaching the course. We currently have three tenured or tenure-stream faculty qualified to teach the course (Gillespie, Greene, Slater), but they are also needed for teaching in the English program. At this stage of planning, we propose hiring sessional faculty to cover their teaching in English when they offer Creative Writing courses. We hope on occasion to hire a local, successful creative writer to offer a course or courses on a sessional basis, as we have in the past for our course DRE 362H5S Playwriting (last taught by acclaimed Canadian playwright Djanet Sears). If, after one-two years, the new courses for this proposed Minor prove popular and there is an overall enrolment and faculty/student ratio increase as a result of our offering them, we will seek a new line in English/Drama and Creative Writing.

Course #81 ENG377H5 Special Topic in Creative Writing

Resource implications: This course is part of our new Minor in Creative Writing which, if it is accepted, will be offered in addition to our programs in English. We will require additional classroom space, suitable for peer workshopping of assignments, for teaching the course. We currently have three tenured or tenure-stream faculty qualified to teach the course (Gillespie, Greene, Slater), but they are also needed for teaching in the English program. At this stage of planning, we propose hiring sessional faculty to cover their teaching in English when they offer Creative Writing courses. We hope on occasion to hire a local, successful creative writer to offer a course or courses on a sessional basis, as we have in the past for our course DRE 362H5S Playwriting (last taught by acclaimed Canadian playwright Djanet Sears). If, after one-two years, the new courses for this proposed Minor prove popular and there is an overall enrolment and faculty/student ratio increase as a result of our offering them, we will seek a new line in English/Drama and Creative Writing.

Course #82 ENG378H5 Special Topic in Writing for Performance

Resource implications: This course is part of our new Minor in Creative Writing which, if it is accepted, will be offered in addition to our programs in English. We will require additional classroom space, suitable for peer workshopping of assignments, for teaching the course. We currently have three tenured or tenure-stream faculty qualified to teach the course (Gillespie, Greene, Slater), but they are also needed for teaching in the English program. At this stage of planning, we propose hiring sessional faculty to cover their teaching in English when they offer Creative Writing courses. We hope on occasion to hire a local, successful creative writer to offer a course or courses on a sessional basis, as we have in the past for our course DRE 362H5S Playwriting (last taught by acclaimed Canadian playwright Djanet Sears). If, after one-two years, the new courses for this proposed Minor prove popular and there is an overall enrolment and faculty/student ratio increase as a result of our offering them, we will seek a new line in English/Drama and Creative Writing.

Course #83 ENG414H5 Seminar: Literary Theory / Methods

Resource implications: No change.

Course #84 ENG415H5 Seminar: Literary Theory / Methods

Resource implications: No change.

Course #85 ENG416H5 Seminar: Literary Theory / Methods

Resource implications: No change.

Course #86 ENG424H5 Seminar: Canadian Literature

Resource implications: No change.

Course #87 ENG425H5 Seminar: Canadian Literature

Resource implications: No change.

Course #88 ENG426H5 Seminar: Race, Ethnicity, Diasporas, Indigeneity

Resource implications: No change.

Course #89 ENG434H5 Seminar: Race, Ethnicity, Diasporas, Indigeneity

Resource implications: No change

Course #90 ENG435H5 Seminar: American Literature

Resource implications: No change.

Course #91 ENG436H5 Seminar: American Literature

Resource implications: No change.

Course #92 ENG460H5 Seminar: Literature Pre-1700

Resource implications: No change.

Course #93 ENG461H5 Seminar: Literature Pre-1700

Resource implications: No change.

Course #94 ENG462H5 Seminar: Literature Pre-1700

Resource implications: No change.

Course #95 ENG463H5 Seminar: Literature 1700-1900

Resource implications: No change

Course #96 ENG470H5 Seminar: Literature 1700-1900

Resource implications: No change

Course #97 ENG471H5 Seminar: Literature 1700-1900

Resource implications: No change.

Course #98 ENG472H5 Seminar: Modern and Contemporary Literature

Resource implications: No change.

Course #99 ENG473H5 Seminar: Modern and Contemporary Literature

Resource implications: No change

Course #100 ENG489Y5 Creative Writing Workshop

Resource implications: No change.

Course #101 FAH281H5 An Introduction to Islamic Art and Architecture

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #102 FAH290H5 Topics in Modern Art and Architecture

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #103 FAH322H5 Romanesque Sculpture

Resource implications: There are no resource implications.

Course #104 FAH329H5 Early Christian Art and Architecture

Resource implications: There are no resource implications.

Course #105 FAH390H5 Topics in Modern Art and Architecture

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #106 FAH394H5 Topics in Early Modern Art and Architecture

Resource implications: Books for library in consultation with DVS Library Liaison.

Course #107 FAH395H5 Topics in Islamic Art and Architecture

Resource implications: Books for Library in consultation with DVS library Liaison.

Course #108 FAH415H5 Theory and Criticism of Photography

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #109 FAH423H5 Topics in the Art of the Medieval Mediterranean

Resource implications: There are no resource implications

Course #110 FAH424H5 Medieval Collecting and Display

Resource implications: In consultation with Library for books.

Course #111 FAH472H5 Early Modern Mobile Objects

Resource implications: In consultation with library for books.

Course #112 FAH492H5 Topics in Modern Art and Architecture

Resource implications: There are no resource implications.

Course #113 FAH495H5 Topics in Islamic Art and Architecture

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #114 FAH496H5 Topics in Modern Art and Architecture

Resource implications: Books for library in consultation with DVS Library Liaison.

Course #115 FAH498H5 Topics in Curatorial Studies

Resource implications: There are no resource implications.

Course #116 FAS143H5 Drawing I

Resource implications: There are no resource implications.

Course #117 FAS145H5 Painting I

Resource implications: There are no resource implications.

Course #118 FAS147H5 Photography I

Resource implications: There are no resource implications.

Course #119 FAS232H5 Print Media I

Resource implications: There are no resource implications.

Course #120 FAS234H5 Print Media II

Resource implications: There are no resource implications.

Course #121 FAS236H5 Design I

Resource implications: There are no resource implications.

Course #122 FAS243H5 Drawing II

Resource implications: There are no resource implications.

Course #123 FAS245H5 Painting II

Resource implications: There are no resource implications.

Course #124 FAS246H5 Design II

Resource implications: There are no resource implications.

Course #125 FAS247H5 Photography II

Resource implications: There are no resource implications.

Course #126 FAS248H5 Sculpture I

Resource implications: There are no resource implications.

Course #127 FAS258H5 Sculpture II

Resource implications: There are no resource implication.

Course #128 FAS334Y5 Print Media III

Resource implications: There are no resource implications.

Course #129 FAS343Y5 Drawing III

Resource implications: There are no resource implications.

Course #130 FAS346Y5 Design III

Resource implications: There are no resource implications.

Course #131 FAS347Y5 Photography III

Resource implications: There are no resource implications.

Course #132 FAS348Y5 Continuing Investigations in Sculpture

Resource implications: There are no resource implications.

Course #133 FAS349Y5 Video, Sound and Performance

Resource implications: There are no resource implications.

Course #134 FAS359Y5 Video and Sound

Resource implications: There are no resource implications.

Course #135 FAS369Y5 Performance-Based Art

Resource implications: There are no resource implications.

Course #136 FAS434Y5 Individual Investigations in Print Media

Resource implications: There are no resource implications.

Course #137 FAS443Y5 Individual Investigations in Drawing

Resource implications: There are no resource implications.

Course #138 FAS446Y5 Individual Investigations in Design

Resource implications: There are no resource implications.

Course #139 FAS447Y5 Individual Investigations in Photography

Resource implications: There are no resource implications.

Course #140 FAS448Y5 Individual Investigations in Sculpture

Resource implications: There are no resource implications.

Course #141 FAS450Y5 Advanced Project

Resource implications: There are no resource implications.

Course #142 FAS451H5 Advanced Project

Resource implications: There are no resource implications.

Course #143 FAS452H5 Advanced Project

Resource implications: There are no resource implications.

Course #144 FAS453H5 Art Education Practice

Resource implications: There are no resource implications.

Course #145 FAS454H5 Professional Practice

Resource implications: There are no resource implications.

Course #146 FAS455H5 Teaching Art in the School and Community

Resource implications: There are no resource implications.

Course #147 FRE357H5 Heroism and Love in the Middle Ages

Resource implications: None.

Course #148 FRE372H5 The French Language through Space and Time I

Resource implications: None. Title change only.

Course #149 FRE373H5 The French Language through Space and Time II

Resource implications: None. Title change only.

Course #150 FRE382H5 Advanced Language Practice: Written French

Resource implications: None.

Course #151 FRE393H5 French Society through Film

Resource implications: None. Title and description change.

Course #152 FRE397H5 Colonialism and Post-colonialism in French Cinema

Resource implications: None. Title change only.

Course #153 FRE442H5 Advanced Language Practice IV: Written

Resource implications: None. Existing French faculty can teach the course.

Course #154 FRE454H5 Teaching and Learning Varieties of Canadian French

Resource implications: None. Renumbered course.

Course #155 FSL305Y5 Functional French-High Intermediate

Resource implications: None. Only prerequisite change.

Course #156 FSL405H5 Functional French-Advanced I

Resource implications: None. Exclusion change.

Course #157 FSL406H5 Functional French-Advanced II

Resource implications: None. Exclusion change.

Course #158 HIN212Y5 Introduction to Hindi

Resource implications: None. The change reflect the separation of Hindi and Urdu. URD212Y5 will be introduced.

Course #159 HIS200H5 Topics in History

Resource implications: Required resources approved by the Dean's Office.

Course #160 HIS211H5 Screening History

Resource implications: No resource implications.

Course #161 HIS308H5 Themes in the History of Women Before 1800

Resource implications: No resource implications.

Course #162 HIS310H5 The History of Women Since 1800

Resource implications: No resource implications.

Course #163 HIS323H5 The Rwandan Genocide: History, Violence, and Identity

Resource implications: No resource implications.

Course #164 HIS484H5 Religion and Public Culture in South Asian History

Resource implications: No resource implications.

Course #165 ITA102H5 Language Learning with Libretti: Italian for Musicians

Resource implications: None. Will be taught by ITA faculty.

Course #166 ITA103H5 Made in Italy: Italian Fashion, from the Theatre to the Runway

Resource implications: None. Description change.

Course #167 ITA201Y5 Continuing Italian (Offered in Florence)

Resource implications: None. Description change.

Course #168 ITA221H5 Modern Italian Literature I

Resource implications: None. Title change.

Course #169 ITA222H5 Modern Italian Literature II

Resource implications: None. Title change.

Course #170 ITA227H5 Learning Styles and Strategies in Second Language Acquisition

Resource implications: None. Will be taught with LTL227H5 using the same instructor and resources.

Course #171 ITA235H5 Cucina Italiana: Italian History and Culture Through Food

Resource implications: None. Description change.

Course #172 ITA237H5 Topics in Italian Civilization I

Resource implications: None. Description change.

Course #173 ITA238H5 Topics in Italian Civilization II

Resource implications: None. Description change.

Course #174 ITA242H5 Classics of Italian Cinema

Resource implications: None. Title and description change.

Course #175 ITA246H5 Contemporary Italian Cinema I

Resource implications: None. Title and description change.

Course #176 ITA247H5 Contemporary Italian Cinema II

Resource implications: None. Title and description change.

Course #177 ITA255Y5 "Fa 'na bona jobba!"- The Italian Canadian Experience

Resource implications: None.

Course #178 ITA272H5 Introduction to Italian Linguistics

Resource implications: None. Taught by a new faculty member, in Italian, whose field of research is Italian Linguistics.

Course #179 ITA313H5 Quentin Tarantino and the Spaghetti Western Effect

Resource implications: None. Taught by ITA faculty.

Course #180 ITA373H5 Italian Sociolinguistics

Resource implications: None. Taught by of a new faculty member, in Italian, whose field of research is Italian Linguistics.

Course #181 ITA374H5 Second Language Teaching Methodology I

Resource implications: None. Taught by ITA faculty.

Course #182 ITA375H5 Second Language Teaching Methodology II

Resource implications: None. Taught by ITA faculty.

Course #183 ITA450H5 Advanced Italian

Resource implications: None. Can be taught by ITA faculty.

Course #184 LAT100Y5 Introductory Latin

Resource implications: None. Change in contact hours.

Course #185 LIN228H5 Phonetics

Resource implications: None. Prerequisite change.

Course #186 LIN233H5 English Words through Space and Time

Resource implications: None. Renumbered and prerequisite change.

Course #187 LIN237H5 Semantics

Resource implications: None. Renumbered and description change.

Course #188 LIN288H5 Introduction to Psycholinguistics and Language Acquisition

Resource implications: None. Renumbered.

Course #189 LIN318H5 Talking Numbers: Interpretation and Presentation of Quantitative Linguistic Data

Resource implications: None. Renumbered.

Course #190 LIN325H5 Phonetics and Phonology in English

Resource implications: None. Renumbered.

Course #191 LIN328H5 Acoustic Phonetics

Resource implications: None.

Course #192 LIN329H5 Phonological Theory

Resource implications: None. Renumbered.

Course #193 LIN332H5 Syntactic Theory

Resource implications: None. Renumbered.

Course #194 LIN337H5 Lexical Semantics: What is (or is not) in a Word?

Resource implications: None. LIN faculty can teach this course.

Course #195 LIN338H5 Pragmatics

Resource implications: None. LIN faculty are able to teach this course.

Course #196 LIN340H5 Language and Computers

Resource implications: None; new faculty hire (this year) will be able to teach this course.

Course #197 LIN357H5 English Worldwide

Resource implications: None; LIN faculty is able to teach this course.

Course #198 LIN360H5 Historical Linguistics

Resource implications: None.

Course #199 LIN369H5 Romance Linguistics

Resource implications: None.

Course #200 LIN380H5 Theoretical Issues in Second Language Teaching and Learning

Resource implications: None.

Course #201 LIN385H5 The Acquisition of Grammar in Different Contexts

Resource implications: None.

Course #202 LIN388H5 Bilingualism and Multiple Language Acquisition

Resource implications: None.

Course #203 LIN410H5 Critical Reading and Writing in English Linguistics

Resource implications: None.

Course #204 LIN411H5 Introduction to Analysis and Argumentation

Resource implications: None.

Course #205 LIN418H5 Research Methods in Linguistics

Resource implications: None.

Course #206 LIN421H5 Speaking and Hearing with an Accent

Resource implications: None. LIN faculty are able to teach this course.

Course #207 LIN447H5 Topics in Natural Language Processing

Resource implications: None.

Course #208 LIN454H5 Teaching and Learning Varieties of Canadian French

Resource implications: None.

Course #209 LIN460H5 Special Topics in Language Change

Resource implications: None.

Course #210 LIN469H5 Topics in Romance Linguistics

Resource implications: None.

Course #211 LIN476H5 Language Diversity and Language Universals

Resource implications: None.

Course #212 LIN479H5 The Structure of a Specific Language

Resource implications: None.

Course #213 LIN486H5 Teaching and Learning Cross-cultural Communication

Resource implications: None.

Course #214 LIN487H5 Second Language Pedagogy

Resource implications: None.

Course #215 LTL227H5 Learning Styles and Strategies in Second Language Acquisition

Resource implications: None. Added exclusion of companion course ITA227H5.

Course #216 LTL487H5 Second Language Pedagogy

Resource implications: None.

Course #217 PHL103H5 Introduction to Philosophy: Knowledge and Reality

Resource implications: none

Course #218 PHL113H5 Introduction to Philosophy: Persons and Value

Resource implications: none

Course #219 PHL145H5 Critical Reasoning

Resource implications: None

Course #220 PHL202H5 Ancient Philosophy

Resource implications: none

Course #221 PHL204H5 Philosophy in Everyday Life

Resource implications: none

Course #222 PHL210Y5 17th and 18th Century Philosophy

Resource implications: none

Course #223 PHL220H5 Existentialism

Resource implications: None

Course #224 PHL221H5 Philosophy at the Movies

Resource implications: None.

Course #225 PHL235H5 Philosophy of Religion

Resource implications: None

Course #226 PHL240H5 Minds and Machines

Resource implications: None

Course #227 PHL241H5 Freedom and Determinism

Resource implications: None

Course #228 PHL242H5 Science Fiction and Philosophy

Resource implications: None

Course #229 PHL243H5 Philosophy of Human Sexuality

Resource implications: None

Course #230 PHL244H5 Human Nature

Resource implications: None

Course #231 PHL245H5 Modern Symbolic Logic

Resource implications: None

Course #232 PHL246H5 Probability and Inductive Logic

Resource implications: none

Course #233 PHL247H5 Critical Reasoning

Resource implications: None

Course #234 PHL255H5 Philosophy of Science

Resource implications: None

Course #235 PHL258H5 Puzzles and Paradoxes

Resource implications: None

Course #236 PHL265H5 Social and Political Philosophy

Resource implications: none

Course #237 PHL267H5 Feminism

Resource implications: None

Course #238 PHL271H5 Ethics and the Law

Resource implications: nona

Course #239 PHL272H5 Philosophy of Education

Resource implications: None

Course #240 PHL273H5 Environmental Ethics

Resource implications: None

Course #241 PHL274H5 Ethics and Society

Resource implications: none

Course #242 PHL275H5 Ethics and Moral Philosophy

Resource implications: none

Course #243 PHL277Y5 Moral, Social and Political Philosophy Through Its History

Resource implications: none

Course #244 PHL282H5 Ethics: Death and Dying

Resource implications: None

Course #245 PHL283H5 Bioethics

Resource implications: None

Course #246 PHL284H5 Ethics of Eating

Resource implications: None

Course #247 PHL285H5 Philosophy of Art

Resource implications: None

Course #248 PHL290H5 Philosophical Issues in Psychoanalysis

Resource implications: None

Course #249 PHL295H5 Philosophy of Business

Resource implications: None

Course #250 PHL299Y5 Research Opportunity Program

Resource implications: None

Course #251 PHL300H5 Topics in Ancient Philosophy

Resource implications: None

Course #252 PHL301H5 The Philosophy of Plato

Resource implications: None

Course #253 PHL302H5 The Philosophy of Aristotle

Resource implications: None

Course #254 PHL307H5 Topics in Mediaeval Philosophy

Resource implications: None

Course #255 PHL313H5 Topics in 17th and 18th Century Philosophy

Resource implications: None

Course #256 PHL314H5 Kant

Resource implications: None

Course #257 PHL315H5 Topics in Nineteenth Century Philosophy

Resource implications: None

Course #258 PHL324H5 The Continental Tradition

Resource implications: None

Course #259 PHL327H5 Later Analytic Philosophy

Resource implications: None

Course #260 PHL332H5 Metaphysics

Resource implications: none

Course #261 PHL333H5 Epistemology

Resource implications: none

Course #262 PHL340H5 Philosophy of Mind

Resource implications: None

Course #263 PHL341H5 Practical Reason and Human Action

Resource implications: None

Course #264 PHL344H5 Philosophy of Logic and Mathematics

Resource implications: none

Course #265 PHL345H5 Intermediate Logic

Resource implications: None

Course #266 PHL346H5 Choice and Chance

Resource implications: none

Course #267 PHL347H5 Many-Valued and Modal Logics

Resource implications: None

Course #268 PHL348H5 Metalogic

Resource implications: None

Course #269 PHL350H5 Philosophy of Language

Resource implications: None

Course #270 PHL355H5 Issues in Philosophy of Science

Resource implications: None

Course #271 PHL357H5 Philosophy of Biology

Resource implications: None

Course #272 PHL358H5 Philosophical Issues in Cognitive Science

Resource implications: None

Course #273 PHL365H5 Issues in Political Philosophy

Resource implications: None

Course #274 PHL367H5 Issues in Philosophy and Feminism

Resource implications: None

Course #275 PHL370H5 Issues in Philosophy of Law

Resource implications: None

Course #276 PHL374H5 Issues in Normative Ethics

Resource implications: none

Course #277 PHL376H Issues in Metaethics

Resource implications: none

Course #278 PHL395H5 Special Topics in Philosophy

Resource implications: none

Course #279 PHL400H5 Seminar in Ancient and Medieval Philosophy

Resource implications: None

Course #280 PHL416H5 Seminar in 17th and 18th Century Philosophy

Resource implications: None

Course #281 PHL420H5 Seminar in 19th and 20th Century Philosophy

Resource implications: None

Course #282 PHL430H5 Seminar in Metaphysics and Epistemology

Resource implications: None

Course #283 PHL440H5 Seminar in the Philosophy of Mind

Resource implications: None

Course #284 PHL451H5 Seminar in Philosophy of Language and Logic

Resource implications: None

Course #285 PHL475H5 Seminar in Moral and Political Philosophy

Resource implications: None

Course #286 PHL489Y5 The Socrates Project

Resource implications: None

Course #287 PHL495H5 Special Seminar: Philosophical Problems

Resource implications: None

Course #288 PRS310H5 Intermediate Persian I

Resource implications: None. Formerly PRS310Y5.

Course #289 PRS311H5 Intermediate Persian II

Resource implications: None. Formerly PRS310Y5.

Course #290 RLG205H5 Key Themes in South Asian Religions

Resource implications: No resource implications.

Course #291 RLG210H5 Introduction to Hinduism

Resource implications: Required resources approved by the Dean's Office.

Course #292 RLG211H5 Introduction to Religion, Media, and Popular Culture

Resource implications: Required resources approved by the Dean's Office.

Course #293 RLG301H5 Stranger Things: Religious Objects in Theory and Practice

Resource implications: No resource implications.

Course #294 RLG307H5 Indian Scholasticism

Resource implications: No resource implications.

Course #295 RLG308H5 Monuments, Inscriptions, and Narratives in South Asia

Resource implications: No resource implications.

Course #296 RLG310H5 The Ramayana

Resource implications: No resource implications.

Course #297 RLG312Y5 How to Study Religion

Resource implications: No resource implications.

Course #298 RLG317H5 Religion and Science

Resource implications: No resource implications.

Course #299 RLG318H5 Jainism

Resource implications: No resource implications.

Course #300 RLG331H5 Religion on Screen

Resource implications: No resource implications.

Course #301 RLG332H5 Reel Religion

Resource implications: No resource implications.

Course #302 RLG360H5 Topics in South Asian Religions

Resource implications: No resource implications.

Course #303 RLG361H5 Encounters Between Indo-Islamic and Hindu Cultures

Resource implications: No resource implications.

Course #304 RLG362H5 Hindu and Muslim Worlds in Modern South Asia

Resource implications: No resource implications.

Course #305 RLG365H5 Mediating Hinduism

Resource implications: No resource implications.

Course #306 RLG378H5 Museums and Material Religion

Resource implications: No resource implications.

Course #307 RLG401H5 Advanced Topics in Religion and the Literary, Visual, and Performing Arts

Resource implications: No resource implications.

Course #308 RLG411H5 Advanced Topics in Religion, Media, and Culture

Resource implications: No resource implications.

Course #309 RLG412H5 Theorizing Religion

Resource implications: No resource implications.

Course #310 RLG415H5 Advanced Topics in the Study of Religion

Resource implications: Resource implications are being discussed with the International Experience office.

Course #311 RLG430H5 Advanced Topics in Judaism

Resource implications: No resource implications.

Course #312 RLG435H5 The Dead Sea Scrolls

Resource implications: No resource implications.

Course #313 RLG440H5 Advanced Topics in Christianity

Resource implications: No resource implications.

Course #314 RLG445H5 Making Martyrs: From Socrates to the Suicide Bomber

Resource implications: No resource implications.

Course #315 RLG449H5 Islamic Sexualities

Resource implications: No resource implications.

Course #316 RLG450H5 Advanced Topics in Islam

Resource implications: No resource implications.

Course #317 RLG451Y5 Islamic Literatures

Resource implications: No resource implications.

Course #318 RLG452H5 Anthropology of Islam

Resource implications: No resource implications.

Course #319 RLG453H5 Researching Islam: Entering the World of Scholarly Investigation

Resource implications: Resource implications discussed and approved with library.

Course #320 RLG460H5 Advanced Topics in South Asian Religions

Resource implications: No resource implications.

Course #321 RLG461H5 Religion and Aesthetics in South Asia

Resource implications: No resource implications.

Course #322 RLG462H5 Sex and Gender in South Asian Religions

Resource implications: No resource implications.

Course #323 RLG463H5 Genealogies of South Asian Religions

Resource implications: No resource implications.

Course #324 RLG464H5 Saints, Royalty, and the State in South Asian Religions

Resource implications: No resource implications.

Course #325 RLG470H5 Advanced Topics in Buddhism

Resource implications: No resource implications.

Course #326 RLG497Y5 Independent Reading

Resource implications: No resource implications.

Course #327 RLG499H5 Independent Reading

Resource implications: No resource implications.

Course #328 SPA219Y5 Spanish for Students with Prior Background

Resource implications: Yes. Course can be taught by the current SL III in Spanish as part of their 2.0 course commitment.

Course #329 SPA235H5 Music and Dance in Hispanic Culture

Resource implications: Yes. An instructor will need to be hired.

Course #330 URD212Y5 Introduction to Urdu

Resource implications: None. HS faculty (Karen Ruffle or Shafique Virani) would be able to teach this course in rotation.

Course #331 VCC205H5 Monsters

Resource implications: There are no resource implications.

Course #332 VCC207H5 Urban Sites and Sounds

Resource implications: There are no resource implications.

Course #333 VCC236H5 North American Consumer Culture: 1890-Present

Resource implications: There are no resource implications.

Course #334 VCC290H5 Topics in Visual Culture and Communication

Resource implications: There are no resource implications.

Course #335 VCC292H5 Topics in Visual Culture and Communication

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #336 VCC308H5 Activism in Visual and Media Culture

Resource implications: There are no resource implications.

Course #337 VCC309H5 Society and Spectacle

Resource implications: There are no resource implications.

Course #338 VCC334H5 Media Realities

Resource implications: There are no resource implications.

Course #339 VCC338H5 Picturing the Suburbs

Resource implications: There are no resource implications.

Course #340 VCC392H5 Topics in Visual Culture and Communication

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #341 VCC400H5 Advanced Project

Resource implications: There are no resource implications.

Course #342 VCC415H5 Theory and Criticism of New Media

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #343 VCC420H5 The Visual Culture of Automobility

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #344 VCC427H5 Participatory Media

Resource implications: There are no resource implications.

Course #345 VCC492H5 Topics in Visual Culture and Communication

Resource implications: Books for Library in consultation with DVS Library Liaison.

Course #346 VST410H5 Internship in Visual Studies

Resource implications: There are no resource implications.

Course #347 WGS210H5 Women, Gender and Labour

Resource implications: No resource implications.

Course #348 WGS368H5 Women in World Cultures

Resource implications: Funding approved by International Experience Office.

Course #349 WGS418H5 Feminist Cultural Studies of Biomedicine

Resource implications: No resource implications.

Course #350 utm112H5 utmONE: Power of Expression

Resource implications: none

Course #351 utm115H5 utmONE: Communication Among Cultures

Resource implications: none

Course #352 utm116H5 utmONE: Happiness

Resource implications: The course cap will be set at 55 students (down from 60, to allow for some minor attrition), to bring the course tutorial size in line with UTM practice.

Course #353 utm117H5 utmONE: Individualism, The Development Of An Idea

Resource implications: The course cap will be set at 55 students (down from 60, to allow for some minor attrition), to bring the course tutorial size in line with UTM practice.

Course #354 utm190H5 utmONE Scholars: The Drama of Politics

Resource implications: none

Course #355 utm192H5 utmONE Scholars: Language, Culture, and Mind

Resource implications: none

Course #356 utm193H5 utmONE Scholars: Nations Colliding?

Resource implications: none

Course #357 utm194H5 utmONE Scholars: Religion and Politics

Resource implications: none

Course #358 utm195H5 utmONE Scholars: Curiosity and Control: Voyages of Discovery to North America

Resource implications: The course cap will be set at 25 students (down from 30) to bring in line with UTM practice, a TA will no longer be required.

Course #359 utm196H5 utmONE Scholars: Building Global Justice

Resource implications: The course cap will be set at 25 students (down from 30) to bring line with UTM practice, a TA will no longer be required.

Course #360 utm290H5 utmONE Scholars: Launching Your Research

Resource implications: 12T has been removed, as the course cap is set at 25 students to bring it in line with UTM Practice. As this is a UTM Abroad course, funding is in the process of being secured for this course. We will also inform the Office of the Dean that we be participating in the ancillary budget process for associated student ancillary costs.

Course #361 utm377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Resource implications: none

Deleted Courses

Course #1 CHI100Y5 Introductory Chinese

Rationale: Course will be reweighed in two H courses, CHI103H5 and CHI104H5. By dividing CHI100Y5 into two half courses: CHI103H5 and CHI104H5, we can place the students in appropriate course based on the level of their proficiency and literacy knowledge.

Course #2 CHI200Y5 Intermediate Chinese

Rationale: Course will be reweighted into two H courses, CHI203H5 and CHI204H5. This change reflects the overall changes in the Chinese language courses. The two H courses will allow for placement of those who speak, read and write Mandarin or any dialect from those who speak Mandarin (or any dialects) but do not possess the literacy knowledge of the language.

Course #3 CHI201Y5 Intermediate High Chinese

Rationale: This course should have been deleted last year when it was replaced by CHI201H5 and CHI202H5.

Course #4 CHI301Y5 Advanced Chinese

Rationale: Course will be reweighted in two H courses, CHI301H5 and CHI302H5. This change reflects the overall changes in the Chinese language courses. Results of the language assessments completed by students over the past 3 years have illustrated the need to develop 2 streams of language learners (native/near native speakers and second language learners).

Course #5 FRE320H5 French Literature of Classicism and Enlightenment

Rationale: As the position in Ancien Régime Literature has not been filled since faculty departure in 2009, the Department no longer has the resources to offer the course.

Course #6 FRE356H5 Studies in 17th-century French Literature

Rationale: As the position in Ancien Régime Literature has not been filled since faculty departure in 2009, the Department no longer has the resources to offer the course.

Course #7 FRE365H5 Studies in 18th-century French Literature

Rationale: As the position in Ancien Régime Literature has not been filled since faculty departure in 2009, the Department no longer has the resources to offer the course.

Course #8 ITA243H5 Classics of Italian Cinema II

Rationale: Classics of Italian Cinema I will be renamed to Classic of Italian Cinema and will incorporate decades covered in Classics of Italian Cinema II.

Course #9 ITA375Y5 Second Language Teaching Methodology

Rationale: Course has been split into two H courses, ITA374H5 and ITA375H5.

Course #10 PRS310Y5 Intermediate Persian

Rationale: Course will be reweighted into 2 H courses PRS310H5 and PRS311H5.

Course #11 RLG320H5 Topics in Ancient Greek and Roman Religions

Rationale: This course has not been offered since 2007. The course no longer fits within our revised curriculum structure and will not be offered in future years.

Course #12 RLG321H5 Rituals in Ancient Greek and Roman Religions

Rationale: This course has not been offered since 2007. The course no longer fits within our revised curriculum structure and will not be offered in future years.

Course #13 RLG339H5 Ideologies of Tamil Religion

Rationale: This course does not fit within our revised curriculum and will not be offered in future years.

Course #14 RLG343H5 Major Themes in Biblical Literature

Rationale: This course has not been offered since 2007. The course no longer fits within our revised curriculum structure and will not be offered in future years.

Renumbered Courses

Course #1 ENG489Y5 Creative Writing Workshop

Before: **ENG389Y5**

After: **ENG489Y5**

Rationale: This course, formerly ENG389Y5, is being changed to a full-year 400 level seminar to account for the fact that many of the students admitted to it will have taken previous courses in creative writing within our new Minor. This workshop will be a capstone experience for some Creative Writing Minors those who, in the instructor's view, show the most promise for a career in writing. Students need not be in the Minor to take the course, however; as has been the case for ENG389H5 admission will be at the discretion of the instructor, who will usually select prospective students based on writing samples submitted in May for a Fall course start. Students will workshop their own creative writing in the context of guided peer critique and be assessed on a final portfolio.

Course #2 FRE454H5 Teaching and Learning Varieties of Canadian French

Before: **FRE474H5**

After: **FRE454H5**

Rationale: LIN474H5 Teaching and Learning Varieties of Canadian French (the same course) is being changed to LIN454H5 because of an overhaul of the Linguistics numbering system.

Course #3 LIN233H5 English Words through Space and Time

Before: **LIN203H5**

After: **LIN233H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #4 LIN237H5 Semantics

Before: **LIN247H5**

After: **LIN237H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #5 LIN288H5 Introduction to Psycholinguistics and Language Acquisition

Before: **LIN258H5**

After: **LIN288H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #6 LIN318H5 Talking Numbers: Interpretation and Presentation of Quantitative Linguistic Data

Before: **LIN368H5**

After: **LIN318H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #7 LIN325H5 Phonetics and Phonology in English

Before: **LIN335H5**

After: ***LIN325H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #8 LIN329H5 Phonological Theory

Before: ***LIN322H5***

After: ***LIN329H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #9 LIN332H5 Syntactic Theory

Before: ***LIN331H5***

After: ***LIN332H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #10 LIN369H5 Romance Linguistics

Before: ***LIN376H5***

After: ***LIN369H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #11 LIN385H5 The Acquisition of Grammar in Different Contexts

Before: ***LIN356H5***

After: ***LIN385H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #12 LIN388H5 Bilingualism and Multiple Language Acquisition

Before: ***LIN358H5***

After: ***LIN388H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #13 LIN411H5 Introduction to Analysis and Argumentation

Before: ***LIN481H5***

After: ***LIN411H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #14 LIN418H5 Research Methods in Linguistics

Before: ***LIN468H5***

After: ***LIN418H5***

Rationale:

The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #15 LIN447H5 Topics in Natural Language Processing

Before: ***LIN477H5***

After: ***LIN447H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #16 LIN454H5 Teaching and Learning Varieties of Canadian French

Before: ***LIN474H5***

After: ***LIN454H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #17 LIN469H5 Topics in Romance Linguistics

Before: ***LIN476H5***

After: ***LIN469H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses. Exclusion not required as LIN476 has never been offered.

Course #18 LIN476H5 Language Diversity and Language Universals

Before: ***LIN406H5***

After: ***LIN476H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #19 LIN479H5 The Structure of a Specific Language

Before: ***LIN409H5***

After: ***LIN479H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #20 LIN487H5 Second Language Pedagogy

Before: ***LIN417H5***

After: ***LIN487H5***

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #21 LTL487H5 Second Language Pedagogy

Before: ***LTL417H5***

After: ***LTL487H5***

Rationale: LIN417H5 Second Language Pedagogy (the same course) is being changed to LIN487H5 because of an overhaul of the Linguistics numbering system.

Course #22 PHL103H5 Introduction to Philosophy: Knowledge and Reality

Before: **PHL101H5**

After: **PHL103H5**

Rationale: The course codes and titles used for these new courses in 2017-18, namely 'PHL101H Introduction to Philosophy (I)' and 'PHL102H Introduction to Philosophy (II)', were misleading to students. The numbers '101' and '102' convey that the two courses form a sequence, and despite repeated emails and other contacts from us, students persist in believing that 101 precedes and /or is less advanced than 102. As a result, 102 is woefully under-enrolled. The new numbers and titles should help to alleviate at least some of the problems.

Course #23 PHL113H5 Introduction to Philosophy: Persons and Value

Before: **PHL102H5**

After: **PHL113H5**

Rationale: The course codes and titles used for these new courses in 2017-18, namely 'PHL101H Introduction to Philosophy (I)' and 'PHL102H Introduction to Philosophy (II)', were misleading to students. The numbers '101' and '102' convey that the two courses form a sequence, and despite repeated emails and other contacts from us, students persist in believing that 101 precedes and /or is less advanced than 102. As a result, 102 is woefully under-enrolled. The new numbers and titles should help to alleviate at least some of the problems.

Course #24 PHL344H5 Philosophy of Logic and Mathematics

Before: **PHL346H5**

After: **PHL344H5**

Rationale: to accommodate course sequence for another course

Course #25 PHL374H5 Issues in Normative Ethics

Before: **PHL375H5**

After: **PHL374H5**

Rationale: Student and faculty interest indicate that we need to offer a half course in each of these principal areas of moral theory: normative ethics and metaethics. Until now, both have been taught in a single course, PHL375H5. This is too much to cover in a single course.

Course #26 RLG365H5 Mediating Hinduism

Before: **RLG362H5**

After: **RLG365H5**

Rationale: We would like to keep the Mediating Hinduism course (which has yet to be offered) in the curriculum but change the course code to make the chronology more logical for students.

Rewighted Courses

Course #1 ENG110H5 Narrative

Before: *ENG110Y5*

After: *ENG110H5*

Rationale: This course has, until now, served as an introduction to our program. We have decided to introduce two new courses that also fulfill that purpose, ENG101H5 and ENG202H5. Both are H courses. We are reweighting this course H, while leaving ENG140Y5 a Y course, in order to make it as easy as possible for students to put together a selection of 100-level courses that will introduce them to key skills and basic knowledge that we have benchmarked for 100 level.

Course #2 ENG202H5 British Literature in the World I: Medieval to Eighteenth-Century

Before: *ENG202Y5*

After: *ENG202H5*

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses are distributed over several of them.

We have made compulsory three existing courses that give students the basic grounding they need to achieve key outcomes over the whole of their program. In order to make our offerings flexible enough for students to meet requirements within their ordinary course of study, we have reweighted two of these courses: ENG202H5 British Literature in the World I: Medieval to Eighteenth Century, and EN203H5 British Literature in the World II: Romantic to Contemporary, which are now both H courses.

Course #3 ENG203H5 British Literature in the World II: Romantic to Contemporary

Before: *ENG203Y5*

After: *ENG203H5*

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG 110Y5, when students seeking 100 level ENG courses are distributed over several of them.

We have made compulsory three existing courses that give students the basic grounding they need to achieve key outcomes over the whole of their program. In order to make our offerings flexible enough for students to meet requirements within their ordinary course of study, we have reweighted two of these courses: ENG202H5 British Literature in the World I: Medieval to Eighteenth Century, and ENG203H5 British Literature in the World II: Romantic to Contemporary, which are now both H courses.

Course #4 RLG312Y5 How to Study Religion

Before: *RLG312H5*

After: *RLG312Y5*

Rationale: The course will be expanded to develop students familiarity with theories of religion, before completing a major project required for the course. In addition, the course will be adapted from one focused exclusively on method and theory to one that also emphasizes research skills and prepares students for fourth-year seminars. The year-long course will foster the development of a History of Religions cohort working closely with the instructor. The course will be taught, in rotation, by different History of Religions faculty.



Courses - Description Changes

Course #1 CCT314H5 Mind, Media and Representation

Before: This course applies a variety of theoretical and practical approaches to consider the multiple and often conflicting ways representations in media are produced and consumed. The study of representations is approached from the perspective that they are best understood as both discursive and ideological. Questions to be examined include: What does it mean for historical and contemporary representations to carry economic, ideological and discursive power? To what extent do audiences hold power to resist or negotiate with representations? How might we interrogate the notion that we live in a post-feminist, post-racialized society in which older ideas about gender, race and power no longer apply or need re-thinking? [24L, **12T**]

After: This course applies a variety of theoretical and practical approaches to consider the multiple and often conflicting ways representations in media are produced and consumed. The study of representations is approached from the perspective that they are best understood as both discursive and ideological. Questions to be examined include: What does it mean for historical and contemporary representations to carry economic, ideological and discursive power? To what extent do audiences hold power to resist or negotiate with representations? How might we interrogate the notion that we live in a post-feminist, post-racialized society in which older ideas about gender, race and power no longer apply or need re-thinking? [24L, **5T**]

Rationale: The mode of delivery for this course has been updated to reflect the correct number of tutorial sections.

Course #2 CCT423H5 Game Development Project (SH)

Before: This course will provide the opportunity to develop a practical understanding of the game development cycle. Students will design and develop an original game in support of a specific narrative, set of rules or play mechanics. [**24L, 12P**]

After: This course will provide the opportunity to develop a practical understanding of the game development cycle. Students will design and develop an original game in support of a specific narrative, set of rules or play mechanics. [**36P**]

Rationale: The mode of delivery for this course has been updated to reflect what is being taught in the classroom.

Course #3 CCT453H5 Digital Media: Advanced Video Production (SH)

Before: This course focuses on advanced theoretical and practical aspects of video production and editing. Storytelling techniques, the relationship of form to content, and montage strategies will be investigated. Over the course of the term students will work in teams to direct, film and edit video using digital technologies. [**48L**]

After: This course focuses on advanced theoretical and practical aspects of video production and editing. Storytelling techniques, the relationship of form to content, and montage strategies will be investigated. Over the course of the term students will work in teams to direct, film and edit video using digital technologies. [**48P**]

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.

Course #4 CCT454H5 Documentary Practices (SH)

Before: This course explores the ~~practice, aesthetic~~ and ~~theory surrounding the subject of~~ ~~documentary as a form.~~ Objectivity, ethics, censorship, representation, reflexivity, responsibility to the audience and authorial voice will be examined. Students will engage in ~~preparatory~~ practical ~~exercises, culminating~~ with the ~~production of a short digital video documentary.~~ [**24L, 12T**]

After: This course explores the form and practice of documentary. Objectivity, ethics, censorship, representation, reflexivity, responsibility to the audience and authorial voice will be examined. Students will engage in practical engagement with documentary forms including the expanded field of documentary using tools such as photography, audio, video, 360 video, VR and new technologies.

Rationale: Renaming and updating description to reflect what is being taught in the classroom.

Course #5 CHI201H5 Intermediate High Chinese I

Before: This course is designed for student who can speak and understand Chinese in Mandarin or any dialects (e.g. Cantonese) to function in daily life but without equivalent reading and writing ability in Chinese. This course will develop students' overall language competence with more focus on reading and writing skills at intermediate high level.

After: This course is designed for student who can speak and understand Chinese in Mandarin or any dialects (e.g. Cantonese) to function in daily life but without equivalent reading and writing ability in Chinese. This course will develop students'

overall language competence with more focus on reading and writing skills at intermediate high level. **[24L, 12P]**

Rationale: Modify the description of the course based on the instructional content for this course.

Course #6 CHI202H5 Intermediate High Chinese II

Before: This course is designed for students who can function in daily life with Chinese. Potential students for this course are able to speak and understand Chinese in some dialects (e.g. Cantonese) or Mandarin; and are able to read and write Chinese (in traditional or simplified script) at intermediate level. This course will introduce **phonetic knowledge**, develop and strengthen students' speaking skill in Mandarin as well as improve their competence in reading and writing in **Modern Standard Chinese at the intermediate high level. [24L, 24P]**

After: This course is designed for students who can function in daily life with Chinese. Potential students for this course are able to speak and understand Chinese in some dialects (e.g. Cantonese) or Mandarin; and are able to read and write Chinese (in traditional or simplified script) at intermediate level. This course will introduce **Mandarin phonetics**, develop and strengthen students' speaking skill in Mandarin as well as improve their competence in reading and writing in Chinese at intermediate high level. [24L, **12P]**

Rationale: Modify the description of the course based on the instructional content for this course.

Course #7 CHI310H5 Business Chinese

Before: This advanced level language course introduces practical uses of spoken and written Mandarin Chinese in business contexts. By accomplishing a variety of class activities and course projects, students will improve their reading comprehension competence, strengthen their writing ability, and advance their communication and presentation skills. **In addition, students will acquire introductory knowledge about and practice basic techniques of translation between English and Mandarin Chinese in business contexts. [24L, 12T]**

After: This advanced level language course introduces practical uses of spoken and written Mandarin Chinese in business contexts. By accomplishing a variety of class activities and course projects, students will improve their reading comprehension competence, strengthen their writing ability, and advance their communication and presentation skills. [24L, 12T]

Rationale: Modify the description of the course based on the instructional content for this course.

Course #8 CIN401H5 Topics in Cinema Studies

Before: The course may have a historical, genre, theoretical, auteur, or other focus. Students should contact the Department for the current topic. **[24L, 36P]**

After: The course may have a historical, genre, theoretical, auteur, or other focus. Students should contact the Department for the current topic. **[24S, 36P]**

Rationale: updating hours of instruction.

Course #9 CIN402H5 Avant-Garde Film and Video

Before: This course will look at alternative forms of filmmaking and television production. If there is a defining feature of avant-garde film and video, it is a general resistance to the thematic and stylistic norms of mainstream production and popular culture as way of seeing for all. Thus, in this course, we will be looking at both highly personal and sometimes autobiographical works of art. **[24L, 36P]**

After: This course will look at alternative forms of filmmaking and television production. If there is a defining feature of avant-garde film and video, it is a general resistance to the thematic and stylistic norms of mainstream production and popular culture as way of seeing for all. Thus, in this course, we will be looking at both highly personal and sometimes autobiographical works of art. **[24S, 36P]**

Rationale: Updating hours of instruction.

Course #10 CLA390H5 Topics in Greek History & Culture

Before: A detailed study of a topic of Greek history, literature, or material culture. Topics will vary from year to year. [24L]

After:

A detailed study of a topic of Greek history, literature, or material culture. Topics will vary from year to year. **See Department of Historical Studies web site at <https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses> for more details.** [24L]

Rationale: Bringing the course in line with the description of CLA395H5; aiding the students to find more information about topics courses.

Course #11 CLA391H5 Topics in Roman History & Culture

Before: A detailed study of a topic of Roman history, literature, or material culture. Topics will vary from year to year. [24L]

After: A detailed study of a topic of Roman history, literature, or material culture. Topics will vary from year to year. **See Department of Historical Studies web site at <https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses> for more details.** [24L]

Rationale: Bringing the course in line with the description of CLA395H5; aiding the students to find more information about topics courses.

Course #12 CLA395H5 Topics in Classics

Before: An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site for more details. [24L]

After: An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site **at <https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses> for more details.** [24L]

Rationale: Adding a link to the Departmental website.

Course #13 EDS377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a peer-mentoring position with the First Year Peer Mentoring program.

After: This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a peer-mentoring position with the First Year Peer Mentoring program. **[12S]**

Rationale: Included SSc distribution. This change mirrors the change in UTM377H5. The course will still maintain the HUM aspects but also recognize SSc aspects that also exist in the course. Mode of instruction was changed to reflect the more accurately how the course is taught.

Course #14 EDS388H5 Experiential Learning Opportunity within the Community

Before: This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrollment, internship proposals must be approved by the program coordinator.

After: This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrollment, internship proposals must be approved by the program coordinator. **As part of this course, students may**

have the option of participating in an international learning experience that will have an additional cost and application process.

Rationale: Inclusion of the INTLO distribution and wording in the description as students will be able to travel abroad to fulfill internship requirements.

Course #15 ENG101H5 How to Read Critically

Before: This foundational course serves as an introduction to a wide range and variety of methods for literary and textual analysis, giving students a set of interpretive tools they can use to analyze texts in English classes and beyond. Emphasis will be on developing close, attentive reading skills as ways of thinking not just about, but through texts, and on deploying these skills effectively in essays and discussions. The class will draw on literary works from a variety of countries, centuries, genres and media. We recommend that students considering a Specialist, Major, or a Minor in English take this course. **[36L]**

After: This foundational course serves as an introduction to a wide range and variety of methods for literary and textual analysis, giving students a set of interpretive tools they can use to analyze texts in English classes and beyond. Emphasis will be on developing close, attentive reading skills as ways of thinking not just about, but through texts, and on deploying these skills effectively in essays and discussions. The class will draw on literary works from a variety of countries, centuries, genres and media. We recommend that students considering a Specialist, Major, or a Minor in English take this course. **[24L, 12T]**

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG 101H, 102H, 110H, 140Y, 202H, 203H, 280H. We have made this change to the description (from 36L to 24L 12T).

Course #16 ENG110H5 Narrative

Before: This course explores the stories that are all around us and that shape our world: traditional literary narratives such as ballads, romances, and novels, and also the kinds of stories we encounter in non-literary contexts such as journalism, movies, myths, jokes, legal judgments, travel writing, histories, songs, diaries, biographies. **[48L, 24T]**

After: This course explores the stories that are all around us and that shape our world: traditional literary narratives such as ballads, romances, and novels, and also the kinds of stories we encounter in non-literary contexts such as journalism, movies, myths, jokes, legal judgments, travel writing, histories, songs, diaries, biographies. **[24L, 12T]**

Rationale: We introduced a subtitle for this course for the 2017-18 year. This is now inconsistent with the other three courses we offer at 100 level, so we want to take the subtitle away again. (The course is called Narrative at St George and was called Narrative at UTM up until this year: the change is thus back to what has long been status quo.)

Course #17 ENG202H5 British Literature in the World I: Medieval to Eighteenth-Century

Before: This course serves as an introduction to influential texts that have shaped ~~the~~ British literary ~~heritage~~ from Chaucer to Burney. Students will focus on questions such as the range and evolution of poetic forms, the development of the ~~theatre~~, the ~~rise of the~~ novel, and the emergence of women writers. **[48L, 24T]**

After: This course serves as an introduction to influential texts that have shaped British literary history from Beowulf and Chaucer to Shakespeare, from Milton and Behn to Burney. Students will focus on questions such as the range and evolution of poetic forms, the development of the theatre and the novel, and the emergence of women writers. The course will encourage students to think about the study of English literatures in relationship to history, including the history of world literatures. **[24L, 12T]**

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses are distributed over several of them.

Changes to the description of this course reflect the way in which history of British literature is now researched and taught at our and peer institutions--that is, in the context of an awareness of the history of other literatures; and of how literature, and the teaching of literature, connects "Britain" to the wider world.

Course #18 ENG203H5 British Literature in the World II: Romantic to Contemporary

Before:

An introduction to influential texts that have shaped British literary history from the Romantic period to the present, covering developments in poetry, drama, and prose, from William Wordsworth to Zadie Smith and beyond. The course will address topics such as revolution and war; the increasing diversity of poetic forms; the cultural dominance of the novel; romanticism, Victorianism, modernism, and postmodernism; feminism; colonialism and decolonization; the ethnic and cultural diversity of Anglophone literature in the twentieth and twenty-first centuries; literature and sexual identity; the AIDS epidemic; and technology and the digital age. **[72L]**

After: An introduction to influential texts that have shaped British literary history from the Romantic period to the present, covering developments in poetry, drama, and prose, from William Wordsworth to Zadie Smith and beyond. The course will address topics such as revolution and war; the increasing diversity of poetic forms; the cultural dominance of the novel; romanticism, Victorianism, modernism, and postmodernism; feminism; colonialism and decolonization; the ethnic and cultural diversity of Anglophone literature in the twentieth and twenty-first centuries; literature and sexual identity; the AIDS epidemic; and technology and the digital age. **The course will encourage students to think about the study of English literatures in relationship to history, including the history of world literatures. [24L, 12T]**

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG 110Y5, when students seeking 100 level ENG courses are distributed over several of them.

Changes to the description of this course reflect the way in which history of British literature is now researched and taught at our and peer institutions--that is, in the context of an awareness of the history of other literatures; and of how literature, and the teaching of literature, connects "Britain" to the wider world.

Course #19 ENG273H5 Literatures of Immigration and Exile

Before: In this course we will study literary and non-literary texts from the nineteenth century to the present ~~day. Colonial texts will be analyzed alongside~~ postcolonial ~~interpretations of the nineteenth-century archive, giving students a grasp of colonial discourse and contemporary~~ postcolonial ~~analyses.~~ [36L]

After: In this course we will study literary and non-literary texts in English from the nineteenth century to the present day that come from colonial and postcolonial contexts and that speak to the experience of those affected by colonization, immigration, exile, war, and globalization. Students will be introduced to postcolonial theory and questions about race, ethnicity, religious difference, and diasporas in Anglophone literary studies. They may study texts by Conrad, James, Beckett, Joyce, Rhys, Pound, Ionesco, Nabokov, Koestler, Brodsky, Naipaul, Achebe, Kundera, Skvorecky, Rushdie, Gallant, Sebald, Ondaatje, Danticat, Ali, and Nafisi. [36L]

Rationale: Our students have told us when we surveyed them that they want more access to contemporary world literatures and to schools of criticism that might frame their understanding of those literatures, which argues for more courses in the subfield called "postcolonial" literary studies. However, while our courses in world and global literatures are well-enrolled, any course that uses any derivative of the word "colonize" seems to enrol poorly, even when taught by the same popular faculty members and covering material closely related to that in world literatures courses. The new description and title use different language to describe the same course and its content to students.

Course #20 ENG280H5 Critical Approaches to Literature

Before: An introduction to literary theory and its central questions, such as the notion of literature itself, the relation between literature and reality, the nature of literary language, the making of literary canons, and the roles of the author and the reader. **[36L]**

After: An introduction to literary theory and its central questions, such as the notion of literature itself, the relation between literature and reality, the nature of literary language, the making of literary canons, and the roles of the author and the reader. **[24L, 12T]**

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses

are distributed over several of them.

Course #21 ENG289H5 Creative Writing

Before: Students will engage in a variety of creative exercises, conducted across a range of different genres of literary writing. ~~Restricted to students who in the opinion of the Department show special aptitude. Detailed requirements will appear on the Department website in advance of this date. Students should contact the instructor or the Undergraduate Advisor for more information.~~ [36S]

After: Students will engage in a variety of creative exercises, conducted across a range of different genres of literary writing. [24L 12T]

Rationale: We want to make this creative writing course open to any interested student who is otherwise eligible to take one of our 200-level courses. The course--like our proposed new Creative Writing Minor, for which this course will be a requirement--is designed not only for students seeking to publish creative work, but also for students who want to experiment with creative writing as a way to think about literature and the arts--and more broadly about ideas, history, identity, and the social and natural world.

There will be a further rationale for this course, including an explanation of how it meets program learning outcomes, within the proposal for our new Creative Writing Minor.

Course #22 ENG335H5 Jacobean Drama

Before: This course explores English drama from the death of Queen Elizabeth I to the closing of the theatres, with attention to such playwrights as Jonson, Middleton, Shakespeare, and Webster. [36L]

After: This course explores English drama from the death of Queen Elizabeth I to the closing of the theatres, with attention to such playwrights as Jonson, Middleton, Shakespeare, and Webster. **As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.** [36L]

Rationale: One of our instructors has applied to teach this course through the UTM Abroad program, which would bring a small group of students to England during Reading Week to enrich their reading of early drama and see performances. Adding this sentence signals to students this opportunity, but also makes it possible to teach the course in future years without the international component.

Course #23 ENG345H5 Victorian Poetry

Before: ~~Victorian writers (such as Darwin, Tennyson, Browning, Wilde, Nightingale, Christina Rossetti, Kipling) respond to crisis transition: the Industrial Revolution, the Idea of Progress, and the "Woman Question"; conflicting claims of liberty and equality, empire and nation, theology and natural selection; the Romantic Inheritance Art-for-Art's Sake, Fin de siècle and Decadence.~~ [36L]

After: This course surveys the poetry of the Victorian era in Britain, with a focus on experiments in poetic genre and form, and on the social and political commitments of poetry in a period of colonialism, industrialization, and changing ideas about gender and sexuality. Topics may include lyric and the dramatic monologue, the poetry of political protest, love and sexuality, feminism and queerness, aestheticism and decadence, empire and the emergence of global poetry in English, and pastoral and the poetry of urban life. Poets may include Elizabeth Barrett Browning, Alfred Tennyson, Robert Browning, Matthew Arnold, Christina Rossetti, D. G. Rossetti, Gerard Manley Hopkins, A. C. Swinburne, Toru Dutt, George Meredith, Augusta Webster, Amy Levy, Oscar Wilde, Michael Field, Thomas Hardy, Sarojini Naidu, and many others. [36L]

Rationale: Victorian Poetry is the main focus of this course; the new title and description better describe the content.

Course #24 FAS143H5 Drawing I

Before: ~~Drawing I introduces core drawing practices at the entry level. This course provides an opportunity for students to develop their drawing skills, visual vocabulary, and understanding of conceptual and formal approaches to both historical and contemporary practices. Drawing is presented as a technical, interpretive, and expressive tool: students make observational drawings from objects, environments, and the figure, and work with imagined and found sources. Sessions include demonstrations, illustrated presentations, and individual assignments.~~ [72P]

After: Students explore the use of drawing to investigate contemporary approaches to the production of artwork. Students experiment with a variety of traditional and unconventional materials to investigate figurative drawing, observational drawing, conceptual drawing, and methods of rendering illusionistic space. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #25 FAS147H5 Photography I

Before: ~~This introductory course emphasizes the use photography as a tool for artistic expression.~~ Students ~~will~~ build skills using a manual-operation camera, processing B&W film, creating silver-based photographic prints in the darkroom, and in acquiring basic digital processing and printing techniques in colour photography. ~~Photography is presented~~ as a medium for communication through ~~in-class~~ discussion, ~~analysis~~, and interpretation. ~~Classes will consist of lectures, demonstrations, lab and studio time, individual consultation, group critiques, and a field trip.~~ [72P]

After: Students build skills using a manual-operation camera, processing B&W film, creating silver-based photographic prints in the darkroom, and in acquiring basic digital processing and printing techniques in colour photography. Students apply their use of photography as a tool for artistic expression and as a medium for communication through discussion, analysis and interpretation. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #26 FAS232H5 Print Media I

Before: ~~This course is an introduction to~~ relief and intaglio ~~print media~~ processes ~~within a contemporary context.~~ Students ~~explore~~ and ~~experiment~~ with the ~~materials, techniques,~~ and ~~processes of print,~~ and ~~integrate~~ them with formal and contextual concerns. ~~Projects combine research, presentations, discussions, and critical thinking.~~ [72P]

After: Students learn relief and intaglio processes by exploring and experimenting with the materials and techniques demonstrated in class, and integrating them with formal and contextual concerns. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #27 FAS234H5 Print Media II

Before: ~~This course is a continuation of FAS232H with an introduction to screenprinting. The integration of hand-drawn and digital imagery is emphasized, while students may incorporate bookworks, drawing, installation, and other media.~~ Focus is placed upon individual development through ~~research and production; students are encouraged to link their ideas with the spectrum of media and skills that are most suited to their individual goals.~~[72P]

After: Students explore the basics of screen printing using hand-drawn and cut stencil imagery. Students are encouraged to link ideas with screen printing methods most suited to their goals. Students integrate digital and photo-based imagery using software, digital photos, and scans. Focus is placed upon individual development through exploration and production. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #28 FAS236H5 Design I

Before: ~~This course is an applied investigation~~ of design ~~thinking, theories, techniques,~~ and ~~tools. It addresses~~ a range of design issues through a variety of approaches and media. ~~Creative experimentation is encouraged to broaden students' conception of design and its application in other design and art-related disciplines. Assignments introduce students to the~~ fundamental principles of design and concept development through projects involving typography, images, colour, ~~layout,~~ and design software for print and the ~~web.~~ [72P]

After: Students develop an awareness of applied design thinking and theories. Students use design techniques and tools to address a range of design issues through a variety of approaches and media. Students broaden their conception of design and its application in other design and art-related disciplines through creative experimentation. The fundamental principles of design and concept development are explored by students through projects involving typography, images, colour, layout and design software for print and the Web. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #29 FAS243H5 Drawing II

Before: ~~A continuation of FAS143H, this course uses~~ drawing ~~as a resource to create artwork in a variety of materials and processes.~~ Students ~~develop skills in drawing systems, explore digital technologies, and work in a range of contemporary hybrid practices to extend drawing's reach.~~ ~~Through assigned projects, illustrated presentations, readings and exhibition reviews, students are presented with issues to research and address in their work.~~ [72P]

After: Students explore the use of drawing to investigate contemporary approaches to the production of artwork. Students experiment with a variety of traditional and experimental materials to investigate figurative drawing, zines, and independent studio research [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #30 FAS246H5 Design II

Before: ~~A continuation of FAS146H, this course is a further applied~~ investigation of design thinking, theories, ~~techniques, and tools, from conceptual to practical applications.~~ ~~Assignments in a variety of media address contemporary art and design through in-class and term projects.~~ ~~This course also introduces~~ students to ~~some of the factors affecting design decisions such as mode of communication, intended audience, and historical associations.~~ ~~Illustrated presentations, field trips, guest critics, discussions, and critiques augment this course.~~ [72P]

After: Students continue to develop their investigation of design thinking, theories, techniques and tools. Students study different design strategies and problem solving with practical assignments. Diverse assignments encourage students to articulate a critical awareness of the values associated with their choice of imagery, formal elements and methods of construction. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #31 FAS247H5 Photography II

Before: ~~A continuation of FAS147H Photography 1, this course further develops~~ the ~~use of camera handling and lighting techniques, along with light-sensitive and digital-imaging materials for visual communication and personal expression.~~ Students ~~learn~~ a variety of printing ~~methods~~ including fibre-based printing, ~~sequencing, multiples,~~ and other techniques that further develop the creative aspects of the medium. Use of the video camera and basic video editing ~~is~~ introduced. ~~Investigations of historical and contemporary uses of the medium emphasize technical, aesthetic, and conceptual considerations.~~ [72P]

After: Students explore historical and contemporary uses of the medium that emphasize technical, aesthetic and conceptual considerations. Students utilize a variety of printing methods, including fibre-based printing, sequencing and other techniques that further develop the creative aspects of the medium. Use of the video camera and basic video editing are also introduced. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #32 FAS248H5 Sculpture I

Before: ~~This course introduces students to basic sculptural processes and materials, such as casting, mold-making, construction in cardboard, and fabrication in wood, metal, and found objects. A series of conceptual exercises provide opportunity for creative problem-solving and critical analysis while challenging conventional models of sculptural production. [72P]~~

After: Students delve into basic sculptural processes such as casting, mold-making and construction in both traditional and non-traditional materials. Students explore formal and conceptual concerns relative to contemporary sculpture practices that include considerations of representation, abstraction, form and space, scale and installation.[72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #33 FAS334Y5 Print Media III

Before: ~~This course is a continuation of FAS234H with an introduction to stone and plate lithography. Students are asked to complete assigned and self-directed projects, and may choose to consolidate and explore traditional print media, or to work with a combination of print and other two-dimensional, sculptural, or installation media of their choice. Increased refinement and sophistication in conception and execution is expected. Students become familiar with issues and examples of contemporary print practice, and discuss and critique works by contemporary artists. [144P]~~

After: Students use lithography, digital printing, screen printing, relief printing and etching to establish a personalized approach to print media. Students conduct independent research and technical explorations leading to sophisticated and resolved work. Students present a biographical overview of contemporary and historical print makers to further contextualize their own work, and to become aware of how the medium of print is evolving. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #34 FAS343Y5 Drawing III

Before: ~~A continuation of FAS243H, students examine a range of critical and thematic concerns of artists working in drawing today. The course examines the systems and conventions of drawing in the broadest possible sense and includes both traditional media as well as new technologies for video and animation production. Through readings, student-led presentations, discussions, workshops, topical and independent assignments, and critiques, students develop a body of work that investigates experimental processes in image production. [144P]~~

After: Students explore the use of drawing to investigate contemporary approaches to the production of artwork. Students work with a variety of traditional and unconventional drawing materials and processes to develop a portfolio of artworks. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #35 FAS346Y5 Design III

Before: ***A continuation of FAS246H, this course presents an opportunity for students to acquire and practice*** the skills necessary to create real-world art and design-related projects. ***Design assignments require students to*** create full or partial design mockups, work in teams, and submit proposals to design competitions within or outside the school. Students explore contemporary art and design via simulated workplace assignments, visual ***presentations***, field trips, guest critics, ***discussion***, and critique. [144P]

After:

Students develop the skills necessary to create real-world art and design-related projects. **Students** create full or partial design mockups, work in teams, and submit proposals to design competitions within or outside the school. Students explore contemporary art and design via simulated workplace assignments, visual **presentation**, field trips, guest critics, **discussion** and critique. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #36 FAS347Y5 Photography III

Before: ~~This advanced~~ photography ~~course integrates~~ the history and theory of photography with ~~the~~ production of original ~~work, and assists students to develop a critically informed photography practice. The course focuses on independent student production of photo and/or photo-based artworks in either an analogue or digital format, as well as the completion of assigned projects. Technical topics include~~ digital ~~still~~ imaging ~~technologies and the~~ production of digital prints, as well as the use of strobe ~~lighting and advanced techniques in exposure for colour and black and white. Students develop further expertise in video production. Studio work is accompanied by regular in-depth critiques, research and presentations on contemporary photographic practice and seminars on theoretical and critical readings. Professional practices for the presentation of photographic work for various applications will also be discussed.~~ [144P]

After: Students develop a critically informed photography practice by integrating the history and theory of photography with their production of original work in either an analogue or digital format. Students work with digital imaging technologies, production of digital prints, video, as well as the use of strobe lighting. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #37 FAS348Y5 Continuing Investigations in Sculpture

Before: ~~This course will guide the student through a transition from assignment-driven sculpture projects to self-directed work. The introduction of conceptual approaches, reflective writing on the artwork produced, and a new range of sculpture techniques and materials will augment the technical skills students acquired in Sculpture I (FAS248H6) and Sculpture II (FAS258H6). Illustrated presentations, short readings, visiting artist reviews, an exhibition review, artist presentation, and field trips to fabrication facilities and galleries will accompany the studio work over the two terms.~~ [144P]

After: Students develop independent research habits to support self-directed projects in sculpture that are discussed in a peer critique setting. Students compose an artist statement of their intentions and procedures, write visiting artist reviews and responses to assigned readings, prepare a contemporary Canadian or international artist presentation, and document their artwork. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #38 FAS359Y5 Video and Sound

Before: ~~This studio course focuses on~~ the use of sound and video to investigate contemporary approaches to the production of time-based artwork. Students ~~will~~ work with analogue and digital editing processes, live sound performance, site-specific soundworks, single-channel video, video ~~installation and video mapping, and~~ will develop a professional portfolio website. ~~Illustrated presentations of historical and contemporary video and sound practices contextualize the skills learned and concepts addressed, alongside readings, discussions and critiques.~~ [144P]

After: Students explore the use of sound and video to investigate contemporary approaches to the production of time-based artwork. Students work with analogue and digital editing processes, live sound performance, site-specific soundworks, single-channel video, video installation, and will develop a professional portfolio website. [144P]

Rationale: Adding EXP designation.

Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an

Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #39 FAS434Y5 Individual Investigations in Print Media

- Before:** ~~A continuation of FAS334Y, this course is a self-directed, supervised opportunity to define and develop a student's artistic vision with an inter-media approach. Print Media 4 prepares students to work independently or in a professional print studio after graduation. Through research, gallery visits, and discussion, students focus on defining the content and context of their work. Students are asked to examine their work from a critical perspective and to complete a body of related work accompanied by a written statement.~~ [144P]
- After:** Students conduct independent research and develop a body of work using print medium(s) of their choice. Students present information on their educational and professional goals after graduation, write an artist's statement about their work, review and discuss articles and videos, and mount a group exhibition of their work. [144P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #40 FAS443Y5 Individual Investigations in Drawing

- Before:** ~~A continuation of FAS343Y5, students develop a portfolio of self-directed work for exhibition, grants, and graduate-level or continuing study. Students approach drawing through the development of research and experimentation with contemporary cross-disciplinary practices. Classes include lectures, presentations, critiques, workshops, and field trips to studios, galleries, and production and fabrication facilities.~~ [144P]
- After:** Students explore the use of drawing to investigate contemporary approaches to the production of artwork. Students work with a variety of traditional and unconventional drawing materials and processes to develop a professional website portfolio. Students participate in peer critiques, and write reflective essays and artist statements. [144P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #41 FAS446Y5 Individual Investigations in Design

- Before:** ~~A continuation of FAS346Y, this course emphasizes self-directed design projects with regularly scheduled class critiques, presentations on contemporary art and design, and trips to exhibitions. Design assignments require students to create full or partial design mockups, work collaboratively on large projects, and submit proposals to design competitions within or outside the school. Students learn to integrate professional art and design strategies, and to research, coordinate, and fully realize their own long-term projects.~~ [144P]
- After:** Students learn to integrate professional art and design strategies, and to research, coordinate and fully realize their own long-term projects. Students work collaboratively on large projects as well as work on mandatory and optional assignments from a range of possible assignments. [144P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #42 FAS447Y5 Individual Investigations in Photography

- Before:** ~~This advanced photography course integrates the history and theory of photography with the production of original work, and assists students to develop a critically informed photography practice. The course will focus on independent student production of photo and/or photo-based artworks in either an analogue or digital format. Studio work is accompanied by regular in-depth critiques, research and presentations on contemporary photographic practice, and seminars on theoretical and critical readings. Professional practices for the presentation of photographic work for various applications will also be discussed.~~ [144P]
- After:**

Students develop a critically informed photography practice by integrating the history and theory of photography with their production of original work in either an analogue or digital format. Students prepare a presentation comparing two Canadian and/or international MFA programs, in addition to preparing responses to readings and technical assignments. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #43 FAS448Y5 Individual Investigations in Sculpture

Before: ~~This course is a continuation of FAS348Y.~~ Students produce a coherent body of ~~work~~ based on research and written proposals. ~~In their artwork, students explore their own identity and work in the context of contemporary sculpture practices, acknowledging both a theoretical and historical framework.~~ Students ~~should become aware of the relationship between the production and presentation of artwork, and be able to identify the audience for and the specific context within which their artwork might be presented.~~ ~~Class includes lectures, presentations, critiques, workshops, and field trips to studios, galleries, and fabrication facilities.~~ [144P]

After: Students produce a coherent body of self-directed artwork based on independent research and written proposals. In-progress and completed artworks are discussed in a peer critique setting. Students write an artist statement of their intentions and procedures, prepare a Canadian and international MFA program presentation, and document their artwork. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #44 FAS450Y5 Advanced Project

Before: In this directed study, students undertake two semesters of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. ~~The course is modeled on a Master's thesis and as such provides the students with the experience needed to pursue Master of Fine Arts candidacy, their own art, and teaching careers.~~ Advanced Project students must have a B+ standing in ~~the fourth year of the studio discipline in which they intend to submit a proposal.~~ A written proposal must be submitted to, and approved by, the department before registration. [144P]

After: In this directed study, students undertake two semesters of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. Advanced Project students must have a B+ standing in a completed fourth-year studio. A written proposal must be submitted to, and approved by, the department before registration. [144P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #45 FAS451H5 Advanced Project

Before: In this directed study, ~~an independent studio project is chosen by the student and supervised by~~ faculty ~~member(s).~~ ~~A written proposal must be submitted to, and approved by, the department before registration.~~ ~~In addition to the completion of~~ a body of ~~work, students will prepare an illustrated and written account of the impact of research on their artwork.~~ ~~Students wishing to undertake an~~ Advanced Project ~~must have already completed the highest level of their chosen sub-discipline.~~ ~~Advanced Project~~ students must have a B+ standing in ~~the fourth year of the studio discipline in which they intend to submit a proposal.~~ [72P]

After: In this directed study, students undertake a semester-long period of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. Advanced Project students must have a B+ standing in a completed fourth-year studio. A written proposal must be submitted to, and approved by, the department before registration. [72P]

Rationale: Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes

as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #46 FAS452H5 Advanced Project

- Before:** In this directed study, ~~an independent studio project is chosen by the student and supervised by~~ faculty member(s). ~~A written proposal must be submitted to, and approved by, the department before registration. In addition to the completion of~~ a body of ~~work, students will prepare an illustrated and written account of the impact of research on their artwork. Students wishing to undertake an~~ Advanced Project ~~must have already completed the highest level of their chosen sub-discipline. Advanced Project~~ students must have a B+ standing in ~~the fourth year of the studio discipline in which they intend to submit a proposal.~~ [72P]
- After:** In this directed study, students undertake a semester-long period of independent research under the mentorship of a full-time Art and Art History studio faculty member. Students develop and present a body of artwork and a written and illustrated thesis for discussion, evaluation and critique. Advanced Project students must have a B+ standing in a completed fourth-year studio. A written proposal must be submitted to, and approved by, the department before registration. [72P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #47 FAS453H5 Art Education Practice

- Before:** ~~This course will outline~~ principles of educational theory and practice for teaching the visual ~~arts, and explore the realities of learning and the artistry of teaching to various audiences,~~ including children, ~~adolescents,~~ and adults, within a variety of educational ~~settings. Students will have an opportunity to develop teaching skills and observe a practicing educator in action. Studio tasks will relate to the topics covered in this course.~~ [24S, 12P]
- After:** Students investigate the principles of educational theory and practice for teaching the visual arts to learners including children, adolescents and adults, within a variety of educational settings [24S, 12P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #48 FAS454H5 Professional Practice

- Before:** ~~This course outlines~~ the ~~professional and business~~ requirements of establishing a career as a practicing visual artist. Topics covered include portfolio development, ~~exhibition presentation and organization, public art competitions,~~ photo documentation, ~~writing grant proposals, marketing, taxes,~~ and bookkeeping. ~~Guest lectures will augment students' research into the career paths of a range of arts professionals.~~ [24S, 12P]
- After:** Students explore the requirements of establishing a career as a practicing visual artist. Topics covered include portfolio development, finding and securing artist residency and exhibition opportunities, ways to support yourself as an artist, grant writing, photo documentation, peer group support, marketing and bookkeeping. [24S, 12P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #49 FAS455H5 Teaching Art in the School and Community

- Before:** ~~This~~ practicum ~~course provides fourth-year~~ students ~~with~~ hands-on teaching experience ~~allowing for interaction with administrators, teachers, and community leaders. Students plan workshops and classes, write and deliver curriculum, and work within a budget. As a summary, students then document and evaluate their teaching experiences.~~ [15S, 24P]
- After:** In this practicum course, students gain hands-on teaching experience in a setting of their choice and interact with administrators, teachers, and community leaders. [15S, 24P]
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes

as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.

Course #50 FRE382H5 Advanced Language Practice: Written French

Before: ~~Consolidation of~~ writing skills ~~already acquired by students specializing in French studies, with emphasis on advanced writing techniques.~~ [12L, 24P]

After: This course develops writing skills at an advanced level in the areas of vocabulary, grammar and style. Emphasis will be put on practice and error correction. [12L, 24P]

Rationale: The new description reflects course content and purpose more clearly and accurately.

Course #51 FRE393H5 French Society through Film

Before: A historical perspective on French films with a focus on the specificity of French ~~cinéma~~, from the Poetic Realism of the ~~Thirties~~ to the New Wave of the ~~Fifties~~ and ~~Sixties~~, the ~~"Cinéma du look"~~ of the ~~Eighties~~ and the various genres of contemporary French cinema: heritage film, film noir and comedies in particular. Recommended foundation course for FRE397H5. [24L, ~~12P, 12T~~]

After: A historical perspective on French films with a focus on the specificity of French cinema from the Poetic Realism of the 1930s to the New Wave of the 1950s and 1960s, the cinéma du look of the 1980s and the various genres of contemporary French cinema: heritage film, film noir and comedies in particular. Special attention will be paid to issues in French society as depicted in films. Recommended foundation course for FRE397H5. [24L, 24T]

Rationale: The change in spelling (Thirties to 1930s etc.) is meant for clarity and the added sentence gives a more accurate description of course content which has evolved as the course is now taught in French and counts for a Major in French

Course #52 FRE397H5 Colonialism and Post-colonialism in French Cinema

Before: A study of a selection of films from Francophone countries, e. g. France, Quebec, Burkina-Faso, Senegal. [24L, **12T, 12P**]

After: A study of a selection of films from Francophone countries, e. g. France, Quebec, Burkina-Faso, Senegal. [24L, **24T**]

Rationale: The new title gives a more accurate description of course content.

Course #53 HIN212Y5 Introduction to Hindi

Before: Intensive introduction to phonology, grammar, syntax of the modern Hindi **and Urdu** language; emphasis on basic writing and reading. [72L, 24P]

After: Intensive introduction to phonology, grammar, syntax of the modern Hindi language; emphasis on basic writing and reading. [72L, 24P]

Rationale: The change reflects the separation of Hindi and Urdu language courses.

Course #54 HIN212Y5 Introduction to Hindi

Before: ~~NOTE: All students who are enrolling in a HIN language course for the first time (do not have the prerequisite) are required to complete a language assessment questionnaire. Students who have not completed an assessment cannot be approved for course enrolment. Please visit www.utm.utoronto.ca/language-studies/elective-languages for further details.~~

After:

Rationale: The change reflects the separation of Hindi and Urdu language courses.

Course #55 HIS211H5 Screening History

Before: This course explores the relationship of media film, television and new visual technologies to history: as historical representations, as sources of history, and as history itself. The course examines the impact of popular representations of history on screen and the controversies that emerge over these constructions of the past. **[24L]**

After: This course explores the relationship of media film, television and new visual technologies to history: as historical representations, as sources of history, and as history itself. The course examines the impact of popular representations of history on screen and the controversies that emerge over these constructions of the past. **[24L, 24P]**

Rationale: This course requires students to watch a film each week as part of the historical methodological training and required material. As such, we will require a two hour screening (Practical) in addition to the two hour lecture each week.

Course #56 HIS308H5 Themes in the History of Women Before 1800

Before: *A selection of topics relating to* the history of women in *European society from ancient to* early modern *times.* [24L]

After: *This course focuses on* the history of women *before the 19th century emphasizing select themes in* *ancient, medieval, and* early modern *history.* [24L]

Rationale: Greater flexibility in the geographic scope of the course will allow instructors to focus on their specific areas of expertise when teaching this course. The courses listed as exclusions are no longer being offered.

Course #57 HIS310H5 The History of Women Since 1800

Before: *A selection of topics relating to* the history of women in modern *European society.* [24L]

After: *This course is a brief survey of* the history of women in *since 1800 emphasizing select themes in* modern *history.* [24L]

Rationale: Greater flexibility in the geographic scope of the course will allow instructors to focus on their specific areas of expertise when teaching this course. The courses listed as exclusions are no longer being offered.

Course #58 HIS484H5 Religion and Public Culture in South Asian History

Before: The course examines the role played by religion in shaping the public sphere, *popular* culture and everyday practice in *Modern* South *Asia.* It *also* studies key themes on the *subject.* [24S]

After: The course examines the role played by religion in shaping the public sphere, *popular/public* culture and *the realm of* everyday practice in South *Asian history.* It studies key themes on the *subject against a longue-duree perspective.* [24S]

Rationale: The word "popular" has been replaced with the word "public", which is a better term for denoting a shared space of elite and popular religion.

Course #59 ITA103H5 Made in Italy: Italian Fashion, from the Theatre to the Runway

Before: (Offered in English) This course explores the transformation of Italian fashion, throughout the centuries. The course will examine the history of fashion in Italian theatre and literature, its presence in movies and television, and the impact it has had on the fashion industry, in Italy and abroad.

After: (Offered in English) This course explores the transformation of Italian fashion, throughout the centuries. The course will examine the history of fashion in Italian theatre and literature, its presence in movies and television, and the impact it has had on the fashion industry, in Italy and abroad. *Students have the option of participating in international field trips (to Italian fashion houses). When travel experiences are offered, additional costs and application processes apply.* [24L]

Rationale: Addition of option for participating in international experience. New title is more in line with the description of the course.

Course #60 ITA201Y5 Continuing Italian (Offered in Florence)

Before: This course consists of a thorough review of grammatical structures and is designed to improve the students' self-expressiveness in Italian. Selections from contemporary authors and passages dealing with present-day issues are used as a basis for discussion in Italian. For students whose background in Italian is solely academic. [48L, 24P]

After: This course consists of a thorough review of grammatical structures and is designed to improve the students' self-expressiveness in Italian. Selections from contemporary authors and passages dealing with present-day issues are used as a basis for discussion in Italian. For students whose background in Italian is solely academic. *In this course students may have the option of participating in an international learning experience that will have an additional cost and application process.* [48L, 24P]

Rationale: Inclusion of INTLO designation and description change to reflect the option of completing the course in Florence, Italy.

Course #61 ITA235H5 Cucina Italiana: Italian History and Culture Through Food

Before: (~~Offered~~ in English) This course ~~describes~~ the ~~history of food in Italy, throughout the centuries. The course will chart the~~ regional diversity of Italian food and ~~examine~~ various factors (early settlers, wars, migratory trends) that have shaped Italian culinary traditions. Students will also have the opportunity to ~~investigate and~~ explore their own ~~(Italian or otherwise)~~ culinary ~~practices. As part of this course, students may~~ have the option of participating in an international ~~learning experience that will have an~~ additional ~~cost~~ and application ~~process.~~ [24L]

After: Offered in English) This course charts the regional diversity of Italian food and examines various factors (early settlers, wars, migratory trends) that have shaped Italian culinary traditions. Students will also have the opportunity to explore their own culinary traditions. Students have the option of participating in local and international field trips (to restaurants, factories, farms). When travel experiences are offered, additional costs and application processes apply. [24L]

Rationale: The new description reflects the additional of experiential components to the course as well as modified course content.

Course #62 ITA237H5 Topics in Italian Civilization I

Before: (Offered in English) The course will cover the period between 1815 to 1960 and discuss through a selection of short stories, novels, sociological and historical documents, articles from newspapers, magazines as well as the Internet various aspects of modern Italian civilization such as fascism, the Resistance, the constitution and political ideologies, the relation between State and the Church, the question of the North vs. the South, the land reform. Please note that this course will be taught in Italian when offered in Florence, Italy. [24L]

After: (Offered in English) The course will cover the period between 1815 to 1960 and discuss through a selection of short stories, novels, sociological and historical documents, articles from newspapers, magazines as well as the Internet various aspects of modern Italian civilization such as fascism, the Resistance, the constitution and political ideologies, the relation between State and the Church, the question of the North vs. the South, the land reform. Please note that this course will be taught in Italian when offered in Florence, Italy. **When offered in Florence students may have the option of participating in an international learning experience that will have an additional cost and application process.** [24L]

Rationale: Inclusion of INTLO designation and description change to reflect the option of completing the course in Florence, Italy

Course #63 ITA238H5 Topics in Italian Civilization II

Before: (Offered in English) The course will cover the period between 1960 to present days through a selection of short stories, novels, sociological and historical documents, articles from newspapers, magazines as well as the Internet various aspects of modern Italian civilization such as industrialization, the mafia, language and mass-media, immigration and emigration, the generation of '68, terrorism, women's liberation and family issue in general. Please note that this course will be taught in Italian when offered in Florence, Italy. [24L]

After: (Offered in English) The course will cover the period between 1960 to present days through a selection of short stories, novels, sociological and historical documents, articles from newspapers, magazines as well as the Internet various aspects of modern Italian civilization such as industrialization, the mafia, language and mass-media, immigration and emigration, the generation of '68, terrorism, women's liberation and family issue in general. Please note that this course will be taught in Italian when offered in Florence, Italy. **When offered in Florence students may have the option of participating in an international learning experience that will have an additional cost and application process.** [24L]

Rationale: Inclusion of INTLO designation and description change to reflect the option of completing the course in Florence, Italy.

Course #64 ITA242H5 Classics of Italian Cinema

Before: (~~Offered~~ in English) This course ~~explores varying aspects~~ of Italian ~~cinema during~~ the ~~60s and 70s. Topics, genres, etc. covered~~ will ~~include~~ the ~~Break with Neorealism~~ and ~~Commedia all'italiana (Comedy, Italian Style). Films analyzed are by those directors who crossed over genres throughout their careers. Students will gain~~ the ~~necessary framework of~~ the ~~events surrounding the make and release of the film (i.e., what is happening in Italy during those years) so as to better contextualize and understand the images before them.~~ [24L, 24T]

After: (Offered in English) This course is a survey of the most critically acclaimed and/or financially successful films in Italian cinema, throughout the years. In addition to analyzing films internally and externally, students will also consider the differences and similarities in reception, depending on where (in Italy or abroad) audiences watched the releases. Students have the option of participating in local (film festivals) and

international field trips (studios, on-site locations). When travel experiences are offered, additional costs and application processes apply. [24L, 24T]

Rationale: Included wording to reflect the option for international experience opportunity.

Course #65 ITA246H5 Contemporary Italian Cinema I

Before: (Offered in English) This course is a study of Italian cinema from the ~~late 1970s~~ to the present. ~~Various works~~ from ~~several~~ directors ~~(Nanni Moretti, Giuseppe Tornatore, Bernardo Bertolucci, and others)~~ will be analyzed. ~~Films and analyses will centre on themes, genres, etc. such as Odes and Homages to Italian Cinema, Religion, Psychoanalysis, and Introspection, and Crime and Mafia.~~ [24L, 24T]

After: (Offered in English) This course is a study of Italian cinema from the 1980s to the present. Dramas, documentaries, comedies, and short films, from various directors (Bernardo Bertolucci, Nanni Moretti, Giuseppe Tornatore, and others), will be analyzed. Prevalent themes include odes to Italian cinema, family matters, love, celebrity culture. [24L, 24T]

Rationale: Changes more accurately reflect course content.

Course #66 ITA247H5 Contemporary Italian Cinema II

Before: (Offered in English) This course is a study of Italian cinema from the ~~late 1970s~~ to the present. ~~Various works~~ from ~~several~~ directors ~~(Gabriele Salvatores, Gianni Amelio, Francesco Rosa, Roberto Benigni, and others)~~ will be analyzed. ~~Films and analyses will centre on themes, genres, etc. such as The Crisis of Cinema, Italians in the Holocaust, The Second World War, and The Cinema of Crisis: Commedia all'italiana Revisited through Identity and Immigration.~~ [24L, 24T]

After: (Offered in English) This course is a study of Italian cinema from the 1980s to the present. Dramas, documentaries, comedies, and short films, from various directors (Gianni Amelio, Nanni Moretti, Gabriele Salvatores, Giuseppe Tornatore, and others), will be analyzed. Prevalent themes include the crisis of cinema and the cinema of the crisis, identity and immigration, religion, Italians in the Holocaust, the Second World War, violence, crime, politics. [24L, 24T]

Rationale: Given that the course content is relative to the times during which it is taught, the new descriptions reflect those contemporary changes which affect cinema production.

Course #67 ITA255Y5 "Fa 'na bona jobba!"- The Italian Canadian Experience

Before: (Offered in English) ~~An~~ historically defined portrait of Italian ~~immigrants and their descendents~~ through a study of significant writings by and about them in literature and theatre. ~~Readings to include: Nino Ricci, Lives of the Saints; F. Paoli, Black Madonna; Curaggia: Writing by Women of Italian Descent, ed. N.A. Ciattu et al.; M. Micone, Two Plays; The Anthology of Italian Canadian Writing, ed. J. Pivato; If one were to write a history... Selected Writings by R.F. Harney, ed. P. Anetil and B. Ramirez.~~ [24L, 24T]

After: (Offered in English) A linguistically and historically defined portrait of Italian immigration through a study of significant writings by and about them in literature and theatre. [24L, 24T]

Rationale: With the addition of sociolinguistic analyses (not previously covered in course content), the new description allows for a more inclusive study of the immigrant experience.

Course #68 LAT100Y5 Introductory Latin

Before: An intensive introduction to Latin for students who have no knowledge of the language. This course will aid in the preparation for the reading of Latin literature. **[72L, 24P]**

After: An intensive introduction to Latin for students who have no knowledge of the language. This course will aid in the preparation for the reading of Latin literature. **[96L]**

Rationale: Revision of course hours offering reflects how the course is taught.

Course #69 LIN233H5 English Words through Space and Time

Before: An analysis of English words, the history of their development and the variation in their use across the English-speaking world. Topics include the history and structure of words, the relation between sound and spelling, dialect variation and the development of dictionaries. This course does not count towards the Linguistic Studies minor or major program. [24L, 12T]

After: An analysis of English words, the history of their development and the variation in their use across the English-speaking world. Topics include the history and structure of words, the relation between sound and spelling, dialect variation and the development of dictionaries. This course does not count towards the Linguistic Studies minor or major program. **Formerly LIN203H5.** [24L, 12T]

Rationale:

Course #70 LIN237H5 Semantics

- Before:** This course ~~provides~~ an introduction to the ~~study~~ of meaning in ~~natural~~ language and ~~its relation~~ to ~~syntactic structure~~ and ~~discourse context~~. Topics ~~include assertion~~, presupposition, ~~implicature~~, thematic roles, ~~predication~~, ~~quantification~~, ~~scope~~ and ~~the representation of discourse structure~~. [24L, 12T]
- After:** This course offers an introduction to Semantics, the subfield of linguistics that considers the different ways meaning is encoded in human language and the context within which language is used. The aim of the course is to introduce students to some of the basic concepts and central issues and scholars in the field. The course examines possible ways of describing and formalizing meaning at the level of the word, phrase, and sentence. The course naturally incorporates students understanding of syntax and morphology thereby fostering a more holistic understanding of linguistic analysis. It also provides the foundation for more specialised studies in Semantics and Pragmatics. Topics include: sense and reference, compositionality, lexical relations, entailment, presupposition, event types, thematic roles, deixis, implicature, predicate logic, and quantification. [24L, 12T]
- Rationale:** The course description has been updated to better reflect the topics that will be covered.
-

Course #71 LIN288H5 Introduction to Psycholinguistics and Language Acquisition

- Before:** This course is a general introduction to psycholinguistics and language acquisition. It covers topics such as the neurobiological basis of language, the mental lexicon, memory, speech production/perception, sentence comprehension, and first/second language acquisition and bilingualism. The course includes a tutorial introducing students to the methods and tools used for quantitative research in psycholinguistics and language acquisition. Suggested companion course: FRE355H5. [24L, 12T]
- After:** This course is a general introduction to psycholinguistics and language acquisition. It covers topics such as the neurobiological basis of language, the mental lexicon, memory, speech production/perception, sentence comprehension, and first/second language acquisition and bilingualism. The course includes a tutorial introducing students to the methods and tools used for quantitative research in psycholinguistics and language acquisition. Suggested companion course: FRE355H5. **Formerly LIN258H5.** [24L, 12T]
- Rationale:** The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses
-

Course #72 LIN318H5 Talking Numbers: Interpretation and Presentation of Quantitative Linguistic Data

- Before:** ~~This course will provide the conceptual grounding needed to interpret~~ quantitative data ~~from a range of subfields, including basic literacy in some common statistical tests used in linguistic research. Students will also learn and practice, via hands-on lab activities, appropriate techniques for presenting different types of quantitative data graphically using descriptive statistics (means, variances), and will receive an introduction to some foundational aspects of inferential statistics (confidence intervals, hypothesis testing). No prior background in statistics is required.~~ [24L, 12T]
- After:** Do numbers and statistics make your vision go blurry? Do you avoid making eye contact with charts and tables? From measuring vowel formants to gradient grammaticality judgments to frequencies and patterns in natural language corpora, research in linguistics is becoming increasingly dependent on quantitative data and argumentation... but fear not! In this course, students with no prior background in statistics will learn the fundamentals of quantitative reasoning through hands-on experience with contemporary statistical tools and will be equipped with the basic numeracy skills necessary to critically evaluate quantitative arguments in a range of subfields of linguistics. Formerly LIN368H5. [24L, 12T]
- Rationale:** The course title and description have been updated to better reflect the topics that will be covered.
-

Course #73 LIN328H5 Acoustic Phonetics

- Before:** This course provides an ~~introduction to~~ the ~~scientific study~~ of ~~speech production, speech perception, and hearing. Course work emphasizes the practical application of this knowledge to case studies in speech language pathology and clinical audiology.~~ [24L, 12T]
- After:** This course provides an overview of the fundamentals of acoustics, as well as the acoustic properties of vowels and consonants. Students will gain hands-on experience with primary acoustic data analysis through laboratory work, and will be exposed to classic and current research in the field. Additional topics that may be addressed include speech perception, second-language phonetics, and clinical applications. [12L, 24P]
- Rationale:** The course title and description have been updated to better reflect the topics that will be covered. In addition, given the content of the course, students need access to a computer in a lab on and off throughout the lesson; we thus specify 36P.
-

Course #74 LIN332H5 Syntactic Theory

- Before:** An introduction to the foundations and formal framework of current generative grammar, concentrating on Chomsky's Minimalist theory. (Students who want to pursue graduate studies in linguistics are strongly advised to include this course in their program.) [24L, 12T]
- After:** An introduction to the foundations and formal framework of current generative grammar, concentrating on Chomsky's Minimalist theory. (Students who want to pursue graduate studies in linguistics are strongly advised to include this course in their program.) **Formerly LIN331H5.** [24L, 12T]
- Rationale:** The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.
-

Course #75 LIN385H5 The Acquisition of Grammar in Different Contexts

- Before:** This course examines language acquisition by different populations: first language acquisition by normal, deaf and impaired children; first language re-acquisition by aphasic patients; second language acquisition by children and adults. The question that we will ask is the following: what are the similarities and differences across acquisition contexts? Comparative theoretical approaches will be examined in order to gain an insight into the following topics: evidence for innate linguistic endowment, the stages in the development of grammar, the role of input. An important component will be the analysis of both spontaneous corpora and experimental work. [24L, 12T]
- After:** This course examines language acquisition by different populations: first language acquisition by normal, deaf and impaired children; first language re-acquisition by aphasic patients; second language acquisition by children and adults. The question that we will ask is the following: what are the similarities and differences across acquisition contexts? Comparative theoretical approaches will be examined in order to gain an insight into the following topics: evidence for innate linguistic endowment, the stages in the development of grammar, the role of input. An important component will be the analysis of both spontaneous corpora and experimental work. **(Formerly LIN356H5)** [24L, 12T]
- Rationale:** The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses
-

Course #76 LIN388H5 Bilingualism and Multiple Language Acquisition

- Before:** This course examines simultaneous and successive second (and multiple) language acquisition by children. We will look at such topics as the bilingual brain, the nature of the input, age constraints on language acquisition, language separation and cross-linguistic influences, schooling in a second language, and various methods used in the study of bilingualism in individuals. Suggested companion course: FRE325H5. [24L, 12T]
- After:** This course examines simultaneous and successive second (and multiple) language acquisition by children. We will look at such topics as the bilingual brain, the nature of the input, age constraints on language acquisition, language separation and cross-linguistic influences, schooling in a second language, and various methods used in the study of bilingualism in individuals. Suggested companion course: FRE325H5. **(Formerly LIN358H5).** [24L, 12T]
- Rationale:** The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.
-

Course #77 LIN411H5 Introduction to Analysis and Argumentation

- Before:** ~~Practice in analyzing and constructing hypotheses and developing sound linguistic argumentation. Emphasis is on the structure of arguments based on critical evaluation of representative articles rather than on the analysis of a particular language.~~ [24L]
- After:** This course examines several topics which have created controversy in linguistics, topics about which various scholars have expressed opposing views through published articles. By reading and discussing these debates, students will learn how to critically analyze linguistics articles. The aim of this course is for students to develop skills in identifying the authors' assumptions, assessing their argumentation and recognizing how linguists build arguments for opposing views on a certain issue. The topics may range from big picture questions like the validity of Universal Grammar to more specific questions about a linguistic phenomenon. By the end of the course, students will have developed more acute reading skills, thereby also improving their ability to write academically, and more particularly in linguistics. The title of the course might sound scary, but the course itself is not at all! Formerly LIN481H5. [24L]
- Rationale:** The course description has been updated to better reflect the topics that will be covered.
-

Course #78 LIN418H5 Research Methods in Linguistics

- Before:** Introduction to the main methods, tools and techniques used in the analysis, interpretation and presentation of linguistic data. Topics may include research in the areas of general linguistics, language acquisition, psycholinguistics, sociolinguistics and dialectology. This course involves a practical component where students will apply skills learned in order to carry out their own study. Note that a background in statistics is NOT required for this course. [36L]
- After:** Introduction to the main methods, tools and techniques used in the analysis, interpretation and presentation of linguistic data. Topics may include research in the areas of general linguistics, language acquisition, psycholinguistics, sociolinguistics and dialectology. This course involves a practical component where students will apply skills learned in order to carry out their own study. Note that a background in statistics is NOT required for this course. **Formerly LIN468H5** [36L]
- Rationale:** The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.
-

Course #79 PHL103H5 Introduction to Philosophy: Knowledge and Reality

- Before:** This course ~~is an introduction to some of the central~~ questions ~~of philosophy, questions concerning the nature of reality, rationality, knowledge, the self, the good life, freedom and responsibility. The course explores answers that have been given to these questions in a selection of classical and contemporary texts. Tutorials will involve active discussion of the philosophical ideas covered in the lectures.~~
- After:** This introductory course takes up philosophical questions about knowledge, reality, language, and the mind. A variety of traditional and contemporary perspectives will be considered. [24L, 12T]
- Rationale:** Current description does not specify correct topics.
-

Course #80 PHL103H5 Introduction to Philosophy: Knowledge and Reality

- Before:**
- After:** **Note: Students may take either or both PHL103H and PHL113H, in any order or simultaneously. The two courses differ only in the philosophical topics they cover.**
- Rationale:** Current description does not specify correct topics.
-

Course #81 PHL113H5 Introduction to Philosophy: Persons and Value

- Before:**
- After:** **Note: Students may take either or both PHL113H5 and PHL103H5, in any order or simultaneously. The two courses differ only in the philosophical topics they cover.**
- Rationale:** Current description does not specify correct topics
-

Course #82 PHL113H5 Introduction to Philosophy: Persons and Value

- Before:** ~~Like PHL101H5, this course is an introduction to some of the central questions of philosophy, questions concerning the nature of reality, rationality, knowledge, the self, the good life, freedom and responsibility. However, this course is a writing intensive course that will place special emphasis on learning to write a philosophical paper. Also students will be introduced to basic logical symbols and rules.~~
- After:** This introductory course explores philosophical theories of human nature, morality, justice, the good life, freedom, and responsibility. A variety of traditional and contemporary perspectives will be considered. [24L, 12T]
- Rationale:** Current description does not specify correct topics
-

Course #83 PHL202H5 Ancient Philosophy

- Before:** Some core texts of ancient philosophy, concentrating on the work of Plato and Aristotle. Topics include the good life, the soul, knowledge, virtue and the nature of reality. **[36L]**
- After:** Some core texts of ancient philosophy, concentrating on the work of Plato and Aristotle. Topics include the good life, the soul, knowledge, virtue and the nature of reality. **[24L, 12T]**
- Rationale:** to reflect teaching hours accurately

Course #84 PHL204H5 Philosophy in Everyday Life

Before:

After: *PHL204H5 does not count for credit toward any minor, major, or specialist program in philosophy, but can be taken to fulfill the Humanities breadth/distribution requirement.*

Rationale: PHL204 is designed as a feeder course to attract students (e.g., STEM) who would not otherwise take a philosophy course. The materials are largely popular (e.g., TED talks, newspaper articles and opinion pieces, youtube videos) and there are no writing assignments (just 5 multiple choice tests). Reading/watching assignments are very light. Ideally, students wanting to take more philosophy would next take PHL103 or PHL113.

Course #85 PHL204H5 Philosophy in Everyday Life

Before: This one-semester course covers philosophical topics that most people talk about, or at least think about, in their everyday lives, e.g., during conversations with friends, or while watching the news, or when deciding how to vote in an election. Such topics include, for example, the difference between art and pornography, the possibility of life after death, the evolution vs. creationism debate, the ethics of abortion and doctor-assisted suicide, and the possibility of intelligent robots. Each topic will be introduced via relevant public media (e.g., articles from the New York Times series *The Stone* and similar pieces from *The Guardian*, CBC news, NPR) and other popular sources (e.g., Ted Talks, youtube videos) and then pursued in several accessible readings from the philosophical literature. A shared library of readings for the course will be built up (e.g., on Blackboard) by the instructors and students and updated as new issues of popular interest arise.

After: This one-semester course covers philosophical topics that most people talk about, or at least think about, in their everyday lives, e.g., during conversations with friends, or while watching the news, or when deciding how to vote in an election. Such topics include, for example, the difference between art and pornography, the possibility of life after death, the evolution vs. creationism debate, the ethics of abortion and doctor-assisted suicide, and the possibility of intelligent robots. Each topic will be introduced via relevant public media (e.g., articles from the New York Times series *The Stone* and similar pieces from *The Guardian*, CBC news, NPR) and other popular sources (e.g., Ted Talks, youtube videos) and then pursued in several accessible readings from the philosophical literature. A shared library of readings for the course will be built up (e.g., on Blackboard) by the instructors and students and updated as new issues of popular interest arise.

[36L]

Rationale: PHL204 is designed as a feeder course to attract students (e.g., STEM) who would not otherwise take a philosophy course. The materials are largely popular (e.g., TED talks, newspaper articles and opinion pieces, youtube videos) and there are no writing assignments (just 5 multiple choice tests). Reading/watching assignments are very light. Ideally, students wanting to take more philosophy would next take PHL103 or PHL113.

Course #86 PHL210Y5 17th and 18th Century Philosophy

Before: Classic texts by European philosophers (e.g., Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant). Their attitudes toward science and religion, and their theories about the nature of the world and of human knowledge, culminating in the "Copernican Revolution" of Kant. **[72L]**

After: Classic texts by European philosophers (e.g., Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant). Their attitudes toward science and religion, and their theories about the nature of the world and of human knowledge, culminating in the "Copernican Revolution" of Kant. **[48L, 24T]**

Rationale: to reflect teaching hours accurately

Course #87 PHL221H5 Philosophy at the Movies

Before: This course considers fundamental philosophical themes - the meaning of life and death, the nature of responsibility, fate and agency, knowledge and illusion, personal identity, alienation and belonging, love and sex, politics, ethics, and morality, among others - through film. The course also considers some questions about film as a philosophical genre: of the medium of film as an alternative medium (an alternative to language and explicit argument) of philosophical expression; of whether and how film may convey philosophical insight otherwise unavailable; and of the role of interpretation in understanding film philosophically.

After: This course considers fundamental philosophical themes - the meaning of life and death, the nature of responsibility, fate and agency, knowledge and illusion, personal identity, alienation and belonging, love and sex, politics, ethics, and morality, among others - through film. The course also considers some questions about film as a philosophical genre: of the medium of film as an alternative medium (an alternative to language and explicit argument) of philosophical expression; of whether and how film may convey philosophical insight otherwise unavailable; and of the role of interpretation in understanding film philosophically. **[36L]**

Rationale: update of Hours

Course #88 PHL246H5 Probability and Inductive Logic

Before: The elements of axiomatic probability theory, and its main interpretations (frequency, logical, subjective). Reasoning with probabilities in decision making and science. **[36L]**

After: The elements of axiomatic probability theory, and its main interpretations (frequency, logical, subjective). Reasoning with probabilities in decision making and science. **[24L, 12T]**

Rationale: to reflect teaching hours accurately

Course #89 PHL265H5 Social and Political Philosophy

Before: A survey of the major political theorists/theories of the Western philosophical tradition. Questions to be addressed include: Why obey the law? What is justice? What is the best form of government? **[36L]**

After: A survey of the major political theorists/theories of the Western philosophical tradition. Questions to be addressed include: Why obey the law? What is justice? What is the best form of government? **[24L, 12T]**

Rationale: to reflect teaching hours accurately

Course #90 PHL271H5 Ethics and the Law

Before: Moral issues in the law, such as civil liberties and police powers, censorship, civil disobedience, the death penalty, inequality, paternalism and the constitutional protection of human rights. Case studies from Canadian law. **[36L]**

After: Moral issues in the law, such as civil liberties and police powers, censorship, civil disobedience, the death penalty, inequality, paternalism and the constitutional protection of human rights. Case studies from Canadian law. **[24L, 12T]**

Rationale: to reflect teaching hours accurately

Course #91 PHL274H5 Ethics and Society

Before: The course explores ethical problems posed by social issues such as inequality, poverty, war, corporate responsibility, the treatment of animals, and social media, against the background of major ethical and political theories. **[36L]**

After: The course explores ethical problems posed by social issues such as inequality, poverty, war, corporate responsibility, the treatment of animals, and social media, against the background of major ethical and political theories. **[24L, 12T]**

Rationale: to reflect teaching hours accurately

Course #92 PHL275H5 Ethics and Moral Philosophy

Before: A survey of the major moral theorists/theories of the Western philosophical tradition. Questions to be addressed include: Why be moral? What makes certain actions right or wrong? Can we know what is morally right or wrong? **[36L]**

After: A survey of the major moral theorists/theories of the Western philosophical tradition. Questions to be addressed include: Why be moral? What makes certain actions right or wrong? Can we know what is morally right or wrong? **[24L, 12T]**

Rationale: to reflect teaching hours accurately

Course #93 PHL277Y5 Moral, Social and Political Philosophy Through Its History

Before: Classics in moral, social and political philosophy from Plato to the present. Likely readings include Plato on justice in the state and in the individual, Aristotle's ethics, Hume's moral psychology, Hobbes on the social contract, Kant on the fundamental principle of morality, Mill's utilitarianism, Locke on rights, Marx on Capitalism, Nietzsche on the origins of modern morality, and Rawls and Nozick on distributive justice. **[72L]**

After: Classics in moral, social and political philosophy from Plato to the present. Likely readings include Plato on justice in the state and in the individual, Aristotle's ethics, Hume's moral psychology, Hobbes on the social contract, Kant on the fundamental principle of morality, Mill's utilitarianism, Locke on rights, Marx on Capitalism, Nietzsche on the origins of modern morality, and Rawls and Nozick on distributive justice. **[48L, 24T]**

Rationale: to reflect teaching hours accurately

Course #94 PHL285H5 Philosophy of Art

Before: A study of some of the most important philosophical questions about art. For example, what exactly is a work of art? Can any object whatsoever be, or become, an artwork? Who or what determines whether something is art? Does each person decide for themselves, or does a certain community (the "art world") decide? Can one interpretation or evaluation of a work be better, or more justified, than another? If so, how do we tell which one is better?

After: A study of some of the most important philosophical questions about art. For example, what exactly is a work of art? Can any object whatsoever be, or become, an artwork? Who or what determines whether something is art? Does each person decide for themselves, or does a certain community (the "art world") decide? Can one interpretation or evaluation of a work be better, or more justified, than another? If so, how do we tell which one is better? **[36L]**

Rationale: to reflect teaching hours accurately

Course #95 PHL300H5 Topics in Ancient Philosophy

Before: A study of some topic or thinker in the ancient period.

After: A study of some topic or thinker in the ancient period. **[36L]**

Rationale: to reflect teaching hours accurately

Course #96 PHL301H5 The Philosophy of Plato

Before: This course explores major themes in Plato's philosophy through a selective reading of his dialogues. Among the areas tackled are the human good, the nature of the soul, knowledge, and the ultimate constitution of reality. Readings may include, though will not necessarily be confined to, the Euthyphro, Protagoras, Euthydemus, Meno, Gorgias, Republic, Phaedo, Phaedrus and Theaetetus.

After: This course explores major themes in Plato's philosophy through a selective reading of his dialogues. Among the areas tackled are the human good, the nature of the soul, knowledge, and the ultimate constitution of reality. Readings may include, though will not necessarily be confined to, the Euthyphro, Protagoras, Euthydemus, Meno, Gorgias, Republic, Phaedo, Phaedrus and Theaetetus. **[36L]**

Rationale: to reflect teaching hours accurately

Course #97 PHL302H5 The Philosophy of Aristotle

Before: This course explores major themes in Aristotle's philosophy belonging to the fields of natural philosophy, metaphysics, ethics and epistemology. Readings may include, though are not necessarily confined to the Ethics, Physics, Metaphysics, Categories, On the soul and Analytics.

After: This course explores major themes in Aristotle's philosophy belonging to the fields of natural philosophy, metaphysics, ethics and epistemology. Readings may include, though are not necessarily confined to the Ethics, Physics, Metaphysics, Categories, On the soul and Analytics. **[36L]**

Rationale: to reflect teaching hours accurately

Course #98 PHL307H5 Topics in Mediaeval Philosophy

Before: A study of some of the principal figures and intellectual problems in the period from the first century to the sixteenth. Figures such as Philo, Augustine, Abelard, Avicenna, Maimonides, Aquinas, Duns Scotus, Ockham and Suarez will be studied on topics in metaphysics, epistemology, ethics and philosophy of nature.

After: A study of some of the principal figures and intellectual problems in the period from the first century to the sixteenth. Figures such as Philo, Augustine, Abelard, Avicenna, Maimonides, Aquinas, Duns Scotus, Ockham and Suarez will be studied on topics in metaphysics, epistemology, ethics and philosophy of nature. **[36L]**

Rationale: to reflect teaching hours accurately

Course #99 PHL313H5 Topics in 17th and 18th Century Philosophy

Before: A study of a topic or thinker in the 17th or 18th century.

After: A study of a topic or thinker in the 17th or 18th century. **[36L]**

Rationale: to reflect teaching hours accurately

Course #100 PHL314H5 Kant

Before: A systematic study of The Critique of Pure Reason.

After: A systematic study of The Critique of Pure Reason. **[36L]**

Rationale: to reflect teaching hours accurately

Course #101 PHL315H5 Topics in Nineteenth Century Philosophy

Before: A study of some topic or thinker in the 19th century.

After: A study of some topic or thinker in the 19th century. **[36L]**

Rationale: to reflect teaching hours accurately

Course #102 PHL324H5 The Continental Tradition

Before: A study of recent traditions of continental philosophy such as phenomenology, existentialism, hermeneutics, critical theory, structuralism and post-structuralism. Figures such as Husserl, Heidegger, Sartre, the Frankfurt school, Lacan, Foucault, Deleuze and Derrida.

After: A study of recent traditions of continental philosophy such as phenomenology, existentialism, hermeneutics, critical theory, structuralism and post-structuralism. Figures such as Husserl, Heidegger, Sartre, the Frankfurt school, Lacan, Foucault, Deleuze and Derrida. **[36L]**

Rationale: to reflect teaching hours accurately

Course #103 PHL332H5 Metaphysics

Before: Typical problems: ontological categories; ontological commitment; the objectivity of space and time: causality and determinism; mind and body.

After: Typical problems: ontological categories; ontological commitment; the objectivity of space and time: causality and determinism; mind and body. **[36L]**

Rationale: to reflect teaching hours accurately
PHL332 and 333 are first courses in their respective areas and are general in character; thus 'Issues in...' suggests too much specialization. (Both metaphysics and epistemology require significant preparation at lower levels; hence these first courses are not offered until the 300-level.)

Course #104 PHL333H5 Epistemology

Before: Typical problems: knowledge and belief, perception, the analytic-synthetic distinction, theories of truth, necessity and the a priori.

After: Typical problems: knowledge and belief, perception, the analytic-synthetic distinction, theories of truth, necessity and the a priori. **[36L]**

Rationale: to reflect teaching hours accurately
PHL332 and 333 are first courses in their respective areas and are general in character; thus 'Issues in...' suggests too much specialization. (Both metaphysics and epistemology require significant preparation at lower levels; hence these first courses are not offered until the 300-level.)

Course #105 PHL340H5 Philosophy of Mind

Before: Typical problems: the brain-mind identity theory; intentionality and the mental; personal identity; the nature of human action.

After: Typical problems: the brain-mind identity theory; intentionality and the mental; personal identity; the nature of human action. **[36L]**

Rationale: to reflect teaching hours accurately

Course #106 PHL350H5 Philosophy of Language

Before: Topics may include: Different approaches to the study of language; the analysis of central theoretical notions in the descriptions of language; the relation between thought and language; the relation between philosophy of language and

metaphysics.

After: Topics may include: Different approaches to the study of language; the analysis of central theoretical notions in the descriptions of language; the relation between thought and language; the relation between philosophy of language and metaphysics. **[36L]**

Rationale: to reflect teaching hours accurately

Course #107 PHL355H5 Issues in Philosophy of Science

Before: Central problems and contemporary issues. Topics may include: scientific inference and method; explanation; under-determination; the pessimistic induction; constructive empiricism; entity realism; structural realism; laws of nature.

After: Central problems and contemporary issues. Topics may include: scientific inference and method; explanation; under-determination; the pessimistic induction; constructive empiricism; entity realism; structural realism; laws of nature. **[36L]**

Rationale: to reflect teaching hours accurately

Course #108 PHL358H5 Philosophical Issues in Cognitive Science

Before: An examination of philosophical issues that arise in cognitive science, such as: the nature of consciousness, alternative models of computation in theories of cognition, the nature and function of perception and the emotions, the evolution of mind and language, and the relation among various fields of cognitive science such as psychology, linguistics, and neuroscience.

After: An examination of philosophical issues that arise in cognitive science, such as: the nature of consciousness, alternative models of computation in theories of cognition, the nature and function of perception and the emotions, the evolution of mind and language, and the relation among various fields of cognitive science such as psychology, linguistics, and neuroscience. **[36L]**

Rationale: to reflect teaching hours accurately

Course #109 PHL365H5 Issues in Political Philosophy

Before: A study of some of the best recent work by political philosophers on topics such as justice, rights, welfare and political authority.

After: A study of some of the best recent work by political philosophers on topics such as justice, rights, welfare and political authority. **[36L]**

Rationale: to reflect teaching hours accurately

Course #110 PHL374H5 Issues in Normative Ethics

Before: ~~A study of some of the best recent work by moral philosophers on topics such as the objectivity of values, rights and duties, utilitarianism and the nature of moral judgments.~~

After: Normative Ethics concerns general questions about what makes actions right or wrong. Topics include, among others, the plausibility of various ethical theories such as consequentialism, deontology, and virtue ethics, and questions about the moral significance of distinctions such as doing vs allowing and intending vs foreseeing. **[36L]**

Rationale: Reflects new content; now covers only normative ethics, not metaethics.

Course #111 PHL489Y5 The Socrates Project

Before: The Socrates Project (PHL489Y) is a full-year course with ~~two~~ components. First, you will serve as a TA for a section of ~~PHL105Y~~. You will attend two 1-hour ~~PHL105Y~~ lectures each week, and teach one tutorial of 20-25 students, meeting with them for 1 hour each week. You will grade their papers, hold office hours, and meet with the relevant professor as needed. You will be paid for 100 hours of work each semester, for a total of 200 hours, at the current hourly wage for CUPE Unit 1. The second component of the course is a seminar ~~component~~ that meets once per week for 3 ~~hours~~. ~~Roughly 75%~~ of the seminar will be devoted to more in-depth study of the topics taken up in the ~~PHL105Y~~. You will write a seminar ~~paper~~ on ~~one~~ of ~~these topics~~ under the supervision of a UTM Philosophy faculty member working in the relevant area. You will also ~~give an oral presentation on~~ your ~~topic to~~ the ~~seminar members~~. ~~The remaining 25% of the seminar will focus on the methods and challenges of teaching philosophy, benchmark grading, and grading issues generally.~~ ~~Admittance~~ to the Socrates Project is by application only. Instructions and the application form are available on the web at:
www.philosophy.utoronto.ca/people/academic-employment/cupe-3902-unit-1

After: The Socrates Project (PHL489Y) is a full-year course with 3 components. First, you will serve as a TA for a section of PHL103H/PHL113H. You will attend two 1-hour PHL103H/PHL113H lectures each week, and teach one tutorial of 20-25 students, meeting with them for 1 hour each week. You will grade their papers, hold office hours, and meet with the relevant professor as needed. You will be paid for approximately 100 hours of work each semester, for a total of 200 hours, at the current hourly wage for CUPE Unit 1. The second component of the course is a seminar that meets once per week for 3 hours each time, during the fall term. Most of the seminar will be devoted to more in-depth study of the topics taken up in the PHL103H/PHL113H; but you will also discuss the methods and challenges of teaching philosophy-grading papers, prompting and guiding discussion, and so forth. Third, during the winter term you will write a seminar paper, on a topic of your choosing, under the supervision of a UTM Philosophy faculty member working in the relevant area. You will also present your work orally at an undergraduate research conference held jointly with the Socrates students from the St. George campus. Admittance to the Socrates Project is by application only. Instructions and the application form are available on the web at: www.philosophy.utoronto.ca/people/academic-employment/cupe-3902-unit-1

Rationale: Current description does not capture all relevant elements of the course.

Course #112 RLG205H5 Key Themes in South Asian Religions

Before: ~~*What did it mean to be a "Hindu" or "Muslim" or "Buddhist" in history? Many students will have familiarity with a South Asian religious tradition either through their own experience or through personal encounters. This course offers students opportunities enhance their understanding through access to historical scholarship and primary sources.*~~ [24L, 10T]

After: *How do we approach the extraordinary diversity of South Asian religious history? Students will explore key terms cutting across religious traditions: sacrifice, worship, ritual, practice, duty, scripture, canon, and doctrine.* This course *is a general introduction* and *presupposes no prior knowledge about South Asia.* [24L, 10T]

Rationale: With the addition of courses on Sikhism, Hinduism, South Asian Islam, and Jainism, we envision this course as a thematic and methodological introduction to the study of South Asian religions rather than a survey course covering all major South Asian religious traditions. Given the difficulties of accomplishing the latter in a single semester, this shift in focus will make the course more cohesive. It will also fit more directly within our revised History of Religions curriculum with its emphasis on theory.
Removing the exclusion of a course that is no longer offered.

Course #113 RLG211H5 Introduction to Religion, Media, and Popular Culture

Before: How does religion shape popular culture? How does popular culture shape religion? This course traces a history of these questions from the early modern period through the twenty-first century by looking at fairs and folk culture; mass broadcast media like radio, film, and television; and the rise of digital culture. Topics covered vary by semester, but could include religious comic books, televangelism, mass-mediated religious violence, online pilgrimage, digital occultism, ***etc.***[24L]

After: How does religion shape popular culture? How does popular culture shape religion? This course traces a history of these questions from the early modern period through the twenty-first century by looking at fairs and folk culture; mass broadcast media like radio, film, and television; and the rise of digital culture. Topics covered vary by semester, but could include religious comic books, televangelism, mass-mediated religious violence, online pilgrimage, digital occultism, ***etc.***[24L, 10T]

Rationale: The introduction of tutorials will bring this course in conformity with our other 200 level religion courses in the program. We have found tutorials to be extremely helpful for fostering student learning in large-enrollment courses in the History of Religions.

Course #114 RLG308H5 Monuments, Inscriptions, and Narratives in South Asia

Before: ~~*A survey of Vaisnava, Saiva, Jaina, and Islamic material data, inscriptions, and texts in the Vijayanagara Empire of late-medieval South India; this course explores the use of historical data in the study of religion.*~~ [24L]

After: *How do we interpret traces from the past? In the study of South Asia, we have access to a range of material data, inscriptions, legendary accounts, and historiographic poetry. This course explores the use of these sources in different periods and regions.*[24L]

Rationale: The course description has been broadened to incorporate a diversity of Islamic, Buddhist, and Hindu sources that will be of interest to students.
The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course.

Course #115 RLG312Y5 How to Study Religion

- Before:** ~~A team-taught course which examines the historical emergence of the discipline of religious studies, representative works of the nineteenth- and twentieth- centuries, and the application of theoretical and methodological approaches to one or more religious tradition.~~ (Required of specialists and majors) [24L]
- After:** What is religion? How should we study it? This course gives students the opportunity to ask the big, messy questions about religion, and to see how scholars know what they know about it. Students will learn key theoretical ideas and research methods, and then apply them in their own projects. (Required of specialists and majors) [24L]
- Rationale:** The course will be expanded to develop students familiarity with theories of religion, before completing a major project required for the course. In addition, the course will be adapted from one focused exclusively on method and theory to one that also emphasizes research skills and prepares students for fourth-year seminars. The year-long course will foster the development of a History of Religions cohort working closely with the instructor. The course will be taught, in rotation, by different History of Religions faculty.
-

Course #116 RLG332H5 Reel Religion

- Before:** ~~The role of film as a mediator of thought and experience concerning religious worldviews. The ways in which movies relate to humanity's quest to understand itself and its place in the universe are considered in this regard, along with the challenge which modernity presents to this task. Of central concern is the capacity of film to address religious issues through visual-symbolic forms.~~ [24L, 24P]
- After:** This course uses theories and methods from the study of religion to understand narrative and visual aspects of films that are not explicitly religious. Genres of films may include comedy, horror, action, drama, and sci-fi. Approaches may include the study of rituals, symbols, myth, gender, politics, sacred figures, and psychology. [24L, 24P]
- Rationale:** The current course description is extremely broad, the revised description better reflects how the course has been taught for the past several years. The revised version is distinct from the proposed new course, Religion on Screen . Where that proposed course would consider the ways in which explicitly religious ideas, practices, traditions, etc., are represented in film, RLG332H5: Reel Religion instead considers the ways in which aspects of films that are not explicitly religious may be examined using methods and theories from the study of religion. Together, these two courses offer students a more complete and coherent introduction to the study of religion and film as it is currently practiced by scholars in the field.
-

Course #117 VCC308H5 Activism in Visual and Media Culture

- Before:** This course will examine political and social activism in visual and media culture focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to achieve specific ends that challenge and resist dominant visual representations and political formations. **[24L,12P]**
- After:** This course will examine political and social activism in visual and media culture focusing on the role that visual representation has played in social movements and how artists/activists have employed visual media to achieve specific ends that challenge and resist dominant visual representations and political formations. **[24L]**
- Rationale:** Updating hours of instruction. Course was taught a few years ago by the instructor who requested tutorials for this course. We no longer find this necessary and are therefore removing the tutorials which also keeps the course in line with other VCC 300-level courses.
-

Course #118 VCC400H5 Advanced Project

- Before:** This course is designed to serve as a capstone course for VCC specialists. Students engage with advanced readings in the field and refine skills in critical analysis of selected topics in VCC. A major focus is the design and implementation of an advanced research project selected in consultation with an instructor. **[36S]**
- After:** This course is designed to serve as a capstone course for VCC specialists. Students engage with advanced readings in the field and refine skills in critical analysis of selected topics in VCC. A major focus is the design and implementation of an advanced research project selected in consultation with an instructor. **[24S]**
- Rationale:** VCC400 has not been taught as a 36S course for years, and changing the hours brings it into line with our other 400-level courses.
-

Course #119 VCC415H5 Theory and Criticism of New Media

- Before:** Introduces a variety of approaches for interpreting, criticizing, evaluating, and theorizing ~~photographs and photography in general.~~ Examines how the thinking of ~~photography is revisioned~~ via major theoretical models. ~~Concludes with a unit on theory and criticism of New Media.~~ [24S]
- After:** Introduces a variety of approaches for interpreting, criticizing, evaluating, and theorizing digital media with a particular emphasis on visual cultural phenomena including augmented reality and virtual reality. Examines how the thinking of new media is conditioned and altered via major theoretical models. [24S]

Rationale: To focus the course content to new media studies alone as it is currently too unwieldy and covers too much material. To examine digital visual cultural phenomena (such as AR and VR) as the sole subject matter for the course given its VCC designation.

Course #120 WGS368H5 Women in World Cultures

Before: Examines the diversity and shared experiences of women in western and non-western societies. This is primarily a history course, supplemented with some contemporary perspectives. It compares women in diverse economic, cultural and religious settings. [24L]

After: Examines the diversity and shared experiences of women in western and non-western societies. This is primarily a history course, supplemented with some contemporary perspectives. It compares women in diverse economic, cultural and religious settings. **As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.** [24L]

Rationale: This addition will allow Faculty to develop and engage in international learning opportunities.

Course #121 utm290H5 utmONE Scholars: Launching Your Research

Before: This ~~course will provide hands-on, field and laboratory-based learning from a broad spectrum of disciplines. Students will participate and ultimately lead every aspect of designing and undertaking a comprehensive research program. This will include 1) designing a team-based interdisciplinary research project complete with a testable hypothesis subjected to state-of-the-art methodology and instrumentation, 2) gathering of primary, field-based data, 3) rigorous interpretation of the trends highlighted during data processing, and with the intention of 4) broad dissemination of the novel results through peer-review publishing. Each research team will learn and employ the Agile method of project management, which focuses on breaking up daunting research projects into a series of small manageable tasks to ensure successful project completion. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process. This is an application based course. Preference~~ will be given to students who have previously completed a utmONE Scholars seminar. ~~[24L, 24T]~~

After: This seminar provides students with the opportunity to build on the skills introduced in utmONE Scholars seminars and participate in a research project under the close supervision of faculty members. Thematic content will vary from year to year, but there will be an emphasis on developing research methods and the clear communication of research findings. In some years, as part of this course students may have the option of participating in an international learning experience during Reading Week that will have an additional cost. Preference will be given to students who have previously completed a utmONE Scholars seminar. Limited Enrolment and Application Process: see Office of Student Transition Website for more details. [24S]

Rationale: Annually utmONE courses seek and confirm faculty involvement with chair approval. As such, changing the course description to a generic description, with special content listed on the website, allows for ongoing course development and changing faculty without the need for annual revisions.

Course #122 utm377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a **peer-mentoring** position with the **First Year Peer Mentoring** program. [24L, 12T]

After: This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a **LAUNCH Leader** position with the **LAUNCH peer-mentorship** program. [24L, 12S]

Rationale: At the time of the original course addition the name of the peer-mentoring program and the internship position title was not known.



Changes in Course Name

Course #1 CCT454H5 Documentary Practices (SH)

Before: *Advanced* Documentary Practices (SH)

After: Documentary Practices (SH)

Rationale: Renaming and updating description to reflect what is being taught in the classroom.

Course #2 ENG110H5 Narrative

Before: *Narrative: Literature and the Story*

After: *Narrative*

Rationale: We introduced a subtitle for this course for the 2017-18 year. This is now inconsistent with the other three courses we offer at 100 level, so we want to take the subtitle away again. (The course is called Narrative at St George and was called Narrative at UTM up until this year: the change is thus back to what has long been status quo.)

Course #3 ENG202H5 British Literature in the World I: Medieval to Eighteenth-Century

Before: British *Literature:* Medieval to Eighteenth-Century

After: British *Literature in the World I:* Medieval to Eighteenth-Century

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses are distributed over several of them.

Changes to the description of this course reflect the way in which history of British literature is now researched and taught at our and peer institutions--that is, in the context of an awareness of the history of other literatures; and of how literature, and the teaching of literature, connects "Britain" to the wider world.

Course #4 ENG203H5 British Literature in the World II: Romantic to Contemporary

Before: British *Literature:* Romantic to Contemporary

After: British *Literature in the World II:* Romantic to Contemporary

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG 110Y5, when students seeking 100 level ENG courses are distributed over several of them.

Changes to the description of this course reflect the way in which history of British literature is now researched and taught at our and peer institutions--that is, in the context of an awareness of the history of other literatures; and of how literature, and the teaching of literature, connects "Britain" to the wider world.

Course #5 ENG273H5 Literatures of Immigration and Exile

Before: *Writing* and *Resistance: Decolonizing Literature*

After: *Literatures of Immigration* and *Exile*

Rationale: While our courses in world and global literatures are well-enrolled, any course that uses any derivative of the word "colonize" seems to enrol poorly. The new description and title use different language to describe the same course and its

content to students.

Course #6 ENG340H5 The Rise of Modern Drama

Before: Modern *Drama: Twentieth Century*

After: *The Rise of* Modern *Drama*

Rationale: Modern Drama begins at least as early as 1836; the previous title was not sufficiently reflective of the material covered by the course.

Modern Drama begins at least as early as 1836; the previous title was not sufficiently reflective of the material covered by the course.

Course #7 ENG345H5 Victorian Poetry

Before: Victorian Poetry *and Prose*

After: Victorian Poetry

Rationale: Victorian Poetry is the main focus of this course; the new title and description better describe the content.

Course #8 ENG349H5 Contemporary Poetry

Before: *Poetic Ruptures: Approaches to* Contemporary *Verse*

After: Contemporary *Poetry*

Rationale: We changed the name of this course for the 2017-18 academic year: the result was an unexpected and sharp drop in enrolments. We are giving it a simpler and more descriptive title so as not to continue to alienate students who are interested in contemporary poetry, but not--it seems--in ruptures.

Course #9 ENG414H5 Seminar: Literary Theory / Methods

Before: Seminar: *Theory, Language, Methods*

After: Seminar: *Literary Theory / Methods*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #10 ENG415H5 Seminar: Literary Theory / Methods

Before: Seminar: *Theory, Language, Methods*

After: Seminar: *Literary Theory / Methods*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #11 ENG416H5 Seminar: Literary Theory / Methods

Before: Seminar: *Theory, Language, Methods*

After: Seminar: *Literary Theory / Methods*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #12 ENG424H5 Seminar: Canadian Literature

Before: Seminar: Canadian *and Indigenous North American Literatures*

After: Seminar: Canadian *Literature*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #13 ENG425H5 Seminar: Canadian Literature

Before: Seminar: Canadian *and Indigenous North American Literatures*

After: Seminar: Canadian *Literature*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #14 ENG426H5 Seminar: Race, Ethnicity, Diasporas, Indigeneity

Before: Seminar: *Canadian and Indigenous North American Literatures*

After: Seminar: *Race, Ethnicity, Diasporas, Indigeneity*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #15 ENG434H5 Seminar: Race, Ethnicity, Diasporas, Indigeneity

Before: Seminar: *American and Transnational Literatures*

After: Seminar: *Race, Ethnicity, Diasporas, Indigeneity*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #16 ENG435H5 Seminar: American Literature

Before: Seminar: American *and Transnational Literatures*

After: Seminar: American *Literature*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #17 ENG436H5 Seminar: American Literature

Before: Seminar: American *and Transnational Literatures*

After: Seminar: American *Literature*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #18 ENG460H5 Seminar: Literature Pre-1700

Before: Seminar: *British Literature to the 19th Century*

After: Seminar: Literature *Pre-1700*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #19 ENG461H5 Seminar: Literature Pre-1700

Before: Seminar: *British Literature to the 19th Century*

After: Seminar: Literature *Pre-1700*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #20 ENG462H5 Seminar: Literature Pre-1700

Before: Seminar: *British Literature to the 19th Century*

After: Seminar: Literature *Pre-1700*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #21 ENG463H5 Seminar: Literature 1700-1900

Before: Seminar: *British Literature to the 19th Century*

After: Seminar: Literature *1700-1900*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #22 ENG470H5 Seminar: Literature 1700-1900

Before: Seminar: Literature *since the 18th Century*

After: Seminar: Literature *1700-1900*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly. Note that this course does not meet any of the group requirements.

Course #23 ENG471H5 Seminar: Literature 1700-1900

Before: Seminar: Literature *since the 18th Century*

After: Seminar: Literature *1700-1900*

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly.

Course #24 ENG472H5 Seminar: Modern and Contemporary Literature

Before: Seminar: Literature *since the 18th Century*

After: Seminar: *Modern and Contemporary* Literature

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly. Note that this course does not meet any of the group requirements.

Course #25 ENG473H5 Seminar: Modern and Contemporary Literature

Before: Seminar: Literature *since the 18th Century*

After: Seminar: *Modern and Contemporary* Literature

Rationale: The current name is drawn from the "Groups" of courses we identify for student distribution requirements. The names and organization of those groups has changed; the title of this course must change accordingly. Note that this course does not meet any of the group requirements.

Course #26 FAH423H5 Topics in the Art of the Medieval Mediterranean

Before: *Advanced Studies* in the Art of the Medieval Mediterranean

After: *Topics* in the Art of the Medieval Mediterranean

Rationale: *Advanced* in the previous title may intimidate some students. *Topics* makes clear that the precise focus of the class can change.

Course #27 FAH492H5 Topics in Modern Art and Architecture

Before: Topics in *Modern/Art/Architecture*
After: Topics in *Modern Art and Architecture*
Rationale: Correcting error in course name.

Course #28 FRE372H5 The French Language through Space and Time I

Before: *History of the* French Language I
After: *The* French Language *through Space and Time* I
Rationale: The new title expresses the purpose of the course more clearly and is consistent with LIN203H5 English Words through Space and Time.

Course #29 FRE373H5 The French Language through Space and Time II

Before: *History of the* French Language II
After: *The* French Language *through Space and Time* II
Rationale: The new title expresses more clearly the purpose of the course and is consistent with LIN203H5 English Words through Space and Time.

Course #30 FRE393H5 French Society through Film

Before: French *Cinéma: An Introduction*
After: French *Society through Film*
Rationale: The new title gives a more accurate description of course content.

Course #31 FRE397H5 Colonialism and Post-colonialism in French Cinema

Before: *Films of the Francophone World*
After: *Colonialism and Post-colonialism in French Cinema*
Rationale: The new title gives a more accurate description of course content.

Course #32 HIN212Y5 Introduction to Hindi

Before: Introduction to *Hindi/Urdu*
After: Introduction to *Hindi*
Rationale: The change reflects the separation of Hindi and Urdu language courses.

Course #33 HIS308H5 Themes in the History of Women Before 1800

Before: *The* History of Women *Pre-1800*
After: *Themes in the* History of Women *Before 1800*
Rationale: Greater flexibility in the geographic scope of the course will allow instructors to focus on their specific areas of expertise when teaching this course. The courses listed as exclusions are no longer being offered.

Course #34 HIS484H5 Religion and Public Culture in South Asian History

Before: Religion and *Popular* Culture in *Modern* South *Asia*
After: Religion and *Public* Culture in South *Asian History*
Rationale: The word "popular" has been replaced with the word "public", which is a better term for denoting a shared space of elite and popular religion.

Course #35 ITA103H5 Made in Italy: Italian Fashion, from the Theatre to the Runway

Before: *What TO Wear:* Italian Fashion, from the Theatre to the Runway

After: *Made in Italy:* Italian Fashion, from the Theatre to the Runway

Rationale: Addition of option for participating in international experience. New title is more in line with the description of the course.

Course #36 ITA221H5 Modern Italian Literature I

Before: *Forms of* Modern Italian Literature
Part I

After: Modern Italian Literature I

Rationale: A more streamlined course title.

Course #37 ITA222H5 Modern Italian Literature II

Before: *Forms of* Modern Italian Literature *Part II*

After: Modern Italian Literature II

Rationale: A more streamlined course title.

Course #38 ITA242H5 Classics of Italian Cinema

Before: Classics of Italian Cinema *of the Sixties and Seventies Part I*

After: Classics of Italian Cinema

Rationale: There are currently only year or genre specific courses available. This course allows students to have an overview of the field of study as well as the option of visiting the sites that influenced the making of the films.

Course #39 ITA246H5 Contemporary Italian Cinema I

Before: Contemporary Italian Cinema *Part I*

After: Contemporary Italian Cinema I

Rationale:

Course #40 ITA247H5 Contemporary Italian Cinema II

Before: Contemporary Italian Cinema *Part II*

After: Contemporary Italian Cinema II

Rationale:

Course #41 ITA255Y5 "Fa 'na bona jobba!"- The Italian Canadian Experience

Before: The Italian Canadian Experience

After: *"Fa 'na bona jobba!"*- The Italian Canadian Experience

Rationale: The change in course name comes as a result of the proposed change in description for ITA 255Y5. The title now reflects the addition of sociolinguistic studies to course content.

Course #42 LIN237H5 Semantics

Before: Semantics *and Pragmatics*

After: Semantics

Rationale: The course title has been updated to better reflect the topics that will be covered. This course contains very little content directly related to Pragmatics.

Course #43 LIN369H5 Romance Linguistics

Before: *Introduction to* Romance Linguistics

After: Romance Linguistics

Rationale: This is not an introductory course, so it should not have the word *Introduction* in it. This is in line with other 300-level courses.

Course #44 PHL103H5 Introduction to Philosophy: Knowledge and Reality

Before: Introduction to *Philosophy (I)*

After: Introduction to *Philosophy: Knowledge and Reality*

Rationale: The course codes and titles used for these new courses in 2017-18, namely 'PHL101H Introduction to Philosophy (I)' and 'PHL102H Introduction to Philosophy (II)', were misleading to students. The numbers '101' and '102' convey that the two courses form a sequence, and despite repeated emails and other contacts from us, students persist in believing that 101 precedes and /or is less advanced than 102. As a result, 102 is woefully under-enrolled. The new numbers and titles should help to alleviate at least some of the problems.

Course #45 PHL113H5 Introduction to Philosophy: Persons and Value

Before: Introduction to *Philosophy (II)*

After: Introduction to *Philosophy: Persons and Value*

Rationale: The course codes and titles used for these new courses in 2017-18, namely 'PHL101H Introduction to Philosophy (I)' and 'PHL102H Introduction to Philosophy (II)', were misleading to students. The numbers '101' and '102' convey that the two courses form a sequence, and despite repeated emails and other contacts from us, students persist in believing that 101 precedes and /or is less advanced than 102. As a result, 102 is woefully under-enrolled. The new numbers and titles should help to alleviate at least some of the problems.

Course #46 PHL332H5 Metaphysics

Before: *Issues in* Metaphysics

After: Metaphysics

Rationale: to reflect teaching hours accurately
PHL332 and 333 are first courses in their respective areas and are general in character; thus 'Issues in...' suggests too much specialization. (Both metaphysics and epistemology require significant preparation at lower levels; hence these first courses are not offered until the 300-level.)

Course #47 PHL333H5 Epistemology

Before: *Issues in* Epistemology

After: Epistemology

Rationale: to reflect teaching hours accurately
PHL332 and 333 are first courses in their respective areas and are general in character; thus 'Issues in...' suggests too much specialization. (Both metaphysics and epistemology require significant preparation at lower levels; hence these first courses are not offered until the 300-level.)

Course #48 PHL374H5 Issues in Normative Ethics

Before: Issues in *Moral Philosophy*

After: Issues in *Normative Ethics*

Rationale: Student and faculty interest indicate that we need to offer a half course in each of these principal areas of moral theory: normative ethics and metaethics. Until now, both have been taught in a single course, PHL375H5. This is too much to cover in a single course.

Course #49 RLG205H5 Key Themes in South Asian Religions

Before: *Introduction to* South Asian Religions

After: *Key Themes in* South Asian Religions

Rationale: With the addition of courses on Sikhism, Hinduism, South Asian Islam, and Jainism, we envision this course as a thematic and methodological introduction to the study of South Asian religions rather than a survey course covering all major South Asian religious traditions. Given the difficulties of accomplishing the latter in a single semester, this shift in focus will make the course more cohesive. It will also fit more directly within our revised History of Religions curriculum with its emphasis on theory.
Removing the exclusion of a course that is no longer offered.

Course #50 RLG301H5 Stranger Things: Religious Objects in Theory and Practice

Before: *Fetish, Totem, Idol: Theorizing Material Religion*

After: *Stranger Things: Religious Objects in Theory and Practice*

Rationale: The change in course title is to avoid any possible overlap or confusion with courses that treat questions of theory more generally (e.g. Theorizing Religion).

Course #51 RLG312Y5 How to Study Religion

Before: *Method and Theory in the History of Religions*

After: *How to Study Religion*

Rationale: The course will be expanded to develop students familiarity with theories of religion, before completing a major project required for the course. In addition, the course will be adapted from one focused exclusively on method and theory to one that also emphasizes research skills and prepares students for fourth-year seminars. The year-long course will foster the development of a History of Religions cohort working closely with the instructor. The course will be taught, in rotation, by different History of Religions faculty.

Course #52 VCC415H5 Theory and Criticism of New Media

Before: Theory and Criticism of *Photography and* New Media

After: Theory and Criticism of New Media

Rationale: To focus the course content to new media studies alone as it is currently too unwieldy and covers too much material.

Course #53 VST410H5 Internship in Visual Studies

Before: Internship in *the Arts and* Visual Studies

After: Internship in Visual Studies

Rationale: "Arts" is not required in course name since Visual Studies encompasses this field.

Course #54 WGS210H5 Women, Gender and Labour

Before: *Women* and *Work in Contemporary Canada*

After: *Women, Gender* and *Labour*

Rationale: The revised title better reflects the course content and allows for an expansion of globalization materials.

Course #55 utm290H5 utmONE Scholars: Launching Your Research

Before: Launching Your Research

After: *utmONE Scholars:* Launching Your Research

Rationale: Added utmONE Scholars to remain consistent with other courses in the Scholars branding of courses.

Courses - Other Changes

Course #1 CHI201H5 Intermediate High Chinese I

Before: Prerequisite: **CHI101H5 or appropriated** language level as indicated **by** the language assessment **questionnaire**.

After: Prerequisite: **Appropriate** language level as indicated **in** the language assessment **questionnaire or interview**.

Rationale: Modify the description of the course based on the instructional content for this course.

Course #2 CHI202H5 Intermediate High Chinese II

Before: Prerequisite: **CHI101H5 or appropriated** language level as indicated by the language assessment questionnaire. **Course** Exclusion: CHI200Y5, CHI201Y5, **CHI201H5**, EAS200Y1, EAS201H1, LGGB60H3, LGGB61H3, LGGB62H3, LGGB63H3, LGGB64H3, and LGGB65H3

After: Prerequisite: **CHI201H5 or appropriate** language level as indicated by the language assessment questionnaire.
Course Exclusion: CHI200Y5, CHI201Y5, EAS200Y1, EAS201H1, LGGB60H3, LGGB61H3, LGGB62H3, LGGB63H3, LGGB64H3, and LGGB65H3

Rationale: Modify the description of the course based on the instructional content for this course.

Course #3 CHI408H5 Reading Confucianism in Modern Chinese

Before: Prerequisite: **CHI301Y** OR adequate reading knowledge of Chinese as determined by department assessment questionnaire. **Course** Exclusion: **CHI309Y5**

After: Prerequisite: **CHI301Y5/CHI301H5, CHI302H5** OR adequate reading knowledge of Chinese as determined by department assessment questionnaire.
Course Exclusion:

Rationale: Removing the exclusion and updating the prerequisites of the course.

Course #4 CHI409H5 Influence of Confucianism on Chinese Culture

Before: Prerequisite: **CHI301Y** OR adequate reading knowledge of Chinese as determined by department assessment questionnaire. **Course** Exclusion: **CHI309Y5**

After: Prerequisite: **CHI301Y5/ CHI301H5, CHI302H5** OR adequate reading knowledge of Chinese as determined by department assessment questionnaire.
Course Exclusion:

Rationale: Removing the exclusion and updating the prerequisites of the course.

Course #5 CHI411H5 Theory and Practice in English/Chinese Translation

Before: Prerequisite: **CHI301Y5** OR appropriate language level indicated by language assessment questionnaire.

After: Prerequisite: **CHI301Y5/CHI301H5, CHI302H5** OR appropriate language level indicated by language assessment questionnaire. **Students must demonstrate language fluency and proficiency in both English AND Chinese.**

Rationale: Modify the pre-requisite of the course to be more accurate and clear.

Course #6 EDS377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: Distribution: HUM EXP

After: Distribution: HUM **SSc** EXP

Rationale: Included SSc distribution. This change mirrors the change in UTM377H5. The course will still maintain the HUM aspects but also recognize SSc aspects that also exist in the course. Mode of instruction was changed to reflect the more accurately how the course is taught.

Course #7 EDS388H5 Experiential Learning Opportunity within the Community

Before: Distribution: HUM EXP

After: Distribution: HUM EXP **INTLO**

Rationale: Inclusion of the INTLO distribution and wording in the description as students will be able to travel abroad to fulfill internship requirements.

Course #8 ENG110H5 Narrative

Before: Course Exclusion:

After: Course Exclusion: **ENG110Y5**

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so that we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses are distributed over several of them.

Course #9 ENG201Y5 Reading Poetry

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #10 ENG202H5 British Literature in the World I: Medieval to Eighteenth-Century

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
Course Exclusion:

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
Course Exclusion: ENG202Y5

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses are distributed over several of them.

The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #11 ENG203H5 British Literature in the World II: Romantic to Contemporary

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits. **Course Exclusion:** ~~None.~~

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website. **Course Exclusion:** ENG203Y5

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialists programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG 110Y5, when students seeking 100 level ENG courses are distributed over several of them.

The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #12 ENG205H5 Rhetoric

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #13 ENG206H5 Rhetorical Criticism

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #14 ENG210Y5 The Novel

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #15 ENG213H5 The Short Story

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students who e.g. proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #16 ENG214H5 The Short Story Cycle

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #17 ENG215H5 The Canadian Short Story

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #18 ENG220Y5 Shakespeare

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested in English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #19 ENG234H5 Children's Literature

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.
-

Course #20 ENG235H5 Comics and the Graphic Novel

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who are ~~concurrently~~ enrolled in ~~ENG110Y5 or ENG140Y5, or both~~ DRE/ENG121H5 and DRE/ENG122H5 ~~or who successfully completed at least 4.0 full credits.~~
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.
-

Course #21 ENG236H5 Detective Fiction

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** Open to students who have successfully completed at least 4.0 full credits; or who are concurrently enrolled in ENG101H5 or ENG102H5 or ENG110H5 or ENG140Y5; or both DRE/ENG121H5 and DRE/ENG122H5.
- The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.
-

Course #22 ENG237H5 Science Fiction

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.

Course #23 ENG238H5 Fantasy Literature

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.

Course #24 ENG239H5 Horror Literature

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.

Course #25 ENG250Y5 American Literature

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #26 ENG252Y5 Canadian Literature

Before: Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #27 ENG259H5 Literature and Environmental Criticism

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #28 ENG269H5 Queer Writing

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #29 ENG271H5 Toronto's Multicultural Literatures

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #30 ENG273H5 Literatures of Immigration and Exile

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who are ~~concurrently~~ enrolled in ~~ENG110Y5 or ENG140Y5 or both DRE/ENG121H5 and DRE/ENG122H5 or who have completed at least 4.0 credits. Course~~ Exclusion: ENG253Y5, ENG270Y1, ~~ENG270Y5~~
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website. Course Exclusion: ENG253Y5, ENG270Y1, ENG270Y5, ENG272H5
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #31 ENG274H5 Indigenous Literatures

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #32 ENG275H5 Feminist Approaches to Literature

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.
-

Course #33 ENG276H5 Fanfiction

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.
-

Course #34 ENG279H5 Video Games

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.
- Rationale:** The new prerequisites for our 200 level genre courses are designed to allow any student to take them who has either completed a full first year load of courses, or who is taking some of our core ENG courses concurrently. Our goal is to make these courses as open as possible to students from outside of our programs, in part to help some meet Humanities distribution requirements.
-

Course #35 ENG280H5 Critical Approaches to Literature

- Before:** Prerequisite: ~~All 200-series courses are open~~ to students who ~~are concurrently enrolled in ENG110Y or ENG140Y, or both DRE/ENG121H and DRE/ENG122H, or who~~ have successfully completed at least 4.0 full credits.
- After:** Prerequisite: Open to students who have successfully completed at least 4.0 full credits.
Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: We propose a mix of tutorials and lectures for all the 100 and 200 level courses that are designed to deliver benchmarked, foundational content and skills for our program students--ENG101H5, ENG102H5, ENG110H5, ENG140Y5, ENG202H5, ENG203H5, ENG280H5. The last three of these courses are required for our Major and Specialist students; we expect all will attract very high enrolment (at least 100 students per course). Small tutorials of 20 students are necessary so we can deliver the kind of intensive reading, research, analytical, and writing training benchmarked for our Major and Specialist programs at these levels. We do not expect that this will lead to a very significant overall increase in TA hours for our programs; in their current form ENG110Y5 and ENG202Y5 have tutorials; the tutorial TA hours they need will drop significantly when they are reweighted H and, in the case of ENG110Y5, when students seeking 100 level ENG courses are distributed over several of them.

The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We are also making provision for students, e.g. those proceeding part time, or especially interested to English, to petition the department for entry into 200-level courses if they do not have 4.0 credits, but have taken or are currently taking one or more of our 100-level courses. In this way we mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #36 ENG289H5 Creative Writing

Before: Prerequisite: ~~Permission of instructor; portfolio must be submitted by May 15 (for F courses) and September 15 (for S courses).~~

After: Prerequisite: Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in ENG101H or ENG102H5 or ENG110H5 or ENG140Y5 or DRE/ENG121H5 and DRE/ENG122H5 may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale: We want to make this creative writing course open to any interested student who is otherwise eligible to take one of our 200-level courses. The course--like our proposed new Creative Writing Minor, for which this course will be a requirement--is designed not only for students seeking to publish creative work, but also for students who want to experiment with creative writing as a way to think about literature and the arts--and more broadly about ideas, history, identity, and the social and natural world.

There will be a further rationale for this course, including an explanation of how it meets program learning outcomes, within the proposal for our new Creative Writing Minor.

Prerequisites for our Creative Writing courses are designed for our new Minor in Creative Writing which students enter at 200 level; there will be a further rationale for these in the proposal for the new Minor. We are introducing tutorials to our 200 level Creative Writing courses, to take account of the writing intensive nature of the program and the relatively large size of 200-level classes, which we plan to cap at 75. Tutorials will also prepare students for the workshop environments of 300- and 400-level courses in creative writing.

Course #37 ENG299Y5 Research Opportunity Program

Before: Prerequisite: **1.0 credit of ENG110Y5/ ENG140Y5/ DRE121H5/ ENG121H5/ DRE122H5/ ENG122H5 OR** 4.0 credits.

After: Prerequisite: **Open to students who have successfully completed at least 4.0 full credits.**

Rationale: The prerequisites for our 200-level courses are designed to allow any student to take them who has completed a full first year load of courses or the equivalent. We mean to guide program students into foundational courses, but also to make our 100 and 200 level courses open to students from outside our programs, to help them meet Humanities distribution requirements.

Course #38 ENG335H5 Jacobean Drama

Before: Distribution: HUM

After: Distribution: HUM **INTLO**

Rationale: One of our instructors has applied to teach this course through the UTM Abroad program, which would bring a small group of students to England during Reading Week to enrich their reading of early drama and see performances. Adding this sentence signals to students this opportunity, but also makes it possible to teach the course in future years without the

international component.
Instructor has expressed interest in teaching this course as part of an experiential learning abroad program.

Course #39 ENG489Y5 Creative Writing Workshop

Before: Course Exclusion: **ENG289H5**

After: Course Exclusion: **ENG389Y5**

Rationale: This course, formerly ENG389Y5, is being changed to a full-year 400 level seminar to account for the fact that many of the students admitted to it will have taken previous courses in creative writing within our new Minor. This workshop will be a capstone experience for some Creative Writing Minors those who, in the instructor's view, show the most promise for a career in writing. Students need not be in the Minor to take the course, however; as has been the case for ENG389H5 admission will be at the discretion of the instructor, who will usually select prospective students based on writing samples submitted in May for a Fall course start. Students will workshop their own creative writing in the context of guided peer critique and be assessed on a final portfolio.

Course #40 FAH322H5 Romanesque Sculpture

Before: Prerequisite: FAH101H5/FAH105H5/FAH202H5, **FAH267H5/FAH271H5**

After: Prerequisite: FAH101H5/FAH105H5/FAH202H5, **FAH215H5 or FAH216H5, or P.I.**

Rationale: Updating prerequisites.

Course #41 FAH329H5 Early Christian Art and Architecture

Before: Prerequisite: **FAH101H5/FAH105H5/FAH202H5** and **FAH267H5**

After: Prerequisite: **FAH101H5/FAH202H5** and **FAH215H5 or FAH216H5 or P.I.**

Rationale: Updating prerequisites.

Course #42 FAS245H5 Painting II

Before: Distribution: HUM

After: Distribution: HUM **EXP**

Rationale: Adding EXP designation.

Course #43 FAS258H5 Sculpture II

Before: Distribution: HUM

After: Distribution: HUM **EXP**

Rationale: Adding EXP designation.

Course #44 FAS346Y5 Design III

Before: Distribution: HUM

After: Distribution: HUM **EXP**

Rationale: Adding EXP designation.

Course #45 FAS347Y5 Photography III

Before: Distribution: HUM

After: Distribution: HUM **EXP**

Rationale: Adding EXP designation.

Course #46 FAS349Y5 Video, Sound and Performance

- Before:** Prerequisite: **Any two second-year FAS courses, one of which can be CCT353H5 or CCT357H5** and 1.5 credits in **FAH/VCC** and P.I.
- After:** Prerequisite: **FAS143H5, FAS145H5, FAS147H5, FAS232H5, FAS236H5, FAS248H5,** and 1.5 credits in **FAH/VCC/VST** and P.I.
- Rationale:** Students are no longer able to get into FAS 300-level courses without completing all the required first year mandatory courses.
-

Course #47 FAS359Y5 Video and Sound

- Before:** Prerequisite: **Any two FAS 200 level courses,** 1.5 credits in FAH/VCC/VST and P.I.
Distribution: HUM
- After:** Prerequisite: **FAS143H5, FAS145H5, FAS147H5, FAS232H5, FAS236H5, FAS248H5, and** 1.5 credits in FAH/VCC/VST and P.I.
Distribution: HUM **EXP**
- Rationale:** Adding EXP designation.
Students are no longer able to get into FAS 300-level courses without completing all the required first year mandatory courses.
-

Course #48 FAS369Y5 Performance-Based Art

- Before:** Prerequisite: **Any two FAS 200 level courses,** 1.5 credits in FAH/VCC/VST and P.I.
Distribution: HUM
- After:** Prerequisite: **FAS143H5, FAS145H5, FAS147H5, FAS232H5, FAS236H5, FAS248H5, and** 1.5 credits in FAH/VCC/VST and P.I.
Distribution: HUM **EXP**
- Rationale:** Students are no longer able to get into FAS 300-level courses without completing all the required first year mandatory courses.
-

Course #49 FAS454H5 Professional Practice

- Before:** Distribution: HUM
- After:** Distribution: HUM **EXP**
- Rationale:** Over the past two years, Art and Art History studio faculty has rewritten all of our course outlines to conform to a new format created by Sheridan College's Teaching and Learning Centre. The new format includes 5 to 12 Learning Outcomes as well as a definition of Course Critical Performance and Program Context. The course outlines also contain a Topical, an Detailed Description and a Calendar Description. In our Calendar Descriptions, we are asked to make students the subject of every sentence, a reflection of the college's dedication to student-centred learning.
-

Course #50 FRE357H5 Heroism and Love in the Middle Ages

- Before:** Prerequisite: FRE240H5, FRE241H5 (or **FRE240Y5**); FRE280Y5 or a minimum grade of 77% in FSL406H5 or equivalent. **Recommended** Preparation: **FRE283H5**
- After:** Prerequisite: FRE240H5, FRE241H5 (or **FRE240Y5**), FRE280Y5 or a minimum grade of 77% in FSL406H5 or equivalent.
Recommended Preparation: **FRE283H5. Recommended preparation or companion course LAT100Y5 or equivalent.**
- Rationale:** Course content will have references to Latin and we would like to flag to students that it may be beneficial to have some background in the language.
-

Course #51 FRE372H5 The French Language through Space and Time I

Before:

Recommended Preparation: **FRE283H5**

After: Recommended Preparation: **FRE283H5. Recommended preparation or companion course LAT100Y5 or equivalent.**

Rationale: Course content will have references to Latin and we would like to flag to students that it may be beneficial to have some background in the language.

Course #52 FRE382H5 Advanced Language Practice: Written French

Before: Course Exclusion: **FSL382H5/FRE380H5/FSL442H1, high school French Baccalaureate. Open to francophones with permission of the department.**

After: Course Exclusion: **FSL382H5/FSL442H1. Not open to francophones and/or holders of the baccalaureat but contingent on the results of the French language placement test.**

Rationale: Removed FRE380H5. This should not have been included. Provided further clarification for exclusions.

Course #53 FSL305Y5 Functional French-High Intermediate

Before: Course Exclusion: FRE180H5, FRE181H5, FSL221Y1, FSL305H5, **FSL306H5 or higher.** All grade levels in French Immersion/Extended French/French Secondary Schools.

After: Course Exclusion: FRE180H5, FRE181H5, FSL221Y1, **and** FSL305H5, **FSL306H5.** All grade levels in French Immersion/Extended French/French Secondary Schools.

Rationale: Removed wording "or higher". The inclusion of this wording created exclusion problems when students who completed FSL305Y5 subsequently enrolled in FSL405 or received transfer credit for FSL4**H5. The wording was meant to deter students from completing courses in reverse order.

Course #54 FSL405H5 Functional French-Advanced I

Before: Course Exclusion: FSL385H5, FSL386H5, FSL331Y1, **FSL321Y1, FRE382H5, FRE383H5.**

After: Course Exclusion: FSL385H5, FSL386H5, FSL331Y1, **FSL321Y1. Not open to francophones and/or holders of the baccalauréat but contingent on the results of the French language placement test.**

Rationale: Provided further clarification for exclusions.

Course #55 FSL406H5 Functional French-Advanced II

Before: Course Exclusion: FSL385H5, FSL386H5, FSL331Y1, **FSL321Y1, FRE382H5, FRE383H5.**

After: Course Exclusion: FSL385H5, FSL386H5, FSL331Y1, **FSL321Y1. Not open to francophones and/or holders of the baccalauréat but contingent on the results of the French language placement test.**

Rationale: Provided further clarification for exclusions.

Course #56 HIN212Y5 Introduction to Hindi

Before: Prerequisite:

After: Prerequisite: **All students who are enrolling in an HIN language course for the first time are required to complete a language assessment questionnaire. Students who have not completed an assessment cannot be approved for course enrolment. Please visit www.utm.utoronto.ca/language-studies/elective-languages for further details.**

Rationale: The change reflects the separation of Hindi and Urdu language courses.

Course #57 HIS308H5 Themes in the History of Women Before 1800

Before: Course Exclusion: **HIS308Y5, HIS245Y1 Recommended** Preparation: **HIS101H5, A course in European history.**

After: Course Exclusion:
Recommended Preparation: **HIS101H5**

Rationale: Greater flexibility in the geographic scope of the course will allow instructors to focus on their specific areas of expertise when teaching this course. The courses listed as exclusions are no longer being offered.

Course #58 HIS310H5 The History of Women Since 1800

Before: Course Exclusion: **HIS308Y5, HIS245Y1**

After: Course Exclusion:

Rationale: Greater flexibility in the geographic scope of the course will allow instructors to focus on their specific areas of expertise when teaching this course. The courses listed as exclusions are no longer being offered.

Course #59 ITA103H5 Made in Italy: Italian Fashion, from the Theatre to the Runway

Before: Distribution: HUM

After: Distribution: HUM **INTLO**

Rationale: Addition of option for participating in international experience. New title is more in line with the description of the course.

Course #60 ITA201Y5 Continuing Italian (Offered in Florence)

Before: Distribution: HUM

After: Distribution: HUM **INTLO**

Rationale: Inclusion of INTLO designation and description change to reflect the option of completing the course in Florence, Italy.

Course #61 ITA237H5 Topics in Italian Civilization I

Before: Distribution: HUM

After: Distribution: HUM **INTLO**

Rationale: Inclusion of INTLO designation and description change to reflect the option of completing the course in Florence, Italy

Course #62 ITA238H5 Topics in Italian Civilization II

Before: Distribution: HUM

After: Distribution: HUM **INTLO**

Rationale: Inclusion of INTLO designation and description change to reflect the option of completing the course in Florence, Italy.

Course #63 ITA242H5 Classics of Italian Cinema

Before: Prerequisite: **Prerequisite only applicable to students** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course** Exclusion: ITA241H5, ITA242Y5, **ITA243Y5** **Distribution:** HUM

After: Prerequisite: **Open to all students. If** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course** Exclusion: ITA241H5, ITA242Y5, **ITA243Y5, ITA240Y1, ITA340H1, ITA341H1, ITA342H1, ITA345H1, ITA347H1, ITA441H1** **Distribution:** HUM **INTLO**

Rationale: Inclusion of St. George similar courses.

Course #64 ITA246H5 Contemporary Italian Cinema I

Before:

Prerequisite: **Prerequisite only applicable to students** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course Exclusion:** ITA245H5, ITA246Y5, **ITA247Y5**

After: Prerequisite: **Open to all students. If** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course Exclusion:** ITA245H5, ITA246Y5, **ITA247Y5, , ITA240Y1, ITA340H1, ITA341H1, ITA342H1, ITA345H1, ITA347H1, ITA441H1**

Rationale: Included St. George equivalent courses.

Course #65 ITA247H5 Contemporary Italian Cinema II

Before: Prerequisite: **Prerequisite only applicable to students** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course Exclusion:** ITA248H5, ITA246Y5, **ITA247Y5**

After: Prerequisite: **Open to all students. If** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course Exclusion:** ITA248H5, ITA246Y5, **ITA247Y5, ITA240Y1, ITA340H1, ITA341H1, ITA342H1, ITA345H1, ITA347H1, ITA441H1**

Rationale: Included St. George with similar course content.

Course #66 ITA255Y5 "Fa 'na bona jobba!"- The Italian Canadian Experience

Before: Prerequisite: **Prerequisite only applicable to students** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course Exclusion:**

After: Prerequisite: **Open to all students. If** enrolled in an Italian Minor, Major or Specialist program, ITA100Y5. **Course Exclusion:** **ITA231H1, ITA445H1**

Rationale: Included St. George similar courses.

Course #67 LIN228H5 Phonetics

Before: Prerequisite: **Corequisite: Recommended Preparation:** LIN101H5 (or LIN100Y5)

After: Prerequisite: LIN101H5

Corequisite: LIN101H5
Recommended Preparation:

Rationale: Given the content of the course, students should have some background in phonetics. LIN101H5 would provide this background.

Course #68 LIN233H5 English Words through Space and Time

Before: Prerequisite: **Corequisite: Course Exclusion:** LGGB18H3, **LIN203H1. Recommended Preparation: LIN101H5, LIN102H5 (or LIN100Y5).**

After: Prerequisite: **LIN101H5**

Corequisite: LIN101H5
Course Exclusion: LGGB18H3, **LIN203H1, LIN203H5**
Recommended Preparation:

Rationale: Given the content of the course, students should have some background in phonetics and morpho-phonology. LIN101H5 would provide this background.

Course #69 LIN237H5 Semantics

Before: Course Exclusion: **LIN347H5, LIN241H1, LINC12H3**

After: Course Exclusion: LIN241H1, **LINC12H3, LIN247H5**

Rationale: Note that the former LIN347H5 has been removed from the Exclusions as it has not been offered for three years.

Course #70 LIN288H5 Introduction to Psycholinguistics and Language Acquisition

Before: Course Exclusion: PSY374H5, PLIC55H3, **JLP374H1**

After: Course Exclusion: PSY374H5, PLIC55H3, **JLP374H1, LIN258H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #71 LIN318H5 Talking Numbers: Interpretation and Presentation of Quantitative Linguistic Data

Before: Prerequisite: **LIN256H5/LIN258H5** and **LIN229H5/LIN232H5/LIN231H5/LIN247H5**.
PSY275H5/ANTH206H5 **Course** Exclusion:

After: Prerequisite: **LIN256H5/LIN288H5 (or LIN258H5)** and
LIN229H5/LIN232H5/LIN231H5/LIN237H5 (or LIN247H5). PSY275H5/ANTH206H5
Course Exclusion: **LIN368H5**

Rationale: The course title and description have been updated to better reflect the topics that will be covered.

Course #72 LIN325H5 Phonetics and Phonology in English

Before: Course Exclusion:

After: Course Exclusion: **LIN335H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #73 LIN329H5 Phonological Theory

Before: Course Exclusion: LIN322H1, **LINC02H3**

After: Course Exclusion: LIN322H1, **LINC02H3, LIN322H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #74 LIN332H5 Syntactic Theory

Before: Course Exclusion: LIN331H1, **LINC11H3**

After: Course Exclusion: LIN331H1, **LINC11H3, LIN331H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #75 LIN360H5 Historical Linguistics

Before: Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5) and LIN229H5**. **Course** Exclusion:
Recommended Preparation: **LIN231H5/LIN232H5/LIN247H5**

After: Prerequisite: **LIN229H5, LIN231H5/LIN232H5/LIN237H5/LIN247H5**
Course Exclusion: **LIN362H1**
Recommended Preparation:

Rationale: Given the content and level of the course, students should have at least LIN229H5 (Phonology) and a course that covers linguistic structure at the word or sentence level. Note LIN247H5 is updated to LIN237H5.

Course #76 LIN369H5 Romance Linguistics

Before:

Prerequisite: **LIN101H5, LIN102H5 (or LIN100Y5) and LIN229. Course Exclusion: Recommended** Preparation: **LIN231/LIN232**

After: Prerequisite: **LIN229H5, LIN231H5/LIN232H5/LIN237H5/LIN247H5 Course Exclusion: LIN376H5 Recommended** Preparation:

Rationale: Given the content and level of the course, students should have at least LIN229H5 (Phonology) and a course that covers linguistic structure at the word or sentence level. Note LIN247H5 is updated to LIN237H5.

Course #77 LIN380H5 Theoretical Issues in Second Language Teaching and Learning

Before: Prerequisite: 1.0 credit of any of the following: LIN228H5, LIN229H5, LIN231H5, LIN232H5, **LIN247H5, LIN256H5/JAL253H5, LIN258H5**

After: Prerequisite: 1.0 credit of any of the following: LIN228H5, LIN229H5, LIN231H5, LIN232H5, **LIN237H5 (or LIN247H5), LIN256H5/JAL253H5, LIN288H5 (or LIN258H5).**

Rationale: Update course numbers in line with renumbering changes.

Course #78 LIN385H5 The Acquisition of Grammar in Different Contexts

Before: Course Exclusion: **Recommended** Preparation: LIN258H5

After: Course Exclusion: **LIN356H5 Recommended** Preparation: LIN258H5 **or LIN288H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #79 LIN388H5 Bilingualism and Multiple Language Acquisition

Before: Course Exclusion: **Recommended** Preparation: LIN258H5

After: Course Exclusion: **LIN358H5 Recommended** Preparation: LIN258H5 **or LIN288H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #80 LIN410H5 Critical Reading and Writing in English Linguistics

Before: Prerequisite: LIN101H5, LIN102H5, **LIN205H5**, plus **0.5** credit at the 200-level in LIN. **Recommended** Preparation:

After: Prerequisite: LIN101H5, LIN102H5, plus **1.0** credit at the 200-level in LIN. **Recommended** Preparation: **LIN205H5**

Rationale: This course is an upper-year course intended for ELL Minor Students AND Linguistic Studies Major or Minor students who have an interest in improving their reading and writing skills, but who are not strong syntax students. For the latter students, we offer LIN481 Analysis and Argumentation. Since we want to encourage ELL Minor Students to take the course, it is appropriate to have LIN205H5 as recommended preparation, but it should not be a prerequisite, as it would then exclude the Major and Minor Program students in Linguistic Studies. Adding 1.0 credit at the 200-level in LIN ensures that students have the level of maturity needed to take the course.

Course #81 LIN411H5 Introduction to Analysis and Argumentation

Before: Prerequisite: LIN 229H5, LIN 232H5, **LIN231H5/LIN247H5/LIN256H5/LIN258**, plus 0.5 credit in a 300-level LIN course. **Course Exclusion: LIN481H1**

After: Prerequisite: LIN 229H5, LIN 232H5, **LIN231H5/LIN237H5 (or LIN247H5)/LIN256H5/LIN288H5 (or LIN258H5)**, plus 0.5 credit in a 300-level LIN course.

Course Exclusion: **LIN481H1, LIN481H5**

Rationale: Update Prerequisites.

Course #82 LIN418H5 Research Methods in Linguistics

Before: Prerequisite: **LIN256H5/JAL253H5/LIN258H5**, plus 0.5 credit in a 300-level LIN course. **Course**
Exclusion: **Recommended** Preparation: **LIN368H5**

After: Prerequisite: **LIN256H5/LIN288H5 (or LIN258H5)**, plus 0.5 credit in a 300-level LIN course.
Course Exclusion: **LIN468H5**
Recommended Preparation: **LIN368H5/LIN318H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #83 LIN447H5 Topics in Natural Language Processing

Before: Course Exclusion:

After: Course Exclusion: **LIN477H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #84 LIN454H5 Teaching and Learning Varieties of Canadian French

Before: Course Exclusion: FRE374H5, LIN374H5, **FRE474H5**

After: Course Exclusion: FRE374H5, LIN374H5, **FRE474H5, LIN474**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #85 LIN460H5 Special Topics in Language Change

Before: Prerequisite: **LIN231H5/LIN232H5/LIN247H5**, and **LIN256H5//LIN258H5**, plus 0.5 credit in a 300-level LIN course. **Recommended** Preparation: **LIN360H5/LIN376H5/LIN366H5**

After: Prerequisite: **LIN231H5/LIN232H5/LIN237H5 (or LIN247H5)**, and **LIN256H5//LIN288H5 (or Lin258H5)**, plus 0.5 credit in a 300-level LIN course.
Recommended Preparation: **LIN360H5/LIN366H5/LIN369H5 (or LIN376H5)**

Rationale: Update course numbers in line with renumbering changes.

Course #86 LIN469H5 Topics in Romance Linguistics

Before: Prerequisite: **LIN376H5 or permission of the instructor.**

After: Prerequisite:
LIN369H5/LIN376H5/LIN360H5/LIN331H5/LIN332H5/LIN356H5/LIN385/LIN476H5/LIN406H5

Rationale: Broaden the prerequisites in order that it accessible to more students and update course numbers in line with renumbering changes.

Course #87 LIN476H5 Language Diversity and Language Universals

Before: Course Exclusion:

After: Course Exclusion: **LIN406H5**

Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #88 LIN479H5 The Structure of a Specific Language

Before: Course Exclusion: LIN409H1, LINC61H3 if the same language was analyzed.
After: Course Exclusion: LIN409H1, **LIN409H5**, LINC61H3 if the same language was analyzed.
Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses.

Course #89 LIN486H5 Teaching and Learning Cross-cultural Communication

Before: Prerequisite: **LIN256H5/JAL253H5/LIN258H5**
After: Prerequisite: **LIN256H5/JAL253H5/LIN288H5 (or LIN258H5)**
Rationale: Update prerequisites.

Course #90 LIN487H5 Second Language Pedagogy

Before: Course Exclusion: **FGI417H5/LTL417H5**
After: Course Exclusion: **LTL417H5, LIN417H5**
Rationale: The unit has decided to renumber courses based on the main topics covered in the course which are in-line with the content in other area topic courses

Course #91 LTL227H5 Learning Styles and Strategies in Second Language Acquisition

Before: Course Exclusion: LTL225Y5, **FRE225Y5**
After: Course Exclusion: LTL225Y5, **FRE225Y5, ITA227H5**
Rationale: Added exclusion of new companion course ITA227H5.

Course #92 PHL103H5 Introduction to Philosophy: Knowledge and Reality

Before: Course Exclusion: **PHL105Y5**
After: Course Exclusion: **PHL105Y5, PHL101H5, PHL100Y1, PHL101Y1, PHL201H1, PHLA10H3**
Rationale: Accommodates numbering changes described above.

Course #93 PHL113H5 Introduction to Philosophy: Persons and Value

Before: Course Exclusion: **PHL105Y5**
After: Course Exclusion: **PHL105Y5, PHL102H5, PHL100Y1, PHL101Y1, PHL201H1, PHLA10H3**
Rationale: Accommodates numbering changes described above.

Course #94 PHL202H5 Ancient Philosophy

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #95 PHL210Y5 17th and 18th Century Philosophy

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #96 PHL220H5 Existentialism

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: update of Hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #97 PHL235H5 Philosophy of Religion

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #98 PHL240H5 Minds and Machines

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits. .

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #99 PHL241H5 Freedom and Determinism

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #100 PHL242H5 Science Fiction and Philosophy

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #101 PHL243H5 Philosophy of Human Sexuality

Before:

Prerequisite: ~~PHL101H5 (may be taken as a corequisite) or PHL102H5 (may be taken as a corequisite) or PHL105Y5 (may be taken as a corequisite) or PHL145H5 (may be taken as a corequisite) or PHL174H5~~ (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5 (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #102 PHL244H5 Human Nature

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #103 PHL246H5 Probability and Inductive Logic

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #104 PHL255H5 Philosophy of Science

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #105 PHL258H5 Puzzles and Paradoxes

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #106 PHL265H5 Social and Political Philosophy

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.

After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.

Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #107 PHL267H5 Feminism

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #108 PHL271H5 Ethics and the Law

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #109 PHL272H5 Philosophy of Education

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #110 PHL273H5 Environmental Ethics

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: Update hours
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #111 PHL274H5 Ethics and Society

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #112 PHL275H5 Ethics and Moral Philosophy

Before: Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
After: Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
Rationale: to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.

Course #113 PHL277Y5 Moral, Social and Political Philosophy Through Its History

- Before:** Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 **credits**
- After:** Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 **credits**.
- Rationale:** to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.
-

Course #114 PHL283H5 Bioethics

- Before:** Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
- After:** Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
- Rationale:** to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.
-

Course #115 PHL285H5 Philosophy of Art

- Before:** Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
- After:** Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
- Rationale:** to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.
-

Course #116 PHL290H5 Philosophical Issues in Psychoanalysis

- Before:** Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
- After:** Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
- Rationale:** to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.
-

Course #117 PHL295H5 Philosophy of Business

- Before:** Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
- After:** Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
- Rationale:** to reflect teaching hours accurately
Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.
-

Course #118 PHL299Y5 Research Opportunity Program

- Before:** Prerequisite: **PHL101H5 or PHL102H5 or PHL105Y5** (may be taken as a corequisite) or 4.0 credits.
- After:** Prerequisite: **PHL101H5/ PHL102H5/ PHL103H5/ PHL105Y5/ PHL113H5** (may be taken as a corequisite) or 4.0 credits.
- Rationale:** Update to prerequisites to reflect recent and new courses that will be appropriate preparation for these 200-level PHL courses.
-

Course #119 PHL374H5 Issues in Normative Ethics

Before: Course Exclusion: PHL376H1, PHLC05H3, PHLC06H3
After: Course Exclusion: **PHL375H5**, PHL376H1, PHLC05H3, PHLC06H3
Rationale: Accommodates content and numbering changes described above.

Course #120 RLG205H5 Key Themes in South Asian Religions

Before: Course Exclusion: **RLG205Y1**
After: Course Exclusion:
Rationale: With the addition of courses on Sikhism, Hinduism, South Asian Islam, and Jainism, we envision this course as a thematic and methodological introduction to the study of South Asian religions rather than a survey course covering all major South Asian religious traditions. Given the difficulties of accomplishing the latter in a single semester, this shift in focus will make the course more cohesive. It will also fit more directly within our revised History of Religions curriculum with its emphasis on theory.
Removing the exclusion of a course that is no longer offered.

Course #121 RLG307H5 Indian Scholasticism

Before: Recommended Preparation: **RLG205H5 or permission of instructor.**
After: Recommended Preparation: **RLG205H5/RLG210H5**
Rationale: The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course.

Course #122 RLG308H5 Monuments, Inscriptions, and Narratives in South Asia

Before: Recommended Preparation: **RLG205H5 or permission of instructor.**
After: Recommended Preparation: **RLG205H5/RLG210H5**
Rationale: The course description has been broadened to incorporate a diversity of Islamic, Buddhist, and Hindu sources that will be of interest to students.
The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course.

Course #123 RLG310H5 The Ramayana

Before: Recommended Preparation: **RLG205H5 or permission of instructor.**
After: Recommended Preparation: **RLG205H5/RLG210H5**
Rationale: The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course.

Course #124 RLG312Y5 How to Study Religion

Before: Course Exclusion: **RLG200H1**
After: Course Exclusion:
Rationale: The course will be expanded to develop students familiarity with theories of religion, before completing a major project required for the course. In addition, the course will be adapted from one focused exclusively on method and theory to one that also emphasizes research skills and prepares students for fourth-year seminars. The year-long course will foster the development of a History of Religions cohort working closely with the instructor. The course will be taught, in rotation, by different History of Religions faculty.

Course #125 RLG360H5 Topics in South Asian Religions

Before: Prerequisite: **RLG101H5/ RLG100Y5/ RLG100Y1/ RLG205H5/ RLG205Y1**
Recommended Preparation: **HIS101H5**

After: Prerequisite:
Recommended Preparation: **RLG101H5/ RLG210H5**

Rationale: The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course and to remove courses that are no longer offered.

Course #126 RLG361H5 Encounters Between Indo-Islamic and Hindu Cultures

Before: Prerequisite: RLG204H5/ **RLG205H5**

After: Prerequisite: RLG204H5/ **RLG205H5/RLG210H5**

Rationale: The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course.

Course #127 RLG401H5 Advanced Topics in Religion and the Literary, Visual, and Performing Arts

Before: Prerequisite: **RLG101H5**

After: Prerequisite: **RLG101H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #128 RLG411H5 Advanced Topics in Religion, Media, and Culture

Before: Prerequisite: **0.5 RLG credit**

After: Prerequisite: **2.0 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #129 RLG430H5 Advanced Topics in Judaism

Before: Prerequisite: RLG202H5/ **RLG330H5**

After: Prerequisite: RLG202H5/ **RLG330H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #130 RLG435H5 The Dead Sea Scrolls

Before: Prerequisite: RLG202H5/ **RLG203H5**

After: Prerequisite: RLG202H5/ **RLG203H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #131 RLG440H5 Advanced Topics in Christianity

Before: Prerequisite: RLG203H5/ **RLG340H5**

After: Prerequisite: RLG203H5/ **RLG340H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #132 RLG445H5 Making Martyrs: From Socrates to the Suicide Bomber

Before: Prerequisite: **0.5 200 level RLG credit**

After: Prerequisite: **2.0 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #133 RLG449H5 Islamic Sexualities

Before: Prerequisite: **ANT335H5/**RLG204H5/ **RLG314H5/ WGS301H5/ WGS450H5**

After: Prerequisite: RLG204H5/ **RLG210H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #134 RLG450H5 Advanced Topics in Islam

Before: Prerequisite: RLG204H5/ **RLG350H5**

After: Prerequisite: RLG204H5/ **RLG350H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #135 RLG451Y5 Islamic Literatures

Before: Prerequisite: **Recommended** Preparation: **RLG204H5/ P.I.**

After: Prerequisite: **2.0 RLG credits**
Recommended Preparation: **RLG204H5**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #136 RLG452H5 Anthropology of Islam

Before: Prerequisite: RLG204H5, 0.5 additional credits in Islam or **Anthropology.**

After: Prerequisite: RLG204H5, 0.5 additional credits in Islam or **Anthropology, 1.0 RLG credits.**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, significant advanced coursework in the discipline is required.

Course #137 RLG460H5 Advanced Topics in South Asian Religions

Before: Prerequisite: **RLG205H5/ RLG360H5**

After: Prerequisite: **RLG205H5/RLG210H5/RLG360H5, 1.5 RLG credits**

Rationale: The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course.

Course #138 RLG461H5 Religion and Aesthetics in South Asia

Before: Prerequisite: **RLG205H5/0.5 300 level RLG credit**

After: Prerequisite: **RLG205H5/RLG210H5, 1.5 RLG credits**

Rationale: The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course. Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #139 RLG462H5 Sex and Gender in South Asian Religions

Before: Prerequisite: RLG101H5/ **RLG205H5**

After: Prerequisite: RLG101H5/ **RLG205H5/RLG210H5, 1.5 RLG credits**

Rationale:

The prerequisites are being updated to include the new RLG210H5: Introduction to Hinduism course. Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #140 RLG470H5 Advanced Topics in Buddhism

Before: Prerequisite: RLG206H5/ **RLG370H5**

After: Prerequisite: RLG206H5/ **RLG370H5, 1.5 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #141 RLG497Y5 Independent Reading

Before: Prerequisite:

After: Prerequisite: **2.0 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #142 RLG499H5 Independent Reading

Before: Prerequisite:

After: Prerequisite: **2.0 RLG credits**

Rationale: Our 400-level courses involve intensive training in research in the history of religious traditions and religious studies methodology, advanced coursework in the discipline is required.

Course #143 VCC205H5 Monsters

Before: Prerequisite: **VCC101H5/VCC201H5 Recommended** Preparation:

After: Prerequisite: **Recommended** Preparation: **VCC101H5/VCC201H5**

Rationale: To bring prerequisites in line with other 200-level course in DVS.

Course #144 VCC207H5 Urban Sites and Sounds

Before: Prerequisite: **VCC101H5/VCC201H5 Recommended** Preparation:

After: Prerequisite: **Recommended** Preparation: **VCC101H5/VCC201H5**

Rationale: To bring prerequisites in line with other 200-level course in DVS.

Course #145 VCC236H5 North American Consumer Culture: 1890-Present

Before: Prerequisite: **VCC101H5/VCC201H5 or HIS271Y5 Recommended** Preparation:

After: Prerequisite: **Recommended** Preparation: **VCC101H5/VCC201H5**

Rationale: To bring prerequisites in line with other 200-level course in DVS. Updating hours of instruction.

Course #146 VCC290H5 Topics in Visual Culture and Communication

Before: Prerequisite: **VCC101H5 Recommended** Preparation:

After: Prerequisite: **Recommended** Preparation: **VCC101H5/VCC201H5**

Rationale: To bring prerequisites in line with other 200-level course in DVS.

Course #147 VCC415H5 Theory and Criticism of New Media

Before: Prerequisite: **VCC101H5/VCC201H5, FAH291H5/FAH391H5** and 1.0 credit in VCC at 300/400 level

After: Prerequisite: **VCC101H5** and **a minimum of** 1.0 credit in VCC at 300/400 level

Rationale: To focus the course content to new media studies alone as it is currently too unwieldy and covers too much material. To examine digital visual cultural phenomena (such as AR and VR) as the sole subject matter for the course given its VCC designation.

Course #148 WGS368H5 Women in World Cultures

Before: Distribution: HUM

After: Distribution: HUM **INTLO**

Rationale: This addition will allow Faculty to develop and engage in international learning opportunities.

Course #149 utm112H5 utmONE: Power of Expression

Before: Course Exclusion: utm111H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #150 utm115H5 utmONE: Communication Among Cultures

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #151 utm116H5 utmONE: Happiness

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #152 utm117H5 utmONE: Individualism, The Development Of An Idea

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #153 utm190H5 utmONE Scholars: The Drama of Politics

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #154 utm192H5 utmONE Scholars: Language, Culture, and Mind

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #155 utm193H5 utmONE Scholars: Nations Colliding?

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #156 utm194H5 utmONE Scholars: Religion and Politics

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #157 utm195H5 utmONE Scholars: Curiosity and Control: Voyages of Discovery to North America

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm196H5, utm197H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #158 utm196H5 utmONE Scholars: Building Global Justice

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm197H5 **Distribution:** HUM SSc

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm197H5

Distribution: HUM SSc **EXP**

Rationale: Exclusion - Addition of exclusion utm110H5 as course has been added.

EXP Designation - This course allows for students to gain introductory research skills through an experiential learning environment. This is achieved through group work that has students focused on case studies and engagement in a justice-oriented activity outside of the classroom.

Course #159 utm290H5 utmONE Scholars: Launching Your Research

Before: Distribution: **SSc** SCI EXP **INTLR**

After: Distribution: **HUM** SCI EXP **INTLO**

Rationale: **SSc to HUM** This course, in its current iteration, will be co-taught by faculty from Biology and History and thus no longer belongs in the SSc stream.

INTLR to INTL-O Change to International Optional to allow all students to take the course regardless of fee implications.

A local component is developed for the group of students who will not be going abroad.

Course #160 utm377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: Distribution: HUM EXP

After: Distribution: HUM **SSc** EXP

Rationale: 12T to 12S - We need to remove the 12T from the course as it is not a tutorial and not taught by a TA. We would like to give it a designation of 12S to capture the group work and connection to the internship employment through the 12 hours of seminars. The Academic Calendar does not currently allow for us to provide a different type of designation for this course time. Additionally we need to account for a time in the students schedule due to the nature of the internship component. The use of S will allow us to group the three hour course together for scheduling purposes, but will allow for the differentiation of the two components of the course (lecture and employment). This will not have any additional resource implications.

Additional of SSC - The course relies heavily on theory and research generated in the educational, sociological, and psychological sciences. In classroom discussions and assignments, students are required to understand and critically evaluate theory and research on student development within the higher education context, which entails understanding how that knowledge is produced (i.e., the scientific method). Students are taught about evidence-based practices that support the developing student in university. As a major component of the course assessment, students are required to write a literature review on a self-selected topic on student development in higher education. To do so, they are required to collect, summarize, and evaluate primary research. In summary, this is a course about student development in a social context, which is heavily based on primary research.

University of Toronto Mississauga Divisional Curriculum Committee Report Template

This template should be used to bring forward a summary of all curriculum changes and findings to the Senior Assessor. It is designed to ensure that all necessary information is provided to the Senior Assessor for the provision of a comprehensive report to the Academic Affairs Committee.

Divisional Curriculum Committee:	Sciences
Members:	<p>Prof. Fiona Rawle, Chair</p> <p>Prof. Liye Xie, Department of Anthropology Prof. Tracy Rogers, Department of Forensic Science Prof. Marc Dryer, Department of Biology Prof. Jochen Halfar, Department of Chemical & Physical Sciences Prof. Joseph Leydon, Department of Geography Prof. Ilia Binder, Department of Mathematical & Computational Sciences Prof. Daniel Zingaro, Department of Mathematical & Computational Sciences Prof. Brett Beston, Department of Psychology Prof. Stuart Kamenetsky, Department of Psychology</p>
Dates of Divisional Curriculum Committee Meetings:	<p>Friday, October 13, 2017</p> <p>Thursday, October 19, 2017</p> <p>Thursday, October 26, 2017</p>
Return to: Program and Curriculum Officer	<p>Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca</p>

1. Overview

Notable changes for this year are:

- The addition of 23 half courses, spread around several departments
- Psychology has clarified their admission requirements to the Psychology Major and Psychology Minor, in order to align with departmental practice in admitting students who apply after first year.
- Computer Science changed the entrance requirements for their Major program, Information Security Specialist Program, and Computer Science Specialist Program, by setting a minimum mark requirement for related courses. This will allow for an alternate mechanism to select qualified students for entry, while not necessitating an increase in the CGPA requirement, which would have put a further hardship on students.
- In the Environmental Science Major, a change to the min. grade requirement in the ENV100Y course from 65% to 63% to better align with a 2.0 GPA score.
- The first year requirements for the Geographical Information Systems Minor were removed. This will help students that “find” the program in their second or third year of study to more easily enroll and complete the program. First year courses are general introductory courses that do not introduce GIS-specific content so the impact of removing first year courses from this program will be minimal. Any required content from the introductory courses will be covered in the required second year courses.
- Additional statistical course options have been added to the Statistics Minor to accommodate students from various academic backgrounds.
- The minimum grade requirement for the Chemistry Specialist and the Biological Chemistry Specialist has been increased to 70% for the first year prerequisite chemistry course to harmonize program admission requirements across all Chemical & Physical Science programs.
- Changes across several programs in different departments allowing MAT157Y5 to be taken in lieu of MAT134Y5/MAT135Y5/MAT137Y5. This will allow greater flexibility for students that want to do a double major with math and another discipline.

The introduction of 1 full and 23 half courses from several academic units. Noteworthy new courses include:

- 4 new courses from Anthropology (ANT218H5: The Social Conquest of Earth; ANT367H5: Sister Species: Lessons from the Chimpanzee; ANT402H5: Wild Nights: Sleep, evolution, and performance in the 21st century; ANT403H5: Social Learning and Cultural Patterns)
- A new internship course (CPS400Y5: Chemical and Physical Sciences Internship) for students in Chemical & Physical Science programs.
- An introductory computational course for Physics students (JCP265H5: Introduction to Scientific Computing)
- 7 new courses from Earth Sciences to be offered on a rotational basis, including a field

2. Rationale

A number of this year's curricular changes are the result of a campus-wide curriculum mapping initiative, which has allowed academic units in the Sciences to review their program and course offerings with respect to how well they align with program learning outcomes, course objectives, and the recently approved UTM Vision Statement 2017, Academic Plan, and Implementation Plan. For example, new courses emphasize the importance of experiential learning and highlight international learning opportunities available on our campus. Additional changes are the result of a recent external reviews (CPS programs) or alignment of true contact hours in a course to allow for accurate reporting in the Academic Calendar.

New courses in the Sciences will be increasing and diversifying offerings, providing greater flexibility and options in several programs. Often new courses reflect the interests and expertise of new faculty hires.

3. Summary of Change Categories

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	0	4	0	22
Astronomy	0	0	0	0	0	0
Biology	0	0	0	1	1	10
BMC	0	0	0	1	0	2
Chemistry	0	1	0	1	0	10
CCIT	0	0	1	0	0	0
Comp Sci	0	0	0	0	0	34

Earth Science	0	0	0	7	2	12
Economics	0	0	0	0	1	0
Environment	1	0	2	0	0	3
Forensic Science	0	0	0	1	1	1
Geography	0	0	2	3	2	29
Mathematics	0	0	0	0	5	25
Physics	0	0	0	3	0	5
Psychology	0	0	0	0	1	2
Sociology	0	0	0	0	0	1
Statistics	0	0	0	2	1	21
Student Development and Transition	0	0	0	0	0	6

4. Cumulative Glance

Division	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Science	1	1	5	23	14	183

5. Major Changes

Members of the Sciences Curriculum Committee were invited to bring forward, for information and consultation, proposals for change that are currently in development in their unit. This provided committee members the opportunity to provide feedback and advice on the proposal as well as the chance to bring the proposal information back to their units for dissemination. Proposals in development within the Sciences include a new inter-disciplinary program in the Health Sciences field from Biology and a new stream in Medicinal Chemistry from CPS.

Sciences

SCIENCES - Table of Contents

<u>SUMMARY OF COURSE CHANGES</u>	1
<u>New Programs</u>	2
<u>Programs - Resource Implications</u>	3
<u>Deleted Programs</u>	6
<u>Programs - Other Changes</u>	7
<u>New Courses</u>	36
<u>Courses - Resource Implications</u>	46
<u>Deleted Courses</u>	62
<u>Renumbered Courses</u>	63
<u>Courses - Description Changes</u>	64
<u>Changes in Course Name</u>	80
<u>Courses - Other Changes</u>	83

SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	0	4	0	22
Astronomy	0	0	0	0	0	0
Biology	0	0	0	1	1	10
Biomedical Communications	0	0	0	1	0	2
Chemistry	0	1	0	1	0	10
Communication, Culture, Information and Technology	0	0	1	0	0	0
Computer Science	0	0	0	0	0	34
Earth Science	0	0	0	7	2	12
Economics	0	0	0	0	1	0
Environment	1	0	2	0	0	3
Forensic Science	0	0	0	1	1	1
Geography	0	0	2	3	2	29
Mathematics	0	0	0	0	5	25
Physics	0	0	0	3	0	5
Psychology	0	0	0	0	1	2
Sociology	0	0	0	0	0	1
Statistics	0	0	0	2	1	21
Student Development and Transition	0	0	0	0	0	6

New Programs

NONE

Programs - Resource Implications

Program #1 ERMAJ0205 Forensic Science (Science)

Resource implications: None.

Program #2 ERMAJ1061 Environmental Science (Science)

Resource implications: none

Program #3 ERMAJ1149 Biology for Health Sciences (Science)

Resource implications: None

Program #4 ERMAJ1160 Psychology (Science)

Resource implications: None

Program #5 ERMAJ1376 Chemistry (Science)

Resource implications: see course CPS400Y5

Program #6 ERMAJ1465 Earth Science (Science)

Resource implications: See new courses.

Program #7 ERMAJ1540 Statistics, Applied (Science)

Resource implications: None.

Program #8 ERMAJ1688 Computer Science (Science)

Resource implications: None.

Program #9 ERMAJ1883 Exceptionality in Human Learning (Science)

Resource implications: None

Program #10 ERMAJ1944 Physics (Science)

Resource implications: Uniform Prog entry in CPS

Program #11 ERMIN1061 Environmental Science (Science)

Resource implications: none

Program #12 ERMIN1160 Psychology (Science)

Resource implications: None

Program #13 ERMIN1465 Earth Science (Science)

Resource implications: See new courses

Program #14 ERMIN1540 Statistics, Applied (Science)

Resource implications: None.

Program #15 ERMIN1944 Physics (Science)

Resource implications: none

Program #16 ERMIN2070 Geography (Science)

Resource implications: none

Program #17 ERMIN2511 Mathematical Sciences (Science)

Resource implications: None.

Program #18 ERSPE0509 Geology (Science)

Resource implications: See new courses

Program #19 ERSPE1038 Information Security (Science)

Resource implications: None.

Program #20 ERSPE1061 Environmental Science (Science)

Resource implications: none

Program #21 ERSPE1253 Environmental Geosciences

Resource implications: none.

Program #22 ERSPE1376 Chemistry (Science)

Resource implications: See course

Program #23 ERSPE1465 Earth Science (Science)

Resource implications: See new courses

Program #24 ERSPE1540 Statistics, Applied (Science)

Resource implications: None.

Program #25 ERSPE1688 Computer Science (Science)

Resource implications: None.

Program #26 ERSPE1883 Exceptionality in Human Learning (Science)

Resource implications: None

Program #27 ERSPE1944 Biomedical Physics Specialist (Science)

Resource implications: none.

Program #28 ERSPE1995 Biological Chemistry (Science)

Resource implications: NONE

Program #29 ERSPE2470 Behaviour, Genetics and Neurobiology (Science)

Resource implications: None

Program #30 ERSPE2511 Mathematical Sciences (Science)

Resource implications: None.

Deleted Programs

NONE

Programs - Other Changes

Program #1 ERMAJ0205 Forensic Science (Science)

Rationale for change: Added FSC403H5 -new course, as an option to 4th Yr. requirement: 2.5 credits from the following list of courses. Deleted MAT157Y5 as an option, as this level of intro calculus is not required by the program. Completion of Intro calculus is a minimum requirement for program entry and should a student take MAT157Y5 -thinking that all intro calculus courses are the same --it could affect their overall CGPA requirement for program entry. Deleted ANT338H5 from "notes #2 -Recommended additional related courses include:" as content has completely changed and is no longer relevant to the program. Removed "Computer Science" as option of approved 2nd Major -over the last 20 years only 1 student has completed CS as a second major with FSC. Deleted Note # 7 and renumbered -error in listing notes -- note #7 was repeated (in Note 6) --just housekeeping.

Before: NOTES: Second Major

- The Forensic Science Major is part of a Double Major Honours Degree program and MUST be completed in conjunction with one of the following approved second major programs: Anthropology (Science), Biology, Chemistry, Computer Science or Psychology (Other 2nd Majors may be possible with permission of the Forensic Science program director.
 - Students intending to complete the Forensic Science Major with an Anthropology Second Major MUST select the ERMAJ0105 Anthropology (Science) Major. As part of the ANT (Sci) Major elective requirements (3.0 ANT science courses) students are recommended to take the following: ~~ANT 205H5~~; 306H5, 334H5, 340H5, 439H5. Additional related courses include: ~~ANT338H5, 415H5~~; 436H5.
 - For information on program requirements and enrolment procedures for each of the second major programs, students should consult the individual departmental faculty advisor or the departmental program descriptions listed within this calendar.
 - In each of the 2nd majors, certain courses are compulsory and where a choice of courses is available, students should consult the Forensic Science Student Advisor for the most appropriate selection.
 - The program requirements in effect at the time the student is admitted to the program must be met in order to fulfill the degree requirements.
 - Once a student has been admitted into a FSC program stream, written authorization from the Forensic Science program advisor MUST be obtained for any request of change in a student's area of study within the Forensic Science program, including the second science major. Prospective students already holding a degree in Biology, Chemistry, ~~Computer Science~~, Psychology or Anthropology may not complete a Forensic Science program in their first specialty due to the overlap of course content for courses already completed.
 - ~~Once a student has been admitted into a FSC program stream, written authorization from the Forensic Science program advisor MUST be obtained for any request of change in a student's area of study within the Forensic Science program, including the second science major.~~
- First Year CHM110H5, CHM120H5, FSC239Y5; ~~MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5~~;
PHY136H5, 137H5
Fourth Year 2.5 credits from the following list: FSC300H5, FSC302H5, FSC311H5, FSC315H5, FSC316H5, FSC350H5, FSC401H5, FSC402H5, FSC406H5, FSC407H5, FSC489H5,

After: NOTES: Second Major

- The Forensic Science Major is part of a Double Major Honours Degree program and MUST be completed in conjunction with one of the following approved second major programs: Anthropology (Science), Biology, Chemistry, Computer Science or Psychology (Other 2nd Majors may be possible with permission of the Forensic Science program director.
- Students intending to complete the Forensic Science Major with an Anthropology Second Major MUST select the ERMAJ0105 Anthropology (Science) Major. As part of the ANT (Sci) Major elective requirements (3.0 ANT science courses) students are recommended to take the following: ANT205H5; 306H5, 334H5, 340H5, 439H5. Additional related courses include: ANT415H5; 436H5.
- For information on program requirements and enrolment procedures for each of the second major programs, students should consult the individual departmental faculty advisor or the departmental program descriptions listed within this calendar.
- In each of the 2nd majors, certain courses are compulsory and where a choice of courses is available, students should consult the Forensic Science Student Advisor for the most appropriate selection.
- The program requirements in effect at the time the student is admitted to the program must be met in order to fulfill the degree requirements.
- Once a student has been admitted into a FSC program stream, written authorization from the Forensic Science program advisor MUST be obtained for any request of change in a student's area of study within the Forensic Science program, including the second science major.
- Prospective students already holding a degree in Biology, Chemistry, Psychology or Anthropology may not

complete a Forensic Science program in their first specialty due to the overlap of course content for courses already completed.

First Year CHM110H5, CHM120H5, FSC239Y5; ~~MAT134Y5/MAT135Y5/MAT137Y5~~; PHY136H5, 137H5
Fourth Year 2.5 credits from the following list: FSC300H5, FSC302H5, FSC311H5, FSC315H5, FSC316H5, FSC350H5, FSC401H5, FSC402H5, FSC403H5, FSC406H5, FSC407H5, FSC489H5,

Program #2 ERMAJ1004 Paleontology (Science)

Rationale for change: BIO210Y5Y has been added to the second year requirements, as it is a prerequisite course for BIO356H5. STA215H5 has been determined to be the only necessary statistical course required for this program, and therefore BIO360H5 has been deleted from the requirements. The deletion of ERS120H5 and the addition of ERS101H5 and ERS111H5, is due to CPS changing the prerequisite for ERS201H5

Before:

First Year BIO152H5, 153H5; CHM110H5, CHM120H5; MAT134Y5/135Y5/137Y5;

~~ENV100Y5/ERS120H5~~

Second Year ERS201H5, 202H5, 203H5; ~~ESS261H1~~

Third Year and Fourth Year ERS325H5; BIO354H5, 356H5, ~~360H5~~; ESS331H1

After:

First Year BIO152H5, 153H5; CHM110H5, CHM120H5; MAT134Y5/135Y5/137Y5;

~~ENV100Y5/ERS101H5/ERS111H5~~

Second Year ~~BIO210Y5Y~~, ERS201H5, 202H5, 203H5; ~~ESS261H1; STA215H5~~

Third Year and Fourth Year ERS325H5; BIO354H5, 356H5, ESS331H1

Program #3 ERMAJ1061 Environmental Science (Science)

Rationale for change: updated course codes to include 3-letter designator; removed courses no longer offered; changed program entrance from 65% to 63% to fall in line with the 2.0 GPA (63-66) and renaming/joining perspectives

Before:

Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y5 with a mark of ~~65%~~ or higher. Note: This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + CHM + ERS is acceptable, but a course list selected only from ENV + GGR + ERS is ~~not; a course list selected from ENV + CHM + ERS + BIO is acceptable; but a course list selected only from ENV + CHM + BIO is~~ not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 3.0 credits

- ~~Introduction:~~ ENV100Y5

- Quantitative and Basic ~~Scientific~~ Foundation: 2.0 credits chosen from this list: ANT101H5; BIO152H5, ~~153H5~~, CHM110H5, ~~120H5~~; GGR112H5, ~~ERS120H5~~, MAT134Y5, MAT135Y5, ~~MAT137Y5, PHY135Y5, 136H5, 137H5~~

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 2.5 credits

- Environmental Management ~~Perspectives:~~ ENV201H5

- ~~Biological & Ecological Perspectives:~~ 0.5 credit chosen from this list: ~~BIO202H5, 203H5, 205H5, 206H5~~

- ~~Geographical, Physical & Chemical Perspectives:~~ 1.0 credit chosen from this list: CHM231H5, ~~242H5; ERS201~~; GGR201H5, ~~214H5, 217H5, 227H5~~; JCP221H5;

- Analytical ~~& Research Methods:~~ 0.5 credit chosen from this list: CHM211H5; ~~BIO360H5~~; GGR276H5, ~~376H5; STA220H5; or another program relevant 200/300-level Research Methods course (SCI), with permission of the Program Advisor~~

Upper Years: 2.5 credits

- Environmental Science ~~Core:~~ ENV330H5

- Field, ~~Project Based &~~ Research Perspectives: 0.5 credit chosen from this list: ~~ANT318H5; BIO313H5, 320H5, 416H5; ERS325H5~~; ENV299Y5, ~~331H5, 332H5, 399Y5, 496H5; GGR379H5; JEG400Y5, JEG401Y5; SCI395H5, 396H5, 498H5, 499H5; or another program relevant Field, Experiential, or Research course (SCI), with permission of the Program Advisor~~

- Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, ~~312H5, 318Y5, 328H5, 330H5, 333H5, 373H5, 405H5, 406H5, 436H5, 464H5; CHM310H1, 311H5, 331H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5~~; ENV495H5, ~~496H5~~; ERS313H5, ~~315H5, 321H5~~; GGR305H5, ~~307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, 403H1~~,

~~406H5, 407H5, 409H1, 413H1, 463H5, 464H5, 470H5; JGE378H5; PHY331H5~~

- Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ~~368H5, 370H5;~~ ECO373Y5; ENV310H5, ~~310H5, 320H5, 393H5, 420H5, 425H5, 430H5; GGR318H5, 325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 361H5, 365H5, 370H5, 418H5, 419H5, 420H5; HIS318H5, 319H5;~~ JEP356H5, ~~452H5;~~ JGE378H5; ~~MGT394H5; PHL255H5, 273H5, 373H1; POL343Y5; SOC226H5, 339H5, 356H5;~~ WRI375H5

Note: ENV490H5, 491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

After:

Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y5 with a mark of 63% or higher. Note: This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + CHM + ERS is acceptable, but a course list selected only from ENV + GGR + ERS is not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 3.0 credits

- Environment Foundation: ENV100Y5

- Quantitative and Basic Science Foundation: 2.0 credits chosen from this list: ANT101H5; BIO152H5, BIO153H5, CHM110H5, CHM120H5; ERS120H5; GGR112H5, MAT134Y5, MAT135Y5, MAT137Y5; PHY136H5, PHY137H5, PHY146H5, PHY147H5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 2.5 credits

- Environmental Management Core: ENV201H5

- Life Sciences Core: 0.5 credit chosen from this list: BIO201H5, BIO205H5, BIO211H5; GGR227H5

- Physical Geographical and Earth Sciences Core: 1.0 credit chosen from this list: CHM211H5, CHM231H5, CHM242H5; ERS201H5, ERS202H5, ERS203H5; GGR201H5, GGR214H5, GGR217H5; JCP221H5;

- Quantitative, Digital, and Analytical Methods Core: 0.5 credit chosen from this list: BIO360H5, BIO361H5; CHM211H5; GGR272H5, GGR276H5, GGR278H5; STA215H5, STA220H5, STA221H5

Upper Years: 2.5 credits

- Environmental Science Perspectives: ENV330H5

- Field, Project-Based, Experiential, and Research Perspectives: 0.5 credit chosen from this list:

BIO416H5; ENV299Y5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; ERS325H5; GGR379H5, GGR417Y5; JEG400Y5

- Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, BIO331H5, BIO333H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5; GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR315H5, GGR316H5, GGR317H5, GGR337H5, GGR338H5, GGR372H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR479H5, GGR484H5;

- Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; BIO464H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR415H5, GGR419H5; JEP351H5, JEP356H5, JEP452H5; JGE378H5; JPE250Y5; POL343Y5, POL346Y5, POL475H5; SOC349H5, SOC356H5, SOC465H5; WRI375H5

Note: ENV490H5, 491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

Program #4 ERMAJ1149 Biology for Health Sciences (Science)

Rationale for change: BIO342H5 has been added as another course option for this program

Before: 8.5 credits are required including at least 2.0 at the 300/400 level.

- BIO152H5, BIO153H5; CHM110H5, CHM120H5; MAT134Y5*/MAT135Y5/MAT137Y5

- BIO202H5, BIO206H5, BIO207H5, BIO210Y5, BIO304H5, BIO310H5, BIO380H5; STA215H5**/PSY201H5

- 1.0 credits from one of the following lists: Cell, Molecular, and Biotechnology Stream: BIO200H5, BIO314H5, BIO315H5, BIO324H5, BIO360H5, BIO370Y5/ BIO371H5, BIO372H5, BIO374H5, BIO375H5, BIO404H5, BIO422H5, BIO475H5, BIO476H5, BIO477H5; JBC472H5 Neuroscience Stream: BIO320H5, BIO360H5, BIO403H5, BIO409H5, BIO411H5

Genes and Behaviour Stream: BIO315H5, BIO318Y5/ BIO328H5, BIO341H5, BIO360H5, BIO361H5, BIO368H5, BIO378H5, BIO405H5, BIO407H5, BIO422H5, BIO443H5 *MAT134Y5 - Calculus for Life Sciences is highly recommended.

**Students who plan to take BIO360 or who plan to transfer to a Biology Specialist program should enrol in

STA215H5. NOTES

- CGPA for enrolment into this program is calculated based on a minimum of 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
- Students should be aware of the distinct credit requirement for their degree (see section 8.6 - HBSc Degree Requirements for full details). Completion of this program with another non-specialist Biology program will not satisfy the min. 12.0 distinct credit requirement for a degree. Please choose programs and courses accordingly.
- As part of your degree requirement the 'Biology for Health Sciences' Major would be academically complemented by a Major in Psychology, Anthropology, Exceptionality in Human Learning, Forensic Science, and Chemistry, as well as other disciplines such as the Major in Management. This major program would also be complemented by a Minor in Biomedical Communications (Science).

After: 8.5 credits are required including at least 2.0 at the 300/400 level.

- BIO152H5, BIO153H5; CHM110H5, CHM120H5; MAT134Y5*/MAT135Y5/MAT137Y5
- BIO202H5, BIO206H5, BIO207H5, BIO210Y5, BIO304H5, BIO310H5, BIO380H5; STA215H5**/PSY201H5
- 1.0 credits from one of the following lists: Cell, Molecular, and Biotechnology Stream: BIO200H5, BIO314H5, BIO315H5, BIO324H5, BIO360H5, BIO370Y5/ BIO371H5, BIO372H5, BIO374H5, BIO375H5, BIO404H5, BIO422H5, BIO475H5, BIO476H5, BIO477H5; JBC472H5 Neuroscience Stream: BIO320H5, BIO360H5, BIO403H5, BIO409H5, BIO411H5
- Genes and Behaviour Stream: BIO315H5, BIO318Y5/ BIO328H5, BIO341H5, **BIO342H5**, BIO360H5, BIO361H5, BIO368H5, BIO378H5, BIO405H5, BIO407H5, BIO422H5, BIO443H5 *MAT134Y5 - Calculus for Life Sciences is highly recommended.
- **Students who plan to take BIO360 or who plan to transfer to a Biology Specialist program should enrol in STA215H5. NOTES

- CGPA for enrolment into this program is calculated based on a minimum of 4.0 credits completed at UTM with final percentage grades (i.e. CR/ NCR courses are not applicable).
- Students should be aware of the distinct credit requirement for their degree (see section 8.6 - HBSc Degree Requirements for full details). Completion of this program with another non-specialist Biology program will not satisfy the min. 12.0 distinct credit requirement for a degree. Please choose programs and courses accordingly.
- As part of your degree requirement the 'Biology for Health Sciences' Major would be academically complemented by a Major in Psychology, Anthropology, Exceptionality in Human Learning, Forensic Science, and Chemistry, as well as other disciplines such as the Major in Management. This major program would also be complemented by a Minor in Biomedical Communications (Science).

Program #5 ERMAJ1160 Psychology (Science)

Rationale for change: This is not an actual change in admission requirements. Rather, it specifies the criteria the department admits students who apply anytime later than first year. The grade and GPA requirements are the same but are based on the student's most recent year rather than on first year.

Before: Limited Enrolment: ~~Enrolment in this program is limited to~~ students ~~who have:~~
- completed ~~Gr.12(4U)~~ Biology and Advanced Functions or ~~equivalent;~~
- ~~completed~~ 4.0 ~~credits;~~
- a grade of at least ~~64%~~ in ~~PSY100Y5;~~ and
- a ~~minimum~~ CGPA of 2.0. Students not ~~initially meeting~~ these requirements ~~may be admissible~~ after ~~meeting the second-year requirements. Further information is available on the Psychology Department web site: www.utm.utoronto.ca/psychology~~

After: Limited Enrolment: All students must have completed Ontario Grade 12 Biology (SBI4U) and Advanced Functions (MHF4U) or equivalents. Students applying at the end of their first year (minimum 4.0 completed credits) must have a grade of at least 64 in PSY100Y5 and a CGPA of at least 2.0. Students who do not meet these requirements and/or students who apply after second or later years must have a psychology average of at least 64% (based on a minimum of 1.5 completed credits in psychology) as well as an AGPA of at least 2.0. Both these requirements are based on all courses taken during students' most recent academic year (including Summer, when applicable).

Program #6 ERMAJ1376 Chemistry (Science)

Rationale for change: New INTERNSHIP course added.

Before: Notes:
- In addition to 300/400 level CHM/JCP courses, ERI398H5 (with permission of the Department of Chemical and Physical Sciences), FSC311H5, JBC472H5 and JCB487Y5 may be used to fulfill 300/400 level program

requirements.

- MAT134Y5/135Y5/137Y5 prerequisite is required for all 200-level CHM/JCP courses.
- For a balanced training in Chemistry, students should take CHM311H5, 331H5/333H5, 341H5/345H5, JCP321H5.
- Students are strongly advised to consult the Program Advisor regarding their course of study.

After:

Notes:

- In addition to 300/400 level CHM/JCP courses, ERI398H5 (with permission of the Department of Chemical and Physical Sciences), **CPS400Y5**, FSC311H5, JBC472H5 and JCB487Y5 may be used to fulfill 300/400 level program **requirements.**

- MAT134Y5/135Y5/137Y5 prerequisite is required for all 200-level CHM/JCP courses.
- For a balanced training in Chemistry, students should take CHM311H5, 331H5/333H5, 341H5/345H5, JCP321H5.
- Students are strongly advised to consult the Program Advisor regarding their course of study.

Program #7 ERMAJ1465 Earth Science (Science)

Rationale for change:

Add new courses to program following the hire of a teaching stream and a research stream faculty in 2018 following the recommendations of the external review, improve course selection for students, change course codes of existing courses, add GGR272H5 since it is a prerequisite for GGR278H5

Before:

Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including ENV100Y5 ~~/(ERS103H5, 120H5)~~ (minimum grade of ~~60%~~)
First Year ~~ENV100Y5/(ERS103H5,120H5); MAT134Y5/135Y5/137Y5;~~
~~(CHM110H5,120H5)/(PHY136H5,137H5)/(146H5,147H5)~~
Second Year ERS201H5, 202H5, 203H5; 0.5 credit from ~~GGR214H5/217H5/227H5/276H5/278H5~~
Third and Fourth Year 2.5 credits from
~~ERS312H5/313H5/315H5/321H5/325H5/381H5/419H5/425H5/JGE378H5~~

After:

Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including (ERS101H5, ERS111H5) or ENV100Y5 (minimum grade of 60%).GGR272H5 is a prerequisite for GGR278H5.
First Year (ERS101H5,111H5) / ENV100Y5: MAT134Y5/135Y5/ 137Y5:(CHM110H5,120H5)/
(PHY136H5,137H5) / (PHY146H5,147H5)
Second Year ERS201H5, 202H5, 203H5; 0.5 credit from ERS211H5/ 225H5/GGR214H5/ 217H5/ 227H5/
272H5/ 276H5/ 278H5
Third and Fourth Year 2.5 credits from ERS301H5/ 302H5/ 303H5/ 311H5/ 312H5/ 315H5/ 325H5/
381H5/ 401H5/ 402H5/ 411H5/ 412H5/ 425H5/ JGE378H5/ CPS400Y5

Program #8 ERMAJ1540 Statistics, Applied (Science)

Rationale for change:

1.MAT378H5 is renumbered to MAT337H5. 2.Add two new courses to the list of STA courses. 3.Satisfying the requirement to use full three letter codes.

Before:

Limited Enrolment: Enrolment in the Major program is limited to students with a minimum of 4.0 courses to include 60% in STA107H5 or 60% in ~~STA256H5/257H5~~; and MAT134Y5
~~135Y5/137Y5/157Y5/MAT233H5~~; a minimum cumulative grade point average, to be determined annually.
NOTES:

- MAT133Y5 is included in the credit count only if the student also completes MAT233H5 (in which case MAT232H5 is not required).
 - ECO220Y5 cannot be substituted for STA256H5 and/or STA258H5 and/or STA260H5.
 - ECO227H5 can be substituted for STA256H5 and ~~258H5~~, but not for ~~STA260 H5~~.
 - STA107H5 is highly recommended in first year, but it is not required.
 - ~~MAT378H5~~ is highly recommend for students intending to pursue graduate level studies in statistics.
- First Year CSC108H5; MAT102H5, ~~134Y5/135Y5/137Y5/157Y5~~, 223H5/240H5
Second Year ~~MAT232H5/233H5/257Y5~~; STA256H5, ~~258H5, 260H5~~
Third Year STA302H5, ~~304H5, 305H5~~
Third and Fourth Years 1.0 credit from (STA310H5, ~~312H5, 313H5, 348H5, 413H5, 431H5, 437H5,~~
~~441H5, 457H5~~, CSC322H5, ~~411H5~~; MAT302H5, ~~311H5, 332H5, 334H5, 344H5, 378H5~~).

After:

Limited Enrolment: Enrolment in the Major program is limited to students with a minimum of 4.0 courses to include 60% in STA107H5 or 60% in STA256H5/STA257H5; and MAT134Y5
/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5; a minimum cumulative grade point average, to be determined annually. NOTES:

- MAT133Y5 is included in the credit count only if the student also completes MAT233H5 (in which case MAT232H5 is not required).
 - ECO220Y5 cannot be substituted for STA256H5 and/or STA258H5 and/or STA260H5.
 - ECO227H5 can be substituted for STA256H5 and STA258H5, but not for STA260H5.
 - STA107H5 is highly recommended in first year, but it is not required.
 - MAT337H5/MAT378H5 is highly recommend for students intending to pursue graduate level studies in statistics.
- First Year CSC108H5; MAT102H5, MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5, 223H5/240H5
 Second Year MAT232H5/MAT233H5/MAT257Y5; STA256H5, STA258H5, STA260H5
 Third Year STA302H5, STA304H5, STA305H5
 Third and Fourth Years 1.0 credit from (STA310H5, STA312H5, STA313H5, STA314H5, STA315H5, STA348H5, STA413H5, STA431H5, STA437H5, STA441H5, STA457H5, CSC322H5, CSC411H5; MAT302H5, MAT311H5, MAT332H5, MAT334H5, MAT344H5, MAT337H5/MAT378H5).

Program #9 ERMAJ1688 Computer Science (Science)

Rationale for change: 1.Computer science is experiencing a boom in enrollment in institutions across North America. At UTM, enrollments in our first-year course have increased from 310 in 2012 to 900 in 2017. Currently, our primary mechanism for restricting admission to the program to match our teaching capacity is the CGPA requirement, which is set annually. The requirement in 2017 was 2.7, and we anticipate that it will go higher in 2018, as it is our only mechanism. The size of our program is not changing, but we do want alternate mechanisms for selecting qualified students for entry. The high CGPA requirements are causing a hardship for students, as students who struggle in the first term take two or more years to improve their GPA sufficiently for admission. To gain admission, students take extraordinary and undesirable measures to improve their GPA, including taking a year off of CS and math to take electives. We believe that adding a second mechanism the ability to set minimum mark requirements in the most related courses (CSC148H5 and MAT102H5) will allow us to keep the CGPA requirement from increasing further, while selecting students with higher performance in the courses most relevant to the program. This change also moves us closer to alignment with the downtown campus, which relies solely on course marks. (They do not require a minimum CGPA, however, so their minimum course marks are very high around 80 for CSC148H5 and their equivalent of MAT102H5.) The size of our program is not changing, but we do want alternate mechanisms for selecting qualified students for entry. 2.Satisfying the requirement to use full three letter codes.

Before: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
 - Prerequisite courses A minimum of 4.0 credits to include ~~CSC148H5(60%), MAT102H5(60%),~~ and one of ~~(MAT134Y5(60%),135Y5(60%),137Y5/157Y5).~~
 - Cumulative Grade Point Average (CGPA) The minimum CGPA is determined annually. The Computer Science Major is a deregulated fees program and as such, tuition fees for students enrolled in this program are higher than for other regulated fee programs. Fees are charged on a program and not a per course basis. See www.fees.utoronto.ca for more information on the fee structures.
 First Year CSC108H5, ~~148H5~~; MAT102H5, ~~134Y5/135Y5/137Y5/157Y5~~
 Second Year CSC207H5, ~~236H5~~, two of (CSC209H5, ~~258H5, 263H5~~), ~~290H5~~; ~~MAT223H5/240H5~~; STA256H5

After: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
 - Prerequisite courses A minimum of 4.0 credits to include CSC148H5; MAT102H5; and one of (MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5).
 - Prerequisite courses The minimum course mark in CSC148H5 and MAT102H5 is determined annually. It is never lower than 60.
 - Cumulative Grade Point Average (CGPA) The minimum CGPA is determined annually. It is never lower than 2.0. The Computer Science Major is a deregulated fees program and as such, tuition fees for students enrolled in this program are higher than for other regulated fee programs. Fees are charged on a program and not a per course basis. See www.fees.utoronto.ca for more information on the fee structures.
 First Year CSC108H5, CSC148H5; MAT102H5, MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5
 Second Year CSC207H5, CSC236H5, two of (CSC209H5, CSC258H5, CSC263H5), CSC290H5; MAT223H5/MAT240H5; STA256H5

Program #10 ERMAJ1883 Exceptionality in Human Learning (Science)

Rationale for change: Annual update of breadth courses in Biology

Before: Limited Enrolment: Enrolment in this program is limited to students who have:
 - completed Gr.12(4U) Biology and Advanced Functions or equivalent;
 - completed 4.0 credits;
 - a grade of at least 75% in PSY100Y5; and

- successfully completed 1.0 credit from ~~BIO152H5/ 153H5/ 204H5/ 205H5/ 206H5/ 207H5~~; and
 - a minimum CGPA of 2.7 ~~Students not initially meeting these requirements may be admissible after meeting the second-year requirements. Further information is available on the Psychology Department website: www.utm.utoronto.ca/psychology~~
- First Year PSY100Y5; 1.0 credit from (BIO152H5, ~~BIO153H5~~), ~~204H5~~, 205H5, 206H5, 207H5
- Higher Years
- PSY201H5/ ECO220Y5/ 227Y5/
 - SOC350H5/ STA215H5/ 218H5/ 220H5/
 - PSY210H5, 240H5
 - 2.5 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 317H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 345H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, 391H5, 392H5, 393H5, 410H5, 440H5, 442Y5
 - 1.0 additional credit from the following: ~~BIO204H5~~, 205H5, 206H5, 207H5, 210Y5, ~~215H5~~, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, ~~203Y5~~, 331H5, 332H5, 333H5, ~~334H5, 339Y5; PSL201Y1~~

After:

- Limited Enrolment: Enrolment in this program is limited to students who have:
- completed Gr.12(4U) Biology and Advanced Functions or equivalent;
 - completed 4.0 credits;
 - a grade of at least 75% in PSY100Y5; and
 - successfully completed 1.0 credit from BIO152H5/153H5/202H5/205H5/206H5/207H5; and
 - a minimum CGPA of 2.7
- First Year PSY100Y5; 1.0 credit from (BIO152H5, BIO153H5), 202H5, 205H5, 206H5, 207H5
- Higher Years
- PSY201H5/ ECO220Y5/ 227Y5/
 - SOC350H5/ STA215H5/ 218H5/ 220H5/
 - PSY210H5, 240H5
 - 2.5 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 317H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 345H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, 391H5, 392H5, 393H5, 410H5, 440H5, 442Y5
 - 1.0 additional credit from the following: BIO202H5, 205H5, 206H5, 207H5, 210Y5, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, 331H5, 332H5, 334H5

Program #11 ERMAJ1944 Physics (Science)

Rationale for change:

all Majors and specialists will need to take calculus based introductory physics PHY146/147. PHY242 overlapped quite a bit with JCP221, so we are revising the content of JCP221 and no longer requiring PHY242. PHY242 will need to be revised to focus on Fluid Mechanics, which is something we will do in the very near future. We will then reincorporate it into our program, so would like PHY242 to remain in the catalog. All Majors will need to take the introductory numerical course JCP265, which has been sorely lacking from our program. Likewise, Classical Mechanics PHY343, a core course required in graduate school, will be introduced making PHY347 (a more optional Optics course) an elective. Majors will now be able to receive comprehensive training in computational physics and have the full core of courses required by most graduate schools. Internship course added (option)

Before:

- Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including PHY146H5 and ~~147H5~~ (minimum grade of 60%). Notes
- PHY333H5 and JCP421H5 alternate with PHY332H5 and PHY451H5, respectively, in consecutive years.
 - Check individual course listing for the details in a given calendar year.
 - ~~The calculus based 1st year PHY146H5,147H5 courses are required as prerequisites for upper year physics courses and highly recommended for JCP courses.~~
 - ~~PHY136H5/137H5 will no longer be accepted for admission into this program after the 2017/18 academic year.~~
- Year 1 ~~(PHY136H5,137H5)/(146H5,147H5)~~ (minimum grade of 60%); ~~MAT134Y5/135Y5/137Y5~~
- Year 2 PHY241H5, ~~242H5, 245H5, JCP221H5~~
- Years 3 & 4 PHY324H5, ~~325H5, 347H5, 451H5~~; JCP321H5, ~~421H5~~;
- ~~1.0 additional 300/400 level PHY/JCP credits.~~

After:

- Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including PHY146H5 and PHY147H5 (minimum grade of 60%). Notes
- PHY333H5 and JCP421H5 alternate with PHY332H5 and PHY451H5, respectively, in consecutive years.
 - Check individual course listing for the details in a given calendar year.
- Year 1 PHY146H5, PHY147H5 (minimum grade of 60%); MAT134Y5/135Y5/137Y5/157Y5

Year 2 PHY241H5, PHY245H5, JCP221H5, JCP265H5
Years 3 & 4 PHY324H5, PHY325H5, PHY343H5, PHY451H5; JCP321H5, JCP421H5; 1.0 additional
300/400 level PHY/JCP/CPS credits

Program #12 ERMAJ2070 Geography (Science)

Rationale for change: updated program with new courses, update course codes to include 3-letter designator. removed 0.5 second year course and added the 0.5 credit to the third year requirements. Our second year foundation courses provide greater options in third year.

Before:

First Year 2.0 credits:
1.0 from GGR111H5 & GGR112H5 (formerly GGR117Y5)
1.0 foundational credits from: MAT134Y5, MAT135Y5, MAT137Y5, BIO152H5, BIO153H5, CHM110H5, CHM120H5, PHY136H5, PHY137H5, ERS120H5
Second Year ~~3.0~~ credits:
1.5 credit from GGR201H5, ~~214H5~~, ~~217H5~~, ~~227H5~~
0.5 credit from GGR202H5, ~~207H5~~, ~~208H5~~, ~~209H5~~, ~~210H5~~
0.5 credit: GGR276H5
~~0.5 credit from any other 200-level GGR SGI courses~~
Third Year ~~2.5~~ credits:
~~2.0~~ credits from the following:
~~GGR305H5, 307H5, 309H5, 315H5, 316H5, 317H5, 338H5, 374H5, 376H5, 377H5, 379H5, 384H5;~~
~~JGE378H5~~
0.5 additional credit from the list above or from the following:
GGR311H5, ~~312H5, 321H5, 322H5, 335H5, 337H5, 372H5, 375H5, 380H5~~
Fourth Year 0.5 credit from: GGR406H5, GGR407H5, GGR417H5, GGR479H5, GGR484H5; JEG400Y5

After:

First Year 2.0 credits:
1.0 from GGR111H5 & GGR112H5 (formerly GGR117Y5)
1.0 foundational credits from: MAT134Y5, MAT135Y5, MAT137Y5, BIO152H5, BIO153H5, CHM110H5, CHM120H5, PHY100H5, PHY136H5, PHY137H5, ERS120H5
Second Year 2.5 credits:
1.5 credit from GGR201H5, GGR214H5, GGR217H5, GGR227H5
0.5 credit from GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5
0.5 credit: GGR276H5
Third Year 3.0 credits:
2.5 credits from the following:
GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR315H5, GGR316H5, GGR317H5, GGR338H5,
GGR374H5, GGR377H5, GGR379H5, GGR383H5, GGR384H5; JGE378H5
0.5 additional credit from the list above or from the following:
GGR311H5, GGR312H5, GGR321H5, GGR322H5, GGR335H5, GGR337H5, GGR372H5, GGR375H5
Fourth Year 0.5 credit from: GGR404H5, GGR406H5, GGR407H5, GGR417H5, GGR479H5, GGR484H5;
JEG400Y5

Program #13 ERMAJ2511 Mathematical Sciences (Science)

Rationale for change: 1. MAT378H5 is renumbered to MAT337H5. 2. Satisfying the requirement to use full three letter codes.

Before:

First Year MAT102H5, **134Y5/135Y5/137Y5/157Y5, 223H5/240H5**
Second Year **MAT202H5, 232H5/233H5/257Y5, 224H5/247H5, 244H5**
Higher Years
- MAT301H5, **334H5, 378H5/392H5/405H5, 402H5, 236H5/ 311H5/ 332H5,**
302H5/315H5/344H5
- STA256H5/0.5 MAT credit at the 300+ level

After:

First Year MAT102H5, **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5,**
MAT223H5/MAT240H5
Second Year **MAT202H5, MAT232H5/MAT233H5/MAT257Y5,**

MAT224H5/MAT247H5, MAT244H5

Higher Years

- MAT301H5, **MAT334H5, MAT337H5/MAT378H5/MAT392H5/MAT405H5, MAT402H5, MAT236H5/MAT311H5/MAT332H5, MAT302H5/MAT315H5/MAT344H5**
- STA256H5/0.5 MAT credit at the 300+ level

Program #14 ERMIN0205 Forensic Science

Rationale for change: Added new course, FSC403H5, as an option to 1.0 credit requirement from list of optional courses.

Before:

Fourth Year 1.0 credit from FSC401H5, FSC402H5,
FSC406H5, FSC407H5; ANT439H5; HSC404H5,
HSC405H5

After:

Fourth Year 1.0 credit from FSC401H5, FSC402H5, **FSC403H5, FSC406H5**, FSC407H5;
ANT439H5; HSC404H5,
HSC405H5

Program #15 ERMIN0305 Geographical Information Systems (Science)

Rationale for change: removed first year requirements. Many students find GGR/GIS in their second and third year and having to take first year courses at that time is difficult due to timetable conflicts and in many cases students have already used up their 6.0 first year credits. Also updated course codes to include 3-letter designator

Before:

~~First Year 1.0 credits + GGR111H5 & GGR112H5 (formerly GGR117Y)~~
Second Year 1.5 credits:
1.5 credits: GGR272H5, ~~276H5, 278H5~~
Third/Fourth Year ~~1.5~~ credits from the following:
GGR311H5, ~~321H5, 322H5, 335H5, 337H5, 370H5, 372H5, 376H5, 463H5, 476H5, 494H5~~

After:

Second Year 1.5 credits:
1.5 credits: GGR272H5, GGR276H5, GGR278H5
Third/Fourth Year 2.5 credits from the following:
GGR311H5, GGR321H5, GGR322H5, GGR335H5, GGR337H5, GGR370H5, GGR372H5, GGR376H5, GGR437H5, GGR463H5, GGR494H5

Program #16 ERMIN1061 Environmental Science (Science)

Rationale for change: Previously listed 2 examples, removing one example from the three discipline rule.

Before:

This is intended to be an interdisciplinary program. At least three different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + BIO + ERS is acceptable, but a course list selected only from ENV + BIO is ~~not; a course list selected from ENV + BIO + CHM is acceptable, but a course list selected only from ENV + ERS is~~ not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 1.0 credit

- ~~Introduction:~~ ENV100Y5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 2.0 credits

- Environmental Management ~~Perspectives:~~ ENV201H5

- ~~Biological & Ecological Perspectives:~~ 0.5 credit chosen from this list: ~~BIO202H5, 203H5, 205H5, 206H5~~

- Geographical ~~&~~ Earth ~~Science Perspectives~~: 1.0 credit chosen from this list: GGR201H5, ~~214H5, 217H5, 227H5~~; ERS201H5, ~~202H5, 203H5~~

Upper Years: 1.0 credit

- Field, ~~Project-based &~~ Research Perspectives: 0.5 credit chosen from this list: ~~ANT318H5; BIO313H5, 320H5, 416H5; ERS325H5~~; ENV299Y5, ~~330H5, 300Y5, 406H5~~; GGR379H5; ~~JEG400Y5, SCI305H5, 396H5; or another program-relevant Field, Project-Based, or Research course, with permission of the Program Adviser~~

- Biogeochemical Perspectives: 0.5 credit chosen from this list: BIO311H5, ~~330H5, 333H5, 373H5; CHM311H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5~~; ENV495H5, ~~496H5~~; ERS313H5, ~~315H5, 321H5~~; GGR305H5, ~~307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, 384H5, 484H5~~; JGE378H5; ~~PHY331H5~~

After:

This is intended to be an interdisciplinary program. At least three different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + BIO + ERS is acceptable, but a course list selected only from ENV + BIO is not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 1.0 credit

- Environment Foundation: ENV100Y5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 2.0 credits

- Environmental Management Core: ENV201H5

- Life Sciences Core: 0.5 credit chosen from this list: BIO201H5, BIO205H5, BIO211H5, GGR227H5

- Physical Geographical and Earth Sciences Core: 1.0 credit chosen from this list: CHM211H5, CHM242H5; GGR201H5, GGR214H5, GGR217H5; ERS201H5, ERS202H5, ERS203H5; JCP221H5

Upper Years: 1.0 credit

- Field, Project-based, Experiential, and Research Perspectives: 0.5 credit chosen from this list: BIO416H5; ENV299Y5, ENV330H5, ENV332H5, ENV399Y5, ENV496H5; ENV497H5; ERS325H5; GGR379H5; JEG400Y5

- Biogeochemical Perspectives: 0.5 credit chosen from this list: BIO311H5, BIO331H5, BIO333H5, BIO373H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5; GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR315H5, GGR316H5, GGR317H5, GGR337H5, GGR338H5, GGR372H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR484H5; JGE378H5;

Program #17 ERMIN1160 Psychology (Science)

Rationale for change: This is not an actual change in admission requirements. Rather, it specifies the criteria the department admits students who apply anytime later than first year. The grade and GPA requirements are the same but are based on the student's most recent year rather than on first year.

Before: Limited Enrolment: ~~Enrolment in this program is limited to~~ students ~~who have:~~
- completed ~~Gr.12(4U)~~ Biology and ~~Advanced~~ Functions or ~~equivalent~~;
- ~~completed~~ 4.0 ~~credits~~;
- a grade of at least ~~61%~~ in ~~PSY100Y5~~; and
- a ~~minimum~~ CGPA of ~~2.0~~ Students not ~~initially meeting~~ these requirements ~~may be admissible~~ after ~~meeting the second-year requirements. Further information is available on the Psychology Department website: www.utm.utoronto.ca/psychology~~

After: Limited Enrolment: All students must have completed Ontario Grade 12 Biology (SBI4U) and Advanced Functions (MHF4U) or out of province equivalents. Students applying at the end of their first year (minimum 4.0 completed credits) must have a grade of at least 61 in PSY100Y5 and a CGPA of at least 2.0. Students who do not meet these requirements and/or students who apply after second or later years must have a psychology average of at least 61% (based on a minimum of 1.5 completed credits in psychology) as well as an AGPA of at least 2.0. Both these requirements are based on all courses taken during students' most recent academic year (including Summer, when applicable).

Program #18 ERMIN1465 Earth Science (Science)

Rationale for change: Add new courses to program following the hire of a teaching stream and a research stream faculty in 2018 following the recommendations of the external review, improve course selection for students, change course

codes of existing courses, improve course selection for students

Before: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including **ENV100Y5 / (ERS103H5, 120H5) (minimum** grade of 60%).
First Year **ENV100Y5/(ERS103H5, 120H5)**
Second, Third and Fourth Year **ERS201H5, 202H5, 203H5**; 1.5 Earth Science credits at the 300/400 level including **JGE378H5**.

After: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including **(ERS101H5, ERS111H5) or ENV100Y5(minimum** grade of 60%).
First Year **(ERS101H5, ERS111H5) / ENV100Y5**
Second, Third and Fourth Year 1.5 **credits from ERS201H5/ 202H5/ 203H5/ 211H5/ 225H5; 1.5** Earth Science credits at the 300/400 level including **JGE378H5**

Program #19 ERMIN1540 Statistics, Applied (Science)

Rationale for change: 1.The students who complete a stats minor enter the program from two very different directions. The majority are math or CS majors or specialists, but a substantial minority are majors or specialists from other departments. Our minor program needs to be flexible enough to accommodate both entry directions.
2.Satisfying the requirement to use full three letter codes.

Before: NOTES:

- ECO220Y5 cannot be substituted for STA256H5 and/or STA258H5 and/or STA260H5.
- ECO227Y5 can be substituted for STA256H5 and ~~258H5~~, but not for STA260H5.
First Year ~~MAT133Y5/134Y5/135Y5/137Y5/157Y5, MAT232H5/233H5/257Y5~~
~~Second Year STA256H5, 258H5~~
~~Third Year~~ 1.0 additional credits made up of any combination of any other STA course OR PSY201H5, ~~202H5~~; BIO360H5, ~~361H5~~; SOC350H5; ECO220Y5
~~Fourth Year~~ 1.0 STA credits at the 300/400 level

After: NOTES:

- ECO220Y5 cannot be substituted for STA256H5 and/or STA258H5 and/or STA260H5.
- ECO227Y5 can be substituted for STA256H5 and STA258H5, but not for STA260H5.
: 3. Students who include any of PSY201H5, 202H5; BIO360H5, 361H5; SOC350H5; ECO220Y5 in this program are responsible for ensuring that these courses are completed prior to enrolling in STA256H5 and that all STA course prerequisites and exclusions are met.
First Year MAT133Y5/MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5
Higher Years 1. MAT232H5/MAT233H5/MAT257Y5;STA256H5, STA258H5
2. 1.0 additional credits made up of any combination of any other STA course OR PSY201H5, PSY202H5;
BIO360H5, BIO361H5; SOC350H5; ECO220Y5
3. 1.0 STA credits at the 300/400 level

Program #20 ERMIN1688 Computer Science (Science)

Rationale for change: Satisfying the requirement to use full three letter codes.

Before:

First Year CSC108H5, **148H5**; MAT102H5
Second Year CSC207H5, **236H5**; one of (CSC209H5, **258H5, 263H5**)

After:

First Year CSC108H5, **CSC148H5**; MAT102H5
Second Year CSC207H5, **CSC236H5**; one of (CSC209H5, **CSC258H5, CSC263H5**)

Program #21 ERMIN1944 Physics (Science)

Rationale for change:	Physics minors will have the option of taking calculus or non-calculus based introductory physics. PHY242 overlapped quite a bit with JCP221, so we are revising the content of JCP221 and no longer requiring PHY242. PHY242 will need to be revised to focus on Fluid Mechanics, which is something we will do in the very near future. We will then reincorporate it into our program, so would like PHY242 to remain in the catalog. PHY242 will again be replaced with JCP265, our numerical course for minors. Across all our programs we are now providing training in computational methods. And our new courses PHY343 and PHY426 are added to the list of credit worthy upper level courses.
Before:	Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including PHY146H5 and 147H5 (minimum grade of 60%). Notes <ul style="list-style-type: none"> - PHY333H5 and JCP421H5 alternate with PHY332H5 and PHY451H5, respectively, in consecutive years. - Check individual course listing for the details in a given calendar year. - Check all prerequisites and corequisites when registering for second (and higher) year courses. - PHY136H5/137H5 will no longer be accepted for admission into the program after the 2017/18 academic year. Year 1 (PHY136H5,137H5)/(146H5,147H5) (minimum grade of 60%) Year 2 PHY241H5, 242H5, 245H5 Years 3 & 4 JCP321H5, 1.0 credits from: PHY325H5, 332H5, 333H5, 347H5, 433H5, 451H5 , JCP322H5, 421H5
After:	Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including <u>(PHY136H5, PHY137H5) or (PHY146H5, PHY147H5)</u> (minimum grade of 60%). Notes <ul style="list-style-type: none"> - PHY333H5 and JCP421H5 alternate with PHY332H5 and PHY451H5, respectively, in consecutive years. - Check individual course listing for the details in a given calendar year. - Check all prerequisites and corequisites when registering for second (and higher) year courses. - <u>The calculus-based 1st year PHY146H5,147H5 courses are highly recommended for upper year physics courses and JCP courses.</u> Year 1 <u>(PHY136H5,137H5)/(PHY146H5,147H5)</u> (minimum grade of 60%) Year 2 PHY241H5, <u>PHY245H5, JCP265H5</u> Years 3 & 4 JCP321H5, 1.0 credits from: PHY325H5, <u>PHY332H5, PHY333H5, PHY343H5, PHY347H5, PHY426H5, PHY433H5, PHY451H5</u> , JCP322H5, <u>JCP421H5</u>

Program #22 ERMIN2070 Geography (Science)

Rationale for change:	update course code with 3-letter designator, added new courses
Before:	4.0 credits are required. 4.0 Credits are required 1.0 credit from: GGR201H5, 214H5, 217H5, 227H5 3.0 credits from: GGR305H5, 307H5, 309H5, 315H5, 316H5, 317H5, 338H5, 374H5, 376H5, 377H5, 379H5, 384H5, 406H5, 407H5, 417Y5, 479H5, 484H5 ; JEG400Y5; JGE378H5
After:	4.0 Credits are required 1.0 credit from: GGR201H5, <u>GGR214H5, GGR217H5, GGR227H5</u> 3.0 credits from: <u>GGR304H5</u> , GGR305H5, <u>GGR307H5, GGR309H5, GGR315H5, GGR316H5, GGR317H5, GGR338H5, GGR374H5, GGR376H5, GGR377H5, GGR383H5, GGR379H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR417Y5, GGR479H5, GGR484H5</u> ; JEG400Y5; JGE378H5

Program #23 ERMIN2511 Mathematical Sciences (Science)

Rationale for change:	1.MAT212H5 is no longer offered. MAT244H5 is the relevant substitute for this course. 2.Satisfying the requirement to use full three letter codes.
Before:	Notes: <ul style="list-style-type: none"> - MAT223H5 may be taken in the first year. - Students who have the required prerequisites may take CSC236H5 and CSC310H5 and have them counted under "Higher Years". - Students may replace the combination (MAT134Y5/135Y5/137Y5/157Y5 and MAT232H5) with the combination (MAT133Y5 and MAT233H5). First Year MAT102H5, 134Y5/135Y5/137Y5/157Y5 Second Year MAT223H5/240H5, 212H5/ 224H5/ 232H5/240H5/247H5
After:	Notes: <ul style="list-style-type: none"> - MAT223H5 may be taken in the first year.

- Students who have the required prerequisites may take CSC236H5 and CSC310H5 and have them counted under "Higher Years".
 - Students may replace the combination **(MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5** and MAT232H5) with the combination (MAT133Y5 and MAT233H5).
- First Year MAT102H5, **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5**
 Second Year **MAT223H5/MAT240H5,**
MAT224H5/MAT232H5/MAT240H5/MAT244H5/MAT247H5

Program #24 ERSPE0509 Geology (Science)

Rationale for change: adding new courses to program following the hire of a teaching stream and a research stream faculty in 2018, following the recommendations of the external review, improve course selection for students, changing course codes of existing courses, make programs in Earth Science division more independent of St. George courses. internship course added.

Before: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including ENV100Y5 ~~ERS103H5, 120H5~~ (minimum grade of 60%).
 First Year (CHM110H5,120H5); ~~ENV100Y5/ (ERS103H5,120H5); MAT134Y5/135Y5/137Y5; (PHY136H5,137H5)/(146H5,147H5)~~
 Second Year ERS201H5, 202H5, ~~203H5~~; 0.5 credit from ~~GGR217H5/214H5/BIO356H5/ESS261H1(G); 1.0 credit from CHM211H5/231H5/ESS211H1(G)/JCP221H5~~; 1.0 credit from ~~MAT212H5/223H5; STA220H5/221H5~~
 Third Year ~~ERS313H5, 325H5; 1.5 credits from ERS312H5/315H5/321H5/331H5/ESS322H1/311H1~~
 Fourth Year 1. ESS420H1(G)
 2. ~~3.0~~ credits from 400 level courses in ERS or ESS(G) OR ~~(JCB487Y5/ERI398H5)~~

After: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including ERS101H5, ERS111H5 or ENV100Y5 (minimum grade of 60%).
 First Year ERS101H5, ERS111H5/ ENV100Y5; (CHM110H5,120H5); MAT134Y5/ 135Y5/ 137Y5; (PHY136H5,137H5)/ (PHY146H5,147H5)
 Second Year ERS201H5, 202H5, 203H5, 211H5; 0.5 credit from ERS225H5/ GGR217H5/ 214H5/ BIO356H5/ ESS261H1(G); 0.5 credit from CHM211H5/ 231H5/ ESS211H1(G)/JCP221H5; 1.0 credit from MAT212H5/ 223H5; STA220H5/ 221H5
 Third Year ERS325H5; 2.5 credits from: ERS301H5/ 302H5/ 303H5/ 311H5/ 312H5/ 315H5/ ESS312H1/ 322H1/ 345H1
 Fourth Year 1. ESS420H1(G)
 2. 2.5 credits from 400 level courses in ERS or ESS(G) OR JCB487Y5/ ERI398H5/ CPS400Y5

Program #25 ERSPE1009 Forensic Chemistry (Science)

Rationale for change: Added new courses as an option to 4th Year Program Requirement: FSC481Y5/(FSC480H5 & FSC499Y5). Deleted MAT157Y5 as an option, as this level of intro calculus is not required by the program. Completion of Intro calculus is a minimum requirement for program entry and should a student take MAT157Y5 -thinking that all intro calculus courses are the same --it could affect their overall CGPA requirement for program entry.

Before: First Year CHM110H5, CHM120H5; BIO152H5, FSC239Y5;
MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5; PHY136H5, PHY137H5
 Higher Years
 - BIO200H5, BIO206H5, BIO207H5; CHM211H5; JCP221H5, CHM231H5, CHM242H5, CHM243H5; FSC271H5
 - CHM311H5, CHM331H5/CHM333H5, CHM341H5/CHM345H5, CHM361H5, CHM372H5/CHM396H5, CHM394H5; STA220H5
 - FSC300H5, FSC302H5, FSC360H5, FSC311H5, FSC402H5
 - CHM414H5, CHM416H5
 - FSC481Y5 (with chemistry focus)

After: First Year CHM110H5, CHM120H5; BIO152H5, FSC239Y5;

MAT134Y5/MAT135Y5/MAT137Y5; PHY136H5, PHY137H5

Higher Years

- BIO200H5, BIO206H5, BIO207H5; CHM211H5; JCP221H5, CHM231H5, CHM242H5, CHM243H5; FSC271H5
- CHM311H5, CHM331H5/CHM333H5, CHM341H5/CHM345H5, CHM361H5, CHM372H5/CHM396H5, CHM394H5; STA220H5
- FSC300H5, FSC302H5, FSC360H5, FSC311H5, FSC402H5
- CHM414H5, CHM416H5
- FSC481Y5 (with **chemistry focus**)/(**FSC480H5 & FSC499Y5 -with** chemistry focus)

Program #26 ERSPE1038 Information Security (Science)

Rationale for change: 1. Computer science is experiencing a boom in enrollment in institutions across North America. At UTM, enrollments in our first-year course have increased from 310 in 2012 to 900 in 2017. Currently, our primary mechanism for restricting admission to the program to match our teaching capacity is the CGPA requirement, which is set annually. The requirement in 2017 was 2.7, and we anticipate that it will go higher in 2018, as it is our only mechanism. The high CGPA requirements are causing a hardship for students, as students who struggle in the first term take two or more years to improve their GPA sufficiently for admission. To gain admission, students take extraordinary and undesirable measures to improve their GPA, including taking a year off of CS and math to take electives. We believe that adding a second mechanism the ability to set minimum mark requirements in the most related courses (CSC148H5 and MAT102H5) will allow us to keep the CGPA requirement from increasing further, while selecting students with higher performance in the courses most relevant to the program. This change also moves us closer to alignment with the downtown campus, which relies solely on course marks. (They do not require a minimum CGPA, however, so their minimum course marks are very high around 80 for CSC148H5 and their equivalent of MAT102H5.) The size of our program is not changing, but we do want alternate mechanisms for selecting qualified students for entry. 2. Satisfying the requirement to use full three letter codes.

Before: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:

- Prerequisite Courses A minimum of 4.0 credits to include ~~CSC148H5 (65%); MAT102H5 (60%)~~, and one of ~~(MAT134Y5 (60%), MAT135Y5 (60%), MAT137Y5/157Y5)~~.
- Cumulative Grade Point Average (CGPA) The minimum CGPA is determined annually. It is never lower than 2.0. The Information Security Specialist is a deregulated fees program and as such, tuition fees for students enrolled in this program are higher than for other regulated fee programs. Fees are charged on a program and not a per course basis. See www.fees.utoronto.ca for more information on the fee structures. First Year CSC108H5, ~~148H5~~; MAT102H5, ~~134Y5/136Y5/137Y5/157Y5, 223H5/240H5~~
- Second Year CSC207H5, ~~209H5, 236H5, 258H5, 263H5, 290H5; MAT224H5/240H5, 232H5/257Y5;~~ STA256H5
- Third Year CSC343H5, ~~347H5, 363H5, 369H5, 373H5;~~ MAT301H5, ~~302H5~~
- Third and Fourth Years ~~CSC358H5/458H5;~~ two of (CSC422H5, ~~423H5, 427H5, 490H5~~)

After: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:

- Prerequisite Courses A minimum of 4.0 credits to include CSC148H5; MAT102H5; and one of (MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5).
- Required Course Marks in CSC148H5 and MAT102H5 The minimum course mark in CSC148H5 and MAT102H5 is determined annually. It is never lower than 65.
- Cumulative Grade Point Average (CGPA) The minimum CGPA is determined annually. It is never lower than 2.0. The Information Security Specialist is a deregulated fees program and as such, tuition fees for students enrolled in this program are higher than for other regulated fee programs. Fees are charged on a program and not a per course basis. See www.fees.utoronto.ca for more information on the fee structures. First Year CSC108H5, CSC148H5; MAT102H5, MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5, MAT223H5/MAT240H5
- Second Year CSC207H5, CSC209H5, CSC236H5, CSC258H5, CSC263H5, CSC290H5; MAT224H5/MAT240H5, MAT232H5/MAT257Y5; STA256H5
- Third Year CSC343H5, CSC347H5, CSC363H5, CSC369H5, CSC373H5; MAT301H5, MAT302H5
- Third and Fourth Years CSC358H5/CSC458H5; two of (CSC422H5, CSC423H5, CSC427H5, CSC490H5)

Program #27 ERSPE1061 Environmental Science (Science)

Rationale for change:

update course codes to include 3-letter designator, removed courses no longer offered, added new courses and reduced the 2.5 entry requirement to 2.0 to bring in line with other specialist programs and renaming/joining perspectives

Before:

Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y5 with a mark of 65% or higher, and who have a CGPA of at least ~~2.5~~. ~~Note:~~ This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + CHM + ERS is acceptable, but a course list selected only from ENV + GGR + ~~HIS is not; a course list selected from ENV + CHM + BIO + ERS is acceptable, but a course list selected only from ENV + CHM + ERS is not.~~ Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 4.0 credits

- ~~Introduction:~~ ENV100Y5

- Quantitative and Basic Scientific Foundation: 3.0 credits chosen from this list: ANT101H5; BIO152H5, ~~153H5; CHM110H5, 120H5, GGR112H5, ERS120H5, MAT134Y5, 135Y5, 137Y5, PHY135Y5, 136H5, 137H5~~

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 4.0 credits

- Environmental Management ~~Perspectives:~~ ENV201H5

- ~~Biological & Ecological Perspectives:~~ 0.5 credit chosen from this list: ~~BIO202H5, 203H5, 205H5, 206H5~~

- Geographical ~~Perspectives:~~ 0.5 credit from the following: ~~GGR201H5, 214H5, 217H5, 227H5~~

- ~~Earth Science Perspectives:~~ ERS201H5

- ~~Physical & Chemical Perspectives:~~ 1.0 credits chosen from this list: CHM231H5, ~~242H5; JCP221H5; ERS202H5, 203H5~~

- Analytical & ~~Research Methods:~~ ~~Analytical & Research Methods:~~ 1.0 credit:

~~0.5 chosen from: BIO360H5, 361H5; CHM211H5; GGR276H5, 376H5; STA220H5, 221H5; PLUS additional 0.5 credit chosen from the list above or chosen from: GGR278H5, 337H5, 380H5.~~

Upper Years: 4.0 credits

- Environmental Science ~~Core:~~ ENV330H5

- ~~Field Perspectives:~~ 0.5 credit chosen from this list: ~~ANT318H5; BIO313H5, 329H5, 416H5; ERS325H5; ENV331H5, 496H5; GGR379H5, 390H1; or another program-relevant Field course (SCI), with permission of the Program Advisor~~

- ~~Project Based & Research Perspectives:~~ 1.0 credit chosen from this list: ~~BIO400Y5; ENV332H5, 399Y5, 497H5, 498Y5; GGR417Y5; JEG400Y5, JEG401Y5; SCI395H5, 396H5, 498H5, 499H5; or another program-relevant Experiential or Research course (SCI), with permission of the Program Advisor~~

- ~~Biogeochemical Perspectives:~~ 1.5 credits chosen from this list: ~~BIO311H5, 312H5, 318Y5, 328H5, 330H5, 333H5, 373H5, 405H5, 406H5, 436H5, 464H5; CHM310H1, 311H5, 331H5, 333H5, 347H5, 361H5, 362H5, 391H5, 393H5, 416H5; ENV490H5, 491H5, 495H5, 496H5; ERS313H5, 315H5, 321H5; GGR305H5, 307H5, 309H5, 311H5, 312H5, 315H5, 316H5, 317H5, 338H5, 372H5, 374H5, 375H5, 377H5, 384H5, 403H1, 406H5, 407H5, 409H1, 413H1, 463H5, 464H5, 470H5, 484H5; JGE378H5; PHY331H5~~

- Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ~~368H5, 370H5; ECO373Y5; ENV310H5, 311H5, 320H5, 351H5, 393H5, 420H5, 425H5, 430H5, 452H5; GGR318H5, 325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 361H5, 365H5, 370H5, 418H5, 419H5, 420H5, 426H5; JEP356H5, 452H5; JGE378H5; HIS318H5, 319H5; MGT394H5; PHL273H5, 373H1; POL343Y5; SOC226H5, 339H5, 356H5; WRI375H5~~

Note: ENV490H5, ~~491H5~~ can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic ~~Counsellor.~~

After:

Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y5 with a mark of 65% or higher, and who have a CGPA of at least 2.0. Note: This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + CHM + ERS is acceptable, but a course list selected only from ENV + GGR + ERS is not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 4.0 credits

- Environment Foundation: ENV100Y5

- Quantitative and Basic Scientific Foundation: 3.0 credits chosen from this list: ANT101H5; BIO152H5, BIO153H5; CHM110H5, CHM120H5, CSC108H5, CSC148H5; ERS120H5; GGR112H5; MAT134Y5, MAT135Y5, MAT137Y5, PHY136H5, PHY137H5, PHY146H5, PHY147H5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 4.0 credits

- Environmental Management Core: ENV201H5

- Life Science Core: 1.0 credit chosen from this list: BIO201H5, BIO205H5, BIO211H5, GGR227H5
- Physical Geographical and Earth Science Core: 1.5 credit from the following: CHM211H5, CHM231H5, CHM242H5, GGR201H5, GGR214H5, GGR217H5, ERS201H5, ERS202H5, ERS203H5, JCP221H5
- Quantitative, Digital, and Analytical Methods Core: 1.0 credit:
BIO360H5, BIO361H5, CHM211H5, GGR272H5, GGR276H5, GGR278H5, STA215H5, STA220H5, STA221H5
- Upper Years: 4.0 credits
- Environmental Science Perspective: ENV330H5
- Field, Project-based, Experiential, and Research Perspectives: 1.5 credit chosen from this list:
BIO416H5, ENV299Y5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5, ERS325H5, GGR379H5, GGR417Y5, JEG400Y5
- Biogeochemical Perspectives: 1.0 credits chosen from this list: BIO311H5, BIO331H5, BIO333H5, BIO373H5, BIO406H5, ENV495H5, ENV496H5, ERS312H5, ERS313H5, ERS315H5, ERS321H5, GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR315H5, GGR316H5, GGR317H5, GGR337H5, GGR338H5, GGR372H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR479H5, GGR484H5
- Environmental Management Perspectives: 0.5 credit chosen from this list: BIO464H5, ENV205H5, ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5, JEP452H5
- Social, Economic and Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5, ECO373Y5, ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR419H5, JEP351H5, JEP356H5, JEP452H5, JGE378H5, JPE250Y5, POL343Y5, POL346Y5, POL475H5, SOC349H5, SOC356H5, SOC465H5, WRI375H5

Note: ENV490H5, ENV491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

Program #28 ERSPE1118 Biotechnology (Science)

Rationale for change: Course should be added as an option to program

Before:

Third and Fourth Years

- BIO314H5, BIO315H5, BIO360H5, BIO370Y5, BIO372H5, BIO374H5; CHM311H5, CHM361H5; JBC472H5

- 1.0 credit from: BIO304H5, BIO310H5, BIO312H5, BIO341H5, BIO375H5, BIO380H5, BIO409H5; CHM333H5 (note: CHM231H5 is prerequisite for this course), CHM341H5, CHM345H5, CHM347H5, CHM362H5, CHM372H5, CHM373H5

- 1.0 credit from CHM/BIO courses at the 400 level.

After:

Third and Fourth Years

- BIO314H5, BIO315H5, BIO360H5, BIO370Y5, BIO372H5, BIO374H5; CHM311H5, CHM361H5; JBC472H5

- 1.0 credit from: BIO304H5, BIO310H5, BIO312H5, BIO341H5, **BIO342H5**, BIO375H5, BIO380H5, BIO409H5; CHM333H5 (note: CHM231H5 is prerequisite for this course), CHM341H5, CHM345H5, CHM347H5, CHM362H5, CHM372H5, CHM373H5

- 1.0 credit from CHM/BIO courses at the 400 level.

Program #29 ERSPE1237 Molecular Biology (Science)

Rationale for change: Course should be added as an option for this program

Before:

Third Year BIO314H5, BIO315H5, BIO360H5, BIO370Y5, BIO372H5; CHM361H5, CHM362H5,

CHM372H5, CHM373H5; plus 0.5 of BIO304H5, BIO310H5, BIO341H5, BIO362H5, BIO368H5, BIO374H5, BIO375H5, BIO380H5; CHM347H5; PHY332H5, PHY333H5; BCH335H1, BCH340H1

After:

Third Year BIO314H5, BIO315H5, **BIO342H5**, BIO360H5, BIO370Y5, BIO372H5; CHM361H5,

CHM362H5, CHM372H5, CHM373H5; plus 0.5 of BIO304H5, BIO310H5, BIO341H5, BIO362H5, BIO368H5, BIO374H5, BIO375H5, BIO380H5; CHM347H5; PHY332H5, PHY333H5; BCH335H1,

BCH340H1

Program #30 ERSPE1253 Environmental Geosciences

- Rationale for change:** Renumbered first year course added (ERS101H5) & PHY146/147 added as an option. Renumbered ERS321H5 to ERS412H5.
- Before:** Limited Enrolment: – Enrolment in this program is restricted. Selection will be based on completion of 4.0 credits including CHM110H5, CHM120H5, ~~PHY136H5, PHY137H5~~, MAT134Y5/135Y5/137Y5 and ~~ERS120H5/ENV100Y5~~ and a minimum CGPA of 2.5. Completion of this program ~~provides ALL academic~~ requirements for certification as a Professional Geoscientist (P. Geo.) in conformity with the stipulations of the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).
Year 1 BIO152H5, 153H5; CHM110H5, 120H5; ~~ERS120H5/ENV100Y5~~; MAT134Y5/135Y5/137Y5; ~~PHY136H5, 137H5~~; STA107H5
Year 3 & 4 ~~ERS313H5~~; 315H5, ~~321H5~~, 325H5, ~~471H5/472H5~~, 419H5; GGR307H5, 315H5, 316H5, 317H5, 321H5, 337H5, 338H5; JGE378H5
- After:** Limited Enrolment: Enrolment in this program is restricted. Selection will be based on completion of 4.0 credits including CHM110H5, CHM120H5, (PHY136H5, PHY137H5)/(PHY146H5, PHY147H5), MAT134Y5/135Y5/137Y5 and ERS101H5/ ENV100Y5 and a minimum CGPA of 2.5. Completion of this program is intended to fulfill the knowledge requirements for certification as a Professional Geoscientist (P. Geo.) in conformity with the stipulations of the Association of Professional Geoscientists of Ontario (APGO) and the Canadian Council of Professional Geoscientists (CCPG).
Year 1 BIO152H5, 153H5; CHM110H5, 120H5; ERS101H5/ENV100Y5; MAT134Y5/135Y5/137Y5; (PHY136H5,137H5) / (PHY146H5, PHY147H5); STA107H5
Year 3 & 4 ERS312H5, 315H5, 325H5, 412H5,471H5/472H5, 419H5; GGR307H5, 315H5, 316H5, 317H5, 321H5, 337H5, 338H5; JGE378H5

Program #31 ERSPE1338 Forensic Anthropology (Science)

- Rationale for change:** Remove ANT338H5, ANT358H5 from recommended section of the FSC ANT Specialist. ANT338H5 content has completely changed and is no longer relevant to the program. ANT358H5 is already listed as an option for 3rd year courses, so it does not need to be repeated in recommended section. Added new courses as an option to 4th Year Program Requirement: FSC481Y5/(FSC480H5 & FSC499Y5).
- Before:**
Fourth Year ANT318H5/ANT358H5/ANT364H5/ANT438H5/FSC407H5; ANT415H5, ANT439H5;
FSC401H5, **FSC481Y5**; HSC404H5/HSC405H5
Recommended **ANT338H5, ANT358H5**, ANT438H5; WRI203H5, WRI307H5; BIO360H5
- After:**
Fourth Year ANT318H5/ANT358H5/ANT364H5/ANT438H5/FSC407H5; ANT415H5, ANT439H5;
FSC401H5, **FSC481Y5/(FSC480H5 & FSC499Y5)**; HSC404H5/HSC405H5
Recommended ANT438H5; WRI203H5, WRI307H5; BIO360H5

Program #32 ERSPE1376 Chemistry (Science)

- Rationale for change:** To harmonize the requirements for all specialist programs offered in the Department of Chemical and Physical Sciences. To increase the minimum grade requirement to 70% in all of our key first-year courses so as to ensure that students who do enter our programs are doing so with a solid grounding in the fundamentals of their topic of specialization. New Internship course added CP400Y5
- Before:** Limited Enrolment: Enrolment in this program is restricted. Selection will be based on completion of 4.0 credits including (CHM110H5,120H5) (minimum grade of ~~65%~~ in 120H5); ~~MAT134Y5/135Y5/137Y5~~ (minimum grade of 65%); and a minimum CGPA of 2.5. Notes:
- MAT212H5 has the following requirements: Prerequisite: MAT233H5 or Corequisite MAT232H5; Corequisite: MAT223H5/240H5
- Additional 300 level CHM/JCP courses available include CHM333H5, 347H5, 362H5, 372H5, 373H5, 395H2, 397H5; FSC311H5; JCP322H5
- Additional 400 level CHM/JCP courses include CHM412H5, 414H5, 416H5, 442H5, 444H5, 462H5, 485H5 and JCP410H5, 421H5, 422H5, 463H5 plus the selection of 400 level lecture CHM(G) courses.
- MAT134Y5/135Y5/137Y5 prerequisite is required for all 200-level CHM courses.
- Students are strongly advised to consult the Program Advisor regarding their course of study.
- Students can not take more than 2.0 credits total in ~~RQP~~ or Individual Project/Thesis courses at the

300-/400-level for credit toward this Chemistry program. Further, these credits may not be taken simultaneously.

Year 1 CHM110H5,120H5; ~~MAT134Y5/135Y5/137Y5~~; (PHY136H5,137H5)/(146H5, 147H5)

Year 4 CHM(395H5, ~~397H5~~/~~399Y5~~/~~489Y5~~/~~JCB487Y5~~); 1.5 400 level CHM/JCP lecture ~~courses~~, ~~1.0~~ credits from 300/400 level CHM/JBC/JCP or ~~ERI398Y5~~ (with permission of the Department of Chemical and Physical Sciences).

After:

Limited Enrolment: Enrolment in this program is restricted. Selection will be based on completion of 4.0 credits including (CHM110H5,120H5) (minimum grade of 70% in 120H5); MAT134Y5/ 135Y5/ 137Y5/157Y5 (minimum grade of 65%); and a minimum CGPA of 2.5. Notes:

- For MAT157H5 P.I. required from CHM Program Advisor: MAT212H5 has the following requirements: Prerequisite: MAT233H5 or Corequisite MAT232H5; Corequisite: MAT223H5/240H5
- Additional 300 level CHM/JCP courses available include CHM333H5, 347H5, 362H5, 372H5, 373H5, 395H2, 397H5; FSC311H5; JCP322H5
- Additional 400 level CHM/JCP courses include CHM412H5, 414H5, 416H5, 442H5, 444H5, 462H5, 485H5 and JCP410H5, 421H5, 422H5, 463H5 plus the selection of 400 level lecture CHM(G) courses.
- MAT134Y5/135Y5/137Y5 prerequisite is required for all 200-level CHM courses.
- Students are strongly advised to consult the Program Advisor regarding their course of study.
- Students can not take more than 2.0 credits total in ROP, Internship or Individual Project/Thesis courses at the 300-/400-level for credit toward this Chemistry program. Further, these credits may not be taken simultaneously.

Year 1 CHM110H5,120H5; MAT134Y5/135Y5/137Y5/157Y5; (PHY136H5,137H5)/(146H5, 147H5)

Year 4 CHM(395H5, 397H5/399Y5/489Y5/CPS400Y5/JCB487Y5); 1.5 400 level CHM/JCP lecture courses, 1.0 credits from 300/400 level CHM/JBC/JCP or ERI398H5 (with permission of the Department of Chemical and Physical Sciences).

Program #33 ERSPE1410 Forensic Biology (Science)

Rationale for change:

Added new courses as an option to 4th Year Program Requirement: FSC481Y5/(FSC480H5 & FSC499Y5). Deleted MAT157Y5 as an option, as this level of intro calculus is not required by the program. Completion of Intro calculus is one of the minimum requirements for program entry and should a student take MAT157Y5 -thinking that all intro calculus courses are the same --it could affect their overall CGPA requirement and chances for program entry.

Before:

First Year BIO152H5, BIO153H5; CHM110H5, CHM120H5; FSC239Y5;

MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5; PHY136H5, PHY137H5

Third and Fourth Years

- (STA215H5; BIO360H5); FSC300H5, FSC302H5, FSC315H5, FSC360H5, FSC401H5, FSC402H5,

FSC481Y5

- 1.5 additional BIO credits at the 300/400 level.

After:

First Year BIO152H5, BIO153H5; CHM110H5, CHM120H5; FSC239Y5;

MAT134Y5/MAT135Y5/MAT137Y5; PHY136H5, PHY137H5

Third and Fourth Years

- (STA215H5; BIO360H5); FSC300H5, FSC302H5, FSC315H5, FSC360H5, FSC401H5, FSC402H5,

FSC481Y5/(FSC480H5 & FSC499Y5)

- 1.5 additional BIO credits at the 300/400 level.

Program #34 ERSPE1465 Earth Science (Science)

Rationale for change:

Add new courses to program following the hire of a teaching stream and a research stream faculty in 2018 following the recommendations of the external review, improve course selection for students, change course codes of existing courses, add GGR272H5 since it is a prerequisite for GGR278H5. Internship course added.

Before:

Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including ENV100Y5 ~~+~~ ~~(ERS103H5, 120H5)~~ (minimum grade of ~~60%~~).

First Year ~~ENV100Y5~~/~~(ERS103H5, 120H5)~~; (CHM110H5,120H5); ~~MAT134Y5/135Y5/137Y5~~;

~~(PHY136H5,137H5)/(146H5,147H5)~~

Second Year ERS201H5, 202H5, ~~203H5~~; ~~GGR217H5~~, 1.0 credit from ~~GGR214H5/227H5/276H5/278H5~~

Third Year ~~ERS313H5, 325H5~~; ~~1.5~~ credits from ~~ERS312H5/ERS315H5/321H5/JGE378H5~~; 0.5 credit from

~~ERS381H5/GGR315H5/316H5/321H5/337H5/379H5/384H5~~

Fourth Year 1.0 credit from

After: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including (ERS101H5, ERS111H5) or ENV100Y5 (minimum grade of **60%**). **GGR272H5 is a prerequisite for GGR278H5**
First Year (ERS101H5, ERS111H5) / ENV100Y5; (CHM110H5,120H5); MAT134Y5/ 135Y5/ 137Y5; (PHY136H5,137H5)/ (PHY146H5,147H5)
Second Year ERS201H5, 202H5, 203H5, 211H5; 1.0 credit from ERS225H5/GGR214H5/ 217H5/ 227H5/ 272H5/ 276H5/ 278H5
Third Year ERS325H5; 2.0 credits from ERS301H5/ 302H5/ 303H5/ 311H5/ 312H5/ 315H5/ JGE378H5; 0.5 credit from ERS381H5/ GGR315H5/ 316H5/ 321H5/ 337H5/ 379H5/ 384H5
Fourth Year 1.0 credit from ERS401H5/ 402H5/ 411H5/ 412H5/ 425H5/ 470Y5/ (471H5, 472H5) / JEG400Y5/ GGR407H5/ 463H5/ 464H5/ 484H5/ JCB487Y5/ ERI398H5/ CPS400Y5

Program #35 ERSPE1505 Forensic Psychology (Science)

Rationale for change: Changed Higher Yrs. point 6. to read FSC360H5 and 0.5 credits from FSC311H5, FSC315H5, FSC401H5, FSC402H5, FSC403H5, FSC406H5, FSC407H5. That change will make FSC360H5 required - all our specialists must take the law course, the older version must have been an error. The change also removes FSC489H5 as an option, as the FSC Psych specialists need to take more mainstream courses, rather than research courses as they already will be doing research in FSC481Y5 and have the option of Psych research courses. New course FSC403H5 also added as an option in the list of courses. Also, added new courses as an option to 4th Year Program Requirement: FSC481Y5/(FSC480H5 & FSC499Y5).

Before:

Higher Years
- PSY201H5, PSY202H5/equivalent
- FSC271H5
- PSY210H5, PSY220H5, PSY230H5, PSY240H5, PSY270H5/PSY274H5/ PSY280H5, PSY290H5
- FSC300H5, FSC302H5, FSC316H5; PSY309H5, PSY328H5, PSY340H5/PSY341H5, PSY344H5, PSY346H5, PSY393H5
- One laboratory course from: PSY329H5, PSY379H5, PSY399H5
- **1.0** credits from the following: FSC311H5, FSC315H5, **FSC360H5**, FSC401H5, FSC402H5, FSC406H5, **FSC407H5, FSC489H5**
- 0.5 credit from PSY 400 level series courses
- **FSC481Y5**

After:

Higher Years
- PSY201H5, PSY202H5/equivalent
- FSC271H5
- PSY210H5, PSY220H5, PSY230H5, PSY240H5, PSY270H5/PSY274H5/ PSY280H5, PSY290H5
- FSC300H5, FSC302H5, FSC316H5; PSY309H5, PSY328H5, PSY340H5/PSY341H5, PSY344H5, PSY346H5, PSY393H5
- One laboratory course from: PSY329H5, PSY379H5, PSY399H5
- **FSC360H5 and 0.5** credits from the following: FSC311H5, FSC315H5, FSC401H5, FSC402H5, **FSC403H5**, FSC406H5, **FSC407H5**
- 0.5 credit from PSY 400 level series courses
- **FSC481Y5/(FSC480H5 & FSC499Y5)**

Program #36 ERSPE1540 Statistics, Applied (Science)

Rationale for change: 1. Virtually no stats specialist will have completed any of those courses. 2. MAT378H5 is renumbered to MAT337H5. 3. Add two new courses to the list of STA courses. 4. Satisfying the requirement to use full three letter codes.

Before: Limited Enrolment: Enrolment in the Specialist program is limited to students with a minimum of 4.0 courses to include at least 60% in STA107H5 or 60% in ~~STA256H5/257H5~~; and ~~MAT137Y5/157Y5~~ or 60% in ~~MAT135Y5/134Y5~~ or 55% in MAT233H5; a minimum cumulative grade point average, to be determined annually. NOTES:

- MAT133Y5 is included in the credit count only if the student also completes MAT233H5 (in which case MAT232H5 is not required).
- ECO220Y5 cannot be substituted for STA256H5 and/or STA258H5 and/or STA260H5.

- ECO227H5 can be substituted for STA256H5 and ~~258H5~~, but not for STA260H5.
- STA107H5 is highly recommended in first year, but it is not required.
- ~~MAT379H5~~ is highly recommend for students intending to pursue graduate level studies in statistics.
- First Year CSC108H5; MAT102H5, ~~134Y5/135Y5/137Y5/157Y5, 223H5/240H5~~
- Second Year ~~MAT232H5/233H5/257Y5, 212H5/244H5~~; STA256H5, ~~258H5, 260H5~~
- Third Year STA302H5, ~~304H5, 305H5, 349H5~~
- Third and Fourth Years 2.0 credits from (STA312H5, ~~313H5, 413H5, 431H5, 437H5, 441H5, 457H5~~); 2.0 credits from (CSC322H5, ~~411H5~~; MAT302H5, ~~311H5, 332H5, 334H5, 344H5, 378H5~~); 1.0 additional ~~credits made up of any combination of any other STA courses or PSY201H5, 202H5; BIO360H5, 361H5; SOC350H5; ECO220Y5~~

After: Limited Enrolment: Enrolment in the Specialist program is limited to students with a minimum of 4.0 courses to include at least 60% in STA107H5 or 60% in STA256H5/STA257H5; and MAT137Y5/MAT157Y5 or 60% in MAT135Y5/MAT134Y5 or 55% in MAT233H5; a minimum cumulative grade point average, to be determined annually. NOTES:

- MAT133Y5 is included in the credit count only if the student also completes MAT233H5 (in which case MAT232H5 is not required).
- ECO220Y5 cannot be substituted for STA256H5 and/or STA258H5 and/or STA260H5.
- ECO227H5 can be substituted for STA256H5 and STA258H5, but not for STA260H5.
- STA107H5 is highly recommended in first year, but it is not required.
- MAT337H5/MAY378H5 is highly recommend for students intending to pursue graduate level studies in statistics.
- First Year CSC108H5; MAT102H5, MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5, MAT223H5/MAT240H5
- Second Year MAT232H5/MAT233H5/MAT257Y5.MAT212H5/MAT244H5; STA256H5, STA258H5, STA260H5
- Third Year STA302H5, STA304H5, STA305H5, STA348H5
- Third and Fourth Years 2.0 credits from (STA312H5, STA313H5, STA314H5, STA315H5, STA413H5, STA431H5, STA437H5, STA441H5, STA457H5); 2.0 credits from (CSC322H5, CSC411H5; MAT302H5, MAT311H5, MAT332H5, MAT334H5, MAT344H5, MAT337H5/MAT378H5); 1.0 additional credit make up of any other STA courses

Program #37 ERSPE1688 Computer Science (Science)

Rationale for change: 1.Computer science is experiencing a boom in enrollment in institutions across North America. At UTM, enrollments in our first-year course have increased from 310 in 2012 to 900 in 2017. Currently, our primary mechanism for restricting admission to the program to match our teaching capacity is the CGPA requirement, which is set annually. The requirement in 2017 was 2.7, and we anticipate that it will go higher in 2018, as it is our only mechanism. The high CGPA requirements are causing a hardship for students, as students who struggle in the first term take two or more years to improve their GPA sufficiently for admission. To gain admission, students take extraordinary and undesirable measures to improve their GPA, including taking a year off of CS and math to take electives. We believe that adding a second mechanism the ability to set minimum mark requirements in the most related courses (CSC148H5 and MAT102H5) will allow us to keep the CGPA requirement from increasing further, while selecting students with higher performance in the courses most relevant to the program. This change also moves us closer to alignment with the downtown campus, which relies solely on course marks. (They do not require a minimum CGPA, however, so their minimum course marks are very high around 80 for CSC148H5 and their equivalent of MAT102H5.) The size of our program is not changing, but we do want alternate mechanisms for selecting qualified students for entry. 2.Satisfying the requirement to use full three letter codes.

Before: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
 - Prerequisite ~~courses~~ A minimum of 4.0 credits to include ~~CSC148H5(65%); MAT102H5(60%); and one of (MAT134Y5 (60%), MAT135Y5 (60%), MAT137Y5/157Y5).~~
 - Cumulative Grade Point Average (CGPA) The minimum CGPA is determined annually. It is never lower than 2.0. The Computer Science Specialist is a deregulated fees program and as such, tuition fees for students enrolled in this program are higher than for other regulated fee programs. Fees are charged on a program and not a per-course basis. See www.fees.utoronto.ca for more information on the fee structures.
 First Year CSC108H5, ~~148H5~~; MAT102H5, ~~134Y5/135Y5/137Y5/157Y5~~
 Second Year CSC207H5, ~~200H5, 236H5, 258H5, 263H5, 290H5; MAT223H5/240H5, 232H5/257Y5~~; STA256H5
 Third and Fourth Year CSC343H5, ~~358H5/458H5, 363H5, 369H5, 373H5~~; Five half courses from any 300/400 level U of T Mississauga CSC courses (including at least 1.0 credit from 400-level courses).

After: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
 - Prerequisite Courses A minimum of 4.0 credits to include CSC148H5; MAT102H5; and one of (MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5).

- Required Course Marks in CSC148H5 and MAT102H5 The minimum course mark in CSC148H5 and MAT102H5 is determined annually. It is never lower than 65.

- Cumulative Grade Point Average (CGPA) The minimum CGPA is determined annually. It is never lower than 2.0. The Computer Science Specialist is a deregulated fees program and as such, tuition fees for students enrolled in this program are higher than for other regulated fee programs. Fees are charged on a program and not a per-course basis. See www.fees.utoronto.ca for more information on the fee structures. First Year CSC108H5, CSC148H5; MAT102H5, MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5 Second Year CSC207H5, CSC209H5, CSC236H5, CSC258H5, CSC263H5, CSC290H5; MAT223H5/MAT240H5, MAT232H5/MAT257Y5; STA256H5 Third and Fourth Year CSC343H5, CSC358H5/CSC458H5, CSC363H5, CSC369H5, CSC373H5; Five half courses from any 300/400 level U of T Mississauga CSC courses (including at least 1.0 credit from 400-level courses).

Program #38 ERSPE1868 Bioinformatics (Science)

Rationale for change: 1.A previous year's update failed to put the correct number of credits into the table. STA257Y5 is no longer offered. 2.Satisfying the requirement to use full three letter codes.

Before:

First Year (4.0 credits) BIO152H5; CHM110H5, ~~120H5~~; CSC108H5, ~~148H5~~; MAT102H5, ~~134Y5/135Y5/137Y5/157Y5~~

Second Year (~~4.0~~ credits) BIO206H5, ~~207H5~~; CHM242H5; CSC207H5, ~~236H5, 263H5; MAT223H5/240H5~~

Third Year (2.0 credits) ~~MAT212H5/242H5~~, MAT232H5; STA256H5, ~~258H5/257Y5~~

Upper Years (4.5 credits) BIO314H5, ~~372H5, 477H5; CSC321H5/411H5, 343H5, 373H5; MAT332H5~~

At least 1.0 credit from the following list of recommended courses, of which at least 0.5 must be at the 400-level: BIO315H5, ~~341H5, 370Y5, 371H5, 380H5, 443H5, 481Y5~~; CBJ481Y5; CHM361H5; CSC310H5, ~~338H5, 363H5~~; JCP410H5; ~~STA302H5/331H5,348H5, 442H5~~

Notes

- Students need to obtain permission from the instructors to take BIO207H5 without the BIO153H5 prerequisite.
- If BIO477H5 is not offered in the fourth year of a student's studies, he or she must take an additional 0.5 credit from the recommended 400-level courses.
- Students intending to take CHM361H5 as one of their recommended courses must take CHM243H5 as a prerequisite course.
- All third and fourth year CSC courses have a writing requirement. The recommended course for satisfying that requirement is CSC290H5, but students may substitute a different writing course. If a student wishes to substitute another course to satisfy the writing requirement, the student should consult a Bioinformatics Faculty Advisor.
- The combination of (MAT134Y5/ ~~135Y5/ 137Y5 /157Y5~~ and MAT232H5) may be replaced by the combination of (MAT133Y5 and MAT233H5).

After:

First Year (4.0 credits) BIO152H5; CHM110H5, CHM120H5; CSC108H5, CSC148H5; MAT102H5, MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5

Second Year (3.50 credits) BIO206H5, BIO207H5; CHM242H5; CSC207H5, CSC236H5, CSC263H5; MAT223H5/MAT240H5

Third Year (2.0 credits) MAT212H5/MAT242H5, MAT232H5; STA256H5, STA258H5

Upper Years (4.5 credits) BIO314H5, BIO372H5, BIO477H5; CSC321H5/CSC411H5, CSC343H5, CSC373H5; MAT332H5

At least 1.0 credit from the following list of recommended courses, of which at least 0.5 must be at the 400-level: BIO315H5, BIO341H5, BIO370Y5, BIO371H5, BIO380H5, BIO443H5, BIO481Y5; CBJ481Y5; CHM361H5; CSC310H5, CSC338H5, CSC363H5; JCP410H5; STA302H5/STA331H5,STA348H5, STA442H5

Notes

- Students need to obtain permission from the instructors to take BIO207H5 without the BIO153H5 prerequisite.
- If BIO477H5 is not offered in the fourth year of a student's studies, he or she must take an additional 0.5 credit from the recommended 400-level courses.
- Students intending to take CHM361H5 as one of their recommended courses must take CHM243H5 as a prerequisite course.
- All third and fourth year CSC courses have a writing requirement. The recommended course for satisfying that requirement is CSC290H5, but students may substitute a different writing course. If a student wishes to substitute another course to satisfy the writing requirement, the student should consult a Bioinformatics

Faculty Advisor.

- The combination of (MAT134Y5/ ~~MAT135Y5/ MAT137Y5 /MAT157Y5~~ and MAT232H5) may be replaced by the combination of (MAT133Y5 and MAT233H5).

Program #39 ERSPE1883 Exceptionality in Human Learning (Science)

Rationale for change: Annual updated of breadth courses from other departments.

Before:

Limited Enrolment: Enrolment is limited to students who have:

- completed Gr.12(4U) Biology and Advanced Functions or equivalent;
- completed 8.0 credits;
- completed PSY201H5 (or equivalent), 210H5, 240H5 and at least 1.0 FCE in 200 series ANT/BIO/SOC courses with a minimum average of 75% for those five half courses.

- a minimum CGPA of 2.70. ~~Meeting the minimum grade requirements does not guarantee admission. Further information is available on the Psychology Department web site: www.utm.utoronto.ca/psychology.~~

First Year PSY100Y5; (ANT101H5, 102H5)/ (BIO152H5, 153H5)/ 1.0 credit from ~~BIO204H5~~, 205H5, 206H5, 207H5/ SOC100H5

Second and Higher Years

- 3.0 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 317H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, 391H5, 392H5, 393H5
- PSY442Y5 and at least 0.5 credit from the following: PSY400Y5, 403H5, 404H5, 405H5, 406H5, 410H5, 415H5, 440H5, 474H5, 495H5

NOTE: Primary Junior CTEP students are exempt from PSY442Y5 and may take PSY345H5 and any 0.5 FCE 400 level course in psychology instead.

- 2.0 credits from one of the following lists:

- ANT202H5, 203H5, ~~203Y5~~, 204H5, 205H5, 206H5, 207H5, 211H5, 214H5, 220H5, 241Y5, 306H5, 322H5, 331H5, 332H5, 333H5, 334H5, 335H5, ~~336H5~~, 337H5, 338H5, ~~339Y5~~, 341H5, 350H5, 352H5, 362H5, 364H5, 401H5, 434H5, 437H5, 460H5, 461H5, 462H5

- SOC205H5, 209H5, 211H5, 216H5, 219H5, 224H5, 227H5, 240H5, 244H5, 263H5, 275H5, ~~284H5~~, ~~302H5~~, 304H5, 307H5, 310H5, 316H5, 323H5, 332H5, 341H5, 356H5, 371H5, 375H5, 380H5, ~~456H5~~

- ~~BIO204H5~~, 205H5, 206H5, 207H5, 210Y5, ~~215H5~~, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, ~~203Y5~~, 331H5, 332H5, 333H5, ~~334H5~~, ~~339Y5~~; ~~PSL201Y1~~

NOTE: Students who select list b. must take 2.5 credits from this list

- 2.5 additional credits to be selected from the following (no more than 1.0 credit from any one discipline):

ANT Any course in 3(a) not counted previously

SOC Any course in 3(b) not counted previously

BIO Any course in 3(c) not counted previously

CHM CHM242H5, 243H5, 341H5, 345H5, 347H5, 361H5, 362H5

ENG ENG234H5, 384H5

FGI/FRE FRE225Y5, 355H5

HIS ~~HIS308H5~~, ~~310H5~~, 326Y5, 338H5

LIN ~~LIN100Y5~~, 200H5, 256H5, 258H5, 358H5, 380H5

JAL JAL253H5, 355H5

PHL PHL243H5, 244H5, 255H5, 267H5, 271H5, 272H5, 274H5, 277Y5, 282H5, 283H5, 290H5, 350H5, 355H5, 357H5, 358H5, 367H5, 370H5, ~~375H5~~

RLG RLG314H5

WGS Any course

After:

Limited Enrolment: Enrolment is limited to students who have:

- completed Gr.12(4U) Biology and Advanced Functions or equivalent;
- completed 8.0 credits;
- completed PSY201H5 (or equivalent), 210H5, 240H5 and at least 1.0 FCE in 200 series ANT/BIO/SOC courses with a minimum average of 75% for those five half courses.
- a minimum CGPA of 2.70.

First Year PSY100Y5; (ANT101H5, 102H5)/ (BIO152H5, 153H5)/ 1.0 credit from BIO202H5, 205H5, 206H5, 207H5/ SOC100H5

Second and Higher Years

- 3.0 credits from the following: PSY310H5, 311H5, 312H5, 313H5, 315H5, 316H5, 317H5, 318H5, 319H5, 321H5, 325H5, 331H5, 333H5, 340H5, 341H5, 343H5, 344H5, 346H5, 353H5, 374H5, 376H5, 384H5, 385H5, 391H5, 392H5, 393H5
- PSY442Y5 and at least 0.5 credit from the following: PSY400Y5, 403H5, 404H5, 405H5, 406H5, 410H5, 415H5, 440H5, 474H5, 495H5

NOTE: Primary Junior CTEP students are exempt from PSY442Y5 and may take PSY345H5 and any 0.5 FCE 400 level course in psychology instead.

- 2.0 credits from one of the following lists:

- ANT202H5, 203H5, 204H5, 205H5, 206H5, 207H5, 211H5, 212H5, 214H5, 215H5, 220H5, 241Y5, 306H5, 322H5, 331H5, 332H5, 333H5, 334H5, 335H5, 337H5, 338H5, 341H5, 350H5, 352H5, 362H5, 364H5, 365H5, 401H5, ANT403, 434H5, 437H5, 460H5, 461H5, 462H5
- SOC205H5, 209H5, 211H5, 216H5, 219H5, 224H5, 227H5, 240H5, 244H5, 263H5, 275H5, 304H5, 307H5, 310H5, 316H5, 323H5, 332H5, 333H5, 341H5, 352H5, 356H5, 359H5, 371H5, 375H5, 380H5, 456H5, 457H5
- BIO202H5, 205H5, 206H5, 207H5, 210Y5, 315H5, 341H5, 370Y5, 371H5, 372H5, 375H5, 380H5, 403H5, 407H5, 434H5, 443H5, 476H5, 477H5; ANT202H5, 203H5, 331H5, 332H5, 333H5, 334H5

NOTE: Students who select list b. must take 2.5 credits from this list

- 2.5 additional credits to be selected from the following (no more than 1.0 credit from any one discipline):

- ANT Any course in 3(a) not counted previously
- SOC Any course in 3(b) not counted previously
- BIO Any course in 3(c) not counted previously
- CHM CHM242H5, 243H5, 341H5, 345H5, 347H5, 361H5, 362H5
- ENG ENG234H5, 384H5
- FGI/FRE FRE225Y5, 355H5
- HIS HIS310H5, 326Y5, 338H5
- LIN LIN101H5, 102H5, 200H5, 256H5, 258H5, 358H5, 380H5
- JAL JAL253H5, 355H5
- PHL PHL243H5, 244H5, 255H5, 267H5, 271H5, 272H5, 274H5, 277Y5, 282H5, 283H5, 290H5, 350H5, 355H5, 357H5, 358H5, 367H5, 370H5, 374H5, 376H5
- RLG RLG314H5
- WGS Any course

Program #40 ERSPE1944 Biomedical Physics Specialist (Science)

Rationale for change: We are requiring all students to take the calculus based introductory physics courses for the major and specialist (so no more PHY136/137). We are also raising the bar on the minimum to standardize this requirement across disciplines within CPS. That is, the specialists require a 70%. Our new computational course JCP265 is introduced and required at second year. Previously we offered no computational courses, which was a serious shortcoming of our program PHY242 overlapped quite a bit with JCP221, so we are revising the content of JCP221 and no longer requiring PHY242. PHY242 will need to be revised to focus on Fluid Mechanics, which is something we will do in the very near future. We will then reincorporate it into our program, so would like PHY242 to remain in the catalog. PHY426 is being introduced into the 4th year (another, more advanced computational course). We will be raising the required credits for this specialist in the future, but for now we are slashing it with PHY433. Internship course added.

Before: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including PHY146H5 and ~~147H5~~ (minimum grade of ~~60%~~). Notes

- PHY333H5 and JCP421H5 alternate with PHY332H5 and PHY451H5, respectively, in consecutive years.
- Check individual course listing for the details in a given calendar year.
- Check all prerequisites and corequisites when registering for second (and higher) year courses.
- ~~The calculus-based 1st year PHY146H5, 147H5 courses are required as prerequisites for upper year physics courses and highly recommended for JCP courses.~~
- ~~PHY136H5/137H5 will no longer be accepted for admission into this program after the 2017/18 academic year.~~
- Year 1 ~~(PHY136H5, 137H5)/(146H5, 147H5)~~ (minimum grade of ~~60%~~); BIO152H5; (CHM110H5, 120H5); MAT135Y5/ ~~137Y5~~
- Year 2 PHY241H5, ~~242H5, 245H5, 255H5~~; JCP221H5; MAT232H5, 212H5/ 244H5/STA256H5; BIO206H5
- Year 3 PHY324H5, ~~325H5, 332H5, 333H5, 347H5~~; JCP321H5, ~~322H5~~
- Year 4 ~~PHY433H5, 451H5~~; (JCP463H5, ~~PHY473H5~~)/PHY489Y5/JCB487Y5; JCP421H5

After: Limited Enrolment: Enrolment in this program is based on completion of 4.0 credits including PHY146H5 and PHY147H5 (minimum grade of 70%). Notes

- PHY333H5 and JCP421H5 alternate with PHY332H5 and PHY451H5, respectively, in consecutive years.
- Check individual course listing for the details in a given calendar year.
- Check all prerequisites and corequisites when registering for second (and higher) year courses.

Year 1 PHY146H5, PHY147H5 (minimum grade of 70%); BIO152H5; (CHM110H5,120H5); MAT135Y5/137Y5/157Y5
 Year 2 PHY241H5, PHY245H5, PHY255H5, JCP265H5; JCP221H5; MAT232H5, 212H5/
 244H5/STA256H5; BIO206H5
 Year 3 PHY324H5, PHY325H5, PHY332H5, PHY333H5, PHY347H5; JCP321H5, JCP322H5
 Year 4 PHY433H5/426H5, PHY451H5, (JCP463H5, PHY473H5) / PHY489Y5/ CPS400Y/ JCB487Y5;
 JCP421H5

Program #41 ERSPE1995 Biological Chemistry (Science)

Rationale for change: To harmonize the requirements for all specialist programs offered in the Department of Chemical and Physical Sciences. To increase the minimum grade requirement to 70% in all of our key first-year courses so as to ensure that students who do enter our programs are doing so with a solid grounding in the fundamentals of their topic of specialization. New Internship course added - CPS400Y5Y To broaden the appeal of our Biological Chemistry Specialist program by including BIO324H5 Plant Metabolism and Metabolomics as an option within the program. Plant metabolism including carbon dioxide fixation is an important and highly relevant topic today in view of the environmental changes currently taking place on our planet Earth. Additionally, plant primary and secondary metabolic pathways, if they can be harnessed, offer alternate and very likely more environmentally friendly synthetic routes to produce materials including medicines than by current chemical synthesis. The focus on metabolomics and the use of modern analytical techniques such as mass spectrometry to study metabolic intermediates makes highly relevant experimental data and analytical methods readily accessible to the students in our program.

Before: Limited Enrolment: Enrolment in this program is restricted. Selection will be based on completion of 4.0 credits including (CHM110H5,120H5) (minimum grade of **65%** in 120H5); **MAT134Y5/135Y5/137Y5 (minimum** grade of 65%); and a minimum CGPA of 2.5. Completion of BIO152H5 is recommended. Notes:

- Enrolment in certain BCH(G) courses is limited.
- MAT134Y5/ 135Y5/ 137Y5 prerequisite is required for all 200-level CHM courses.
- Students can not count more than 1.0 credits total in **ROP** or Individual Project/Thesis courses at the 300-/400-level for credit toward their Chemistry program.
- Students are strongly advised to consult the program adviser regarding their course of study.

Year 1 BIO152H5; (CHM110H5,120H5); **MAT134Y5/135Y5/137Y5**;
 (PHY136H5,137H5)/(146H5, 147H5)
 Year 4 **CHM399Y5/489Y5/JCB487Y5/(BCH472Y1(G))** or BCH473Y1(G) with the permission of the Department of Chemical and Physical Sciences) and 1.5 credits from the following courses CHM412H5, 444H5, 462H5; JCP410H5, 422H5, 463H5; **JBC472H5**; CHM447H1(G), 479H1(G), or any 400 level BCH(G) lecture course.

After: Limited Enrolment: Enrolment in this program is restricted. Selection will be based on completion of 4.0 credits including (CHM110H5,120H5) (minimum grade of **70%** in 120H5); **MAT134Y5/ 135Y5/ 137Y5 / 157Y5(minimum** grade of 65%); and a minimum CGPA of 2.5. Completion of BIO152H5 is recommended. Notes:

- Enrolment in certain BCH(G) courses is limited.
- MAT134Y5/ 135Y5/ 137Y5 prerequisite is required for all 200-level CHM courses. **For MAT157H5 P.I. required from CHM Program Advisor**
- Students can not count more than 1.0 credits total in **ROP, Internship** or Individual Project/Thesis courses at the 300-/400-level for credit toward their Chemistry program.
- Students are strongly advised to consult the program adviser regarding their course of study.

Year 1 BIO152H5; (CHM110H5,120H5); **MAT134Y5/135Y5/137Y5/157Y5**;
 (PHY136H5,137H5)/(146H5, 147H5)
 Year 4 **CHM399Y5/489Y5/CPS400Y5/JCB487Y5/(BCH472Y1(G))** or
 BCH473Y1(G) with the permission of the Department of Chemical and Physical Sciences) and 1.5 credits from the following courses **BIO324H5**; CHM412H5, 444H5, 462H5; JCP410H5, 422H5, 463H5;
JBC472H5, CHM447H1(G), 479H1(G), or any 400 level BCH(G) lecture course.

Program #42 ERSPE2070 Geography (Science)

Rationale for change: update program with new courses, update courses to include 3-letter designator, removed 0.5 from second year and moved it to third year requirements. second year foundation courses provide greater options in third year.

Before:

First Year 3.0 credits:
1.0 from GGR111H5 & GGR112H5 (formerly GGR117Y5)
2.0 foundational credits from: MAT134Y5, MAT135Y5, MAT137Y5, BIO152H5, BIO153H5, CHM110H5, CHM120H5, PHY136H5, PHY137H5, ERS120H5
Second Year ~~3.5~~ credits:
1.5 credit from GGR201H5, ~~214H5, 217H5, 227H5~~
0.5 credit: GGR276H5
0.5 credit: GGR272H5, GGR278H5
0.5 credit from GGR202H5, ~~207H5, 208H5, 209H5, 210H5, 288H5~~
~~0.5 credit from any other 200-level GGR Sci courses~~
Third Year ~~4.0~~ credits:
~~3.0~~ credits from the following:
~~GGR305H5, 307H5, 309H5, 315H5, 316H5, 317H5, 338H5, 374H5, 376H5, 377H5, 379H5,~~
GGR384H5, JGE378H5
additional 1.0 credit from the list above or from the following:
GGR311H5, 312H5, 321H5, 322H5, 335H5, 337H5, 372H5, 375H5, 380H5
Fourth Year 1.5 credit :
1.0 credit from GGR417Y5, JEG400Y5
0.5 credit from: GGR406H5, 407H5, 479H5, 484H5

After:

First Year 3.0 credits:
1.0 from GGR111H5 & GGR112H5 (formerly GGR117Y5)
2.0 foundational credits from: MAT134Y5, MAT135Y5, MAT137Y5, BIO152H5, BIO153H5, CHM110H5, CHM120H5, PHY100H5, PHY136H5, PHY137H5, ERS120H5
Second Year 3.0 credits:
1.5 credit from GGR201H5, GGR214H5, GGR217H5, GGR227H5
0.5 credit: GGR276H5
0.5 credit: GGR272H5, GGR278H5
0.5 credit from GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5, GGR288H5
Third Year 4.5 credits:
3.5 credits from the following:
GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR315H5, GGR316H5, GGR317H5, GGR338H5, GGR374H5, GGR377H5, GGR379H5, GGR383H5, GGR384H5, JGE378H5
additional 1.0 credit from the list above or from the following:
GGR311H5, 312H5, 321H5, 322H5, 335H5, 337H5, 372H5, 375H5, 380H5
Fourth Year 1.5 credit :
1.0 credit from GGR417Y5, JEG400Y5
0.5 credit from: GGR404H5, GGR406H5, 407H5, 479H5, 484H5

Program #43 ERSPE2470 Behaviour, Genetics and Neurobiology (Science)

Rationale for change: Removal of two Biology course not offered anymore

Before:

Limited Enrolment: Enrolment is limited to students who have:

- completed 8.0 credits;
- successfully completed BIO152H5, 153H5, CHM110H5, 120H5 and MAT134Y5/135Y5/137Y5/157Y5;
- completed PSY201H5, 202H5 (or equivalent), and at least 1.0 FCE from:

BIO205H5/206H5/207H5/ PSY290H5 with a minimum average of 77%

- a minimum CGPA of 3.0

Second Year

- PSY201H5, 202H5 or equivalent
- BIO205H5; BIO206H5; BIO207H5; PSY290H5 Second year notes:

- **BIO202H5**, 203H5 **or 204H5** are required for several courses in the Neurobiology stream
 - PSY210H5 (Introduction to Developmental Psychology) is required for several courses in the Behavioural stream Students are encouraged to consider taking these courses depending on their planned course of study.
- Fourth Year

- One seminar from the following: BIO403H5, 404H5, 406H5, 407H5, **478H5**, PSY490H5, 495H5
- One thesis/ research project from the following: BIO481Y5, PSY400Y5, 403H5/404H5/405H5/406H5

After: Limited Enrolment: Enrolment is limited to students who have:

- completed 8.0 credits;
- successfully completed BIO152H5, 153H5, CHM110H5, 120H5 and MAT134Y5/135Y5/137Y5/157Y5;
- completed PSY201H5, 202H5 (or equivalent), and at least 1.0 FCE from:

BIO202H5/205H5/206H5/207H5/ PSY290H5 with a minimum average of 77%

- a minimum CGPA of 3.0

Second Year

- PSY201H5, 202H5 or equivalent
- BIO205H5; BIO206H5; BIO207H5; PSY290H5 Second year notes:

- **BIO202H5 and/or** 203H5 are required for several courses in the Neurobiology stream
 - PSY210H5 (Introduction to Developmental Psychology) is required for several courses in the Behavioural stream Students are encouraged to consider taking these courses depending on their planned course of study.
- Fourth Year

- One seminar from the following: BIO403H5, 404H5, 406H5, 407H5, PSY490H5, 495H5
- One thesis/ research project from the following: BIO481Y5, PSY400Y5, 403H5/404H5/405H5/406H5

Program #44 ERSPE2511 Mathematical Sciences (Science)

Rationale for change: 1.MAT378H5 is renumbered to MAT337H5. 2.Satisfying the requirement to use full three letter codes.

Before: Limited Enrolment: Enrolment in the Specialist program is limited to students who meet the following criteria:

- (1) A minimum of 4.0 credits, including MAT102H5 (60%) and MAT137Y5 ~~(60%)/157Y5~~.
- (2) A minimum cumulative grade point average (CGPA), to be determined annually.

First Year CSC108H5, ~~148H5~~; MAT102H5, ~~137Y5/157Y5, 240H5~~

Second Year ~~CSC207H5/209H5/236H5~~; MAT202H5, ~~247H5, (232H5/233H5,236H5)/257Y5, 244H5~~; STA256H5, ~~258H5/260H5~~

Third Year MAT301H5, ~~378H5~~

Third & Fourth Years

- MAT311H5, ~~334H5, 392H5, 302H5/315H5, 402H5~~

- 1.0 additional credit, chosen from MAT302H5, ~~309H5, 315H5, 332H5, 344H5~~.

- 0.5 additional credits in MAT at the 400 level ~~(405~~ is recommended).

- 1.5 additional credits at the 300+ level in CSC/MAT/STA

After: Limited Enrolment: Enrolment in the Specialist program is limited to students who meet the following criteria:

- (1) A minimum of 4.0 credits, including MAT102H5 (60%) and MAT137Y5 (60%)/MAT157Y5.
- (2) A minimum cumulative grade point average (CGPA), to be determined annually.

First Year CSC108H5, CSC148H5; MAT102H5, MAT137Y5/MAT157Y5, MAT240H5

Second Year CSC207H5/CSC209H5/CSC236H5; MAT202H5, MAT247H5.

(MAT232H5/MAT233H5/MAT236H5)/MAT257Y5, MAT244H5; STA256H5, STA258H5/STA260H5

Third Year MAT301H5, MAT337H5/MAT378H5

Third & Fourth Years

- MAT311H5, MAT334H5, MAT392H5, MAT302H5/MAT315H5, MAT402H5

- 1.0 additional credit, chosen from MAT302H5, MAT309H5, MAT315H5, MAT332H5, MAT344H5.

- 0.5 additional credits in MAT at the 400 level (MAT405H5 is recommended).

- 1.5 additional credits at the 300+ level in CSC/MAT/STA

Program #45 Combined Specialist in Environmental Science and MScSM

Rationale for change: removed courses no longer offered updated course codes and renaming/joining perspectives

Before:

First Year

- ~~Introduction:~~ ENV100Y5

- Quantitative and Basic Scientific Foundation: 3.0 credits chosen from this list: ANT101H5; BIO152H5, BIO153H5, CHM110H5, ~~CHM120H5~~, ERS120H5, GGR112H5, MAT134Y5, MAT135Y5, ~~MAT137Y5~~, ~~PHY135Y5~~, PHY136H5, ~~PHY137H5~~

Second Year

- Environmental Management ~~Perspectives:~~ ENV201H5

- ~~Biological & Ecological Perspectives:~~ 0.5 credit chosen from this list: ~~BIO202H5~~, ~~BIO203H5~~, BIO205H5, ~~BIO206H5~~

- ~~Geographical Perspectives:~~ 0.5 credit chosen from this list: ~~GGR201H5~~, ~~GGR214H5~~, ~~GGR217H5~~, GGR227H5

- Earth Science ~~Perspectives:~~ ~~ERS201H5~~

- ~~Physical & Chemical Perspectives:~~ 1.0 credits chosen from this list: CHM231H5, CHM242H5; ~~JCP221H5~~; ERS202H5, ~~ERS203H5~~

- Analytical ~~& Research Methods:~~ 1.0 credit: ~~0.5 credit chosen from this list:~~ BIO360H5, BIO361H5; CHM211H5; GGR276H5, ~~376H5~~; STA220H5, ~~STA221H5~~; ~~plus an additional 0.5 credit of Analytical & Research Methods courses, including GGR278H5, GGR337H5, GGR308H5~~

Third & Fourth Years

- Environmental Science ~~Core:~~ ENV330H5

- ~~Field Perspectives:~~ 0.5 credit chosen from this list: ~~ANT318H5~~; ~~BIO313H5~~, ~~BIO329H5~~, ~~BIO416H5~~; ~~ERS325H5~~; ~~ENV331H5~~, ~~496H5~~; ~~GGR379H5~~, ~~GGR390H1~~; ~~or another program-relevant field course (SCI), with permission of the Program Advisor~~

- Field, ~~Project-Based & Research Perspectives:~~ 1.0 credit chosen from this list: ~~BIO400Y5~~; ENV332H5, ENV399Y5, ~~ENV497H5~~, ~~ENV498Y5~~; GGR417Y5; ~~JEG400Y5~~, ~~JEG401Y5~~; ~~SCI395H5~~, ~~SCI396H5~~, ~~SCI498H5~~, ~~SCI499H5~~; ~~or another program-relevant project-based or research course (SCI), with permission of the Program Advisor~~

- Biogeochemical Perspectives: 1.5 credits chosen from this list: BIO311H5, ~~BIO312H5~~, ~~BIO318Y5~~, ~~BIO328H5~~, ~~BIO330H5~~, BIO333H5, BIO373H5, ~~BIO405H5~~, ~~BIO406H5~~, ~~BIO436H5~~, ~~BIO464H5~~; ~~CHM310H1~~, ~~CHM311H5~~, ~~CHM331H5~~, ~~CHM333H5~~, ~~CHM347H5~~, ~~CHM361H5~~, ~~CHM362H5~~, ~~CHM391H5~~, ~~CHM393H5~~, ~~CHM416H5~~; ~~ENV490H5~~, ~~ENV491H5~~, ENV495H5, ENV496H5; ERS313H5, ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, ~~GGR312H5~~, GGR315H5, GGR316H5, GGR317H5, GGR338H5, GGR372H5, GGR374H5, GGR375H5, GGR377H5, GGR384H5, ~~GGR403H1~~, GGR406H5, GGR407H5, ~~GGR409H1~~, ~~GGR413H1~~, ~~GGR463H5~~, ~~GGR464H5~~, GGR479H5, ~~GGR484H5~~; ~~JGE378H5~~; ~~PHY331H5~~

- Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ~~ENV351H5~~, ENV393H5, ~~ENV420H5~~, ENV425H5, ~~ENV430H5~~, ~~ENV452H5~~; ~~GGR318H5~~, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, ~~GGR418H5~~, ~~GGR419H5~~, ~~GGR420H5~~, ~~GGR426H5~~; JEP356H5, JEP452H5; JGE378H5; ~~HIS318H5~~, ~~HIS319H5~~; ~~MGT394H5~~; ~~PHL273H5~~, ~~PHL373H1~~; ~~POL343Y5~~; ~~SOC226H5~~, ~~SOC339H5~~, ~~SOC356H5~~; WRI375H5

- MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; ~~JPG1407H~~, ~~JPG1408H~~; or another program-relevant graduate course with permission of the MScSM Director

After:

First Year

- Environment Foundation: ENV100Y5

- Quantitative and Basic Scientific Foundation: 3.0 credits chosen from this list: ANT101H5; BIO152H5, BIO153H5, CHM110H5, CHM120H5; CSC108H5; CSC148H5; ERS120H5, GGR112H5, MAT134Y5, MAT135Y5, MAT137Y5; PHY136H5, PHY137H5, PHY146H5, PHY147H5

Second Year

- Environmental Management Core: ENV201H5

- Life Sciences Core: 1.0 credit chosen from this list: BIO201H5, BIO205H5, BIO211H5; GGR227H5

- Physical Geographical and Earth Science Core: 1.5 credit chosen from this list: CHM211H5, CHM231H5, CHM242H5; GGR201H5, GGR214H5, GGR217H5; ERS201H5, ERS202H5, ERS203H5; JCP221H5

- Quantitative, Digital, and Analytical Methods Core: 1.0 credit: BIO360H5, BIO361H5; CHM211H5; GGR272H5, GGR276H5, GGR278H5; STA215H5, STA220H5, STA221H5

Third & Fourth Years

- Environmental Science Perspective: ENV330H5

- Field, Project-based, Experiential, and Research Perspectives: 1.5 credit chosen from this list: BIO416H5; ENV299Y5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; ERS325H5; GGR379H5, GGR417Y5; JEG400Y5

- Biogeochemical Perspectives: 1.0 credits chosen from this list: BIO311H5, BIO331H5, BIO333H5, BIO373H5, BIO406H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5;

GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR315H5, GGR316H5, GGR317H5, GGR337H5, GGR338H5, GGR372H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR479H5, GGR484H5
 - Environmental Management Perspectives: 0.5 credit chosen from this list: BIO464H5; ENV205H5, ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; JEP452H5
 - Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR419H5; JEP351H5, JEP356H5, JEP452H5; JGE378H5; JPE250Y5; POL343Y5, POL346Y5, POL475H5; SOC349H5, SOC356H5, SOC465H5; WRI375H5
 - MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; or another program-relevant graduate course with permission of the MScSM Director

Program #46 Combined Major in Environmental Science and MScSM

Rationale for change: removed courses no longer offered updated course codes and renaming/joining perspectives
Before:

First Year
 - ~~Introduction:~~ ENV100Y5
 - Quantitative and Basic Scientific Foundation: 2.0 credits chosen from this list: ANT101H5, BIO152H5, BIO153H5, CHM110H5, CHM120H5, GGR112H5, ~~ERS120H5~~, MAT134Y5, MAT135Y5, MAT137Y5, ~~PHY135Y5~~, PHY136H5, ~~PHY137H5~~
 Second Year
 - Environmental Management ~~Perspectives:~~ ENV201H5
 - ~~Biological & Ecological Perspectives:~~ 0.5 credit chosen from this list: ~~BIO202H5, BIO203H5~~, BIO205H5, ~~BIO206H5~~
 - ~~Geographical, Physical & Chemical Perspectives:~~ 1.0 credit chosen from this list: CHM231H5, ~~242H5; ERS201H5~~; GGR201H5, GGR214H5, ~~GGR217H5, GGR227H5~~; JCP221H5
 - Analytical ~~& Research Methods:~~ ~~1.0~~ credit:
~~0.5 chosen from: BIO360H5, 361H5~~; CHM211H5; GGR276H5, ~~GGR376H5~~; STA220H5, ~~221H5; PLUS additional 0.5 credit chosen from the list above or chosen from: GGR278H5, 337H5, 380H5.~~
 Third & Fourth Years
 - Environmental Science ~~Core:~~ ENV330H5
 - Field, ~~Project Based &~~ Research Perspectives: 0.5 credit chosen from this list: ~~ANT318H5; BIO313H5, BIO320H5~~, BIO416H5; ~~ERS325H5~~; ENV299Y5, ~~ENV331H5~~, ENV332H5, ENV399Y5, ~~496H5; GGR379H5; JEG400Y5, JEG401Y5; SCI395H5, SCI396H5, SCI498H5, SCI499H5; or another program-relevant Field, Project Based, or Research course (SCI), with permission of the Program Advisor~~
 - Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, ~~BIO312H5, BIO318Y5, BIO328H5, BIO330H5, BIO333H5, BIO373H5, BIO405H5, BIO406H5, BIO436H5, BIO464H5; CHM310H5, CHM311H5, CHM331H5, CHM333H5, CHM347H5, CHM361H5, CHM362H5, CHM391H5, CHM393H5~~; ENV495H5, ENV496H5; ERS313H5, ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, ~~GGR312H5~~, GGR315H5, GGR316H5, GGR317H5, GGR338H5, GGR372H5, GGR374H5, GGR377H5, ~~GGR403H1~~, GGR406H5, GGR407H5, ~~GGR409H1, GGR413H1, GGR463H5, GGR464H5, GGR479H5; JGE378H5; PHY331H5~~
 - Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV393H5, ~~ENV420H5~~, ENV425H5, ENV430H5; ~~GGR318H5~~, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, ~~GGR418H5, GGR419H5, GGR420H5; HIS318H5, HIS319H5~~; JEP356H5, JEP452H5; JGE378H5; ~~MGT394H5; PHL255H5, PHL273H5, PHL373H1; POL343Y5; SOC226H5, SOC339H5, SOC356H5~~; WRI375H5
 - MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; ~~JPG1407H, JPG1408H~~; or another program-relevant graduate course with permission of the MScSM Director

After:
 First Year
 - Environment Foundation: ENV100Y5

- Quantitative and Basic Scientific Foundation: 2.0 credits chosen from this list: ANT101H5, BIO152H5, BIO153H5, CHM110H5, CHM120H5, **ERS120H5**; GGR112H5, MAT134Y5, MAT135Y5, MAT137Y5, PHY136H5, **PHY137H5**, **PHY146H5**, **PHY147H5**
Second Year
 - Environmental Management **Core**: ENV201H5
 - **Life Sciences Core**: 0.5 credit chosen from this list: **BIO201H5**, BIO205H5, **BIO211H5**; **GGR227H5**
 - Physical **Geographical and Earth Sciences Core**: 1.0 credit chosen from this list: **CHM211H5**, CHM231H5, **CHM242H5**; **ERS201H5**, **ERS202H5**, **ERS203H5**; GGR201H5, GGR214H5, **GGR217H5**; JCP221H5
 - **Quantitative, Digital, and Analytical Methods Core**: 0.5 credit:
BIO360H5, **BIO361H5**; CHM211H5; **GGR272H5**, GGR276H5, **GGR278H5**; **STA215H5**, STA220H5, **221H5**
Third & Fourth Years
 - Environmental Science **Perspective**: ENV330H5
 - Field, **Project-Based, Experiential, and Research Perspectives**: 0.5 credit chosen from this list: BIO416H5; ENV299Y5, ENV332H5, ENV399Y5, **ENV496H5**, **ENV497H5**; **ERS325H5**; **GGR379H5**, **GGR417Y5**; **JEG400Y5**
 - Biogeochemical Perspectives: 1.0 credit chosen from this list: BIO311H5, **BIO331H5**, **BIO333H5**; ENV495H5, ENV496H5; **ERS312H5**, ERS313H5, ERS315H5, ERS321H5; **GGR304H5**, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR315H5, GGR316H5, GGR317H5, **GGR337H5**, GGR338H5, GGR372H5, GGR374H5, **GGR375H5**, GGR377H5, **GGR383H5**, **GGR384H5**, **GGR404H5**, GGR406H5, GGR407H5, **GGR479H5**, **GGR484H5**
 - Social, Economic & Policy Perspectives: 0.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; **BIO464H5**; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, **GGR415H5**, **GGR419H5**; **JEP351H5**, JEP356H5, JEP452H5; JGE378H5; **JPE250Y5**; **POL343Y5**, **POL346Y5**, **POL475H5**; **SOC349H5**, **SOC356H5**, **SOC465H5**; WRI375H5
 - MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; or another program-relevant graduate course with permission of the MScSM Director
-

New Courses

Course #1 ANT218H5 The Social Conquest of Earth (SCI)

Description:	This course is a quest for the secret of human uniqueness. The success of <i>Homo sapiens</i> , has been described as "a spectacular evolutionary anomaly" that has resulted in human domination of the Earth's biosphere. We will use the comparative method to journey through the Animal Kingdom in hopes of discovering the preadaptive elements that enabled such incredible evolutionary success. On our way we will survey chimpanzee warfare, tool using octopuses, eusocial ants, and night-time hunter-gatherer sentinels - all of which will allow us to better understand the forces that shaped unparalleled cooperative networks in humans. Finally, we will investigate the cognitive and behavioural blessings and curses associated with the drive to belong to a group. The goal of the course is to equip students with a greater understanding of the human condition - and how to leverage this understanding to improve their lives. [24L]
Prerequisite:	None
Rationale:	This introductory course uses the comparative method - with a particular focus on social cognition in a range of taxa - to investigate the unique aspects of <i>Homo sapiens</i> that can account for our species evolutionary success. The course will use transdisciplinary techniques with an emphasis on anthropological approaches in a presentation of course material. There are several advanced UTM courses in the Departments of Biology and Psychology that cover the topics of sociality and behavior from biological and psychological perspectives, such as BIO407H5S - Behaviour Genetics (SCI), BIO318Y5Y - Animal Behaviour (SCI EXP), PSY321H5 F - Cross-Cultural Psychology, PSY392H5F - Behavioural Epigenetics (SCI) and PSY397H5F - Neuroplasticity and Behaviour. Also, a new 400 level course being proposed in the Department of Anthropology, Social Learning and Cultural Patterns, will focus on anthropological perspectives of social learning and resultant cultural and behavioral patterns across continents and over human history. This introductory course will be included as one of the pre-requisites for this advanced course (see course proposal below). Therefore, this introductory course will provide relevant academic background to many students enrolled in the Anthropology program who are also enrolled in the Biology and Psychology programs.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #2 ANT367H5 Sister Species: Lessons from the chimpanzee (SCI)

Description:	Chimpanzees are our closest living relatives. In this course we will examine chimpanzee behavior, ecology, morphology, physiology, language, intelligence, and genetics. Through lectures, labs, films and writing assignments we will get an intimate look at every aspect of chimpanzee biology and behavior. Among questions asked will be: Why do animals use or not use tools? Why are animals aggressive? How does physiology influence what chimpanzees can eat and what's healthy to eat? Can chimpanzees use language? Do chimpanzees use medicine? Just how different are chimpanzee bones, muscles, and brains from our own? Throughout the class we will turn to use chimpanzees as a model to better understand ourselves and our place in nature. [24L]
Exclusion:	None
Prerequisite:	ANT202H5 and ANT203H5
Corequisite:	None
Rationale:	Chimpanzees are our sister species (closest related taxa) and thus serve as a powerful comparative tool to better understand our own species. Moreover, the chimpanzee is a remarkable species, with a breadth of physiological, social, and cognitive abilities that can attract students with a wide variety of interests. Finally, there have been a paucity of courses in primatology at UTM. ANT203H5 Biological Anthropology: Primatology and Palaeoanthropology (SCI), ANT211H5 Sex, Evolution and Behaviour (SCI), and ANT332H5 Human Origins I: Early Ancestors to Homo (SCI), reference primates in the course description, but this would be the first stand-alone course taught at UTM dedicated to a non-human primate. Chimpanzee field sites actively run in North America are very rare (only four currently active) and thus academics with field experience working with wild chimpanzees are also rare. The instructor who will be teaching this course, Dr. David Samson, spent seven months working on his dissertation at the Toro-Semliki Wildlife Reserve in Uganda. No course like this is offered at the University of Toronto and Indiana University is the only other institution in North America offering a similar course.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #3 ANT402H5 Wild Nights: Sleep, evolution, and performance in the 21st century (SCI)

Description:	Sleep is essential to cognitive function and health in humans, yet the ultimate reasons for sleep - that is, 'why' we sleep - remains mysterious. This course integrates research findings from human sleep studies, the ethnographic record, and the ecology and evolution of mammalian and primate sleep to better understand sleep along the human lineage and in the modern world. Students will learn how to use 'wearable' technology, such as actigraphy, for scientific research. The goal of the course is to empower students with the theoretical and technological tools to be able to not only critically assess their own sleep-wake behaviour and performance but also popular generalizations about how to maximize long-term health outcomes. [12L, 12S]
Exclusion:	None
Prerequisite:	1) ANT202H5, ANT203H5, ANT220H5 2) 2.0 credits in 300-400 level Anthropology, Psychology, and/or Biology course
Recommended Preparation:	Priority may be given to students who are considering a Master's thesis in anthropology, psychology, or biology. Basic statistics
Rationale:	This course focuses on a critical, yet often understudied aspect of human evolution - sleep. Sleep is essential to the survival of mammalian life, and sleep deprivation can have drastic consequences to physical and cognitive performance and long term health outcomes - including (in extreme circumstances) death of the organism. This course will train students in the use of actigraphic devices that will enable them to investigate their own, hypothesis driven research questions in topics ranging from sleep, health, and cognition. Although this course is unique (in that no other course like this is taught at the University of Toronto) it compliments existing courses in the Anthropology department that have a focus on health, such as: ANT437H5 Advanced Seminar in the Anthropology of Health (SCI), ANT462H5 Living and Dying: Topics in Medical Anthropology & Global Health (SSc,EXP), ANT220H5 Introduction to the Anthropology of Health (SCI). Finally, the course will equip students with the ability to assess their own sleep and activity to improve personal health.
No. Hours Instruction:	12L, 12S
Offered at St George:	No
Revived Course:	No

Course #4 ANT403H5 Social Learning and Cultural Patterns (SCI)

Description:	Social learning is fundamental to human experience, through which individuals, societies, and generations share information and practices, and form cultural patterns and norms. Learning how to do something is also learning how to be a member of a society. Understanding social learning enables us to make the connections between the population-level, intergenerational cultural phenomena and the measurable individual-level process. This course uses case studies from anthropology, psychology, and biology to discuss the social, psychological, and biological foundations of social learning and the roles of social learning in enabling the accumulation of knowledge in human societies and shaping cultural patterns. [24S]
Exclusion:	None
Prerequisite:	1) At least three of the following courses: ANT200H5, ANT201H5, ANT202H5, ANT204H5, ANT206H5, ANT218H5 2) 2.0 credits at the 300-400 level in Anthropology, Psychology and/or Biology
Rationale:	Studying social learning enables us to understand the population-level, diversity, and intergenerational persistence of behavioral and cultural patterns based on measurable individual-level process. The nature of the subject requires and attracts scholars from an astonishing number of disciplines across sciences, social sciences, and humanities to participate in the research. The research results have broad application in and beyond academia. Particularly, it benefits decision-making procedure in economy, commerce, artificial intelligence, child development, and education, just to name a few. There are courses at UTM that touch upon the subject of learning and behaviours. These courses, including BIO407H5S Behaviour Genetics (SCI), BIO318Y5Y Animal Behaviour (SCI EXP), PSY321H5F Cross-Cultural Psychology, PSY392H5F Behavioural Epigenetics (SCI) and PSY397H5F Neuroplasticity and Behaviour, address the subject of learning from the perspectives of biology and psychology. Anthropologists are well equipped with rich data to contribute to the theoretical and practical understanding of social learning and behavioral/cultural patterns. Much research has been conducted in the past twenty years and it continues to grow, yet our students are not aware of it because no such course has been offered in the University of Toronto. This course focuses on the anthropological perspectives of social learning and resultant cultural and behavioral patterns across continents and over the human history, but it also incorporates the biological and psychological perspectives to help students develop a holistic understanding of social learning in past and contemporary societies and enable students to apply the knowledge in real life. It is ideal for students from Anthropology, Biology, and Psychology, and especially for those enrolled in the Master of Teaching program, to take this course. The course is being taught as a special topics course in Fall 2017 with 25 students enrolled (maximal enrollment for a 400 level seminar in Anthropology). It is necessary to create a permanent version of the successful special topics course given student interest and the importance of the subject matter.

Note: A new 200 level course being proposed in our program, The Social Conquest of the Earth, which explores social cognition from an evolutionary perspective, has been included as one of the pre-requisites for this advanced course.

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #5 BIO376H5 Marine Ecology (SCI)

Description: This course addresses the diversity of marine life, and the physical, chemical, and biological processes occurring in marine ecosystems. Students will explore current methods and theories in marine ecology and consider the societal importance of marine resources with a special emphasis on Canada's coasts. [36L]

Exclusion: None

Prerequisite: BIO152H5, BIO153H5, BIO205H5

Corequisite: None

Recommended Preparation: None

Rationale: Marine biology is only offered in the form of a field course at UT St. George and UTSC. A lecture based course in marine ecology offered at UTM would emphasize the unique physical, chemical and biological processes occurring in the world's oceans. The intricate connections between human societies and the health of ocean ecosystems will be the organizing theme of the course. Combined with BIO333 and BIO378, Marine Ecology would round out a cluster of aquatic-based courses, which have the potential to complement new aquatic field courses that may be offered at UTM in the future.

No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

Maximum cap of 48

Course #6 CHM201H5 The Science of Human Health (SCI)

Description: This course which is intended for humanities and social science students who wish to gain knowledge of the science behind our well-being that may help them to make personal, social and political decisions in their future. Chemistry will be taught on a need-to-know basis in order to consider some contemporary applications. The course will focus on three themes in the realm of human health: nutrition for the prevention of disease, diagnostic tests for the detection of disease and drug discovery for the treatment of disease. Among the questions that may be addressed are What is the nutritional difference between vitamins from foods and those from supplements? , Should ketchup be considered a vegetable? , How do diagnostic strips work? , What advances in microfluidics have provided inexpensive diagnostics for use in remote areas? , How are drug targets identified? , and What is the path from drug discovery to bringing a drug to market? . The roles of nutritional, analytical and medicinal chemistry in these processes will be studied. [24L, 12T]

Exclusion: Any CHM/JCP course taken previously or concurrently

Recommended Preparation: 2.5 credits.

Rationale: Although UTM has a science distribution requirement for its degrees, currently Chemistry at UTM has no offerings to satisfy this requirement for the non-science students. To fulfill their science breadth requirement, students who are studying humanities or social sciences are generally interested in courses that relate science to society. The aims of such courses should be to encourage and enable students to develop curiosity about the natural world while acquiring knowledge and skills to address problems and make informed decisions in scientific and other contexts. In this course the desire to better understand the factors affecting human health would be both the stimulus for the learning of chemistry and the hook upon which to hang that new knowledge. The topics proposed for this course fit well with the focus of current researchers in analytical and medicinal chemistry at UTM whose expertise could be called upon in support of the course. We believe that the theme of human health, both at the personal and the public and global levels will be of interest to students.

No. Hours Instruction: 24L, 12T
Offered at St George: No

Revived Course: No

Course #7 CPS400Y5 Chemical and Physical Sciences Internship EXP (SCI,EXP)

Description:	This internship opportunity will allow students to apply theoretical and practical skills acquired during their undergraduate education in order to gain vital industry experience. Students will be trained in effective job searching skills (writing a CV and a Cover Letter, participating in job interviews) and will gain valuable experiences that are sought after by employers in both public and private sectors. Students will be placed with various employers in the GTA based on their interest and skill set, and on the employer needs and availability. The placement is a 200 h unpaid internship. The Course Coordinator/Instructor(s) will schedule biweekly meetings to discuss the setup and progress of the student projects. Student attendance is mandatory. At the end of the term, students must submit a written report and prepare an oral presentation about the outcomes of their work experience. In order to be considered for the internship, students must apply for the course. The Course Coordinator will approve enrolment in the course based on the number of internship opportunities available, which will vary from year-to-year, and student qualifications (e.g. GPA, experience, qualifications related to the requirements of the available placement(s), and interview performance).
Exclusion:	none
Prerequisite:	For Chemistry Internships CHM372H5/394H5/396H5; For Earth Science/Geology Internships ERS301H5, ERS303H5 and an additional 1.0 credit from any 300/400 level courses. For Physics Internships: PHY324H5, PHY347H5 and an additional 1.0 credit from any 300 or 400 level PHY/JCP courses.
Corequisite:	Students must be in their fourth year of study and registered in one of following Programs: Chemistry Major, Chemistry Specialist, Biological Chemistry Specialist, Earth Science Major, Earth Science Specialist, Geology Specialist, Physics Major, Biomedical Physics Specialist.
Recommended Preparation:	For Chemistry Internships: CHM373H5/395H5/397H5 For Earth Science & Geology Internships: ERS302H5, ERS311H5, ERS401H5 For Physics Internships PHY325H5, PHY332H5, PHY333H5
Rationale:	To provide students enrolled in chemical and physical sciences programs with the opportunity to gain industrial work experience in their field of interest To increase the probability for students to successfully obtain employment opportunities in their chosen areas of specialization upon graduation To give students the opportunity to network with potential employers in the GTA To provide students with practical experience in the development of essential skills required to be competitive in the attainment of employment, including: how to write a Resume and focused Cover Letter, and participation in a job interviews. To improve interpersonal skills. Students will learn how to communicate effectively with coworkers and supervisors and work efficiently as members of high performance teams. To ease the transition of new graduates from full-time students to full-time employees.
No. Hours Instruction:	200P, 40T
Offered at St George:	No
Revived Course:	No

Course #8 ERS225H5 Field Methods EXP (SCI,EXP)

Description:	This course will involve short, local field trips on lab days and some weekend trips, emphasizing basic field skills and collection of geologic data, including construction of geologic maps, cross-sections, stratigraphic logs, and field notes. [48P]
Exclusion:	None
Prerequisite:	ERS101H5 or ERS111H5 or ENV100H5
Corequisite:	ERS201H5
Rationale:	Increase number of field based courses with the hiring of new faculty; improve course selection for students.
No. Hours Instruction:	48P
Offered at St George:	No
Revived Course:	No

Not offered in 2018-19.

Course #9 ERS301H5 Geochemistry (SCI)

Description:	This course will focus on the chemistry of the Earth and environments, and geological cycles and processes, covering both high and low temperature geochemistry. Topics will include planetary geochemistry, thermodynamics of geological systems, igneous processes, radiogenic isotope geochronology, sedimentary rocks and soils, aqueous geochemistry, stable isotope geochemistry, and geochemical cycles in the atmosphere and oceans. [36L]
Exclusion:	ENV233H1, ESS311H1
Prerequisite:	1.5 credits from ERS201H5/ 202H5/ 203H5/ 211H5/ 225H5 or P.I
Rationale:	Increase number of upper year courses with addition of new faculty; improve course selection for students.
No. Hours Instruction:	36L
Offered at St George:	Yes
Revived Course:	No

ERS301H5 is offered in alternate years, alternating with ERS303H5.

Course #10 ERS302H5 Tectonics (SCI)

Description:	This course will focus on how the plate tectonic system works, from the composition and structure of the earth, to the evolution of plate tectonics through Earth history, to modern tectonic hazards including earthquakes and tsunamis. A major portion of the course will focus on the analysis and interpretation of major structural provinces as they relate to Earth's plate boundary interactions including convergent, divergent, and transform settings. [36L]
Exclusion:	ESS445H1
Prerequisite:	ERS202H5 and 1.0 credits from ERS201H5/203H5/211H5/225H5
Rationale:	Increase number of upper year courses; improve course selection for students
No. Hours Instruction:	36L
Offered at St George:	Yes
Revived Course:	No

ERS302H5 is offered in alternate years, alternating with ERS402H5.

Course #11 ERS303H5 Geophysics (SCI)

Description:	This course will explore the physics of the Earth, including both its structure and the processes that have shaped its evolution through geologic history. Concepts such as Earth's magnetic and gravitational fields, isostasy, mantle convection, and plate tectonics will be explored through seismology, seismic refraction and ground-penetrating radar, gravimetric and electrical methods, and geodesy. [36L]
Exclusion:	JPE395H1
Prerequisite:	ERS202H5 and 1.0 credits from ERS201H5/ 203H5/211H5/ 225H5 or P.I.
Rationale:	Increase number of upper year courses with additional of new faculty, improve course selection for students
No. Hours Instruction:	36L
Offered at St George:	Yes
Revived Course:	No

ERS303H5 is offered in alternate years, alternating with ERS301H5.

Course #12 ERS311H5 Basin Analysis (SCI)

Description:	This course will focus on principles of correlation, facies concepts, dynamic processes, and their geologic records in sedimentary basins. Factors that influence basin formation and evolution will be investigated, including seal level and sediment supply. Emphasis will be placed on sequence stratigraphic approaches to the evaluation of sedimentary system. [36L, 24P]
Exclusion:	ESS331H1
Prerequisite:	ERS211H5 and 1.0 credits from ERS201H5/202H5/203H5/225H5

Rationale: Increase number of upper year courses, improve course selection for students
No. Hours Instruction: 36L, 24P
Offered at St George: Yes
Revived Course: No

ERS311H5 is offered in alternate years, alternating with ERS411H5.

Course #13 ERS402H5 Advanced Structural Geology (SCI)

Description: This course will cover stress, strain and rheology, the analysis and interpretation of structural features in complexly folded and faulted strata and in plutonic and metamorphic rocks, and basic rock mechanics. Methods include strain analysis, stereographic projection, construction of balanced cross-sections, and geomorphometry. [24L, 36P]
Exclusion: ESS441H1
Prerequisite: ERS202H5 and 1.0 credits from ERS201H5/203H5/211H5/225H5
Rationale: Increase number of upper year courses, improve course selection for students
No. Hours Instruction: 24L, 36P
Offered at St George: Yes
Revived Course: No

ERS402H5 is offered in alternate years, alternating with ERS302H5.

Course #14 ERS411H5 Paleobiology (SCI)

Description: This course will focus on the evolving history of organisms and their ecosystems on Earth, including aspects of geochemistry and taphonomy. This course will investigate the interactions between Earth and Life over the past 3.5 billion years, emphasizing how the paleontological record is used to understand the complex nature of our evolving Earth. [36L]
Prerequisite: 1.5 credits from ERS201H5/ 202H5/ 203H5/ 211H5/ 225H5
Rationale: Increase number of upper year courses, improve course selection for students.
No. Hours Instruction: 36L
Offered at St George: No
Revived Course: No

ERS411H5 offered in alternate years, alternating with ERS311H5.

Course #15 FSC403H5 Forensic Analytical Toxicology (SCI)

Description: Analytical toxicology is the isolation, detection, identification, and quantitation of foreign compounds (xenobiotics) in biological and other specimens. This course integrates theoretical and practical aspects of analytical chemistry with forensic toxicology. General aspects of method development, implementation, validation, and laboratory operation will be explored.
Prerequisite: FSC239Y5; CHM211H5
Recommended Preparation: CHM311H5; FSC402H5
Rationale: The forensic science program has courses that address the analysis of trace evidence, which mainly focuses on non-biological specimens. A large component of forensic analysis involves biological specimens. This course will aim to bridge this gap such that graduates of the program will have the skill set required to conduct analysis of both biological and non-biological evidence.
No. Hours Instruction: [24L; 15P]
Offered at St George: No
Revived Course: No

Course #16 GGR304H5 Dendrochronology (SCI)

Description:	Tree rings are a powerful natural archive for addressing research questions across a range of spatial and temporal scales, owing to the fact that they are annually resolved, long-lived (e.g., multi-century) and cover a large portion of the Earth's surface. Tree-rings reflect changes in their local environment, and they are sensitive to factors that limit biological processes such as light, soil moisture, temperature and disturbance. Environment changes are 'encoded' in the physical properties of tree-rings (e.g., ring-width, wood density or isotopes). This course will provide students with the theoretical background and technical skills needed to cross-date, measure, analyse and interpret tree-ring data, and use this information to address practical research questions. [12L, 24P]
Prerequisite:	9.0 credits including GGR276H5 and either GGR214H5 or GGR227H5; PI
Rationale:	Dendrochronology is a sub-discipline of biogeography and will compliment our biogeography course GGR305H5.
No. Hours Instruction:	12L, 24P
Offered at St George:	No
Revived Course:	No

Course #17 GGR383H5 Contaminants in the Environment (SCI)

Description:	This course discusses various types of contaminants (metal, organic pollutants, pesticides, pharmaceuticals, flame-retardants, micro-plastics, nano-materials) and their impact on the environment. Lectures will cover sources, transport and fate of these contaminants in various environmental media (air, water), degradation mechanisms, uptake into biological systems, and toxicity. Case studies such as pollutants in Arctic ecosystems and the potential risks they pose to the health of indigenous people will be examined. Class discussions of current scientific articles will complement lectures. [24L]
Prerequisite:	9.0 credits including 1.0 credit from: GGR214H5, GGR217H5, GGR227H5
Rationale:	this course will provide physical geography students an additional 3rd year course option to fulfill their program requirements.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #18 GGR404H5 Paleoenvironmental Change (SCI)

Description:	Knowledge of paleo (past) climate and environmental change is crucial to understanding Earth System dynamics and predicting future change. Students will be exposed to a spectrum of traditional and frontier methods employed in past global change research, with a focus on the Cenozoic Era (~66 million years). This course will examine varied topics such as sea level rise; climate change over geologic and societal time; the Anthropocene, onset of Northern Hemisphere glaciations; and radiometric dating. More broadly, this course aims to provide students with an understanding of how paleoenvironmental studies contribute to advancing knowledge of the Earth System.
Prerequisite:	14.0 credits including 0.5 credit from: GGR214H5, GGR304H5, GGR305H5, GGR384H5, ERS321H5; PI
Rationale:	This course will fill a gap in our curriculum and provide students with a broader understanding of the Earth System over short to long (geologic) timescales.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #19 HSC307H5 Visual Presentation of Design for Life Sciences (SCI)

Description:	This course teaches students basic graphic and multimedia design theory, and skills required to create effective scientific posters and oral-visual presentations. Topics include the communication objectives of different presentation types; human visual perception and design; and theories of multimedia learning. Students will create media using evidence-based design principles. [18L, 18P]
Exclusion:	None
Prerequisite:	BIO152H5, BIO153H5, HSC200H5
Corequisite:	None

Recommended Preparation:	None
Rationale:	Life science students are expected to create visual media (e.g., posters, slide-ware presentations) to share their research findings. Currently, they receive no instruction on how to design the visual aspects of these presentations so that they are effective communication media. This course will help them develop the knowledge and skills required to generate more effective presentations that better communicate their methods and results.
No. Hours Instruction:	18L, 18P
Offered at St George:	No
Revived Course:	No

Maximum cap of 35

Course #20 JCP265H5 Introduction to Scientific Computing (SCI)

Description:	This course is an introduction to computing in the physical sciences. Students will gain experience utilizing numerical software tools used in both academic and industrial settings. A variety of numerical techniques will be covered, with topics to include: curve fitting, numerical approximations of derivatives and integrals, root finding, solutions of differential equations, Fourier series, Monte Carlo methods, and more. Students will also acquire skills in data analysis and visualization. No prior experience in computer programming is required. [24L, 24P]
Exclusion:	CSC108H5
Prerequisite:	(PHY136H5,137H5) or (PHY146H5,147H5); MAT134Y5/135Y5/137Y5
Rationale:	This is a new course that introduces students to computing in the physical sciences. It is part of a push by our department to train students in applying computational techniques to solving problems in Physics and Chemistry. By introducing this course at a 2nd year level, our upper level Physics courses can incorporate more computational modules as the students will already have had some exposure to programming/numerical modeling. Such a course was highly recommended in our recent, departmental external review. The labs will take place in a computer lab as opposed to the physics lab.
No. Hours Instruction:	24L, 24P
Offered at St George:	No
Revived Course:	No

Course #21 PHY343H5 Classical Mechanics (SCI)

Description:	An introduction to classical Newtonian mechanics. Topics to be covered include energy and momentum conservation, coupled harmonic oscillators, central forces and gravitation, rigid bodies and rotational motion, non-inertial reference frames, and the calculus of variations including the Euler-Lagrange equation and Hamiltonian mechanics. [24L, 12T]
Exclusion:	PHY354H1
Prerequisite:	JCP221H5 or PHY245H5
Corequisite:	PHY325H5
Rationale:	Classical mechanics is one of the canonical, core subjects of Physics and has, unfortunately, been missing from the UTM campus curricula. With the expansion of the Physics faculty at UTM, we are now in a position to fill this gap in our program. Previously, students would have to travel to the St. George campus to take this course, but we are now in a position to design our program such that it is all self contained within the UTM campus.
No. Hours Instruction:	24L, 12T
Offered at St George:	Yes
Revived Course:	No

This course will only be offered every other year.

Course #22 PHY426H5 Computational Modeling in Physics (SCI)

Description:	In this advanced course in computational modeling and physical simulation, students will apply numerical techniques to study a range of physical phenomena. Topics may include: chaotic and nonlinear systems, mean-field and Monte Carlo methods, variational and spectral methods, stochastic processes, molecular dynamics
---------------------	---

simulations, protein folding, self-organized criticality, neural networks, clustering and percolation, and so on. [24L, 24P]

Exclusion: PHY407H1

Prerequisite: JCP265H5, PHY325H5

Rationale: Currently, our department offers PHY325, which is an introduction to Mathematical and Computational Physics. However, since the term is only 12 weeks, this course only provides a taste of numerical methods. Ideally, this course should have two parts. PHY426 will focus on the computational aspects that the students touched upon in PHY325, but be able to go into great detail in their application. Modern Physics is so driven by computation and modeling that, to prepare our students for graduate school or postgraduate careers in Physics, we need to re-shape our program to focus on providing them with advanced computational skills.

No. Hours Instruction: 24L, 24P

Offered at St George: Yes

Revived Course: No

Course #23 STA314H5 Introduction to Statistical Learning (SCI)

Description: A thorough introduction to the basic ideas in supervised statistical learning with a focus on regression and a brief introduction to classification. Methods covered will include multiple linear regression and its extensions, k-nn regression, variable selection and regularization via AIC, BIC, Ridge and lasso penalties, non-parametric methods including basis expansions, local regression and splines, generalized additive models, tree-based methods, bagging, boosting and random forests. Content will be discussed from a statistical angle, putting emphasis on uncertainty quantification and the impact of randomness in the data on the outcome of any learning procedure. A detailed discussion of the main statistical ideas behind crossvalidation, sample splitting and re-sampling methods will be given. Throughout the course, R will be used as software, a brief introduction will be given in the beginning. [36L, 12T]

Prerequisite: MAT223H5/MAT240H5; STA258H5/ECO327Y5; STA260H5

Corequisite: STA302H5/Permission of the Instructor

Rationale: So far, UTM is offering statistics stream graduates thorough foundational training in statistics, but courses providing a statistical perspective on many recent developments in statistic and machine learning are not offered on a regular basis. Yet, a working knowledge of statistical methods such as ridge and lasso penalization, flexible non-parametric regression and classification methods or clustering, as well as a basic understanding of machine learning techniques and terminology, is crucial for a successful modern day statistician. As of now, the only courses at UTM that cover machine learning are the 3rd and 4th year CS courses CSC321 and CSC411. Both courses require several other CSC courses as prerequisites, and are not easily accessible to students in the Statistics stream. The content and language of STA314 and the follow-up course STA315 will be geared towards Statistics stream students. The courses will also provide interested CS students a "statisticians take" on machine learning ideas.

No. Hours Instruction: No

Offered at St George: No

Revived Course: No

Course #24 STA315H5 Advanced Statistical Learning (SCI)

Description: The second part of the course will focus on basic ideas in classification problems including discriminant analysis and support vector machine, and unsupervised learning techniques such as clustering, principal component analysis, independent component analysis and multidimensional scaling. The course will also cover the modern statistics in the "big data" area. The high dimensional problems when $p \gg n$ and $n \gg p$ will be introduced. In addition, the students will be formed as groups to do data analysis projects on statistical machine learning and present their findings in class. This will prepare them for future careers in industry or academia. [36L, 12T]

Prerequisite: STA314H5; Permission of the Instructor

Rationale: So far, UTM is offering statistics stream graduates thorough foundational training in statistics, but courses providing a statistical perspective on many recent developments in statistic and machine learning are not offered on a regular basis. Yet, a working knowledge of statistical methods such as ridge and lasso penalization, flexible non-parametric regression and classification methods or clustering, as well as a basic understanding of machine learning techniques and terminology, is crucial for a successful modern day statistician. As of now, the only courses at UTM that cover machine learning are the 3rd and 4th year CS courses CSC321 and CSC411. Both courses require several other CSC courses as prerequisites, and are not easily accessible to students in the Statistics stream. The content and language of STA314 and the follow-up course STA315 will be geared towards Statistics stream

students. The courses will also provide interested CS students a "statisticians take" on machine learning ideas.

No. Hours

Instruction:

**Offered at St
George:** No

Revived Course: No

Courses - Resource Implications

Course #1 ANT218H5 The Social Conquest of Earth

Resource implications: None

Course #2 ANT308H5 Case Studies in Archaeological Botany and Zoology

Resource implications: None.

Course #3 ANT309H5 Southeast Asian Archaeology

Resource implications: None.

Course #4 ANT312H5 Archaeological Analysis

Resource implications: None.

Course #5 ANT313H5 China, Korea and Japan in Prehistory

Resource implications: None.

Course #6 ANT314H5 Archaeological Theory

Resource implications: None.

Course #7 ANT317H5 Pre-contact Indigenous History of Eastern North America

Resource implications: None.

Course #8 ANT318H5 Archaeological Fieldwork

Resource implications: None.

Course #9 ANT320H5 Archaeological Approaches to Technology

Resource implications: None.

Course #10 ANT327H5 Agricultural Origins: The Second Revolution

Resource implications: None.

Course #11 ANT331H5 The Biology of Human Sexuality

Resource implications: None.

Course #12 ANT332H5 Human Origins I: Early Ancestors to Homo

Resource implications: None.

Course #13 ANT334H5 Human Osteology

Resource implications: None.

Course #14 ANT337H5 Anthropology of Growth and Development

Resource implications: None.

Course #15 ANT338H5 Laboratory Methods in Biological Anthropology

Resource implications: None.

Course #16 ANT340H5 Osteological Theory and Methods

Resource implications: TA support as per report submitted to the Dean's office.

Course #17 ANT367H5 Sister Species: Lessons from the chimpanzee

Resource implications: TA support as per report submitted to the Dean's office. This course was offered in 2017 as a special topics course and was very successful, consistently having a waiting list until the 2nd week of classes.

Course #18 ANT402H5 Wild Nights: Sleep, evolution, and performance in the 21st century

Resource implications: None.

Course #19 ANT403H5 Social Learning and Cultural Patterns

Resource implications: None.

Course #20 ANT407H5 Quantitative Methods in Archaeology and Biological Anthropology

Resource implications: None.

Course #21 ANT414H5 People and Plants in Prehistory

Resource implications: None.

Course #22 ANT415H5 Faunal Archaeo-Osteology

Resource implications: None.

Course #23 ANT432H5 Advanced Seminar in Anthropology

Resource implications: None.

Course #24 ANT436H5 Theory and Methods in Molecular Anthropology

Resource implications: None.

Course #25 ANT438H5 The Development of Thought in Biological Anthropology

Resource implications: None.

Course #26 ANT439H5 Advanced Forensic Anthropology

Resource implications: None.

Course #27 BIO205H5 Ecology

Resource implications: None

Course #28 BIO210Y5 Fundamentals of Human Anatomy and Physiology

Resource implications: None

Course #29 BIO304H5 Physiology of Neurons and Muscle

Resource implications: None

Course #30 BIO310H5 Physiology of Regulatory Systems

Resource implications: None

Course #31 BIO312H5 Plant Physiology

Resource implications: None

Course #32 BIO313H5 Field Methods and Statistical Analyses in Ecology

Resource implications: None

Course #33 BIO324H5 Plant Biochemistry

Resource implications: None

Course #34 BIO362H5 Bioinformatics

Resource implications: None

Course #35 BIO368H5 Medicinal Plants and Human Health

Resource implications: None

Course #36 BIO376H5 Marine Ecology

Resource implications: Resource implications are awaiting approval from the Dean's Office (TA support hours only).

Course #37 BIO405H5 Evolutionary Perspectives on Cognition and Behaviour

Resource implications: None

Course #38 BIO422H5 Environmental Epigenetics

Resource implications: None

Course #39 CHM110H5 Chemical Principles 1

Resource implications: none

Course #40 CHM120H5 Chemical Principles 2

Resource implications: none

Course #41 CHM201H5 The Science of Human Health

Resource implications: There are no resource implications beyond those of any H course, the equivalent of an 0.5 FCE stipend and, depending upon enrollment, appropriate TA assistance for marking. See associated resource implications spreadsheet.

Course #42 CHM242H5 Introductory Organic Chemistry I

Resource implications: none.

Course #43 CHM311H5 Instrumental Analytical Chemistry

Resource implications: none

Course #44 CHM396H5 Analytical and Physical Chemistry Instrumentation Laboratory I

Resource implications: A significant overall cost savings for our department will be realized on removal of the practical component of JCP221H5, which showed an initial course enrolment of 200 students in the fall of 2016 and currently stands at an enrolment of 200, with 48 students on the waitlist as of Sept 1, 2017. Typically, ~ 30 students enroll for CHM396 (with possibly a few more joining in following these proposed changes, which may make the course more appealing to a broader audience). The savings provided by removal of the practical component from JCP221H5 (TA hours, technician time and consumables) should be substantial (removal of TA hours alone will provide for a cost savings of \$25.7K per annum) and will assist in offsetting the costs associated with the purchase of the new instruments and consumables required for the new laboratory modules in CHM396 and CHM397. Note that the SPR and temperature controllable UV-vis spectrometer instruments required for this module exist within our instrumental teaching laboratories. An ITC has been donated to our teaching laboratories by Prof. Patrick Gunning to assist with the update of this laboratory (and only a few parts and consumables are anticipated as being required for the re-commissioning of this instrument in our teaching laboratories exact costs TBD).

Course #45 CHM397H5 Analytical and Physical Chemistry Instrumentation Laboratory II

Resource implications: A significant overall cost savings for our department (\$25.7 K per annum in TA contracts alone) will be realized on removal of the practical component of JCP221H5, which showed an initial course enrolment of 200 students in the fall of 2016 and currently stands at an enrolment of 200, with 48 students on the waitlist as of September 1, 2017. Typically, ~ 16 students enroll for CHM397 (with possibly a few more joining in following these proposed changes, which may make the course more appealing to a broader audience). Note that the SPR and Raman spectroscopy instruments required for the proposed new modules currently exist within our instrumental teaching laboratories and laboratory modules are currently under development and will serve to provide the required physical chemistry content required as part of this course change. Funding for the NMR spectrometer will be applied for via internal funding opportunities. Implementation of an NMR spectroscopy module will follow shortly after that instrument is acquired.

Course #46 CPS400Y5 Chemical and Physical Sciences Internship

Resource implications: Administrative support: 0.5 FTE of Administrative staff support (shared between the CPS and Biology for internship and other experiential learning opportunities). Note that the Experiential Learning Office will provide full administrative support including, but not limited to: contacting potential employers, receiving and sorting student applications, providing workshops for students about rules and regulations in the work place, providing samples of interview questions for the student-Course Coordinator interview, arranging student placements, and communicating with students and employers. This support will be in place for two years or until the CPS/Biology administrative staff appointment is secured. Transition support will be provided by the Experiential Learning Office for the 0.5 FTE administrative staff member on their commencement. Faculty/Sessional Instructors: This coordination of this course and student mentorship will represent 0.5 FCEs for one CPS faculty member or sessional instructor. As such, a sessional instructor hire will be required to either oversee the internship course or otherwise relieve a faculty member from 0.5 FCEs so that they may lead the coordination and delivery of the internship course. No further resource requirements are anticipated.

Course #47 CSC108H5 Introduction to Computer Programming

Resource implications: None.

Course #48 CSC148H5 Introduction to Computer Science

Resource implications: None.

Course #49 CSC207H5 Software Design

Resource implications: This change may decrease enrollment in CSC207H5 in future years.

Course #50 CSC209H5 Software Tools and Systems Programming

Resource implications: None.

Course #51 CSC236H5 Introduction to the Theory of Computation

Resource implications: None.

Course #52 CSC263H5 Data Structures and Analysis

Resource implications: None.

Course #53 CSC309H5 Programming on the Web

Resource implications: None.

Course #54 CSC310H5 Information Theory

Resource implications: None.

Course #55 CSC320H5 Introduction to Visual Computing

Resource implications: None.

Course #56 CSC321H5 Introduction to Neural Networks and Machine Learning

Resource implications: None.

Course #57 CSC322H5 Introduction to Algebraic Cryptography

Resource implications: None.

Course #58 CSC324H5 Principles of Programming Languages

Resource implications: None.

Course #59 CSC333H5 Forensic Computing

Resource implications: None.

Course #60 CSC338H5 Numerical Methods

Resource implications: None.

Course #61 CSC343H5 Introduction to Databases

Resource implications: None.

Course #62 CSC347H5 Introduction to Information Security

Resource implications: None.

Course #63 CSC358H5 Principles of Computer Networks

Resource implications: None.

Course #64 CSC363H5 Computational Complexity and Computability

Resource implications: None.

Course #65 CSC369H5 Operating Systems

Resource implications: None.

Course #66 CSC373H5 Algorithm Design and Analysis

Resource implications: None.

Course #67 CSC384H5 Introduction to Artificial Intelligence

Resource implications: None.

Course #68 CSC409H5 Scalable Computing

Resource implications: None.

Course #69 CSC411H5 Machine Learning and Data Mining

Resource implications: None.

Course #70 CSC420H5 Introduction to Image Understanding

Resource implications: None.

Course #71 CSC422H5 Cryptography and Computational Complexity

Resource implications: None.

Course #72 CSC423H5 Computer Forensics

Resource implications: None.

Course #73 CSC427H5 Computer Security

Resource implications: None.

Course #74 CSC448H5 Formal Languages and Automata

Resource implications: None.

Course #75 CSC458H5 Computer Networks

Resource implications: None.

Course #76 CSC469H5 Operating Systems Design and Implementation

Resource implications: None.

Course #77 CSC488H5 Compilers and Interpreters

Resource implications: None.

Course #78 CSC490H5 Capstone Design Course

Resource implications: None.

Course #79 CSC492H5 Computer Science Implementation Project

Resource implications: None.

Course #80 CSC493H5 Computer Science Expository Work

Resource implications: None.

Course #81 ECO220Y5 Quantitative Methods in Economics

Resource implications: none

Course #82 ENV332H5 Practicum in Environmental Project Management

Resource implications: none

Course #83 ENV490H5 Special Topics in Environmental Studies

Resource implications: none

Course #84 ENV497H5 Environmental Research Project

Resource implications: none

Course #85 ERS101H5 Planet Earth

Resource implications: None - as ERS120H5 is renumbered.

Course #86 ERS111H5 Earth, Climate & Life

Resource implications: None - as ERS103H5 is renumbered, course title and course description changed.

Course #87 ERS201H5 Earth Materials

Resource implications: none

Course #88 ERS211H5 Sedimentology

Resource implications: None - as the course is renumbered. Existing TA Ratio will be applied.

Course #89 ERS225H5 Field Methods

Resource implications: Course will be taught yearly by new research stream faculty. Course will require 16 contact hours (for weekend field trip), 4 hours instruction for each of the 12 practicals, 2 hours total marking per student, and \$200 for transportation paid through auxiliary fees. Course enrollment cap expected at 20 students.

Course #90 ERS301H5 Geochemistry

Resource implications: Course will be taught by new teaching stream faculty member on an alternate year basis, alternating with ERS303H5 which has similar TA hour requirements. Course will require 20 contact hours, 5 hours invigilation for one midterm and one final exam, and 2 hours total marking per student. Course enrollment cap expected at 30 students.

Course #91 ERS302H5 Tectonics

Resource implications: Course will be taught on an alternate year basis, alternating with ERS402 which requires an estimated 100 TA hours. Course will require 20 contact hours, 5 hours invigilation for one midterm and one final exam, and 2 hours total marking per student. Course enrollment cap expected at 30 students.

Course #92 ERS303H5 Geophysics

Resource implications: Course will be taught by new research stream faculty member on an alternate year basis, alternating with ERS301 which has similar TA hour requirements. Course will require 20 contact hours, 5 hours invigilation for one midterm and one final exam, and 2 hours total marking per student. Course enrollment cap expected at 30 students.

Course #93 ERS311H5 Basin Analysis

Resource implications: Course will be taught on an alternate year basis, alternating with ERS411 which has similar TA hour requirements. Course will require 20 contact hours, 5 hours invigilation for one midterm and one final exam, 1 hour preparation and 2 hours instruction for each of the 12 practicals, and 2 hours total marking per student. Course enrollment cap expected at 30 students.

Course #94 ERS312H5 Oceanography

Resource implications: none

Course #95 ERS315H5 Environmental Geology

Resource implications: none

Course #96 ERS381H5 Special Topics in Earth Sciences

Resource implications: none.

Course #97 ERS401H5 Earth Resources

Resource implications: None - as the course is renumbered.

Course #98 ERS402H5 Advanced Structural Geology

Resource implications: Course will be taught on an alternate year basis, alternating with ERS302 which has similar TA hour requirements. Course will require 20 contact hours, 1 hour preparation and 3 hours instruction for each of the 12 practicals, and 2 hours total marking per student. Course enrollment cap expected at 20 students.

Course #99 ERS411H5 Paleobiology

Resource implications: TA hours for marking (course cap expected at 30 students). It will be taught by current faculty member on an alternate year basis. Alternates with ERS311 which requires 80 TA hours. Course will be taught on an alternate year basis, alternating with ERS311 which has similar TA hour requirements. Course will require 20 contact hours, 5 hours invigilation for one midterm and one final exam, and 2 hours total marking per student (higher than for other ERS courses because of added writing component). Course enrollment cap expected at 30 students.

Course #100 ERS412H5 Climate Through Time

Resource implications: none - as the course is renumbered and course name is changed.

Course #101 ERS425H5 Geology of North America

Resource implications: none.

Course #102 ERS470Y5 Research Thesis

Resource implications: none

Course #103 ERS471H5 Research Project

Resource implications: none

Course #104 ERS472H5 Research Project

Resource implications: none

Course #105 ERS499Y5 Research Opportunity Program (299Y, 399Y and 499Y)

Resource implications: none.

Course #106 FSC239Y5 (1) Introduction to Forensic Science

Resource implications: None.

Course #107 FSC401H5 Forensic Pathology

Resource implications: None.

Course #108 FSC403H5 Forensic Analytical Toxicology

Resource implications: Will require approx. 50 TA hours. Requires FSC Technician time. **Currently in discussions with the Dean's Office regarding increasing Forensics' percentage of the FSC/CHM technician position. Lab supplies. Will be taught by a regular faculty member. Course cap of 20.

Course #109 GGR201H5 Introduction to Geomorphology

Resource implications: none

Course #110 GGR214H5 Global Weather and Climate

Resource implications: none

Course #111 GGR217H5 Fundamentals of Hydrology

Resource implications: none

Course #112 GGR227H5 Ecosystems and Environmental Change

Resource implications: none

Course #113 GGR272H5 Digital Mapping and Principles of Cartography

Resource implications: none

Course #114 GGR276H5 Quantitative Methods I in Geography

Resource implications: none

Course #115 GGR278H5 Geographical Information Systems

Resource implications: none

Course #116 GGR304H5 Dendrochronology

Resource implications: none

Course #117 GGR305H5 Biogeography

Resource implications: none

Course #118 GGR307H5 Environmental Soil Science

Resource implications: none

Course #119 GGR309H5 Wetland Ecosystems

Resource implications: none

Course #120 GGR311H5 Landscape Biogeography

Resource implications: none

Course #121 GGR315H5 Physical Hydrology

Resource implications: none

Course #122 GGR316H5 Landforms

Resource implications: none

Course #123 GGR317H5 The Cryosphere

Resource implications: none

Course #124 GGR321H5 Geographic Information Processing

Resource implications: none

Course #125 GGR335H5 GIS and Remote Sensing Integration

Resource implications: none

Course #126 GGR337H5 Environmental Remote Sensing

Resource implications: none

Course #127 GGR338H5 Environmental Modeling

Resource implications: none

Course #128 GGR372H5 Geographical Analysis of Land Resources

Resource implications: none

Course #129 GGR375H5 Physical Environment of the City

Resource implications: none

Course #130 GGR376H5 Quantitative Methods II in Geography

Resource implications: none

Course #131 GGR377H5 Global Climate Change

Resource implications: none

Course #132 GGR383H5 Contaminants in the Environment

Resource implications: TA support

Course #133 GGR384H5 Climatology of Canadian Landscapes

Resource implications: none

Course #134 GGR404H5 Paleoenvironmental Change

Resource implications: none

Course #135 GGR406H5 Biogeochemistry

Resource implications: none

Course #136 GGR407H5 Ecohydrology

Resource implications: none

Course #137 GGR417Y5 Honours Thesis

Resource implications: none

Course #138 GGR437H5 Advanced Remote Sensing

Resource implications: none

Course #139 GGR479H5 Special Topics in Physical Geography

Resource implications: none

Course #140 GGR484H5 The Climate of the Arctic

Resource implications: none

Course #141 HSC200H5 Imaging Technologies for Scientific Visual Communication

Resource implications: None

Course #142 HSC307H5 Visual Presentation of Design for Life Sciences

Resource implications: Resource implications are awaiting approval from the Dean's Office (TA support hours only).

Course #143 HSC402H5 Digital Learning Environments in Biology and Health Science

Resource implications: None

Course #144 JCP221H5 Thermodynamics

Resource implications: JCP221 s enrolment has been capped by the capacity of the lab sections (10 sections of 20 students, for a maximum enrolment of 200), with first-day enrolments generally being near 200. The removal of the laboratory component will create the opportunity for increased course enrolments and significant savings in terms of TA hours, consumables costs, and technical staff time. An anticipated cost savings of \$25.7K per year in the value of TA contracts alone is anticipated. Refer to TA Form.

Course #145 JCP265H5 Introduction to Scientific Computing

Resource implications: TA Hours for practicals, marking, other duties.

Course #146 JCP321H5 Quantum Mechanics I: Foundations

Resource implications: none

Course #147 JCP322H5 Statistical Mechanics

Resource implications: None - added exclusion.

Course #148 JCP421H5 Quantum Mechanics II: Applications

Resource implications: none

Course #149 JEG400Y5 Geography / Environment Science Internship

Resource implications: none

Course #150 JGE378H5 Natural Hazards

Resource implications: none

Course #151 MAT102H5 Introduction to Mathematical Proofs

Resource implications: None.

Course #152 MAT134Y5 Calculus for Life Sciences

Resource implications: None.

Course #153 MAT135Y5 Calculus

Resource implications: None.

Course #154 MAT137Y5 Calculus

Resource implications: None.

Course #155 MAT157Y5 Analysis I

Resource implications: None.

Course #156 MAT202H5 Introduction to Discrete Mathematics

Resource implications: None.

Course #157 MAT212H5 Modeling with Differential Equations in Life Sciences and Medicine

Resource implications: None.

Course #158 MAT223H5 Linear Algebra I

Resource implications: None.

Course #159 MAT224H5 Linear Algebra II

Resource implications: None.

Course #160 MAT232H5 Calculus of Several Variables

Resource implications: None.

Course #161 MAT233H5 Calculus of Several Variables

Resource implications: None.

Course #162 MAT236H5 Vector Calculus

Resource implications: None.

Course #163 MAT240H5 Algebra I

Resource implications: None.

Course #164 MAT244H5 Differential Equations I

Resource implications: None.

Course #165 MAT247H5 Algebra II

Resource implications: None.

Course #166 MAT257Y5 Analysis II

Resource implications: None.

Course #167 MAT301H5 Groups and Symmetries

Resource implications: None.

Course #168 MAT302H5 Introduction to Algebraic Cryptography

Resource implications: None.

Course #169 MAT309H5 Introduction to Mathematical Logic

Resource implications: None.

Course #170 MAT311H5 Partial Differential Equations

Resource implications: None.

Course #171 MAT315H5 Introduction to Number Theory

Resource implications: None.

Course #172 MAT332H5 Introduction to Nonlinear Dynamics and Chaos

Resource implications: None.

Course #173 MAT334H5 Complex Variables

Resource implications: None.

Course #174 MAT337H5 Introduction to Real Analysis

Resource implications: None.

Course #175 MAT344H5 Introduction to Combinatorics

Resource implications: None.

Course #176 MAT382H5 Mathematics for Teachers

Resource implications: None.

Course #177 MAT401H5 Polynomial Equations and Fields

Resource implications: None.

Course #178 MAT402H5 Classical Geometries

Resource implications: None.

Course #179 MAT405H5 Introduction to Topology

Resource implications: None.

Course #180 MAT406H5 Mathematical Introduction to Game Theory

Resource implications: None.

Course #181 PHY242H5 Thermal Physics and Fluid Mechanics

Resource implications: None - only added the exclusion.

Course #182 PHY324H5 Advanced Physics Laboratory

Resource implications: None - only added exclusion.

Course #183 PHY325H5 Mathematical and Computational Physics

Resource implications: none

Course #184 PHY332H5 Molecular Biophysics

Resource implications: NONE

Course #185 PHY333H5 Physics of the Cell

Resource implications: none

Course #186 PHY343H5 Classical Mechanics

Resource implications: TA hours for marking & other duties.

Course #187 PHY426H5 Computational Modeling in Physics

Resource implications: TA hours for marking

Course #188 PSY100Y5 Introductory Psychology

Resource implications: None

Course #189 PSY317H5 Gender and Sexual Development

Resource implications: Minor increase in TA hours which can be managed through departmental TA budget (15-20 hours). During a departmental meeting it was determined that only few faculty are interested in switching from 3 hours lecture to 2 hour lecture + split class during 1 hour tutorial format. As such, there is little risk that this will result in major increase in TA budget over time.

Course #190 PSY430H5 Special Topics in Personality

Resource implications: None

Course #191 SOC350H5 Quantitative Analysis

Resource implications: None - we will continue to use computer labs for practicals

Course #192 STA107H5 An Introduction to Probability and Modelling

Resource implications: None.

Course #193 STA215H5 Introduction to Applied Statistics

Resource implications: None.

Course #194 STA218H5 Statistics for Management

Resource implications: None.

Course #195 STA219H5 Mathematics of Investment and Credit

Resource implications: None.

Course #196 STA220H5 The Practice of Statistics I

Resource implications: None.

Course #197 STA221H5 The Practice of Statistics II

Resource implications: None.

Course #198 STA256H5 Probability and Statistics I

Resource implications: None.

Course #199 STA258H5 Statistics with Applied Probability

Resource implications: None.

Course #200 STA260H5 Probability and Statistics II

Resource implications: None.

Course #201 STA302H5 Regression Analysis

Resource implications: None.

Course #202 STA305H5 Experimental Design

Resource implications: None.

Course #203 STA310H5 Bayesian Statistics in Forensic Science

Resource implications: None.

Course #204 STA311H5 Statistics for Forensic Sciences II

Resource implications: None.

Course #205 STA312H5 Topics in Statistics: Applied Statistical Modelling

Resource implications: None.

Course #206 STA313H5 Topics in Statistics: Applications of Statistical Models

Resource implications: None.

Course #207 STA314H5 Introduction to Statistical Learning

Resource implications: None.

Course #208 STA315H5 Advanced Statistical Learning

Resource implications: None.

Course #209 STA348H5 Introduction to Stochastic Processes

Resource implications: None.

Course #210 STA390H5 Modern Applied Statistics

Resource implications: None.

Course #211 STA399Y5 Research Opportunity Program

Resource implications: None.

Course #212 STA413H5 Estimation and Testing

Resource implications: None.

Course #213 STA431H5 Structural Equation Models

Resource implications: None.

Course #214 STA437H5 Applied Multivariate Statistics

Resource implications: None.

Course #215 STA457H5 Applied Time Series Analysis

Resource implications: None.

Course #216 utm111H5 utmONE: Tools of the Trade

Resource implications: none

Course #217 utm118H5 utmONE: Science of Learning

Resource implications: The course cap will be set at 55 students (down from 60, to allow for some minor attrition), to bring the course tutorial size in line with UTM practice.

Course #218 utm191H5 utmONE Scholars: Science Meets Society

Resource implications: none

Course #219 utm195H5 utmONE Scholars: Curiosity and Control: Voyages of Discovery to North America

Resource implications: The course cap will be set at 25 students (down from 30) to bring in line with UTM practice, a TA will no longer be required.

Course #220 utm197H5 utmONE Scholars: Humans in Nature: Interactions and Impacts

Resource implications: The course cap will be set at 25 students (down from 30) to bring line with UTM practice, a TA will no longer be required.

Course #221 utm290H5 utmONE Scholars: Launching Your Research

Resource implications: 12T has been removed, as the course cap is set at 25 students to bring it in line with UTM Practice. As this is a UTM Abroad course, funding is in the process of being secured for this course. We will also informed the Office of the Dean that we be participating in the ancillary budget process for associated student ancillary costs.

Deleted Courses

Course #1 CCT377H5 Applied Perception: Image and Sound Processing

Rationale: This course has not ever been offered in CCIT and was once part of the Human Communication and Technology Specialist program dating back to 2009.

Course #2 ENV331H5 Field Course in Sustainability

Rationale: this course was replaced with ENV431H5 International Sustainability Canada-Mexico during our curriculum review last year

Course #3 ENV400Y5 Environmental Internship

Rationale: Course has been renumbered JEG400Y5

Course #4 ENV431H5 International Sustainability Canada-Mexico

Rationale: Course is not taught by full time faculty. We have sufficient options within our program courses for students to meet their field/experiential requirements.

Course #5 GGR312H5 Landscape Ecology of Animal Populations

Rationale: This course has not been taught in over 7 years

Course #6 GGR464H5 Advanced Remote Sensing

Rationale: Course has been renumbered as GGR437H5 to create a sequence to the introductory version, GGR337H5.

Renumbered Courses

Course #1 ERS101H5 Planet Earth

Before: **ERS120H5**

After: **ERS101H5**

Rationale: Bring course numbering in line with overall numbering scheme

Course #2 ERS111H5 Earth, Climate & Life

Before: **ERS103H5**

After: **ERS111H5**

Rationale: Bring course numbering in line with overall numbering scheme

Course #3 ERS211H5 Sedimentology

Before: **ERS313H5**

After: **ERS211H5**

Rationale: This is a foundational course and should therefore be taught at the 2nd year level; course content will be modified accordingly.

Course #4 ERS401H5 Earth Resources

Before: **ERS419H5**

After: **ERS401H5**

Rationale: Bring course numbering in line with overall numbering scheme

Course #5 ERS412H5 Climate Through Time

Before: **ERS321H5**

After: **ERS412H5**

Rationale: The way this course is being taught is too advanced for the 3rd year level and therefore the course needs to be upgraded to 4th year. In addition, there are too few Earth Science 4xx courses currently offered at UTM, which causes some students in our Geology Specialist program to enroll in downtown Earth Science courses. By changing ERS321 to ERS412 we expect more students to remain at UTM to complete their degree.

Course #6 MAT337H5 Introduction to Real Analysis

Before: **MAT378H5**

After: **MAT337H5**

Rationale: Consistency with St. George course codes.

Courses - Description Changes

Course #1 ANT317H5 Pre-contact Indigenous History of Eastern North America

Before: ~~Chronology and analysis of the prehistoric culture areas and stages of Eastern North America in a scientific context.~~ [24L]

After: This course is a survey of pre-contact and early contact Indigenous history in the Eastern Woodlands of North America from earliest times (ca. 12-15,000 years ago) until AD 1650. Topics covered will include earliest inhabitants, hunter-gatherer-fisher lifeways, the origins of food production, development of village-dwelling tribal communities, and first contact with Europeans. [24L]

Rationale: The old description is a terse, single sentence. It does not give an adequate description of the subject matter and topics covered in the course. In addition, it contains the term 'prehistoric', which contemporary indigenous people find offensive because it implies their ancestors had no 'history'.

Course #2 ANT334H5 Human Osteology

Before: ~~Includes normal anatomy of the human skeleton, metrical and morphological variation, age and sex determination, and techniques of recovering, preserving and recording human remains.~~ [12L, 24P]

After: In this course students are given hands-on experience in the identification of the normal anatomy of the adult human skeleton with accompanying muscle function. Metrical variation, growth and development, bone histology, and methods of individual identification are introduced. [12L, 24P]

Rationale: The course outline for ANT334H has been revised in coordination with the added practical sessions in ANT340H. Additional practical sessions in ANT340H (36L to 24L, 12P) will allow for a focus on both theory and methods in that course. This will in turn allow for a greater concentration on human anatomy in ANT334H.

Course #3 ANT338H5 Laboratory Methods in Biological Anthropology

Before: Recommended for those who may specialize in biological anthropology. Students will be introduced to the process of conducting research, including selected laboratory procedures and how they are used to generate and/or analyze data. [12L, 24P]

After: Recommended for those who may specialize in biological anthropology. Students will be introduced to the process of conducting research, including selected laboratory procedures and how they are used to generate and/or analyze data. Students conduct anthropometric assessment of growth and body size, nutrition assessment through 24-hour dietary recall, and assessment of physical activity and sleep using triaxial accelerometry. These biometric techniques have numerous applications in both research and clinical settings. Students in this course will develop applied skills in bioanthropological assessment that can be used in the fields of anthropology, population health, public health nutrition, and human development. [12L, 24P]

Rationale: The new description gives the student more information on what to expect in the course and what type of applied skills they will develop and what fields of anthropology they can be used in.

Course #4 ANT340H5 Osteological Theory and Methods

Before: Survey of palaeodemography, palaeopathology, palaeonutrition, and techniques of recovering, preserving and recording human remains. **[36L]**

After: Survey of palaeodemography, palaeopathology, palaeonutrition, and techniques of recovering, preserving and recording human remains. **[24L, 12P]**

Rationale: We would like to change the allocation of hours for ANT340H from 3hour weekly lectures (36L) to a 2 hour lecture with a 1 hour practical session every week (24L 12P). This added active learning component will give the students an opportunity to apply the osteological theory that they learn in the lectures. The practical sessions are also in response to the reorganization of ANT338 (Laboratory Methods) that has recently been changed to reflect methods in the Anthropology of Health. A practical component in ANT340H will also serve as a transitional course between ANT334 (Human Osteology) where the focus of practical sessions is on human anatomy, to the advanced osteological methods that are currently taught in ANT410H (Advanced Bioarchaeology, 24L, 12P) and ANT439H (Advanced Forensic Anthropology currently 12L, 24P). We would like to add "Methods" to the title of the course in order to properly reflect the course revisions requested above.

Course #5 ANT407H5 Quantitative Methods in Archaeology and Biological Anthropology

Before: ~~The fragmentary nature of data recovered from prehistoric sites sets presents many challenges for investigators. Is there meaningful pattern to be found? How do we transform a description of the data set into an interpretation about the society we are studying?~~ This course ~~provides~~ students with ~~an~~

~~introduction to general statistical principles used by social scientists and the different methods suitable for archaeological exploration. Students will learn how to apply statistical procedures using Minitab software to case studies. Each class will include a lab component. [24L, 12P]~~

After: This course will provide students with the basic analytic background necessary to evaluate quantitative data in biological anthropology and archaeology. Students will be introduced to foundational statistical concepts and research methods suitable for anthropological exploration. The focus will be on analysing univariate and bivariate data using both nonparametric and parametric statistical techniques, hypothesis testing, and methods of data collection. The goal of this course is for students to learn how to manipulate simple datasets, ask and answer theoretically relevant questions, and choose the appropriate statistical test for a given research problem. Students will receive hands-on training during lab components and will learn how to analyse data using relevant statistical software. Students will have access to a number of biological anthropology and archaeology datasets for class assignments. No prior knowledge of statistics and mathematics is required. [24L]

Rationale: The previous course description describes a course that was proposed but never actually taught. The new course description is more detailed and relevant in its description of what will be covered in class. Also, a specific software package is not specified (unlike the previous description that specified Minitab), to allow for more flexibility in future teaching of this course.

Course #6 BIO205H5 Ecology

Before: An introduction to the scientific study of ecology, emphasizing the structure and dynamics of populations, communities and ecosystems. Topics include population growth and regulation, competition, predation, biodiversity, succession, and nutrient cycling. Classic models and studies will be supplemented with both plant and animal examples. [24L, **15T**]

After: An introduction to the scientific study of ecology, emphasizing the structure and dynamics of populations, communities and ecosystems. Topics include population growth and regulation, competition, predation, biodiversity, succession, and nutrient cycling. Classic models and studies will be supplemented with both plant and animal examples. [24L, **18P**]

Rationale: Currently the course runs with 3 hour bi-weekly tutorials. In future course will be run in a computer lab within the Biology department. Instructor would like to run 1.5 weekly labs instead of 3 hour bi-weekly labs. Lecture hours will remain the same. Bi-weekly labs will provide a more consistent meeting schedule, which allows easier scheduling of scaffolded writing assignments and more options for data collection throughout the semester.

Course #7 BIO210Y5 Fundamentals of Human Anatomy and Physiology

Before: The design of the human body. Topics include locomotory and other major organ systems, integrating structure and function. A comparative approach is taken, placing the design of the human body in an evolutionary context. [48L, 24T]

After: The design of the human body. Topics include locomotory and other major organ systems, integrating structure and function. A comparative approach is taken, placing the design of the human body in an evolutionary context. **As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.** [48L, 24T]

Rationale: The addition of the sentence is to inform students of an international health related learning experience, that students can attend during winter reading week. The instructor has introduced this international experience as part of her course for the past two years, and it has become a part of her course curriculum.

Course #8 BIO304H5 Physiology of Neurons and Muscle

Before: ~~Principles of cell physiology, and the physiology of neurons, the sensory nervous system, and muscle.~~ [36L]

After: The course will provide students with knowledge of the physiology of neurons, muscle and sensory systems by demonstrating the biophysical, ionic, and molecular bases of cellular excitability. Topics include the forces that govern ion movement through solution, the electrical properties of the cell membrane, the molecular properties of ion channels, and the molecular physiology of neuronal excitability, synaptic transmission, neuromodulation, and muscle contraction. [36L]

Rationale: The instructor's objective is to outline the core elements that he feels are needed to understand nervous system physiology.

Course #9 BIO312H5 Plant Physiology

Before: This course ~~will focus~~ on the principal physiological processes in plants and ~~their~~ response to environmental factors ~~and global change. By addressing factors involved in global change, including rising atmospheric CO₂ alterations of the global nitrogen cycle and global climate warming, and examining their effects on~~

~~photosynthesis and plant metabolism~~, the course will provide the basis to understand ~~the implications of global change factors to plants, ecosystems and their impact on carbon sources and sinks in the modern biosphere.~~ [36L, 15P]

After: This course focuses on the principal physiological processes in plants and the regulation of these processes in response to environmental factors with an emphasis on the relationship between structure and function from the molecular to the whole-plant level. The course will provide the basis to understand how plants sense and respond to changing environmental conditions. This will enable students to understand why rising atmospheric carbon dioxide and global climate warming impact photosynthesis, plant metabolism and ultimately whole plant and ecosystem performance. Concepts discussed during lectures will be demonstrated in a series of practical labs. [36L, 15P]

Rationale: The instructor has taught the course for several years and over time has modified and fine-tuned the course content. The modified course description provides a better understanding of the course.

Course #10 BIO313H5 Field Methods and Statistical Analyses in Ecology

Before: This course will provide Biology Majors and Specialists particularly interested in ecology with integrated, practical exposure to field and laboratory research methods on plant, animal, and microbial communities including study design, data collection, statistical analysis, and interpretation of results. **[36P, 24T]**

After: This course will provide Biology Majors and Specialists particularly interested in ecology with integrated, practical exposure to field and laboratory research methods on plant, animal, and microbial communities including study design, data collection, statistical analysis, and interpretation of results. **[36P]**

Rationale: This course was changed previously in 2016 from an "H5Y" course to an "H5" course. The current instructor is a new hire and the department was not sure how she wanted to teach the course in terms of hours. Instructor has decided to teach the course with labs only. The three hour labs are taught weekly in one term (rather than bi-weekly over two terms), and she has decided that there is no need for the tutorial section.

Course #11 BIO324H5 Plant Biochemistry

Before: ~~Overview of the metabolic pathways of plants, their corresponding regulatory mechanisms, and the metabolomics techniques used to study them. Primary and secondary metabolism with relevance to human nutrition, plant defense, environmental adaptations, and biotechnology will be emphasized. This course also addresses online data analysis tools for managing metabolomics data sets.~~ [12L, 24S]

After: This course covers the biochemistry of plants with an emphasis on the reactions of primary and secondary metabolism and the subcellular compartments within plant cells where they occur. The biosynthesis of carbohydrates, amino acids, and lipids will be followed by that of terpenes, alkaloids, phenylpropanoids, glucosinolates, and other natural products with relevance to medicine, nutrition, plant defense, and biotechnology. [36L]

Rationale: After offering this course as a special topics (BIO484) course this past winter, the instructor has refined the lectures to improve flow and cohesion. The new course description and title accurately reflects the course content and focus, as it will be taught in subsequent semesters based on this initial experience.

Course #12 BIO362H5 Bioinformatics

Before: Bioinformatics uses and develops computational tools to understand biological processes from the level of single molecules to whole genomes and organisms. The biotechnology revolution has meant that bioinformatics is now used in many cutting edge biological research areas from medicine to phylogenetics. This course will introduce core concepts, practices and research topics including DNA/Protein alignment, DNA sequence analysis, interacting with scientific databases, and genome sequencing technology. This course includes computer-based practicals wherein students will apply bioinformatic tools and **learn** basic computer **programming.** [12L, 36P]

After: Bioinformatics uses and develops computational tools to understand biological processes from the level of single molecules to whole genomes and organisms. The biotechnology revolution has meant that bioinformatics is now used in many cutting edge biological research areas from medicine to phylogenetics. This course will introduce core concepts, practices and research topics including DNA/Protein alignment, DNA sequence analysis, interacting with scientific databases, and genome sequencing technology. This course includes computer-based practicals wherein students will apply bioinformatic tools and **be introduced to** basic computer **programming - no previous experience is required.** [12L, 36P]

Rationale: Instructor wanted to inform students that previous experience in computer programming is not a requirement in this course.

Course #13 BIO368H5 Medicinal Plants and Human Health

- Before:** This course addresses the role of plants in human health and medicine, including the action of plant pharmaceuticals, the function of essential vitamins and their deficiencies, and the roles of nutraceutical secondary metabolites in health. We will also discuss health related controversies such as genetically modified plants and herbal supplements. [24L, 12T]
- After:** This course addresses the role of plants in human health and medicine, including the action of plant pharmaceuticals, the function of essential vitamins and their deficiencies, and the roles of nutraceutical secondary metabolites in health. We will also discuss health related controversies such as genetically modified plants and herbal supplements. [36L, 12T]
- Rationale:** Instructor would like to increase the lecture hours of this course from 24L to 36L. Justification for change is that the instructor requires 3 hours of lecture each week to cover new course content. This will enable the tutorial hour to be dedicated to review of course material with the TA.
-

Course #14 BIO422H5 Environmental Epigenetics

- Before:** **Plants** show a remarkable plasticity that allows them to grow and survive in an ever-changing environment. Epigenetic mechanisms provide a fascinating layer of regulation that integrates the genome and environment. In addition, epigenetic marks can contribute to lasting effects **that occur** without changes in the underlying DNA **sequence itself**. This course explores how plant epigenomes respond to change such as stresses or developmental transitions. Influences on genome function, phenotype, and how epigenetic marks are transmitted will be discussed interactively drawing on recent primary literature and modern technological advances. [12L, 24S]
- After:** **Organisms** show a remarkable plasticity that allows them to grow and survive in an ever-changing environment. Epigenetic mechanisms provide a fascinating layer of regulation that integrates the genome and environment. In addition, epigenetic marks can contribute to lasting effects **across generations** without changes in the underlying DNA **sequence**. This course explores how plant **and animal** epigenomes respond to change such as stresses or developmental transitions. Influences on genome function, phenotype, and how epigenetic marks are transmitted will be discussed interactively drawing on recent primary literature and modern technological advances. [12L, 24S]
- Rationale:** Instructor has decided to change the title and course description in hopes of generating more student interest in this course.
-

Course #15 CHM396H5 Analytical and Physical Chemistry Instrumentation Laboratory I

- Before:** This laboratory course represents an integration of the study of fundamental physical chemistry with wide-ranging applications to instrumental methods of analysis, such as separation science, electrochemistry and spectroscopy. The course will provide a solid hands-on grounding in many of the major topics covered in analytical and physical chemistry, and the optimization of instrumental analytical measurements by the application of physical principles. Students select from a variety of instruments to customize their program, and develop their own analytical methods to address analytical problems of interest to the student. [48P]
- After:** This **analytical and physical chemistry** laboratory course represents an integration of the study of fundamental physical chemistry with wide-ranging applications to instrumental methods of analysis, such as separation science, electrochemistry and spectroscopy. The course will provide a solid hands-on grounding in many of the major topics covered in analytical and physical chemistry, and the optimization of instrumental analytical measurements by the application of physical principles. Students select from a variety of instruments to customize their program, and develop their own analytical methods to address analytical problems of interest to the student. [48P]
- Rationale:** While there is not a significant difference in the course description (as physical chemistry principles have historically been taught in CHM396H5 and CHM397H5), CHM396 will be modified to include a new laboratory module with a significant focus on physical chemistry principles. This is being done in coordination with the changes being proposed for JCP221H5, in which the laboratory component of JCP221H5 will be removed. Overall, this will provide students in the Chemistry Specialist program (ERSPE1376), and those who wish to include CHM396H5 as part of their Chemistry Major program (ERMAJ1376), with improved exposure to more modern and more practical physical chemistry experimentation. In greater detail, a new physical chemistry specific module will be included in CHM396H5. This new module will include:
- investigations of the thermodynamics associated with DNA hybridization via spectroscopic thermal denaturation experiments,
 - investigations of stoichiometry, binding equilibria, enthalpy and entropy of biomolecular interactions (e.g. drug-protein) by isothermal titration calorimetry (ITC), and
 - investigations of reaction kinetics via surface plasmon resonance (SPR).
- This 4-week-long physical chemistry module will be offered as an alternative to the existing electrochemistry modules (voltammetry and potentiometry), so that students may tune their experiential learning to best suit their interests and intended career paths.
-

Course #16 CHM397H5 Analytical and Physical Chemistry Instrumentation Laboratory II

- Before:** This laboratory course carries on from CHM396 to introduce more advanced topics in instrumental methods of ~~analysis, including~~ instrument design and computer interfacing, ~~emission spectroscopy~~, microfluidics and ~~lab-on-a-chip~~ technologies. The course will provide practical experience in the optimization of instrumental analytical measurements, experiment design, and topics of relevance to research in analytical chemistry. [48P]
- After:** This analytical and physical chemistry laboratory course carries on from CHM396 to introduce more advanced topics in instrumental methods of analysis and physical chemistry concepts. The course will include experimental modules focused on instrument design and computer interfacing, molecular spectroscopy (e.g. fluorescence, infrared and Raman, and NMR), plasmon resonance methods for biomolecule determinations and kinetic analysis, microfluidics and lab-on-a-chip technologies. The course will provide practical experience in the optimization of instrumental analytical measurements, experiment design, and topics of relevance to research in analytical and physical chemistry. [48P]
- Rationale:** While there is not a significant difference in the course description (as physical chemistry principles have historically been taught in both CHM396H5 and CHM397H5), CHM397 will be modified to include a new laboratory module with a significant focus on physical chemistry principles. This is being done in coordination with the changes being proposed for JCP221H5, in which the laboratory component of JCP221H5 will be removed. Overall, this will provide students in the Chemistry Specialist program (ERSPE1376), and those who wish to include CHM397H5 as part of their Chemistry Major program (ERMAJ1376), with improved exposure to more modern and more practical physical chemistry experimentation. In greater detail, a new physical chemistry specific module on NMR spectroscopy will be included in CHM397H5. This new module will include experiments focused on determination of reaction/binding equilibria, kinetics of exchange processes, in addition to evaluation of molecular structures.

This 4-week-long physical chemistry module will be offered as a student selectable offering from the existing molecular spectroscopy module (which currently includes FTIR and fluorescence spectroscopy), so that students may tune their experiential learning to best suit their interests and intended career paths. Ongoing improvements to the course also include introduction of Raman spectroscopy to the existing FTIR module and surface plasmon resonance biosensors as an alternative selection to the module on microfluidics. These ongoing course updates will be further tuned to highlight aspects of physical chemistry associated with these experiments (e.g. thermodynamics, reaction rates, equilibria).

Course #17 CSC207H5 Software Design

- Before:** An introduction to software design and development concepts, methods, and tools using a statically-typed object-oriented programming language such as Java. Topics from: version control, build management, unit testing, refactoring, object-oriented design and development, design patterns, advanced IDE usage, regular expressions, and reflection. Representation of floating-point numbers and introduction to numerical computation. [24L, **12T**]
- After:** An introduction to software design and development concepts, methods, and tools using a statically-typed object-oriented programming language such as Java. Topics from: version control, build management, unit testing, refactoring, object-oriented design and development, design patterns, advanced IDE usage, regular expressions, and reflection. Representation of floating-point numbers and introduction to numerical computation. [24L, **12P**]
- Rationale:** We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #18 CSC209H5 Software Tools and Systems Programming

- Before:** Software tools and development in a Unix/Linux environment, using a machine-oriented programming language (typically C). Core topics: software tools (shell utilities and make), processes and program execution, the memory model, system calls, file processing, interprocess communication (pipes and signals), and an introduction to concurrency, including multithreading. [24L, **12T**]
- After:** Software tools and development in a Unix/Linux environment, using a machine-oriented programming language (typically C). Core topics: software tools (shell utilities and make), processes and program execution, the memory model, system calls, file processing, interprocess communication (pipes and signals), and an introduction to concurrency, including multithreading. [24L, **12P**]
- Rationale:** We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #19 CSC309H5 Programming on the Web

- Before:** An introduction to software development on the web. Concepts underlying the development of programs that operate on the web; survey of technological alternatives; greater depth on some technologies. Operational concepts of the internet and the web, static client content, dynamic client content, dynamically served content, n-tiered architectures, web development processes, and security on the web. Assignments involve increasingly more complex web-based programs. [24L, **12T**]
- After:** An introduction to software development on the web. Concepts underlying the development of programs that operate on the web; survey of technological alternatives; greater depth on some technologies. Operational concepts of the internet and the web, static client content, dynamic client content, dynamically served content, n-tiered architectures, web

development processes, and security on the web. Assignments involve increasingly more complex web-based programs. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #20 CSC324H5 Principles of Programming Languages

Before: Major topics in the development of modern programming languages. Syntax specification, type systems, type inference, exception handling, information hiding, structural recursion, run-time storage management, and programming paradigms. Two non-procedural programming paradigms: functional programming (illustrated by languages such as Lisp, Scheme, ML or Haskell) and logic programming (illustrated by languages such as Prolog, XSB or Coral). [24L, **12T**]

After: Major topics in the development of modern programming languages. Syntax specification, type systems, type inference, exception handling, information hiding, structural recursion, run-time storage management, and programming paradigms. Two non-procedural programming paradigms: functional programming (illustrated by languages such as Lisp, Scheme, ML or Haskell) and logic programming (illustrated by languages such as Prolog, XSB or Coral). [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #21 CSC333H5 Forensic Computing

Before: *Priority given to Forensic Science majors and specialists.*

After:

Rationale: This course has not been offered for at least 5 years, and CSC333 is not listed in any Forensic Science program. These changes will allow us to use the course code to offer a technically light course that is accessible to both majors and non-majors.

Course #22 CSC343H5 Introduction to Databases

Before: Introduction to database management systems. The relational data model. Relational algebra. Querying and updating databases: the query language SQL. Application programming with SQL. Integrity constraints, normal forms, and database design. Elements of database system technology: query processing, transaction management. [24L, **12T**]

After: Introduction to database management systems. The relational data model. Relational algebra. Querying and updating databases: the query language SQL. Application programming with SQL. Integrity constraints, normal forms, and database design. Elements of database system technology: query processing, transaction management. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #23 CSC347H5 Introduction to Information Security

Before: An investigation of many aspects of modern information security. Major topics cover: Techniques to identify and avoid common software development flaws which leave software vulnerable to crackers. Utilizing modern operating systems security features to deploy software in a protected environment. Common threats to networks and networked computers and tools to deal with them. Cryptography and the role it plays in software development, systems security and network security. [24L, **12T**]

After: An investigation of many aspects of modern information security. Major topics cover: Techniques to identify and avoid common software development flaws which leave software vulnerable to crackers. Utilizing modern operating systems security features to deploy software in a protected environment. Common threats to networks and networked computers and tools to deal with them. Cryptography and the role it plays in software development, systems security and network security. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #24 CSC369H5 Operating Systems

Before: Principles of operating systems. The operating system as a control program and as a resource allocator. Core topics: processes and threads, concurrency (synchronization, mutual exclusion, deadlock), processor, scheduling, memory management, file systems, and protection. [24L, **12T**]

After: Principles of operating systems. The operating system as a control program and as a resource allocator. Core topics: processes and threads, concurrency (synchronization, mutual exclusion, deadlock), processor, scheduling, memory management, file systems, and protection. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #25 CSC423H5 Computer Forensics

Before: Introduction to the digital investigation of electronic evidence. The computer as a crime scene and as a party to a criminal offence. Focus on network issues (intrusion detection, sniffer logs) and operating system issues (especially file system issues: hidden data, file metadata, deleted data). This course will build upon your background in operating systems theory and practice, and will introduce you to the tools and techniques of the computer forensic specialist in the Linux and Microsoft environments. Reference to Canadian computer crime case law. [24L, **12T**]

After: Introduction to the digital investigation of electronic evidence. The computer as a crime scene and as a party to a criminal offence. Focus on network issues (intrusion detection, sniffer logs) and operating system issues (especially file system issues: hidden data, file metadata, deleted data). This course will build upon your background in operating systems theory and practice, and will introduce you to the tools and techniques of the computer forensic specialist in the Linux and Microsoft environments. Reference to Canadian computer crime case law. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #26 CSC427H5 Computer Security

Before: Network attacks and defenses, operating system vulnerabilities, application security (e-mail, Web, databases), viruses, spyware, social engineering attacks, privacy and digital rights management. The course will cover both attack techniques and defense mechanisms. [24L, **12T**]

After: Network attacks and defenses, operating system vulnerabilities, application security (e-mail, Web, databases), viruses, spyware, social engineering attacks, privacy and digital rights management. The course will cover both attack techniques and defense mechanisms. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #27 CSC490H5 Capstone Design Course

Before: This course gives students experience solving a substantial problem that may span several areas of Computer Science. Students will define the scope of the problem, develop a solution plan, produce a working implementation, and present their work using written, oral and (if suitable) video reports. Class time will focus on the project, but may include some lectures. The class will be small and highly interactive. Topics, themes and required preparation will vary by instructor. [24L, **12T**]

After: This course gives students experience solving a substantial problem that may span several areas of Computer Science. Students will define the scope of the problem, develop a solution plan, produce a working implementation, and present their work using written, oral and (if suitable) video reports. Class time will focus on the project, but may include some lectures. The class will be small and highly interactive. Topics, themes and required preparation will vary by instructor. [24L, **12P**]

Rationale: We have been asked to make sure that all courses that use lab resources list practical, rather than tutorial sections.

Course #28 ERS101H5 Planet Earth

Before: We discuss the age and origin of the Earth, the nature of its deep interior, the origin of mountains, oceans, earthquakes and volcanoes, and show how these features are related in a unifying theory known as Plate Tectonics, that explains how the evolution of the Earth's surface is driven by internal processes. **Tutorials** will include laboratory exercises devoted to the understanding and recognition of minerals, rocks and geological structures. [24L, 24P]

After: We discuss the age and origin of the Earth, the nature of its deep interior, the origin of mountains, oceans, earthquakes and volcanoes, and show how these features are related in a unifying theory known as Plate Tectonics, that explains how the evolution of the Earth's surface is driven by internal processes. **Practicals** will include laboratory exercises devoted to the understanding and recognition of minerals, rocks and geological structures. [24L, 24P]

Rationale:

Course #29 ERS111H5 Earth, Climate & Life

Before: ~~"Civilization exists by geological consent, subject to change without notice." (Will Durant, 1885-1981). Our life is totally dependent on our planet and on what she provides. This course is an overview of our relationship with Earth: how she supports us, how she affects us, and how we affect her.~~ After a quick introduction to how Earth works, topics discussed will include ~~volcanic eruptions, earthquakes, landslides,~~

~~mineral, energy and water resources, weather and climate change. As citizens of the world, we are, and will increasingly be, required to make decisions about our relation with Earth: we need to be sufficiently informed to contribute to the consequent debates.~~ [24L]

After: Life as we know it is completely dependent on our planet. In turn, how organisms feed, breath, grow, and reproduce are integral to mitigating large-scale climate changes and organic cycles. Climate also works in tandem with large-scale geological processes to reshape the surface of our home. As such, these processes are intimately linked and ensures our planet remains habitable. After introducing how the Earth works, topics discussed will include how life on Earth has evolved, how ecosystems have changed in response to weather and climate change, and how large-scale geological processes affect climate and life [24L]

Rationale: Modify course description to highlight geologic time aspect of modified course

Course #30 ERS211H5 Sedimentology

Before: Sedimentology concerns the formation, accumulation, alteration, and preservation of sediments in the geological record. This course will focus on the reconstruction and interpretation of ancient carbonate and siliciclastic paleoenvironments based on the analysis of sedimentary structures, depositional environments, stratigraphic successions, and fossils. The interplay between biological and geological factors responsible for sedimentary deposits will form the core of the course, including the physical transport and biological accumulation of sediments, the effects of climate-driven sea-level change on sediment deposition, and how the evolution of, and innovations within, biological systems have profoundly affected sedimentary processes over the past 3.5 billion years. This course will include a laboratory component in addition to a field trip allowing for first-hand experience with describing and interpreting sedimentological units. **[24L, 36P]**

After: Sedimentology concerns the formation, accumulation, alteration, and preservation of sediments in the geological record. This course will focus on the reconstruction and interpretation of ancient carbonate and siliciclastic paleoenvironments based on the analysis of sedimentary structures, depositional environments, stratigraphic successions, and fossils. The interplay between biological and geological factors responsible for sedimentary deposits will form the core of the course, including the physical transport and biological accumulation of sediments, the effects of climate-driven sea-level change on sediment deposition, and how the evolution of, and innovations within, biological systems have profoundly affected sedimentary processes over the past 3.5 billion years. This course will include a laboratory component in addition to a field trip allowing for first-hand experience with describing and interpreting sedimentological units. **[36L, 24P]**

Rationale:

Course #31 ERS312H5 Oceanography

Before: ERS312H5 is offered in alternate years, alternating with **ERS321H5.**

After: ERS312H5 is offered in alternate years, alternating with **ERS412H5.**

Rationale:

Course #32 ERS412H5 Climate Through Time

Before: **ERS321H5** is offered in alternate years, alternating with ERS312H5.

After: **ERS412H5** is offered in alternate years, alternating with ERS312H5.

Rationale: Better reflect content of course which focuses on past climate evolution. Update new course number.

Course #33 ERS425H5 Geology of North America

Before: This course will provide students with a first-hand exposure to geologic outcrops in ~~the southwestern United States,~~ where knowledge gained during classroom instruction throughout their studies can be applied to textbook examples of a variety of geologic features. The course is structured around one major field trip during fall break, plus preparatory work. There is a nonrefundable fee associated with this course beyond tuition. Students must register on ROSI, on a first-come first-serve and non-refundable deposit basis. The deposit must be received by the Department within one week from the first day of enrollment or the student will be dropped automatically from the course. Students should contact the Department by ~~May~~ of the academic year preceding the course to find out more details about the specific field trip plans. ~~As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.~~

After: This course will provide students with a first-hand exposure to geologic outcrops in North America, where knowledge gained during classroom instruction throughout their studies can be applied to textbook examples of a variety of geologic features. The course is structured around one major field trip during fall break, plus preparatory work. There is a nonrefundable fee associated with this course beyond tuition. Students must register on ROSI, on a first-come first-serve

and non-refundable deposit basis. The deposit must be received by the Department within one week from the first day of enrollment or the student will be dropped automatically from the course. Students should contact the Department by **March** of the academic year preceding the course to find out more details about the specific field trip plans.

Rationale: replaced the words **Southwestern United States** to North America.
removed - As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process. The Field Trip will now take place in Canada for logistical reasons.

Course #34 FSC239Y5 (1) Introduction to Forensic Science

Before: Forensic science is the application of any scientific inquiry into criminal investigation. The results of such inquiry are ultimately for presentation in courts of law. Specialists in forensic science will lecture on a variety of topics that will include crime scene investigation, the role of the coroner, forensic pathology, forensic chemistry, forensic botany, forensic entomology, forensic anthropology, forensic dentistry, psychology and toxicology. Case studies will be reviewed, and the role of the expert witness will be examined. [48L, **24T**]

After: Forensic science is the application of any scientific inquiry into criminal investigation. The results of such inquiry are ultimately for presentation in courts of law. Specialists in forensic science will lecture on a variety of topics that will include crime scene investigation, the role of the coroner, forensic pathology, forensic chemistry, forensic botany, forensic entomology, forensic anthropology, forensic dentistry, psychology and toxicology. Case studies will be reviewed, and the role of the expert witness will be examined. [48L, **8T**]

Rationale: No change in description -Updated # of TUT to properly reflect the actual number of TUT hours students actually attend -each TUT section (8 sections) meets 8 times for 1 hr. throughout the course .

Course #35 GGR317H5 The Cryosphere

Before: Snow and ice dominate the Canadian landscape. There is virtually no area in Canada that escapes the influence of snow and ice. We skate on frozen ponds, ski down snow covered mountains, drive through snow blizzards and watch how ice jams in rivers cause rivers to swell and floods to occur. The duration and the thickness of snow and ice increase rapidly northwards, and glaciers are found in mountainous areas and in large parts of the Arctic region. Given that snow and ice impact heavily on the Canadian way of life, this course seeks to understand the dynamics of snow and ice in a hydrological context. This course will examine snow properties, snow cover distribution, glacier hydrology, melt runoff, and ice in its many forms (lake ice, river ice, sea ice, and ground ice). This course will also examine some of the recent observed changes occurring in the cryosphere regions of Canada. This course fulfills 2 field days. [24L, 12P]

After: Snow and ice dominate the Canadian landscape. There is virtually no area in Canada that escapes the influence of snow and ice. We skate on frozen ponds, ski down snow covered mountains, drive through snow blizzards and watch how ice jams in rivers cause rivers to swell and floods to occur. The duration and the thickness of snow and ice increase rapidly northwards, and glaciers are found in mountainous areas and in large parts of the Arctic region. Given that snow and ice impact heavily on the Canadian way of life, this course seeks to understand the dynamics of snow and ice in a hydrological context. This course will examine snow properties, snow cover distribution, glacier hydrology, melt runoff, and ice in its many forms (lake ice, river ice, sea ice, and ground ice). This course will also examine some of the recent observed changes occurring in the cryosphere regions of Canada. ***This course includes an off campus field trip.*** This course fulfills 2 field days. [24L, 12P]

Rationale: adding a statement advising students that the course includes a off-campus field trip

Course #36 GGR321H5 Geographic Information Processing

Before: Problem solving using geographic information systems (GIS). Essential distributed computing aspects of GIS are presented. Among topics covered are the use of logic in spatial analysis, line-of-sight analysis, route selection, site selection, and landscape analysis. Hands-on assignments are emphasized. [**12L**, 24P]

After: Problem solving using geographic information systems (GIS). Essential distributed computing aspects of GIS are presented. Among topics covered are the use of logic in spatial analysis, line-of-sight analysis, route selection, site selection, and landscape analysis. Hands-on assignments are emphasized. [**24L**, 24P]

Rationale: increased to 24L because more lecture time is required to cover material.

Course #37 GGR335H5 GIS and Remote Sensing Integration

Before: The integration of GIS and remote sensing is at the center of a larger trend toward the fusion of different kinds of geospatial data and technologies. The purpose of this course is to familiarize students with the various ways in which GIS and remote sensing have been integrated and used for environmental applications at a range of spatial and temporal scales. The first one-third of the course will explore vector based GIS analysis in the context of physical environment, wildlife habitat, and human activities using ArcGIS software. The second third of the course explores remote sensing

fundamentals, image interpretation, land cover mapping, change detection, and integration of raster and vector data using ERDAS IMAGINE software. The course will include lectures, where foundational concepts will be introduced and practical lab sessions, where students will gain experience on the proper use of GIS and Remote Sensing techniques. There will be guest lectures demonstrating applications of RS and GIS in natural resources management. The final third of the course will be devoted to application projects employing remote sensing and/or GIS data analysis in natural resources and environmental assessments. **Assessment will involve completion of three laboratory assignments, a mid-term test, and a final project report.** [24L, 24P]

After: The integration of GIS and remote sensing is at the center of a larger trend toward the fusion of different kinds of geospatial data and technologies. The purpose of this course is to familiarize students with the various ways in which GIS and remote sensing have been integrated and used for environmental applications at a range of spatial and temporal scales. The first one-third of the course will explore vector based GIS analysis in the context of physical environment, wildlife habitat, and human activities using ArcGIS software. The second third of the course explores remote sensing fundamentals, image interpretation, land cover mapping, change detection, and integration of raster and vector data using ERDAS IMAGINE software. The course will include lectures, where foundational concepts will be introduced and practical lab sessions, where students will gain experience on the proper use of GIS and Remote Sensing techniques. There will be guest lectures demonstrating applications of RS and GIS in natural resources management. The final third of the course will be devoted to application projects employing remote sensing and/or GIS data analysis in natural resources and environmental assessments. [24L, 24P]

Rationale: removed details surrounding assessment for the course as it is not necessary to state this in the course description.

Course #38 GGR407H5 Ecohydrology

Before: Ecohydrology explores the **feedbacks** between biological, **hydrological** and biogeochemical processes that help shape ecosystem form and function. These feedbacks are central to the regulation of the global climate and water resources. With pronounced and rapid human modification to the landscape and climate system this field of study is increasingly relevant to formulate mitigation strategies. This seminar and research course explores the feedback processes most crucial to climate change and water resources. Topics include ecosystem control on the water balance, the role of **peatlands** in ameliorating climate change, **hydrologic** controls on species diversity, and the role of the watershed in mitigating human pollutants. Students are expected to conduct independent and collaborative study. **This course fulfills 4 field days.** [24S, 36P]

After: Ecohydrology explores the **feedback** between biological, **hydro-logical** and biogeochemical processes that help shape ecosystem form and function. These feedbacks are central to the regulation of the global climate and water resources. With pronounced and rapid human modification to the landscape and climate system this field of study is increasingly relevant to formulate mitigation strategies. This seminar and research course explores the feedback processes most crucial to climate change and water resources. Topics include ecosystem control on the water balance, the role of **peat-lands** in ameliorating climate change, **hydro-logic** controls on species diversity, and the role of the watershed in mitigating human pollutants. Students are expected to conduct independent and collaborative study. [24L]

Rationale: removing the practical hours for this course brings the course back in line with other 4th year physical geography course offerings; with the removal of the practical hours, this course will no longer offer field days.

Course #39 GGR417Y5 Honours Thesis

Before: This course is designed to give students experience in the design and execution of an independent senior thesis under the supervision of a faculty member. In order to register in the course, students must complete **and submit** an application form to the Department of **Geography by March 31 of the preceding year.** This course may fulfill field day components. Please consult with your supervisor.

After: This course is designed to give students experience in the design and execution of an independent senior thesis under the supervision of a faculty member. In order to register in the course, students must **obtain approval from a supervisor,** complete an application form **and submit the form** to the Department of **Geography.** **Please refer to the Department of Geography website for details:** **<https://utm.utoronto.ca/geography/field-internship-and-thesis-courses>** This course may fulfill field day components. Please consult with your supervisor.

Rationale: updated course description, removed application deadline dates.

Course #40 GGR437H5 Advanced Remote Sensing

Before:

This course builds on the fundamental remote sensing concepts, techniques, and applications introduced in GGR 337, and aims to provide an advanced study of digital image processing and remote sensing applications. Topics include image pre-processing and calibration, spectral data transformation, image enhancement, pattern recognition, artificial intelligence, hyperspectral image analysis, and change detection. Students will apply these advanced remote sensing techniques in practical lab exercises and a term project. **[12L, 24P]**

After: This course builds on the fundamental remote sensing concepts, techniques, and applications introduced in GGR 337, and aims to provide an advanced study of digital image processing and remote sensing applications. Topics include image pre-processing and calibration, spectral data transformation, image enhancement, pattern recognition, artificial intelligence, hyperspectral image analysis, and change detection. Students will apply these advanced remote sensing techniques in practical lab exercises and a term project. **[24L, 24P]**

Rationale: additional lecture hours are required to cover course material

Course #41 GGR479H5 Special Topics in Physical Geography

Before: An advanced seminar dealing with topics in physical geography, to be selected according to staff and student interests. **[24P]**

After: An advanced seminar dealing with topics in physical geography, to be selected according to staff and student interests. **[24S]**

Rationale: instruction time was incorrectly listed as 24P, changed to 24S

Course #42 HSC200H5 Imaging Technologies for Scientific Visual Communication

Before: Introduction to image and media technologies central to modern digital communication, with emphasis on their use in science communication and education. Topics include the appropriate use of visual media, design strategies, design for legibility and scientific image conventions. Tutorial sessions will introduce vector and bitmap image creation and manipulation tools. [12L, **24T**]

After: Introduction to image and media technologies central to modern digital communication, with emphasis on their use in science communication and education. Topics include the appropriate use of visual media, design strategies, design for legibility and scientific image conventions. Tutorial sessions will introduce vector and bitmap image creation and manipulation tools. [12L, **24P**]

Rationale: The instructor has been teaching the tutorial section of this course in a computer lab, and to reflect this we have changed it from a tutorial to a practical section.

Course #43 HSC402H5 Digital Learning Environments in Biology and Health Science

Before: This course focuses on the design, development and evaluation of ~~E-Learning~~ environments for health sciences ~~education or health care practice~~. An overview of learning management systems, knowledge object design, ~~repositories~~, collaborative knowledge building environments, ~~communication technologies, surveys~~, simulations, tutorials, and games will be presented. ~~Individual and group work~~ will ~~explore theory-based design~~ and ~~best practice guidelines for the creation of multimedia/multi-modal E-Learning communities~~. [12L, 24P]

After: This course focuses on the design, development and evaluation of digital learning environments for biology and health sciences education. An overview of learning management systems, knowledge object design, collaborative knowledge building environments, simulations, tutorials, and games will be presented. Emerging communications technologies will be discussed in theory, explored through examples, and applied through prototype design. [12L, 24P]

Rationale: HSC402H5, E-Learning Environments in Health Care has run ten iterations. While the readings, lectures and practical activities have incrementally changed from year to year, the language describing the course which emphasizes e-learning and multimedia needs revision as e-learning has transitioned towards knowledge building and mobilization and multimedia design has transitioned to digital media, design research and the study of usability experience. As the world burgeons with data, a shift in emphasis might also occur from visual communication by means of expert, interactive concept-models to visual communication via live visual and sensor data. Small, wireless sensor networks and video have emerged as an important means of scientific analysis and communication, particularly in the field of digital health.

HSC402H5, E-Learning Environments in Health Care has run ten iterations. While the readings, lectures and practical activities have incrementally changed from year to year, the language describing the course which emphasizes e-learning and multimedia needs revision as e-learning has transitioned towards knowledge building and mobilization and multimedia design has transitioned to digital media, design research and the study of usability experience. As the world burgeons with data, a shift in emphasis might also occur from visual communication by means of expert, interactive concept-models to visual communication via live visual and sensor data. Small, wireless sensor networks and video have emerged as an important means of scientific analysis and communication, particularly in the field of digital health.

Course #44 JCP221H5 Thermodynamics

Before: An introduction to equilibrium thermodynamics with application to ideal and non-ideal systems: covering the concepts of work and heat, the laws of thermodynamics, internal energy, enthalpy and entropy, the chemical potential, states of matter, phase rules and phase diagrams, and chemical equilibria. Kinetics topics include rate laws, both differential and integrated, rate constants, activated complex theory, and temperature effects. **[36L,15P,14T]**

After: An introduction to equilibrium thermodynamics with application to ideal and non-ideal systems: covering the concepts of work and heat, the laws of thermodynamics, internal energy, enthalpy and entropy, the chemical potential, states of matter, phase rules and phase diagrams, and chemical equilibria. Kinetics topics include rate laws, both differential and integrated, rate constants, activated complex theory, and temperature effects. **[36L, 12T]**

Rationale: The course will be altered to remove the laboratory component, which previously consisted of five laboratory modules over the term. Many introductory physical chemistry courses, including those at the St. George campus, are taught without a laboratory component: the material can be understood conceptually, supplemented with some in-class demonstrations, and does not pedagogically require a laboratory component. We would like to adopt the common practice of shifting the laboratory component of this large second year course into smaller, more focused third year courses aimed primarily at students who are making chemistry or physics their primary area of study. At this point, chemistry-specific content is proposed to be added to the third year course CHM396 (see below), while physics-specific content is still under discussion.

As described in the related CHM396 change proposal, CHM396 will be modified to include a new laboratory module with a significant focus on physical chemistry principles. This will offer ERSPE1376 (Chemistry Specialist) and ERMAJ1376 (Chemistry Major) students exposure to modern techniques in physical chemistry, and focus laboratory resources on those students rather than on the substantially larger JCP221.

Two-hour tutorial sessions in JCP221 had previously been held approximately every second week, alternating with the lab sessions. The revised version of the course will instead offer one-hour tutorials every week: this ongoing tutorial support will help students keep up with the material.

Course #45 JEG400Y5 Geography / Environment Science Internship

Before: Through a part-time, unpaid work placement, students apply the natural science based environmental science/physical geography expertise gained through previous course work. Placements are made at local conservation authorities, municipalities, environmental consulting companies, corporations, provincial or federal agencies, and other organizations. Students must submit an application ~~online by April 1 to apply for the course.~~ Instructions for the application can be found on the Geography Department home ~~page.~~ ~~**Specialists in the Environmental Science or Physical Geography Program will be given priority for admission. The student's application must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for an internship opportunity. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of CGPA, experience, qualifications and interview performance. More information about the application process can be found here:**~~ <https://utm.utoronto.ca/geography/field-internship-and-thesis-courses>

After: Through a part-time, unpaid work placement, students apply the natural science based environmental science/physical geography expertise gained through previous course work. Placements are made at local conservation authorities, municipalities, environmental consulting companies, corporations, provincial or federal agencies, and other organizations. Students must submit an application online. Instructions for the application can be found on the Geography Department home page: <https://utm.utoronto.ca/geography/field-internship-and-thesis-courses>

Rationale: removed application details from the description

Course #46 MAT202H5 Introduction to Discrete Mathematics

Before: Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.

After: Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.

Rationale: This course is also relevant to CS and Stats students, and needed for some of the programs.

Course #47 MAT236H5 Vector Calculus

Before: Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.

After: Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.

Rationale: This course is also relevant to CS and Stats students, and needed for some of the programs.

Course #48 MAT244H5 Differential Equations I

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major **programs**.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major **programs; Astronomical Sciences Specialist (ERSPE1025), Astronomy Major (ERMAJ2204), Biomedical Physics Specialist (ERSPE1944) and Applied Statistics Specialist(ERSPE1540)**
- Rationale:** This course is also relevant to CS and Stats students, and needed for the programs mentioned.
-

Course #49 MAT301H5 Groups and Symmetries

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major **programs or in the Information Security Specialist program**.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major **programs**.
- Rationale:** This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #50 MAT302H5 Introduction to Algebraic Cryptography

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major **programs or in the Information Security Specialist program**.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major **programs**.
- Rationale:** This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #51 MAT315H5 Introduction to Number Theory

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.
- Rationale:** This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #52 MAT337H5 Introduction to Real Analysis

- Before:** The real ~~number system; Upper and lower bounds; Limits of sequences and functions;~~ Topology in \mathbb{R}^n ; ~~Series;~~ Differentiation and ~~integration; Sequences and series of functions; Metric spaces; The Cantor set; Sets~~ of measure ~~zero~~ and ~~integrability~~. [36L, 24T]
- After:** (Formerly MAT378H5) The real numbers; Sequences and series; Functional limits; Topology in \mathbb{R}^n ; Differentiation and Integration; Power Series; Metric Spaces; Integrability and sets of measure zero. The course emphasizes rigour and theory. [36L, 24T]
- Rationale:** The updated description better describes the topics which are taught in practice.
-

Course #53 MAT401H5 Polynomial Equations and Fields

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.
- Rationale:** This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #54 MAT402H5 Classical Geometries

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.
- Rationale:** This course is also relevant to CS and Stats students, and needed for some of the programs
-

Course #55 MAT405H5 Introduction to Topology

- Before:** ~~Fundamentals of set theory. Point set topology in \mathbb{R}^n . Metric spaces. Topological spaces and continuous mappings. Connectedness, compactness. Countability, separability. Topology of function spaces. Fundamental group and covering spaces. Brouwer fixed-point theorem.~~ [36L, 12T]
- After:** Sets and functions; Topology in \mathbb{R}^n ; Topological spaces; Open and closed sets; Closure and interior; Continuous functions; Quotient spaces; Connectedness and compactness; Separation axioms and related theorems. [36L, 12T]
- Rationale:** 1.To better describe topics which are taught in practice.
2.This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #56 MAT405H5 Introduction to Topology

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.
- Rationale:** 1.To better describe topics which are taught in practice.
2.This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #57 MAT406H5 Mathematical Introduction to Game Theory

- Before:** Priority is given to students enrolled in the **Mathematics** Specialist or Major programs.
- After:** Priority is given to students enrolled in the **Mathematics, Computer Science and Statistics** Specialist or Major programs.
- Rationale:** This course is also relevant to CS and Stats students, and needed for some of the programs.
-

Course #58 PHY325H5 Mathematical and Computational Physics

- Before:** The theory and **applications** of mathematical methods for the physical sciences. **The topics** include: vector calculus, linear algebra applied to coordinate transformations, probability distributions, systems of linear ordinary differential equations and boundary value problems, Fourier analysis and orthogonal functions, **Laplace's, Bessel's and** the Heat equations in various coordinate systems, and use of Legendre polynomials and Spherical Bessel functions. Computational methods and standard software tools will be used to solve **the** complex physics problems. [24L, 12P, 6T]
- After:** The theory and **application** of mathematical methods for the physical sciences. **Topics may** include: vector calculus, linear algebra applied to coordinate transformations, probability distributions, systems of linear ordinary **and partial** differential equations and boundary value problems, Fourier analysis and orthogonal functions, the Heat **and Wave** equations in various coordinate systems, and **the** use of Legendre polynomials and Spherical Bessel functions. Computational methods and standard software tools will be used to solve complex physics problems. [24L, 12P, 6T]
- Rationale:** The current course description needed some clarification and grammar improvements.
-

Course #59 PSY100Y5 Introductory Psychology

- Before:** An examination of the science of behaviour, and use of the scientific method in the study of human and animal behaviour. This course, which includes **12** two-hour computer labs, is a prerequisite for all other Psychology courses except for PSY201H5 and 202H5. [48L, 20P]
- After:** An examination of the science of behaviour, and use of the scientific method in the study of human and animal behaviour. This course, which includes **10** two-hour computer labs, is a prerequisite for all other Psychology courses except for PSY201H5 and 202H5. [48L, 20P]

Rationale: Error correction. Course always had 10 rather than 12 two hour labs as indicated by 20L previously.

Course #60 PSY317H5 Gender and Sexual Development

- Before:** This course examines gender and sexual development with an emphasis on cognitive, social and cultural processes. Topics include gender stereotypes, roles, and identity, psychological gender and sexual orientation differences, sexuality across the lifespan and atypical expressions of gender and sexuality. **[36L]**
- After:** This course examines gender and sexual development with an emphasis on cognitive, social and cultural processes. Topics include gender stereotypes, roles, and identity, psychological gender and sexual orientation differences, sexuality across the lifespan and atypical expressions of gender and sexuality. **[24L, 12T]**
- Rationale:** Gender and sexuality development is a field that lends itself to educational exercises that are best carried out in a tutorial, and that will supplement and reinforce delivery of course concepts focused on in lecture. Many topics covered in the course are controversial and are often accompanied by strong opinions (e.g., appropriate parenting in relation to gender; the harms of childhood sex abuse and appropriate societal reaction to pedophiles; LGBTQ+ in society; cultural variation in gender and sexual behavior/attitudes). As such, the material provides opportunities for students to challenge their own pre-existing biases, to become exposed to different opinions, and to weigh these against objective scientific data and scholarly approaches to these topics.
- Tutorials will utilize a range of formats to stimulate student engagement with course material and will center on small group activities (4-5 students per group) that will facilitate student interaction. Activities include discussion of issues related to the course that are presented in popular media (e.g., newspaper or magazine articles, documentaries), debates in which members of two different groups argue opposing sides of controversial issues, and class presentations summarizing knowledge on a topic area.
- Enrollment for the course is presently capped at 50 students. The class would be divided into two tutorial sections of 25 students each. The tutorials will be led by the Instructor and by a TA. The Instructor and TA would cover 5 tutorial sessions each and would alternate between tutorial sections so that students have equal exposure. The roles of the Instructor and TA will be to role model how to engage in productive scholarly discussion of the issues at hand and to facilitate group and class discussions/activities.
-

Course #61 SOC350H5 Quantitative Analysis

- Before:** The course is a continuation of SOC222H5 (Measuring the Social World)) and introduces students to more advanced applications of regression analysis. In addition to producing and interpreting regression models, this course also focuses on diagnostic tools for addressing outliers and multicollinearity, as well as regression with categorical independent variables and dependent variables (including a basic introduction to logistic regression). This course is mainly project based. Students will develop their own research questions and hypotheses and use statistical software to analyze data in order to provide evidence for their hypotheses. . [24L, **12T]**
- After:** The course is a continuation of SOC222H5 (Measuring the Social World)) and introduces students to more advanced applications of regression analysis. In addition to producing and interpreting regression models, this course also focuses on diagnostic tools for addressing outliers and multicollinearity, as well as regression with categorical independent variables and dependent variables (including a basic introduction to logistic regression). This course is mainly project based. Students will develop their own research questions and hypotheses and use statistical software to analyze data in order to provide evidence for their hypotheses. [24L, **12P]**
- Rationale:** Per Dean's Office memo, tutorials are held in computer lab and should therefore be designated as practicals instead.
-

Course #62 STA310H5 Bayesian Statistics in Forensic Science

- Before:** Priority is given to students enrolled in Statistics Specialist or Major programs.
- After:** Priority is given to students enrolled in Statistics **and Forensic Science** Specialist or Major programs.
- Rationale:** Students from Forensic Science should also be given priority when taking this course.
-

Course #63 utm290H5 utmONE Scholars: Launching Your Research

- Before:** This ~~course will provide hands-on, field and laboratory-based learning from a broad spectrum of disciplines. Students will participate and ultimately lead every aspect of designing and undertaking a comprehensive research program. This will include 1) designing a team-based interdisciplinary research project complete with a testable hypothesis subjected to state-of-the-art methodology and instrumentation, 2) gathering of primary, field-based data, 3) rigorous interpretation of the trends highlighted during data processing, and with the intention of 4) broad dissemination of the novel results through peer review publishing. Each research team will learn and employ the Agile method of project management, which~~

~~focuses on breaking up daunting~~ research ~~projects into a series of small manageable tasks to ensure successful project completion.~~ ~~As~~ part of this ~~course~~, students may have the option of participating in an international learning experience that will have an additional ~~cost and application process.~~ ~~This is an application based course.~~ ~~Preference~~ will be given to students who have previously completed a utmONE Scholars seminar. ~~[24L, 24T]~~

After: This seminar provides students with the opportunity to build on the skills introduced in utmONE Scholars seminars, and participate in a research project under the close supervision of faculty members. Thematic content will vary from year to year, but there will be an emphasis on developing research methods and the clear communication of research findings. In some years, as part of this course students may have the option of participating in an international learning experience during Reading Week that will have an additional cost. Preference will be given to students who have previously completed a utmONE Scholars seminar. Limited Enrolment and Application Process: see Office of Student Transition Website for more details. [24S]

Rationale: Annually utmONE courses seek and confirm faculty involvement with chair approval. As such, changing the course description to a generic description, with special content listed on the website, allows for ongoing course development and changing faculty without the need for annual revisions.

Changes in Course Name

Course #1 ANT317H5 Pre-contact Indigenous History of Eastern North America

Before: *Archaeology* of Eastern North America

After: *Pre-contact Indigenous History* of Eastern North America

Rationale: The old title has not changed in over 30 years and does not reflect the subject matter covered in the course. In our 1st and 2nd year courses, the term 'archaeology' is used to encompass the techniques, methods and theory that archaeologists use to interpret human culture in the past. The new title makes it clear that the subject matter of ANT317H5 is historical in nature.

Course #2 ANT340H5 Osteological Theory and Methods

Before: Osteological Theory

After: Osteological Theory *and Methods*

Rationale: We would like to change the allocation of hours for ANT340H from 3-hour weekly lectures (36L) to a 2-hour lecture with a 1-hour practical session every week (24L 12P). This added active learning component will give the students an opportunity to apply the osteological theory that they learn in the lectures. The practical sessions are also in response to the reorganization of ANT338 (Laboratory Methods) that has recently been changed to reflect methods in the Anthropology of Health. A practical component in ANT340H will also serve as a transitional course between ANT334 (Human Osteology) where the focus of practical sessions is on human anatomy, to the advanced osteological methods that are currently taught in ANT410H (Advanced Bioarchaeology, 24L, 12P) and ANT439H (Advanced Forensic Anthropology currently 12L, 24P). We would like to add "Methods" to the title of the course in order to properly reflect the course revisions requested above.

Course #3 BIO304H5 Physiology of Neurons and Muscle

Before: *Integrative Animal* Physiology I

After: Physiology *of Neurons and Muscle*

Rationale: Change in course name will reflect new course description.

Course #4 BIO310H5 Physiology of Regulatory Systems

Before: *Integrative Animal* Physiology II

After: Physiology *of Regulatory Systems*

Rationale: Reason for title change is to better reflect the content of the course and to remove the suggestion that BIO304H5 is a pre-requisite for BIO310H5. BIO304H5 & BIO310H5 cover different but complementary areas in Physiology, but one is not a pre-requisite for the other.

Course #5 BIO324H5 Plant Biochemistry

Before: Plant *Metabolism and Metabolomics*

After: Plant *Biochemistry*

Rationale: After offering this course as a special topics (BIO484) course this past winter, the instructor has refined the lectures to improve flow and cohesion. The new course description and title accurately reflect the course content and focus, as it will be taught in subsequent semesters based on this initial experience.

Course #6 BIO422H5 Environmental Epigenetics

Before: *Plant* Epigenetics

After: *Environmental* Epigenetics

Rationale: Instructor has decided to change the title and course description in hopes of generating more student interest in this course.

Course #7 CHM396H5 Analytical and Physical Chemistry Instrumentation Laboratory I

Before: Instrumentation Laboratory I
After: **Analytical and Physical Chemistry** Instrumentation Laboratory I
Rationale: See rationale provided for CHM396H5F course description changes

Course #8 CHM397H5 Analytical and Physical Chemistry Instrumentation Laboratory II

Before: Instrumentation Laboratory II
After: **Analytical and Physical Chemistry** Instrumentation Laboratory II
Rationale: See rationale provided for CHM397H5F course description changes

Course #9 ERS111H5 Earth, Climate & Life

Before: **Geology and Public Issues**
After: **Earth, Climate & Life**
Rationale: Emphasizes historical aspect

Course #10 ERS412H5 Climate Through Time

Before: **Past and Present Global Change**
After: **Climate Through Time**
Rationale: Better reflect content of course which focuses on past climate evolution.
Update new course number.

Course #11 HSC402H5 Digital Learning Environments in Biology and Health Science

Before: **E-Learning** Environments in Health **Care**
After: **Digital Learning** Environments in **Biology and** Health **Science**
Rationale: HSC402H5, E-Learning Environments in Health Care has run ten iterations. While the readings, lectures and practical activities have incrementally changed from year to year, the language describing the course which emphasizes e-learning and multimedia needs revision as e-learning has transitioned towards knowledge building and mobilization and multimedia design has transitioned to digital media, design research and the study of usability experience. As the world burgeons with data, a shift in emphasis might also occur from visual communication by means of expert, interactive concept-models to visual communication via live visual and sensor data. Small, wireless sensor networks and video have emerged as an important means of scientific analysis and communication, particularly in the field of digital health. Course title has been changed to better describe new course description.

Course #12 JCP221H5 Thermodynamics

Before: Thermodynamics **and Kinetics**
After: Thermodynamics
Rationale: JCP221 is primarily focused on thermodynamics.

Course #13 JCP321H5 Quantum Mechanics I: Foundations

Before: **Introduction to** Quantum Mechanics
After: Quantum Mechanics **I: Foundations**
Rationale: JCP321 is the first half of our two part course in Quantum Mechanics. The hope is this numbering will clarify that.

Course #14 JCP322H5 Statistical Mechanics

Before: **Introduction to** Statistical Mechanics
After: Statistical Mechanics

Rationale: JCP322 is an upper level course in statistical mechanics and not necessarily an introduction. Some of the topics had been encountered in JCP221 Thermodynamics.

Course #15 JCP421H5 Quantum Mechanics II: Applications

Before: Quantum Mechanics

After: Quantum Mechanics ***II: Applications***

Rationale: JCP421H5 is the second half of our two part course in Quantum Mechanics. The hope is this numbering will clarify that.

Course #16 utm197H5 utmONE Scholars: Humans in Nature: Interactions and Impacts

Before: ***utmONE:*** Humans in Nature: Interactions and Impacts

After: ***utmONE Scholars:*** Humans in Nature: Interactions and Impacts

Rationale: Added utmONE Scholars to remain consistent with other courses in the Scholars branding of courses.

Course #17 utm290H5 utmONE Scholars: Launching Your Research

Before: Launching Your Research

After: ***utmONE Scholars:*** Launching Your Research

Rationale: Added utmONE Scholars to remain consistent with other courses in the Scholars branding of courses.

Courses - Other Changes

Course #1 ANT308H5 Case Studies in Archaeological Botany and Zoology

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #2 ANT309H5 Southeast Asian Archaeology

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #3 ANT312H5 Archaeological Analysis

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #4 ANT313H5 China, Korea and Japan in Prehistory

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #5 ANT314H5 Archaeological Theory

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #6 ANT317H5 Pre-contact Indigenous History of Eastern North America

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, 201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #7 ANT318H5 Archaeological Fieldwork

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #8 ANT320H5 Archaeological Approaches to Technology

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5 Recommended** Preparation:
ANT204H5/207H5/204Y5

After: Prerequisite: **ANT200H5, ANT201H5**
Recommended Preparation: **ANT204H5/ANT207H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #9 ANT327H5 Agricultural Origins: The Second Revolution

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #10 ANT331H5 The Biology of Human Sexuality

Before: Prerequisite: **ANT(202H5, 203H5)/203Y5**

After: Prerequisite: **ANT202H5, ANT203H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #11 ANT332H5 Human Origins I: Early Ancestors to Homo

Before: Prerequisite: **ANT(202H5,203H5)/ 203Y5**

After: Prerequisite: **ANT202H5, ANT203H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #12 ANT334H5 Human Osteology

Before: Prerequisite: **ANT(202H5, 203H5)/ 203Y5**

After: Prerequisite: **ANT202H5, ANT203H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #13 ANT337H5 Anthropology of Growth and Development

Before: Prerequisite: **(ANT202H5, ANT203H5)/ANT203Y5**

After: Prerequisite: **ANT202H5, ANT203H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #14 ANT338H5 Laboratory Methods in Biological Anthropology

Before: Prerequisite: **ANT(202H5, 203H5)/203Y5**

After: Prerequisite: **ANT202H5, ANT203H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #15 ANT407H5 Quantitative Methods in Archaeology and Biological Anthropology

Before: Prerequisite: **ANT (200H5, 201H5)/200Y5/(202H5, 203H5)/203Y5, 312H5/334H5/338H5**

After: Prerequisite: **(ANT200H5, ANT201H5) / (ANT202H5, ANT203H5), (ANT312H5/ANT334H5/ANT338H5)**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #16 ANT414H5 People and Plants in Prehistory

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5, 312H5/318H5** or P.I.
After: Prerequisite: **(ANT200H5, ANT201H5), (ANT312H5 / ANT318H5)** or P.I.
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #17 ANT415H5 Faunal Archaeo-Osteology

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5, 306H5/308H5/312H5/318H5.**
Recommended Preparation: **ANT312H5/(334H5, 340H5)/334Y5**
After: Prerequisite: **(ANT200H5, ANT201H5), (ANT306H5 / ANT308H5 / ANT312H5 /**
ANT318H5).
Recommended Preparation: **ANT312H5 / (ANT334H5, ANT340H5)**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #18 ANT432H5 Advanced Seminar in Anthropology

Before: Prerequisite: ~~1.0 credits in 300 level anthropology courses~~ and departmental ~~approval~~.
After: Prerequisite: Appropriate 200-level and 300-level prerequisite core course requirement(s) will be posted on the departmental website along with the Special Topics title and description prior to course registration.
Rationale: Since the special topics change every year, the pre-requisites will also change. We are therefore updating the pre-requisite section to reflect this.

Course #19 ANT436H5 Theory and Methods in Molecular Anthropology

Before: Prerequisite: **ANT(202H5, 203H5)/203Y5** and 1.0 credits in 300 level ANT courses.
After: Prerequisite: **(ANT202H5, ANT203H5)** and 1.0 credits in 300 level ANT courses.
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #20 ANT438H5 The Development of Thought in Biological Anthropology

Before: Prerequisite: **ANT(202H5, 203H5)/203Y5** and 1.0 credits in 300 level courses in Biological Anthropology.
After: Prerequisite: **(ANT202H5, ANT203H5)** and 1.0 credits in 300 level courses in Biological Anthropology.
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #21 ANT439H5 Advanced Forensic Anthropology

Before: Prerequisite: **ANT205H5 Corequisite: ANT306H5, 334Y5/(334H5, 340H5)**
Recommended Preparation:
After: Prerequisite: **ANT205H5, ANT334H5**
Corequisite: ANT340H5
Recommended Preparation: **ANT306H5**
Rationale: Updating the course requisites to accurately reflect what the instructor needs.

Course #22 BIO210Y5 Fundamentals of Human Anatomy and Physiology

Before: Distribution: SCI
After: Distribution: SCI **EXP INTLO**
Rationale: The addition of the sentence is to inform students of an international health related learning experience, that students can attend during winter reading week. The instructor has introduced this international experience as part of her course for the past two years, and it has become a part of her course curriculum.

Course #23 BIO304H5 Physiology of Neurons and Muscle

Before: Prerequisite: BIO202H5 / BIO204H5 / BIO210Y5 **Course** Exclusion: CSB332H1 **Recommended** Preparation:

After: Prerequisite: BIO202H5 / BIO204H5 / **BIO206H5** / BIO210Y5
Course Exclusion: **CJH332H1**, CSB332H1
Recommended Preparation: **PHY100H5**

Rationale: Instructor has suggested adding BIO206 as a prerequisite and a physics course as recommended prep. to better prepare students. Addition of CJH332H1 as an exclusion is because the previous exclusion of CSB332H1 has changed its course code to CJH332H1.

Course #24 BIO324H5 Plant Biochemistry

Before: Prerequisite: BIO203H5, BIO206H5, CHM120H5, **STA215H5**

After: Prerequisite: BIO203H5, BIO206H5, CHM120H5, / **P.I.**

Rationale: After offering this course as a special topics (BIO484) course this past winter, the instructor has refined the lectures to improve flow and cohesion. The new course description and title accurately reflects the course content and focus, as it will be taught in subsequent semesters based on this initial experience.

Course #25 BIO405H5 Evolutionary Perspectives on Cognition and Behaviour

Before: Prerequisite: **BIO318Y5/ BIO328H5/PSY352H5/BIO320H5** **Corequisite: BIO342H5**
Course Exclusion: PSY362H5 **Recommended** Preparation: **BIO342H5**

After: Prerequisite: **BIO304H5, BIO318Y5/BIO328H5**
Corequisite:
Course Exclusion: **BIO320H5**, PSY362H5
Recommended Preparation:

Rationale: Instructor has decided to incorporate some of the course content taught in BIO320 into BIO405 (reason that BIO320 is now the exclusion). Instructor will not be teaching BIO320 next year. Deletion of PSY352H5 is to gain more attention from BIO students into the course.

Course #26 CHM110H5 Chemical Principles 1

Before: Course Exclusion: **CHM139H1**, 151Y1; CHM140Y5; CHMA11H3

After: Course Exclusion: **CHM135H1, 139H1**, 151Y1; CHM140Y5; CHMA11H3

Rationale: The excluded course CHM139H1 has been renumbered to CHM135H1.

Course #27 CHM120H5 Chemical Principles 2

Before: Course Exclusion: **CHM138H1**, 151Y1; CHM140Y5; CHMA10H3

After: Course Exclusion: **CHM136H1, 138H1**, 151Y1; CHM140Y5; CHMA10H3

Rationale: The excluded course CHM138H1 has been renumbered to CHM136H1.

Course #28 CHM242H5 Introductory Organic Chemistry I

Before: Course Exclusion: **CHM138H1**; CHMB41H3, B43Y

After: Course Exclusion: **CHM136H1, 138H1**; CHMB41H3, B43Y

Rationale: The excluded course CHM138H1 has been renumbered to CHM136H1.

Course #29 CHM311H5 Instrumental Analytical Chemistry

Before: Course Exclusion: CHM317Y1; **CHMC16H3**
After: Course Exclusion: CHM317Y1; **CHMC16H3, C11H3**
Rationale: Added an exclusion - CHMC16H3

Course #30 CHM396H5 Analytical and Physical Chemistry Instrumentation Laboratory I

Before: Course Exclusion: CHM391H5; **CHM317Y1**, 410Y1; CHMC16H3
After: Course Exclusion: CHM391H5; **CHM317H1**, 410Y1; CHMC16H3
Rationale: While there is not a significant difference in the course description (as physical chemistry principles have historically been taught in CHM396H5 and CHM397H5), CHM396 will be modified to include a new laboratory module with a significant focus on physical chemistry principles. This is being done in coordination with the changes being proposed for JCP221H5, in which the laboratory component of JCP221H5 will be removed. Overall, this will provide students in the Chemistry Specialist program (ERSPE1376), and those who wish to include CHM396H5 as part of their Chemistry Major program (ERMAJ1376), with improved exposure to more modern and more practical physical chemistry experimentation. In greater detail, a new physical chemistry specific module will be included in CHM396H5. This new module will include:

- investigations of the thermodynamics associated with DNA hybridization via spectroscopic thermal denaturation experiments,
- investigations of stoichiometry, binding equilibria, enthalpy and entropy of biomolecular interactions (e.g. drug-protein) by isothermal titration calorimetry (ITC), and
- investigations of reaction kinetics via surface plasmon resonance (SPR).

This 4-week-long physical chemistry module will be offered as an alternative to the existing electrochemistry modules (voltammetry and potentiometry), so that students may tune their experiential learning to best suit their interests and intended career paths.

Course #31 CSC108H5 Introduction to Computer Programming

Before: Course Exclusion: **CSC108H1,120H1,148H5, 148H1, 150H1,CSCA08H3,CSCA20H3**
After: Course Exclusion: **CSC108H1,CSC120H1,CSC148H5, CSC148H1, CSC150H1,CSCA08H3,CSCA20H3**
Rationale: Satisfying the requirement to use full three letter codes.

Course #32 CSC148H5 Introduction to Computer Science

Before: Course Exclusion: CSC148H1, **150H1, CSCA48H3,CSCA67H3**
After: Course Exclusion: CSC148H1, **CSC150H1, CSCA48H3**
Rationale: 1.CSCA67H3 is a proof techniques course very similar to CSC165H1 downtown. It was erroneously listed as an exclusion with our programming course.
2.Satisfying the requirement to use full three letter codes.

Course #33 CSC207H5 Software Design

Before: Prerequisite: CSC148H5
After: Prerequisite: **60% in** CSC148H5
Rationale: CSC207H5 introduces team programming techniques. Currently, students who minimally pass CSC148H5 who are placed in this course struggle to contribute in a team environment. At the same time, we do not want to change the difficulty of CSC148H5, as it is used by non-program students who wish to develop experience with programming beyond CSC108H5.

Course #34 CSC236H5 Introduction to the Theory of Computation

Before: Course Exclusion: **CSC236H1,240H1,CSCB36H3**
After: Course Exclusion: **CSC236H1,CSC240H1,CSCB36H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #35 CSC263H5 Data Structures and Analysis

Before: Prerequisite: CSC207H5, **236H5; STA107H5/256H5 Course** Exclusion: **CSC263H1,265H1,CSCB63H3**

After: Prerequisite: CSC207H5, **CSC236H5; STA107H5/STA256H5 Course** Exclusion: **CSC263H1,CSC265H1,CSCB63H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #36 CSC310H5 Information Theory

Before: Prerequisite: CSC148H5, **290H5; STA256H5; MAT223H5/240H5**

After: Prerequisite: CSC148H5, **CSC290H5; STA256H5; MAT223H5/MAT240H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #37 CSC320H5 Introduction to Visual Computing

Before: Prerequisite: CSC207H5, **290H5; MAT223H5/240H5**

After: Prerequisite: CSC207H5, **CSC290H5; MAT223H5/MAT240H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #38 CSC321H5 Introduction to Neural Networks and Machine Learning

Before: Prerequisite: CSC148H5, **290H5; MAT134Y5/135Y5/137Y5/157Y5, 223H5/240H5; STA256H5**

After: Prerequisite: CSC148H5, **CSC290H5; MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5, MAT223H5/MAT240H5; STA256H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #39 CSC322H5 Introduction to Algebraic Cryptography

Before: Prerequisite: **MAT224H5/240H5, 301H5**

After: Prerequisite: **MAT224H5/MAT240H5, MAT301H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #40 CSC324H5 Principles of Programming Languages

Before: Prerequisite: CSC207H5, **236H5, 290H5**

After: Prerequisite: CSC207H5, **CSC236H5, CSC290H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #41 CSC333H5 Forensic Computing

Before: Course Exclusion: More than 1.0 CSC credit; **CSC233H5**

After: Course Exclusion: More than 1.0 CSC credit; **A writing intensive course such as CSC290H5.**

Rationale: This course has not been offered for at least 5 years, and CSC333 is not listed in any Forensic Science program. These changes will allow us to use the course code to offer a technically light course that is accessible to both majors and non-majors.

Course #42 CSC338H5 Numerical Methods

Before: Prerequisite: CSC148H5, **290H5/MAT202H5; MAT134Y5/135Y5/137Y5/157Y5, 223H5/240H5 Course** Exclusion: CSC336H1, **350H5,350H1,351H1,CSCC37H3**

After: Prerequisite: CSC148H5, **CSC290H5/MAT202H5; MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5, MAT223H5/MAT240H5; CSC263H5/1.0 MAT credit at the 200+ level. Course** Exclusion: CSC336H1, **CSC350H5,CSC350H1,CSC351H1,CSCC37H3**

Rationale: 1.The instructor for this course has requested that the experience of students with proof techniques be increased. We would like to continue to make this course accessible to both both CSC and MAT students, so we are offering a choice in prerequisites that can be accomplished in the course of completing either a CSC or MAT program.
2.Satisfying the requirement to use full three letter codes.

Course #43 CSC343H5 Introduction to Databases

Before: Prerequisite: CSC263H5, **290H5**

After: Prerequisite: CSC263H5, **CSC290H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #44 CSC347H5 Introduction to Information Security

Before: Prerequisite: CSC209H5, **236H5, 290H5**

After: Prerequisite: CSC209H5, **CSC236H5, CSC290H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #45 CSC358H5 Principles of Computer Networks

Before: Prerequisite: CSC209H5, **258H5, 263H5, 290H5 Course** Exclusion: **CSC358H1,458H1**

After: Prerequisite: CSC209H5, **CSC258H5, CSC263H5, CSC290H5 Course** Exclusion: **CSC358H1,CSC458H1**

Rationale: Satisfying the requirement to use full three letter codes.

Course #46 CSC363H5 Computational Complexity and Computability

Before: Prerequisite: (CSC290H5, **236H5/238H5)/MAT202H5**

After: Prerequisite: (CSC290H5, **CSC236H5/CSC238H5)/MAT202H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #47 CSC369H5 Operating Systems

Before: Prerequisite: CSC258H5, **209H5, 290H5**

After: Prerequisite: CSC258H5, **CSC209H5, CSC290H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #48 CSC373H5 Algorithm Design and Analysis

Before: Prerequisite: CSC263H5, **290H5 Course** Exclusion: **CSC373H1,375H1,CSCC73H3**

After: Prerequisite: CSC263H5, **CSC290H5 Course** Exclusion: **CSC373H1,CSC375H1,CSCC73H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #49 CSC384H5 Introduction to Artificial Intelligence

Before: Prerequisite: CSC290H5, **324H5**; STA256H5 **Course** Exclusion: **CSC384H1,484H1,CSCD84H3**
After: Prerequisite: CSC290H5, **CSC324H5**; STA256H5
Course Exclusion: **CSC384H1,CSC484H1,CSCD84H3**
Rationale: Satisfying the requirement to use full three letter codes.

Course #50 CSC409H5 Scalable Computing

Before: Prerequisite: CSC309H5, **369H5, 373H5**
After: Prerequisite: CSC309H5, **CSC369H5, CSC373H5**
Rationale: Satisfying the requirement to use full three letter codes.

Course #51 CSC411H5 Machine Learning and Data Mining

Before: Prerequisite: CSC207H5, **290H5, (MAT134Y5/135Y5/137Y5/157Y5)/(MAT133Y5, 233H), MAT223H5/240H5**; STA256H5
After: Prerequisite: CSC207H5, **CSC290H5, (MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5)/(MAT133Y5, MAT233H5), MAT223H5/MAT240H5**; STA256H5
Rationale: Satisfying the requirement to use full three letter codes.

Course #52 CSC420H5 Introduction to Image Understanding

Before: Prerequisite: **A second-year course in data structures (e.g., CSC263H), first-year calculus (e.g., MAT135Y), and linear algebra (e.g., MAT223H) are required. Knowledge of Matlab or Python is highly recommended.**
After: Prerequisite: **CSC263H5, CSC338H5**
Rationale: The current instructor requested that the recommendation that students be familiar with Python or Matlab be replaced by a requirement that they have such background. Requiring CSC338H5 fulfills this request, as the course requires that students implement numerical algorithms using a language such as Python (current language) or Matlab (a recent past offering). In addition, CSC338H5 requires MAT223, obviating the need for a current requirement of CSC420H5.

Course #53 CSC422H5 Cryptography and Computational Complexity

Before: Prerequisite: CSC290H5, **363H5**
After: Prerequisite: CSC290H5, **CSC363H5**
Rationale: Satisfying the requirement to use full three letter codes.

Course #54 CSC423H5 Computer Forensics

Before: Prerequisite: CSC290H5, **347H5, 369H5**
After: Prerequisite: CSC290H5, **CSC347H5, CSC369H5,CSC333H5 or Permission of Instructor**
Rationale: 1.CSC333H5 offers a necessary introduction to digital forensic techniques for students not in the information security program.
2.Satisfying the requirement to use full three letter codes.

Course #55 CSC427H5 Computer Security

Before: Prerequisite: CSC290H5, **347H5, 369H5**
After: Prerequisite: CSC290H5, **CSC347H5, CSC369H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #56 CSC448H5 Formal Languages and Automata

Before: Prerequisite: CSC236H5, **290H5, 363H5**

After: Prerequisite: CSC236H5, **CSC290H5, CSC363H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #57 CSC458H5 Computer Networks

Before: Prerequisite: CSC209H5, **258H5, 263H5, 290H5**

After: Prerequisite: CSC209H5, **CSC258H5, CSC263H5, CSC290H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #58 CSC469H5 Operating Systems Design and Implementation

Before: Prerequisite: CSC290H5, **369H5**

After: Prerequisite: CSC290H5, **CSC369H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #59 CSC488H5 Compilers and Interpreters

Before: Prerequisite: CSC258H5, **263H5, 290H5, 324H5**

After: Prerequisite: CSC258H5, **CSC263H5, CSC290H5, CSC324H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #60 CSC490H5 Capstone Design Course

Before: Course Exclusion: CSC490H1, **491H1**

After: Course Exclusion: CSC490H1, **CSC491H1**

Rationale: Satisfying the requirement to use full three letter codes.

Course #61 CSC492H5 Computer Science Implementation Project

Before: Course Exclusion: CSC494H1, **495H1, CSCD94H3, CSCD95H3**

After: Course Exclusion: CSC494H1, **CSC495H1, CSCD94H3, CSCD95H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #62 CSC493H5 Computer Science Expository Work

Before: Course Exclusion: CSC494H1, **495H1, CSCD94H3, CSCD95H3**

After: Course Exclusion: CSC494H1, **CSC495H1, CSCD94H3, CSCD95H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #63 ECO220Y5 Quantitative Methods in Economics

Before: Prerequisite: ECO100Y5 (**67%**), or **ECO100Y5 (63%)** and a CGPA **2.50**;
MAT133Y5/134Y5/135Y5/137Y5

After: Prerequisite: ECO100Y5 (**63%**); **MAT133Y5(63%)/134Y5/135Y5/137Y5**; and a CGPA **2.0**

Rationale: Pre-requisites changed to align with proposed changes to ECO Major admission requirements.

Course #64 ENV332H5 Practicum in Environmental Project Management

Before: Prerequisite: **8** credits & **enrolment in any of the Environment Specialist or Major Programs**; completion of **any** Research Methods course (e.g., GGR277H5).
After: Prerequisite: **9.0** credits & completion of **a** Research Methods course (e.g., GGR277H5).
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study and removed note of priority controls not necessary to be listed here

Course #65 ENV490H5 Special Topics in Environmental Studies

Before: Prerequisite: **4th year standing**, ENV100Y5
After: Prerequisite: **14 credits including** ENV100Y5
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #66 ENV497H5 Environmental Research Project

Before: Prerequisite: **15** credits towards an Environmental Specialist or Major program, PI
After: Prerequisite: **14** credits towards an Environmental Specialist or Major program, PI
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #67 ERS201H5 Earth Materials

Before: Prerequisite: **ENV100Y5/ERS103H5/120H5**
After: Prerequisite: **ERS101H5, ERS111H5 or ENV100Y5**
Rationale: Change in pre-requisites course codes

Course #68 ERS211H5 Sedimentology

Before: Prerequisite: **ERS201H5, 203H5** Corequisite: none Course Exclusion: **ESS331H1, 332H1**
After: Prerequisite: **ERS101H5, ERS111H5 or ENV100H5**
Corequisite:
Course Exclusion: **ESS331H1, ESS332H1**
Rationale: Change in Pre-requisites.

Course #69 ERS312H5 Oceanography

Before: Prerequisite: One of: ERS201H5, ERS202H5, ERS203H5, GGR214H5, GGR217H5, GGR227H5
After: Prerequisite: One of: ERS201H5, ERS202H5, ERS203H5, **ERS211H5**, GGR214H5, GGR217H5, GGR227H5
Rationale: additional prerequisite option due to adding of courses, change in course number of alternating course

Course #70 ERS315H5 Environmental Geology

Before: Prerequisite: Two of: ERS201H5, 202H5, **203H5**
After: Prerequisite: Two of: ERS201H5, 202H5, **203H5, ERS211H5**
Rationale: additional prerequisite option due to adding of courses

Course #71 ERS381H5 Special Topics in Earth Sciences

Before: Prerequisite: Enrolment in ERS Major or ERS Specialist or Geology Specialist Program, 1.0 credits at ERS or ESS 300 level

After: Prerequisite: Enrolment in ERS Major or ERS Specialist or **Environmental Geosciences Specialist** or Geology Specialist Program, 1.0 credits at ERS or ESS 300 level

Rationale: Added Env. Geosciences specialist

Course #72 ERS470Y5 Research Thesis

Before: Prerequisite: Any 2.0 credits from the ERS300 or **GLG300(G)** level, plus a 75% average in the last **five courses taken.**

After: Prerequisite: Any 2.0 credits from the ERS300 or **ESS300(G)** level, plus a 75% average in the last **5 courses.**

Rationale: change in St. George course codes

Course #73 ERS471H5 Research Project

Before: Prerequisite: Any 2.0 credits from the ERS300 or **GLG300(G)** level, plus a 75% average in the last 5 courses **taken.**

After: Prerequisite: Any 2.0 credits from the ERS300 or **ESS300(G)** level, plus a 75% average in the last 5 courses

Rationale: change in St. George course codes

Course #74 ERS472H5 Research Project

Before: Prerequisite: Any 2.0 credits from the ERS300 or **GLG300(G)** level, plus a 75% average in the last 5 courses **taken.**

After: Prerequisite: Any 2.0 credits from the ERS300 or **ESS300(G)** level, plus a 75% average in the last 5 courses

Rationale: change in St. George course codes

Course #75 ERS499Y5 Research Opportunity Program (299Y, 399Y and 499Y)

Before: Prerequisite: Any 2.0 credits from the ERS300 or **ESS300** level, plus a 75% average in the last five courses taken.

After: Prerequisite: Any 2.0 credits from the ERS300 **level** or **ESS300(G)** level, plus a 75% average in the last five courses taken.

Rationale: added (G) to ESS300.

Course #76 FSC401H5 Forensic Pathology

Before: Prerequisite: FSC239Y5; **BIO204H5/ (BIO210H5/ BIO210Y5) /380H5**

After: Prerequisite: FSC239Y5; **FSC316H5/BIO210Y5**

Rationale: Remove Bio204H5/210H5 because it has been a while since they were offered as a half course. Also remove Bio 380H5 as it is not really relevant. Adding in FSC316H5 as an alternate option to BIO210Y.

Course #77 GGR201H5 Introduction to Geomorphology

Before: Prerequisite: **GGR112H5/117Y5 or ENV100Y5**

After: Prerequisite: **GGR112H5/ENV100Y5**

Rationale: removing GGR117Y5 from list of prerequisites, the course has not been offered in over 6 years

Course #78 GGR214H5 Global Weather and Climate

Before: Prerequisite: **GGR112H5/117Y5/ENV100Y5/4.0** credits

After: Prerequisite: **4.0** credits **including GGR112H5 or ENV100Y5**
Rationale: removing GGR117Y5 from list of prerequisites, the course has not been offered in over 6 years

Course #79 GGR217H5 Fundamentals of Hydrology

Before: Prerequisite: **GGR112H5/117Y5/ENV100Y5/4.0** credits
After: Prerequisite: **4.0** credits **including GGR112H5 or ENV100Y5**
Rationale: removed GGR117Y5, course has not been taught in 6+ years

Course #80 GGR227H5 Ecosystems and Environmental Change

Before: Prerequisite: **GGR112H5/117Y5/ENV100Y5/4.0 credits/PI**
After: Prerequisite: **4.0 credits including GGR112H5 or ENV100Y5**
Rationale: removed GGR117Y5 from list of pre requisites as the course has not been offered for 6+ years

Course #81 GGR272H5 Digital Mapping and Principles of Cartography

Before: Prerequisite: **GGR111H5, GGR112H5 / ENV100Y5**
After: Prerequisite: **4.0 credits**
Rationale: removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #82 GGR276H5 Quantitative Methods I in Geography

Before: Prerequisite: **GGR111H5 and GGR112H5 (previously GGR117Y)/ENV100Y/4.0** credits
After: Prerequisite: **4.0** credits
Rationale: removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #83 GGR278H5 Geographical Information Systems

Before: Prerequisite: **GGR112H5/117Y5/ENV100Y5/4.0 credits; GGR272H5**
After: Prerequisite: **4.0 credits including GGR278H5**
Rationale: course can be taught without specific pre requisites.

Course #84 GGR305H5 Biogeography

Before: Prerequisite: **Any 8.0** credits
After: Prerequisite: **9.0** credits
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #85 GGR307H5 Environmental Soil Science

Before: Prerequisite: **Any 8.0** credits
After: Prerequisite: **9.0** credits
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #86 GGR309H5 Wetland Ecosystems

Before: Prerequisite: **Any 8.0** credits
After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #87 GGR311H5 Landscape Biogeography

Before: Prerequisite: **GGR305H5**

After: Prerequisite:

Rationale: removed pre requisite, it was listed in error.

Course #88 GGR315H5 Physical Hydrology

Before: Prerequisite: **GGR214H5/217H5**

After: Prerequisite: **9.0 credits including GGR214H5 or GGR217H5**

Rationale: added number of completed credits required

Course #89 GGR316H5 Landforms

Before: Prerequisite: **GGR214H5/217H5, 227H5**

After: Prerequisite: **9.0 credits including GGR214H5 or GGR217H5 or GGR227H5**

Rationale: updated pre requisites to include three letter designator and added required number of completed credits for consistency

Course #90 GGR317H5 The Cryosphere

Before: Prerequisite: **GGR214H5/217H5**

After: Prerequisite: **9.0 credits including GGR214H5 or GGR217H5**

Rationale: adding a statement advising students that the course includes a off-campus field trip

Course #91 GGR321H5 Geographic Information Processing

Before: Recommended Preparation: **GGR311H5**

After: Recommended Preparation:

Rationale: increased to 24L because more lecture time is required to cover material.
removed recommended prep GGR311H5 as it is no longer applicable.

Course #92 GGR335H5 GIS and Remote Sensing Integration

Before: Prerequisite: GGR276H5 /GGR278H5 /GGR337H5

After: Prerequisite: **9.0 credits including GGR272H5 or GGR276H5 or GGR278H5 or GGR337H5**

Rationale: added an additional option to list of pre requisites.

Course #93 GGR337H5 Environmental Remote Sensing

Before: Prerequisite: 0.5 credit from **(GGR201/214H5/217H5/227H5)**, 0.5 credit from **(GGR276H5/278H5)**

After: Prerequisite: **9.0 credits including** 0.5 credit from **(GGR201H5 or GGR214H5 or GGR217H5 or GGR227H5)** and 0.5 credit from **(GGR272H5 or GGR276H5 or GGR278H5)**

Rationale: added GGR272H5 as an additional option to the list of prerequisite courses.

Course #94 GGR338H5 Environmental Modeling

Before:

Prerequisite: **Any 8.0 credits**, including **GGR276H5; a course in Statistics recommended. Course** Exclusion: **GGR335H5**

After: Prerequisite: **9.0 credits** including **GGR276H5 Course** Exclusion:

Rationale: removed exclusion course, no longer applies and changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #95 GGR372H5 Geographical Analysis of Land Resources

Before: Prerequisite: **GGR276/GGR278 or equivalent with Permission of Instructor**

After: Prerequisite: **9.0 credits including GGR272H5 OR GGR278H5; PI**

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study, also added an additional course option as a prerequisite

Course #96 GGR375H5 Physical Environment of the City

Before: Prerequisite: 0.5 credit from **GGR214H5/217H5/227H5** 0.5 credit from **GGR276H5/278H5**

After: Prerequisite: 0.5 credit from **GGR214H5 or GGR217H5 or GGR227H5 and GGR272H5 or GGR276H5 or GGR278H5** 0.5 credit from

Rationale: added an GGR272H5 as an option to the list of prerequisite courses

Course #97 GGR376H5 Quantitative Methods II in Geography

Before: Prerequisite: **GGR276 or P.I.**

After: Prerequisite: **GGR276H5; PI**

Rationale: updated prerequisite course to include H5

Course #98 GGR377H5 Global Climate Change

Before: Prerequisite: **GGR112H5/117Y5/ENV100Y5/8.0** credits

After: Prerequisite: **9.0 credits including GGR112H5 or ENV100Y5**

Rationale: removed GGR117Y5 from the list of prerequisites because the course has not been taught in 6+

Course #99 GGR384H5 Climatology of Canadian Landscapes

Before: Prerequisite: GGR214H5 or **GGR217H**

After: Prerequisite: GGR214H5 or **GGR217H5**

Rationale: updated course code for prerequisite

Course #100 GGR406H5 Biogeochemistry

Before: Prerequisite: **4th year standing in GGR, ENV, or P.I.**

After: Prerequisite: **14.0 credits, PI**

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #101 GGR407H5 Ecohydrology

Before: Prerequisite: GGR315H5 or a combination of GGR217H5 plus one of **GGR305H5/307H5/309H5/374/BIO311H5/BIO330H5**

After: Prerequisite: GGR315H5 or a combination of GGR217H5 plus one of
GGR305H5/GGR307H5/GGR309H5/GGR374H5/BIO311H5/BIO330H5

Rationale: added 3-letter designator to course codes

Course #102 GGR417Y5 Honours Thesis

Before: Prerequisite: **Completion of 3rd-year requirements for the Specialist program in GGR Arts and Science.**

After: Prerequisite: **14.0 credits**

Rationale: changed prerequisite credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #103 GGR437H5 Advanced Remote Sensing

Before: Prerequisite: **GGR337 or PI**

After: Prerequisite: **GGR337H5, PI**

Rationale: additional lecture hours are required to cover course material
added H5 to course code

Course #104 GGR479H5 Special Topics in Physical Geography

Before: Prerequisite: **P.I.**

After: Prerequisite: **PI**

Rationale: instruction time was incorrectly listed as 24P, changed to 24S

Course #105 GGR484H5 The Climate of the Arctic

Before: Prerequisite: **8.0** credits including **GGR214H5/PI**

After: Prerequisite: **9.0** credits including **GGR214H5, PI**

Rationale: changed prerequisite credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #106 JCP221H5 Thermodynamics

Before: Course Exclusion: CHM220H1, 221H1, 225Y1; **CHMB20H3**

After: Course Exclusion: CHM220H1, 221H1, 225Y1; **CHMB20H3, B23H3**

Rationale: The course will be altered to remove the laboratory component, which previously consisted of five laboratory modules over the term. Many introductory physical chemistry courses, including those at the St. George campus, are taught without a laboratory component: the material can be understood conceptually, supplemented with some in-class demonstrations, and does not pedagogically require a laboratory component. We would like to adopt the common practice of shifting the laboratory component of this large second year course into smaller, more focused third year courses aimed primarily at students who are making chemistry or physics their primary area of study. At this point, chemistry-specific content is proposed to be added to the third year course CHM396 (see below), while physics-specific content is still under discussion.

As described in the related CHM396 change proposal, CHM396 will be modified to include a new laboratory module with a significant focus on physical chemistry principles. This will offer ERSPE1376 (Chemistry Specialist) and ERMAJ1376 (Chemistry Major) students exposure to modern techniques in physical chemistry, and focus laboratory resources on those students rather than on the substantially larger JCP221.

Two-hour tutorial sessions in JCP221 had previously been held approximately every second week, alternating with the lab sessions. The revised version of the course will instead offer one-hour tutorials every week: this ongoing tutorial support will help students keep up with the material.

Course #107 JCP322H5 Statistical Mechanics

Before: Course Exclusion: CHM328H1; **CHMC20H3**

After: Course Exclusion: CHM328H1; **CHMC20H3; PHY452H1**

Rationale: PHY exclusion is added.

Course #108 JCP421H5 Quantum Mechanics II: Applications

Before: Course Exclusion: **PHYC563H3**

After: Course Exclusion: **PHYC563H3; PHY456H1**

Rationale: Exclusion added.

Course #109 JGE378H5 Natural Hazards

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #110 MAT102H5 Introduction to Mathematical Proofs

Before: Course Exclusion: **MAT138H1,246H1,CSC165H1**

After: Course Exclusion: **MAT138H1,MAT246H1,CSC165H1,CSCA67H3**

Rationale: 1. This course covers similar topics to MAT102H5 and is equivalent to CSC165H1, which is already listed as an exclusion.
2. Satisfying the requirement to use full three letter codes. None.

Course #111 MAT134Y5 Calculus for Life Sciences

Before: Course Exclusion: MAT133Y5, **135Y5, 137Y5, 133Y1, 135Y1,135H1,136H1, 137Y1, 157Y1, 157Y5**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

After: Course Exclusion: MAT133Y5, **MAT135Y5, MAT137Y5, MAT133Y1, MAT135Y1,MAT135H1,MAT136H1, MAT137Y1, MAT157Y1, MAT157Y5**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #112 MAT135Y5 Calculus

Before: Course Exclusion: MAT133Y5, **134Y5, 137Y5, 133Y1, 135Y1,135H1,136H1, 137Y1, 157Y1, 157Y5**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

After: Course Exclusion: MAT133Y5, **MAT134Y5, MAT137Y5, MAT133Y1, MAT135Y1,MAT135H1,MAT136H1, MAT137Y1, MAT157Y1, MAT157Y5**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #113 MAT137Y5 Calculus

Before: Course Exclusion: MAT133Y5, **134Y5, 135Y5, 133Y1, 135Y1,135H1,136H1, 137Y1, 157Y1, 157Y5**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

After: Course Exclusion: MAT133Y5, **MAT134Y5,MAT135Y5, MAT133Y1, MAT135Y1, MAT135H1, MAT136H1, MAT137Y1, MAT157Y1, MAT157Y5**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #114 MAT157Y5 Analysis I

Before: Corequisite: **Course** Exclusion: **MAT133Y5, 134Y5, 135Y5, 137Y5, 133Y1, 135Y1, 135H1, 136H1, 137Y1, 157Y1, MATA29H3, MATA30H3, MATA31H3, MATA32H3, MATA33H3, MATA35H3, MATA36H3, MATA37H3**

After: Corequisite: **MAT102H5**
Course Exclusion: **MAT137Y1, MAT137Y5, MAT195H, MAT197H, MATA37H3**

Rationale: 1. Add Co-requisite: MAT157Y5 is a highly theoretical course. Requiring MAT102H5 as a co-requisite guarantees that students acquire knowledge and skills needed to be successful in MAT157Y5.
2. Change the exclusion for MAT157Y5 so they are consistent with St. George Campus.

Course #115 MAT202H5 Introduction to Discrete Mathematics

Before: Prerequisite: MAT102H5, **134Y5/135Y5/137Y5/157Y5/233H5**

After: Prerequisite: MAT102H5, **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #116 MAT212H5 Modeling with Differential Equations in Life Sciences and Medicine

Before: Prerequisite: MAT233H5 or Corequisite **MAT232H5/257Y5** **Course** Exclusion: MAT242H5, **244H5, 244H1, MATB44H3**

After: Prerequisite: MAT233H5 or Corequisite **MAT232H5/MAT257Y5**
Corequisite: MAT223H5/MAT240H5
Course Exclusion: MAT242H5, **MAT244H5, MAT244H1, MATB44H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #117 MAT223H5 Linear Algebra I

Before: Course Exclusion: **MAT223H1, 188H1, MATA23H3**

After: Course Exclusion: **MAT223H1, MAT188H1, MATA23H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #118 MAT224H5 Linear Algebra II

Before: Prerequisite: MAT102H5, **223H5** **Course** Exclusion: MAT240H5, **224H1, MATB24H3**

After: Prerequisite: MAT102H5, **MAT223H5**
Course Exclusion: MAT240H5, **MAT224H1, MATB24H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #119 MAT232H5 Calculus of Several Variables

Before: Prerequisite: **MAT134Y5/135Y5/137Y5** **Corequisite: MAT223H5/240H5** **Course** Exclusion: MAT138Y5, **233H5, 235Y1, 237Y1, 257Y1, 257Y5, MATB41H3**

After: Prerequisite: **MAT134Y5/MAT135Y5/MAT137Y5**
Corequisite: MAT223H5/MAT240H5
Course Exclusion: MAT138Y5, **MAT233H5, MAT235Y1, MAT237Y1, MAT257Y1, MAT257Y5, MATB41H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #120 MAT233H5 Calculus of Several Variables

Before: Prerequisite: **MAT134Y5/135Y5/137Y5/157Y5** or 75% in MAT133Y5 **Corequisite:**
MAT223H5/240H5 Course Exclusion: MAT138Y5, **232H5, 235Y1, 237Y1, 257Y1, 257Y5,**
MATB41H3

After: Prerequisite: **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5** or 75% in MAT133Y5
Corequisite: MAT223H5/MAT240H5
Course Exclusion: MAT138Y5, **MAT232H5, MAT235Y1, MAT237Y1, MAT257Y1,**
MAT257Y5, MATB41H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #121 MAT236H5 Vector Calculus

Before: Prerequisite: MAT102H5, **223H5/240H5, 232H5/233H5 Course** Exclusion: **MAT368H5,235Y1,**
237Y1, 257Y1, 257Y5, MATB42H3

After: Prerequisite: MAT102H5, **MAT223H5/MAT240H5, MAT232H5/MAT233H5**
Course Exclusion: **MAT368H5, MAT235Y1, MAT237Y1, MAT257Y1, MAT257Y5,**
MATB42H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #122 MAT240H5 Algebra I

Before: Corequisite: **MAT134Y5/135Y5/137Y5/157Y5/233H5 Course** Exclusion: MAT224H5, **224H1,**
240H1

After: Corequisite: **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5**
Course Exclusion: MAT224H5, **MAT224H1, MAT240H1**

Rationale: Satisfying the requirement to use full three letter codes.

Course #123 MAT244H5 Differential Equations I

Before: Prerequisite: MAT233H5 or Corequisite **MAT232H5/257Y5. Course** Exclusion: **MAT212H5,**
242H5, 244H1,MATB44H3

After: Prerequisite: MAT233H5 or Corequisite **MAT232H5/MAT257Y5.**
Course Exclusion: **MAT212H5,MAT242H5, MAT244H1,MATB44H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #124 MAT247H5 Algebra II

Before: Prerequisite: **MAT240H5,240H1**

After: Prerequisite: **MAT240H5,MAT240H1**

Rationale: Satisfying the requirement to use full three letter codes.

Course #125 MAT257Y5 Analysis II

Before: Prerequisite: **MAT157Y5 Course** Exclusion: **MAT232H5, 233H5, 235Y1, 236H5, 236H1,**
237Y1, 257Y1, MATB41H3, MATB42H3

After: Prerequisite: **MAT157Y5, MAT240H5**
Course Exclusion:

Rationale: 1.Remove the exclusions to be consistent with St. George Campus.
2.Students need linear algebra to do multivariable calculus so we add MAT240H5 as prerequisite.
3.Satisfying the requirement to use full three letter codes.

Course #126 MAT301H5 Groups and Symmetries

Before: Prerequisite: MAT102H5, **202H5/224H5/240H5**

After: Prerequisite: MAT102H5, **MAT202H5/MAT224H5/MAT240H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #127 MAT302H5 Introduction to Algebraic Cryptography

Before: Prerequisite: **MAT224H5/240H5, 301H5**

After: Prerequisite: **MAT224H5/MAT240H5, MAT301H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #128 MAT309H5 Introduction to Mathematical Logic

Before: Prerequisite: MAT102H5, **134Y5/135Y5/137Y5/157Y5, 224H5/240H5 Course Exclusion:**
CSC438H1,309H1,MATC09H3

After: Prerequisite: MAT102H5, **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5,**
MAT224H5/MAT240H5
Course Exclusion: CSC438H1,CSC309H1,MATC09H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #129 MAT311H5 Partial Differential Equations

Before: Prerequisite: MAT102H5, **232H5/233H5, 212H5/242H5/244H5 Corequisite:**
MAT236H5/257Y5/368H5 Course Exclusion: APM346H1, 351Y1,MATC46H3

After: Prerequisite: MAT102H5, **MAT232H5/MAT233H5, MAT212H5/MAT242H5/MAT244H5**
Corequisite: MAT236H5/MAT257Y5/MAT368H5
Course Exclusion: APM346H1, APM351Y1,MATC46H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #130 MAT315H5 Introduction to Number Theory

Before: Prerequisite: MAT102H5, **134Y5/135Y5/137Y5/157Y5/(MAT133Y5, 233H5), 224H5/240H5,**
301H5

After: Prerequisite: MAT102H5, **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/(MAT133Y5,**
MAT233H5), MAT224H5/MAT240H5, MAT301H5

Rationale: Satisfying the requirement to use full three letter codes.

Course #131 MAT332H5 Introduction to Nonlinear Dynamics and Chaos

Before: Prerequisite: **MAT232H5/233H5/257Y5, 223H5/240H5, 212H5/242H5/244H5**

After: Prerequisite: **MAT232H5/MAT233H5/MAT257Y5, MAT223H5/MAT240H5,**
MAT212H5/MAT242H5/MAT244H5

Rationale: Satisfying the requirement to use full three letter codes.

Course #132 MAT334H5 Complex Variables

Before: Prerequisite: MAT102H5, **232H5/233H5/257Y5 Course Exclusion: MAT334H1, 354H1, MATC34H3**

After:

Prerequisite: MAT102H5, **MAT232H5/MAT233H5/MAT257Y5**

Course Exclusion: MAT334H1, **MAT354H1**, MATC34H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #133 MAT337H5 Introduction to Real Analysis

Before: Prerequisite: MAT102H5, **224H5/240H5, 212H5/242H5/244H5, 232H5/233H5/257Y5**
Course Exclusion: MAT337H1, **357H1, MATB43H3**, MATC37H3

After: Prerequisite: MAT102H5, **MAT224H5/MAT240H5, MAT212H5/MAT242H5/MAT244H5, MAT232H5/MAT233H5/MAT257Y5**
Course Exclusion: MAT337H1, **MAT357H1, MATB43H3**, MATC37H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #134 MAT344H5 Introduction to Combinatorics

Before: Prerequisite: MAT102H5, **223H5/240H5**

After: Prerequisite: MAT102H5, **MAT223H5/MAT240H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #135 MAT382H5 Mathematics for Teachers

Before: Prerequisite: Minimum 60% in **MAT134Y5/135Y5/137Y5/157Y5/233H5**, minimum 60% in MAT102H5, **MAT223H5/240H5**, and at least one additional MAT half-course at the 200+ level.

After: Prerequisite: Minimum 60% in **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5**, minimum 60% in MAT102H5, **MAT223H5/MAT240H5**, and at least one additional MAT half-course at the 200+ level.

Rationale: Satisfying the requirement to use full three letter codes.

Course #136 MAT401H5 Polynomial Equations and Fields

Before: Prerequisite: MAT102H5, **224H5/240H5, 232H5/233H5/257Y5, 301H5**. **Course** Exclusion: **MAT347Y1, 401H1, MATD01H3**

After: Prerequisite: MAT102H5, **MAT224H5/MAT240H5, MAT232H5/MAT233H5/MAT257Y5, MAT301H5**.
Course Exclusion: **MAT347Y1, MAT401H1, MATD01H3**

Rationale: Satisfying the requirement to use full three letter codes.

Course #137 MAT402H5 Classical Geometries

Before: Prerequisite: MAT102H5, **232H5/233H5/257Y5, 224H5/240H5**

After: Prerequisite: MAT102H5, **MAT232H5/MAT233H5/MAT257Y5, MAT224H5/MAT240H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #138 MAT405H5 Introduction to Topology

Before: Prerequisite: MAT102H5, **224H5/240H5, 232H5/233H5/257Y5** and at least one MAT half-course at the 300+ level with a mark of at least 65%. **Recommended** Preparation: **MAT378H5**

After: Prerequisite: MAT102H5, **MAT224H5/MAT240H5, MAT232H5/MAT233H5/MAT257Y5** and at least one MAT half-course at the 300+ level with a mark of at least 65%.

Recommended Preparation: **MAT337H5/MAT378H5**

Rationale: 1.MAT378H5 is renumbered to MAT337H5.
2.Satisfying the requirement to use full three letter codes.

Course #139 MAT406H5 Mathematical Introduction to Game Theory

Before: Prerequisite: MAT102H5, **223H5/240H5**; STA256H5

After: Prerequisite: MAT102H5, **MAT223H5/MAT240H5**; STA256H5

Rationale: Satisfying the requirement to use full three letter codes.

Course #140 PHY242H5 Thermal Physics and Fluid Mechanics

Before: Course Exclusion:

After: Course Exclusion: **PHY252H1**

Rationale: Exclusion is added.

Course #141 PHY324H5 Advanced Physics Laboratory

Before: Course Exclusion:

After: Course Exclusion: **PHY327H1**

Rationale: Added exclusion.

Course #142 PHY325H5 Mathematical and Computational Physics

Before: Corequisite: PHY241H5, **242H5, 245H5**

After: Corequisite: PHY241H5, **PHY245H5, JCP221H5**

Rationale: The current course description needed some clarification and grammar improvements.

Course #143 PHY332H5 Molecular Biophysics

Before: Prerequisite: **PHY242H5, 255H5**; JCP221H5

After: Prerequisite: **PHY255H5**; JCP221H5

Rationale: phy242 removed.

Course #144 PHY333H5 Physics of the Cell

Before: Prerequisite: **PHY242H5, 255H5**, JCP221H5

After: Prerequisite: **PHY255H5**, JCP221H5

Rationale: PHY242 removed.

Course #145 PSY430H5 Special Topics in Personality

Before: Prerequisite: **PSY343H5, one of** PSY311H5, 320H5, 321H5, 325H5, **329H5**, 331H5, **340H5**

After: Prerequisite: **PSY220H5/230H5, 1.0 credit from** PSY311H5, 320H5, 321H5, **324H5**, 325H5, **327H5**, 331H5, **333H5**

Rationale: The instructor of the course changed and the focus is more on social/personality psychology than personality/abnormal psychology.
The current pre-requisites make it difficult to impossible for students specializing in social or personality psychology to take this seminar course that prepares them for graduate school. Course enrolment in 2016 was only 7 students and the aim is to increase enrolment.

Course #146 SOC350H5 Quantitative Analysis

- Before:** Course Exclusion: SOC300Y5, SOC300H1, BIO360H5, 361H5, ECO220Y5, 227Y5, any STA course, except STA107H5.
- After:** Course Exclusion: SOC300Y5, SOC300H1, **SOC252H1**, BIO360H5, 361H5, ECO220Y5, 227Y5, any STA course, except STA107H5.
- Rationale:** Per Dean's Office memo, tutorials are held in computer lab and should therefore be designated as practicals instead. Exclusion updated to reflect alignment with SOC courses at St. George
-

Course #147 STA107H5 An Introduction to Probability and Modelling

- Before:** Corequisite: **MAT134Y5/135Y5/137Y5/157Y5/233H5 Course** Exclusion: **STA256H5,257H5**; ECO227Y5
- After:** Corequisite: **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5 Course** Exclusion: **STA256H5,STA257H5**; ECO227Y5
- Rationale:** Satisfying the requirement to use full three letter codes.
-

Course #148 STA215H5 Introduction to Applied Statistics

- Before:** Course Exclusion: STA218H5, **220H5, 256H5, 257H5**; STAB22H5; ECO220Y5, **227Y5**; PSY201H5; PSYB07H3; SOC350H5
- After:** Course Exclusion: STA218H5, **STA220H5, STA256H5, STA257H5**; STAB22H5; ECO220Y5, **ECO227Y5**; PSY201H5; PSYB07H3; SOC350H5
- Rationale:** Satisfying the requirement to use full three letter codes.
-

Course #149 STA218H5 Statistics for Management

- Before:** Course Exclusion: STA215H5, **220H5, 256H5, 257H5;STAB22H5**; ECO220Y5, **227Y5**; PSY201H5; **PSYB07H3;SOC350H5**;
- After:** Course Exclusion: STA215H5, **STA220H5, STA256H5, STA257H5,STAB22H5**; ECO220Y5, **ECO227Y5**; PSY201H5; **PSYB07H3;SOC350H5**
- Rationale:** Satisfying the requirement to use full three letter codes.
-

Course #150 STA219H5 Mathematics of Investment and Credit

- Before:** Prerequisite: **MAT134Y5/135Y5/137Y5/157Y5/233H5**
- After:** Prerequisite: **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5**
- Rationale:** Satisfying the requirement to use full three letter codes.
-

Course #151 STA220H5 The Practice of Statistics I

- Before:** Course Exclusion: STA215H5, **218H5, 256H5, 257H5, 220H1**, STAB22H3; ECO220Y5, **227Y5**; PSY201H5; PSYB07H3; SOC350H5
- After:** Course Exclusion: STA215H5, **STA218H5, STA256H5, STA257H5, STA220H1**, STAB22H3; ECO220Y5, **ECO227Y5**; PSY201H5; PSYB07H3; SOC350H5
- Rationale:** Satisfying the requirement to use full three letter codes.
-

Course #152 STA221H5 The Practice of Statistics II

- Before:** Course Exclusion: **STA221H1,256H5, 257H5, 257H1, 258H5**, STAB27H3, 302H5; BIO360H5; ECO220Y5, **227Y5**; PSY202H5; PSYB08H3

After: Course Exclusion: **STA221H1, STA256H5, STA257H5, STA257H1, STA258H5**, STAB27H3, 302H5; BIO360H5; ECO220Y5, **ECO227Y5**; PSY202H5; PSYB08H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #153 STA256H5 Probability and Statistics I

Before: Prerequisite: **MAT134Y5/135Y5/137Y5/157Y5/75%+** in MAT133Y5 **Corequisite:** MAT233H5 for students with **MAT133**. For others, **MAT232** is strongly recommended. **Course Exclusion:** STA257H5, **257H1**, STAB52H3; ECO227Y5

After: Prerequisite: **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/75%+** in MAT133Y5 **Corequisite:** MAT233H5 for students with **MAT133Y5**. For others, **MAT232H5** is strongly recommended.

Course Exclusion: STA257H5, **STA257H1**, STAB52H3; ECO227Y5

Rationale: Satisfying the requirement to use full three letter codes.

Course #154 STA258H5 Statistics with Applied Probability

Before: Prerequisite: **STA256H5/257H5 Course Exclusion:** **STA248H1, 255H1**, STAB57H3, ECO227Y5

After: Prerequisite: **STA256H5/STA257H5 Course Exclusion:** **STA248H1, STA255H1**, STAB57H3, ECO227Y5

Rationale: Satisfying the requirement to use full three letter codes.

Course #155 STA260H5 Probability and Statistics II

Before: Prerequisite: **STA256H5/257H5/ECO227Y5 Course Exclusion:** STA261H5, **261H1**, STAC58H3

After: Prerequisite: **STA256H5/STA257H5/ECO227Y5 Course Exclusion:** STA261H5, **STA261H1**, STAC58H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #156 STA302H5 Regression Analysis

Before: Prerequisite: **STA258H5; MAT223H5/240H5**

After: Prerequisite: **STA258H5/ STA221H5/ ECO220Y5/ BIO360H5/ PSY202H5/ SOC350H5; STA260H5/STA261H1; MAT223H5/MAT240H5**

Rationale: 1. Upgrade the course by requiring exposure to statistical inference. This will make it unnecessary to re-teach material such as minimum variance unbiased estimation, maximum likelihood and likelihood ratio tests for the benefit of a minority of the class.
2. Students tend to enter the study of Statistics through two pathways. Some start with a non-calculus applied course such as STA220, STA215, ECO220 or PSY201. Having acquired a taste for Statistics, they then go on to study the theory in a more mathematical way. Other students start with Calculus, and proceed to STA256 (calculus-based probability) and STA260 (calculus-based inference). These students need an exposure to actual applications before 3d year, which is the purpose of STA258. Students should enter STA302 with some training in both theory and practice. Those who have started with applications and have gone on to take a second half course in applied statistics (that's the proposed pre-requisite of STA221H5/ ECO220Y5/ BIO360H5/ PSY202H5/ SOC350H5) have adequate background in statistical practice and do not need STA258. Calendar currently reads: Prerequisite: STA258H5; MAT223H5/240H5
3. Satisfying the requirement to use full three letter codes.

Course #157 STA305H5 Experimental Design

Before: Prerequisite: **STA302H1/302H5/331H5/ECO327Y5 Course Exclusion:** STA332H5, **305H1**

After: Prerequisite: **STA302H1/STA302H5/STA331H5/ECO327Y5**
Course Exclusion: STA332H5, **STA305H1**

Rationale: Satisfying the requirement to use full three letter codes.

Course #158 STA310H5 Bayesian Statistics in Forensic Science

Before: Prerequisite: **STA215H5/220H5/257H1/256H5/ECO220Y5/ECO227Y5/PSY201H5**
Course Exclusion: **STA302H/442H5/441H1**

After: Prerequisite:
STA215H5/STA220H5/STA257H1/STA256H5/ECO220Y5/ECO227Y5/PSY201H5
Course Exclusion: **STA302H/STA442H5/STA441H1**

Rationale: Satisfying the requirement to use full three letter codes.

Course #159 STA311H5 Statistics for Forensic Sciences II

Before: Prerequisite: **MAT134Y5/ 135Y5/ 137Y5/157Y5/ 233H5;**
STA310H5/ 258H5/ 221H5/ECO227Y5/ BIO361H5/ PSY202H5.

After: Prerequisite: **MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/ MAT233H5;**
STA310H5/STA258H5/STA221H5/ECO227Y5/ BIO361H5/ PSY202H5

Rationale: Satisfying the requirement to use full three letter codes.

Course #160 STA312H5 Topics in Statistics: Applied Statistical Modelling

Before: Prerequisite: **STA258H5/ECO327Y5**

After: Prerequisite: **Permission of the instructor.**

Rationale: The new courses described above (STA314H5 and STA315H5) are being offered this year as STA312H5 and STA313H5, this experience made us realize that the current prerequisites may not be as specific and flexible as we require.

Course #161 STA313H5 Topics in Statistics: Applications of Statistical Models

Before: Prerequisite: **STA258H5/ECO327Y5**

After: Prerequisite: **Permission of the instructor.**

Rationale: The new courses described above (STA314H5 and STA315H5) are being offered this year as STA312H5 and STA313H5, this experience made us realize that the current prerequisites may not be as specific and flexible as we require.

Course #162 STA348H5 Introduction to Stochastic Processes

Before: Prerequisite: **STA260H5/261H5; MAT224H5/240H5**

After: Prerequisite: **STA260H5/STA261H5; MAT224H5/MAT240H5**

Rationale: Satisfying the requirement to use full three letter codes.

Course #163 STA390H5 Modern Applied Statistics

Before: Prerequisite: **STA256H5/257H5; MAT134Y5/135Y5/137Y5/157Y5/233H5**

After: Prerequisite: **STA256H5/STA257H5;**
MAT134Y5/MAT135Y5/MAT137Y5/MAT157Y5/MAT233H5

Rationale: Satisfying the requirement to use full three letter codes.

Course #164 STA399Y5 Research Opportunity Program

Before: Corequisite: **STA302H5,302H1**
After: Corequisite: **STA302H5/STA302H1**
Rationale: STA302H5 and STA302H1 are equivalent to each other.

Course #165 STA413H5 Estimation and Testing

Before: Prerequisite: **STA260H5/261H5**
After: Prerequisite: **STA260H5/STA261H5**
Rationale: Satisfying the requirement to use full three letter codes.

Course #166 STA431H5 Structural Equation Models

Before: Prerequisite: **STA258H5**
After: Prerequisite: **STA302H5/STA302H1**
Rationale: The material from STA302 is essential preparation for the course. In the past the pre-requisite was STA302, and it was apparently changed to STA258 by accident.

Course #167 STA437H5 Applied Multivariate Statistics

Before: Prerequisite: **STA302H1/302H5/331H5/ECO327Y5**
After: Prerequisite: **STA302H1/STA302H5/STA331H5/ECO327Y5**
Rationale: Satisfying the requirement to use full three letter codes.

Course #168 STA457H5 Applied Time Series Analysis

Before: Prerequisite: **STA302H1/302H5/331H5/ECO227Y5**
After: Prerequisite: **STA302H1/STA302H5/STA331H5/ECO227Y5**
Rationale: Satisfying the requirement to use full three letter codes.

Course #169 utm111H5 utmONE: Tools of the Trade

Before: Course Exclusion: utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5
After: Course Exclusion: **utm110H5**, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5
Rationale: Addition of exclusion utm110H5 as course has been added.

Course #170 utm118H5 utmONE: Science of Learning

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5
After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5
Rationale: Addition of exclusion utm110H5 as course has been added.

Course #171 utm191H5 utmONE Scholars: Science Meets Society

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5
After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #172 utm195H5 utmONE Scholars: Curiosity and Control: Voyages of Discovery to North America

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm196H5, utm197H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #173 utm197H5 utmONE Scholars: Humans in Nature: Interactions and Impacts

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #174 utm290H5 utmONE Scholars: Launching Your Research

Before: Distribution: **SSc** SCI EXP **INTLR**

After: Distribution: **HUM** SCI EXP **INTLO**

Rationale: SSc to HUM This course, in its current iteration, will be co-taught by faculty from Biology and History and thus no longer belongs in the SSc stream.

INTLR to INTL-O Change to International Optional to allow all students to take the course regardless of fee implications. A local component is developed for the group of students who will not be going abroad.

University of Toronto Mississauga Divisional Curriculum Committee Report Template

This template should be used to bring forward a summary of all curriculum changes and findings to the Senior Assessor. It is designed to ensure that all necessary information is provided to the Senior Assessor for the provision of a comprehensive report to the Academic Affairs Committee.

Divisional Curriculum Committee:	Social Sciences
Members:	<p>Prof. Jeremy Packer, Chair</p> <p>Prof. Todd Sanders, Department of Anthropology Prof. Margarida Duarte, Department of Economics Prof. Joseph Leydon, Department of Geography Prof. Rhonda McEwan, Institute of Communication, Culture, Information and Technology Prof. Eckhard Schumann, Management Prof. Edward Schatz, Political Science Prof. Erik Schneiderhan, Sociology</p>
Dates of Divisional Curriculum Committee Meetings:	<p>Monday, October 16, 2017</p> <p>Monday, October 30, 2017</p>
Return to: Program and Curriculum Officer	<p>Yen Du Program and Curriculum Officer Office of the Dean, UTM yen.du@utoronto.ca</p>

1. Overview

The Social Science Curriculum committee is proposing minor changes that affect 33 programs.

The most significant changes pertain to changes in the minimum requirements necessary for entry into existent programs. Eleven programs are proposing changes to their admission requirements: Major in Communication, Culture, Information and Technology (CCIT), Major in Environmental Management, Major and Minor in Economics, Specialist and Major in Management, Minor in Business, Science and Entrepreneurship, Specialist in Economics and Political Science, Specialist in Digital Enterprise Management (DEM), Specialist in International Affairs, and Specialist in Human Resource Management.

For programs offered by the Department of Economics, admission requirement changes involved a simplification of their existing two-tier system for students and to align more closely with other similar programs at UTM. In the Institute of Communication, Culture, Information and Technology (ICCIT), admission requirements have been updated to reflect a 65% requirement in their introductory courses as well as a rolling min. CGPA that may vary from year to year depending on the pool of applicants. This is to accommodate the competitive nature and deregulated fees associated with the ICCIT programs. The other major admission requirement changes come from the Department of Management where the previous approval of a first year math requirement necessitated updates and changes to their current program offerings.

While the Social Sciences are taking 2 full and 28 half courses offline this year, they are also introducing a total of one full and 30 half courses. The deleted courses serve to streamline our course offerings as most of these courses have either not been offered in many years, have seen similar course content covered in other existing courses, are no longer required for programs, or do not have faculty teaching support. The suite of proposed courses, on the other hand, will significantly increase course options for our students. The new courses reflect the expertise and interests of new faculty hires as well as new areas proposed by existing faculty. Further, a number of the courses in CCIT are being proposed to introduce the new field of study, Social Coding, with the hope of developing a full program of study in this area in the near future.

Beyond this, a number of minor programmatic changes are proposed to clarify program requirements for students and to reflect new course offerings while a large portion of course description changes were made to ensure that contact hours are accurately reflected in the Academic Calendar. In addition, various programs are recommending course prerequisites to ensure that students receive a strong foundational knowledge before the moving into senior level courses.

2. Rationale

A number of this year's curricular changes are the result of a campus-wide curriculum mapping initiative, which has allowed academic units in the Social Sciences to review their program and course offerings with respect to how well they align with program learning outcomes, course objectives, and the recently approved UTM Vision Statement 2017, Academic Plan, and Implementation Plan. For example, new courses emphasize the importance of community, sustainability, and highlight or support indigenous initiatives on our campus. Additional changes are the result of either recent external reviews of programs (from ICCIT and Management) or preparation for upcoming external reviews (of Anthropology and Political Science).

New courses being introduced will provide students with innovative and advanced knowledge across the Social Sciences. They will also offer students a greater range of options. The ongoing recruitment of new faculty has enabled the Social Sciences to diversify course offerings. This year 1 full and 30 half courses are proposed across eight Departments.

Academic units in the Social Sciences continue to identify new and existing courses with the EXP, INTL-R, and INTL-O notations as appropriate. These notations signal to students courses that offer experiential education opportunities (EXP) or contact an international course component as either a required (INTL-R) or optional (INTL-O) element. These are important notations to help students looking for distinctive and innovative educational options in their programs and courses.

3. Summary of Change Categories

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	1	1	0	22
Communication, Culture, Information and Technology	0	0	6	14	0	39
Diaspora and Transnational Studies	0	0	0	0	0	0
Economics	0	0	0	3	8	6
Education Studies	0	0	0	0	0	1

Environment	1	0	4	0	0	10
Erindale courses	0	0	0	0	0	0
Forensic Science	0	0	0	0	0	0
Geography	1	0	7	3	2	24
Language Studies	0	0	0	0	0	0
Linguistics	0	0	0	0	0	2
Management	0	0	0	4	0	13
Mathematics	0	0	0	0	1	0
Political Science	0	1	0	2	14	9
Professional Writing and Composition	0	0	0	1	0	4
Sociology	0	0	4	2	3	44
Student Development and Transition	0	0	0	0	0	15
Women and Gender Studies	0	0	0	0	0	0

4. Cumulative Glance

Two full and twenty-two half courses are being deleted.

One full and thirty new half courses are being proposed. The largest number being 14 from CCIT. The majority of these courses will introduce a new area of study in Social Coding, with the hope of developing a full program of study in this area in the near future and include courses such as Ethics and Code, Game Design as Problem Solving, Immersive VR Journalism, Human Perception and Communication, and Fundamentals of User Interface Programming.

Management is proposing four new half courses. Two were previously special topics courses and two are aimed at specific skill sets such as Presentation Skills for Management and Critical Thinking, Analysis, and Decision Making.

Geography is proposing three new half courses which coincide with the expertise of new faculty hires.

Additionally, twenty-eight full and one hundred eighty-nine half courses are being changed. As described above, many of these changes are updates to the course description to provide students with accurate course information in the Calendar (i.e. true contact hours, updated pre-requisites, notations for experiential learning and international opportunities, etc.).

5. Major Changes (for information only)

Members of the Social Sciences Curriculum Committee were invited to bring forward, for information and consultation, proposals for change that are currently in development in their unit. This provided committee members the opportunity to provide feedback and advice on the proposal as well as the chance to bring the proposal information back to their units for dissemination. Proposals in development within the Social Sciences include two freestanding minor programs within the Geography Programs in Environment (related to Environmental Law & Policy and Sustainability); a new certificate program for Economics students pursuing more 'advanced' courses and preparing for graduate studies; a potential program in the new area of Social Coding within the ICCIT; and possible degree requirement changes to the BBA and BCom degrees offered by Management to allow for more student flexibility in course selection and better alignment with other UofT degrees.

Social Sciences/ICCIT

SOCIAL SCIENCES/ICC - Table of Contents

<u>SUMMARY OF COURSE CHANGES</u>	1
<u>New Programs</u>	2
<u>Programs - Resource Implications</u>	3
<u>Deleted Programs</u>	5
<u>Programs - Other Changes</u>	6
<u>New Courses</u>	30
<u>Courses - Resource Implications</u>	40
<u>Deleted Courses</u>	58
<u>Rewighted Courses</u>	60
<u>Courses - Description Changes</u>	61
<u>Changes in Course Name</u>	89
<u>Courses - Other Changes</u>	94

SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Anthropology	0	0	1	1	0	22
Communication, Culture, Information and Technology	0	0	6	14	0	39
Concurrent Teacher Education	0	0	0	0	0	0
Diaspora and Transnational Studies	0	0	0	0	0	0
Economics	0	0	0	3	8	6
Education Studies	0	0	0	0	0	1
Environment	1	0	4	0	0	10
Erindale Courses	0	0	0	0	0	0
Forensic Science	0	0	0	0	0	0
Geography	1	0	7	3	2	24
Language Studies	0	0	0	0	0	0
Linguistics	0	0	0	0	0	2
Management	0	0	0	4	0	13
Mathematics	0	0	0	0	1	0
Political Science	0	1	0	2	14	9
Professional Writing and Communication	0	0	0	1	0	4
Sociology	0	0	4	2	3	44
Student Development and Transition	0	0	0	0	0	15
Women and Gender Studies	0	0	0	0	0	0

New Programs

NONE

Programs - Resource Implications

Program #1 ERMAJ1034 CCIT (Arts)

Resource implications: None

Program #2 ERMAJ1302 Professional Writing and Communication (Arts)

Resource implications: None.

Program #3 ERMAJ1425 Environmental Management (Arts)

Resource implications: none

Program #4 ERMAJ1478 Economics (Arts, B.Com.)

Resource implications: none

Program #5 ERMAJ2431 Management

Resource implications: Discussed w/ Dean's Office.

Program #6 ERMIN1302 Professional Writing and Communication (Arts)

Resource implications: None

Program #7 ERMIN1425 Environmental Management (Arts)

Resource implications: none

Program #8 ERMIN1478 Economics (Arts, B.Com.)

Resource implications: none

Program #9 ERMIN1666 Geography (Arts)

Resource implications: none

Program #10 ERMIN2017 Minor in Business, Science and Entrepreneurship

Resource implications: None

Program #11 ERSPE0751 Economics and Political Science (Arts)

Resource implications: None.

Program #12 ERSPE1307 Digital Enterprise Management (Arts)

Resource implications: Labs for CCT261/361/461

Program #13 ERSPE1384 International Affairs (Arts)

Resource implications: none

Program #14 ERSPE1425 Environmental Management (Arts)

Resource implications: none

Program #15 ERSPE1882 Human Resource Management

Resource implications: Discussed w/ Dean's Office.

Program #16 ERSPE2172 Interactive Digital Media (Arts)

Resource implications: None

Program #17 ERSPE2431 Management

Resource implications: Discussed w/ Dean's Office.

Deleted Programs

NONE

Programs - Other Changes

Program #1 ERMAJ0727 Criminology, Law and Society (Arts)

Rationale for change: Updates clarify program requirements. Deleted courses removed from group a and b list. SOC231H5 added as group b option in lieu of deleted SOC232H5. Add new course ANT217H5 Anthropology of Law as group b course.

Before:

Higher Years Please be aware of the ~~upper year~~ prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in ~~300~~ and ~~400 level~~ courses. Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enroll in ~~SOC205H5~~ and ~~SOC221H5~~ upon entering the ~~program~~.

- SOC205H5, 209H5, ~~221H5~~, ~~222H5~~

- 4.5 additional credits of which 2.0 credits must be at the 300/400 ~~level~~

Optional Courses 3.0 credits must be selected from Group A and an additional 1.5 credits from Group A or Group B.

Group A:

SOC208H5, 211H5, 216H5, 219H5, ~~220H5~~, 300H5, 301H5, 303H5, ~~307H5~~, ~~308H5~~, 310H5, 311H5, 313H5, 316H5, 320H5, 322H5, 323H5, 325H5, 326H5, 328H5, 330H5, 338H5, 346H5, 371H5, 378H5, 379H5, 393H5, 394H5, 420H5, 421H5, 423H5, 432H5, 440H5, 446H5, 447H5, 448H5, 450H5, 456H5, 475H5, 493H5, 494H5

SOC299Y5, 399Y5, 480Y5, 499Y5 (With Department's approval)

Group B:

ANT205H5, 209H5, 306H5, 352H5, 354H5, 369H5, 439H5

FSC239Y5, 271H5, 360H5, 406H5

PHL246H5, 265H5, 271H5, 274H5, 275H5, 277Y5, 365H5, 370H5, 375H5

POL208Y5, 214Y5, 310Y5, 340Y5, 343Y5

PSY220H5, 230H5, 240H5, 270H5, 328H5, 340H5, 341H5, 344H5, 346H5, 440H5

~~SOC232H5~~, 253H5, 263H5, 275H5, 318H5, 332H5, 342H5, 359H5, 364H5, 380H5, 425H5, 457H5, 460H5, 463H5

WGS215H5, 365H5, 373H5, 420H5

After:

Higher Years Please be aware of the upper-year prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in 300- and 400-level courses. Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enroll in SOC205H5, 209H5 and 221H5 upon entering the program and observe the following program requirements:

- SOC205H5, 209H5, 221H5 (required for most 300-level SOC courses)

- SOC222H5 (required for most 400-level SOC courses)

- 4.5 additional credits of which 2.0 credits must be at the 300/400 level; of these 4.5 credits, 3.0 must be from Group A, and 1.5 from Group A or B (see section below for details).

Optional Courses 3.0 credits must be selected from Group A and an additional 1.5 credits from Group A or Group B.

Group A:

SOC208H5, 211H5, 216H5, 219H5, 300H5, 301H5, 303H5, 310H5, 311H5, 313H5, 316H5, 320H5, 322H5, 323H5, 325H5, 326H5, 328H5, 330H5, 338H5, 346H5, 371H5, 378H5, 379H5, 393H5, 394H5, 420H5, 421H5, 423H5, 432H5, 440H5, 446H5, 447H5, 448H5, 450H5, 456H5, 475H5, 493H5, 494H5

SOC299Y5, 399Y5, 480Y5, 499Y5 (With Department's approval)

Group B:

ANT205H5, 209H5, 306H5, 352H5, 354H5, 369H5, 439H5

FSC239Y5, 271H5, 360H5, 406H5

PHL246H5, 265H5, 271H5, 274H5, 275H5, 277Y5, 365H5, 370H5, 375H5

POL208Y5, 214Y5, 310Y5, 340Y5, 343Y5

PSY220H5, 230H5, 240H5, 270H5, 328H5, 340H5, 341H5, 344H5, 346H5, 440H5
SOC231H5, 253H5, 263H5, 275H5, 318H5, 332H5, 342H5, 359H5, 364H5, 380H5, 425H5, 457H5, 460H5,
463H5
WGS215H5, 365H5, 373H5, 420H5

Program #2 ERMAJ1013 Sociology (Arts)

Rationale for change: Updated clarify program requirements.

Before:

First Year SOC100H5
Students may enrol in 200-level SOC courses after successfully completing SOC100H5.
Higher Years Please be aware of the ~~upper year~~ prerequisite requirements when choosing your courses.
Students must have completed all published prerequisites in order to enroll in ~~300~~ and ~~400 level~~ courses.
Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enroll in SOC221H5 and 231H5 upon entering the ~~program~~.

- ~~SOC221H5, 222H5~~, 231H5
- 5.0 additional SOC ~~credits~~ of which 1.0 credit must be at the 300 level and 1.0 credit must be at the 400 level.

After:

First Year SOC100H5
Students may enrol in most 200-level SOC courses after successfully completing SOC100H5.
Higher Years Please be aware of the upper-year prerequisite requirements when choosing your courses.
Students must have completed all published prerequisites in order to enroll in 300- and 400-level courses.
Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enroll in SOC221H5 and 231H5 upon entering the program and observe the following program requirements:

- SOC221H5 and 231H5 (required for most 300-level SOC courses)
- SOC222H5 (required for most 400-level SOC courses)
- 5.0 additional SOC credits, of which 1.0 credit must be at the 300 level and 1.0 credit must be at the 400 level.

Program #3 ERMAJ1034 CCIT (Arts)

Rationale for change: 1. After reviewing statistics and consulting with the Registrar's office, the minimum grade requirement for the introductory courses has increased from 63% to 65%. 2. The program description has been updated to reflect a new focus which is consistent with our programs' pathways. 3. Second year Visual Culture and Communication (VCC) courses were acceptable options for the CCIT Major but we currently have sufficient 200 level CCT courses as options.

Before:

Limited Enrolment: Admission is based on academic performance (CGPA) in a minimum of 4.0 credits that must include ~~CCT109H5, 110H5. Enrolment in this program is determined annually and is limited to students who have a CGPA of at least 2.0.~~ Tuition fees for students enrolling in any CCIT Specialist/Major programs will be higher than for other Arts and Science ~~programs. The CCIT major program emphasizes the points where culture, communication, information and technology converge. Students learn how historical uses of media and cultural theory inform current trends and then apply these concepts in practical settings – in design and digital media courses at Sheridan College – and, for some students, in experiential learning environments.~~ Since the CCIT Major is a joint program with Sheridan College, graduates receive both a Bachelor of Arts degree from the University of Toronto and a Certificate in Digital Communication from Sheridan ~~College.~~
First Year (1.0 credit required) CCT109H5, ~~110H5~~
Second Year (3.0 credits required)

- CCT206H5, 208H5, 210H5 and one other 200 level ~~CCT/VCC~~ course taught at UTM.
- 1.0 credit from any 200 level CCT course taught at Sheridan.

After:

Limited Enrolment: Admission is based on academic performance (CGPA) in a minimum of 4.0 credits that must include a minimum grade of 65% in CCT109H5 and CCT110H5. Each year the ICCIT program sets a minimum required CGPA. This will vary from year to year and is based in

part, on supply and demand. Tuition fees for students enrolling in any CCIT Specialist/Major programs will be higher than for other Arts and Science programs. Communication, Culture Information and Technology (CCIT) is an undergraduate interdisciplinary major program, the curriculum for which provides students with a foundation in the analysis, evaluation and interpretation of communication and digital media using appropriate methodologies. CCIT provides students the opportunity to design a range of communication media and digital artifacts suitable for collaboration, communication, learning, and exploration. Since the CCIT Major is a joint program with Sheridan College, graduates receive both a Bachelor of Arts degree from the University of Toronto and a Certificate in Digital Communication from Sheridan College.
 First Year (1.0 credit required) CCT109H5, CCT110H5
 Second Year (3.0 credits required)

- CCT206H5, 208H5, 210H5 and one other 200 level CCT course taught at UTM.
- 1.0 credit from any 200 level CCT course taught at Sheridan.

Program #4 ERMAJ1302 Professional Writing and Communication (Arts)

Rationale for change: Initially the program had limited instructors and course offerings to allow a stand alone major. Students were therefore given the option of counting up to 2.0 FCE from writing intensive and/or pre-approved list of program electives. The program now has over 11 instructors and close to 50 courses and writing intensive and elective courses are no longer required. Because of this, students can take this major with another major or two minors since there are no more courses being counted from a variety of outside disciplines.

Before: Limited Enrolment: ~~Admission into the PWC Major Program is by application. To be considered for admission into the program, students MUST submit the application available at www.utm.utoronto.ca/pwc, in addition to requesting the Subject POST on ACORN. Meeting the minimum requirements does not guarantee admission into the program.~~ Minimum Requirements

- Completion of 4.0 credits.
- ~~A~~ minimum Cumulative Grade Point Average of at least 2.5 OR a grade of at least 75% in WRI203H5. ~~The~~ actual CGPA requirements or grade requirements in any particular year may exceed these values in order ~~for us~~ to ~~balance enrolments and teaching resources.~~
- ~~PWC Direct On-Line Applications and Application Procedures are available on the Professional Writing and Communication website at: www.utm.utoronto.ca/pwc~~ Applications are accepted only during Subject POST periods. The Major Program requires 7.0 ~~credits, including at least 2.0 at the 300/400 level. This program~~ must be ~~combined~~ with another major or ~~specialist~~ Upper Years ~~A minimum of 2.5~~ credits from any WRI ~~course.~~

~~A maximum of 2.0 Elective credits from:~~
~~ANT204H5/206H5/362H5/ANT401H5/ANT460H5/
 BIO201H5/BIO211H5/
 CCT250H5/CCT260H5/CCT305/CCT360/
 GLA201H5/
 ENG205H5/ENG271H5/ENG357H5/
 HSC300H5/HSC301H5/HSC302H5/HSC406H5/
 LIN203H5/LIN204H5/LIN205H5/LIN232H5/LIN331H5/JAL253H5/JAL355H5
 PHL255H5/PHL341H5/PHL350H5/
 PSY315H5/PSY360H5/PSY374H5/
 SOG309H5/SOG384H5~~

~~A maximum of 2.0 credits of approved writing-intensive~~ courses.
~~Upper Years~~

After: Limited Enrolment: Minimum Requirements Completion of 4.0 credits.
A minimum Cumulative Grade Point Average of at least 2.5 OR a grade of at least 75% in WRI203H5.
The actual CGPA requirements or grade requirements in any particular year may exceed these values in order to maintain our commitment to small class sizes. Applications are accepted only during Subject POST periods. The Major Program requires 7.0 credits. Program must be taken in combination with another major or two minors
 Upper Years 6.5 credits from any 300/400 level WRI courses.

Program #5 ERMAJ1425 Environmental Management (Arts)

- Rationale for change:** removed courses no longer being offered; added JPE250Y5 as a required course; updated course codes to include 3-letter designator; changed program entrance from 65% to 63% to fall in line with the 2.0 GPA (63-66) and renaming/joining perspectives
- Before:** Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y with a mark of ~~65%~~ or higher. Note: This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + ~~HIS~~ + ~~PHL~~ is acceptable, but a course list selected only from ENV + GGR + ~~HIS~~ is ~~not; a course list selected from ENV + ENG + ECO + POL is acceptable, but a course list selected only from ENV + ECO + POL is not~~. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.
- First Year: 2.0 credits
- ~~Introduction:~~ ENV100Y5
 - ~~Foundation:~~ 1.0 credit chosen from this list: ANT102H5; ECO100Y5; GGR111H5; ~~PHL101H5, PHL102H5, PHL105Y5, POL112H5, 113H5, 114H5;~~ SOC100H5
- Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.
- Second Year: ~~2.5~~ credits
- Environmental Management Core: ENV201H5
 - Social Science/Humanities Core: ~~1.0~~ credit chosen from this list: ~~ANT204Y5, 241Y5;~~ ENG259H5; ENV205H5; GGR202H5, ~~207H5, 208H5, 209H5, 210H5, 267H5, 269H5, 287H5, 288H5;~~ JPE250Y5; ~~PHL273H5;~~
 - Science Core: 0.5 credit chosen from this list: ~~BIO205H5;~~ ERS201H5; GGR201H5, ~~214H5, 217H5, 227H5;~~
 - Analytical ~~& Research Methods:~~ 0.5 credit chosen from this list: GGR276H5, ~~277H5, 278H5;~~ STA220H5; or another program-relevant 200/300-level Research Methods course, with permission of the Program Advisor
- Upper Years: ~~3.5~~ credits
- Environmental Management Perspectives: 1.0 credit chosen from this list: ~~ANT367H5;~~ ENV310H5, ~~393H5, HIS318H5, 319H5~~
 - Social, Economic & Policy Perspectives: ~~1.5~~ credit chosen from this list: ANT357H5, ~~368H5, 370H5;~~ ECO373Y5; ENV310H5, ~~311H5, 320H5, 351H5, 420H5, 425H5, 430H5, 452H5;~~ GGR318H5, ~~325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 361H5, 365H5, 370H5, 418H5, 419H5, 426H5;~~ JEP356H5, ~~452H5;~~ JGE378H5; ~~MGT394H5, PHL373H1, POL343Y5, SOC339H5, 349H5, 356H5;~~ WRI375H5
 - Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, ~~464H5;~~ ERS313H5, ERS315H5, ~~321H5;~~ GGR305H5, ~~307H5, 309H5, 311H5, 317H5, 337H5, 374H5, 377H5, 384H5, 484H5;~~ ~~ENV495H5, 496H5, ERS313H5;~~ JGE378H5
 - Field, ~~Project-based &~~ Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ~~330H5, 331H5, 332H5, 399Y5, 496H5;~~ GGR379H5, ~~389H5;~~ JEG400Y5, ~~401Y5;~~ or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor
- After:** Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y with a mark of 63% or higher. Note: This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + ANT + POL is acceptable, but a course list selected only from ENV + GGR + ANT is not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.
- First Year: 2.0 credits
- Environment Foundation: ENV100Y5
 - Foundation in Related Disciplines: 1.0 credit chosen from this list: ANT102H5; ECO100Y5; GGR111H5; POL111H5, POL114H5; SOC100H5
- Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.
- Second Year: 3.0 credits
- Environmental Management Core: ENV201H5
 - Environmental Policy Core: JPE250Y5
 - Social Science/Humanities Core: 0.5 credit chosen from this list: ANT241Y5; ENG259H5; ENV205H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5, GGR267H5, GGR287H5, GGR288H5; JPE250Y5; PHL274H5, PHL284H5
 - Science Core: 0.5 credit chosen from this list: ANT214H5; BIO201H5, BIO205H5, BIO211H5; ERS201H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;
 - Quantitative, Digital, and Analytical Methods Core: 0.5 credit chosen from this list: GGR272H5, GGR276H5, GGR277H5, GGR278H5; STA215H5, STA220H5; or another program-relevant 200/300-level Research Methods course, with permission of the Program Advisor
- Upper Years: 3.0 credits
- Environmental Management Perspectives: 1.0 credit chosen from this list: ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5, JEP452H5
 - Social, Economic & Policy Perspectives: 1.0 credit chosen from this list: ANT357H5, ANT368H5,

ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV425H5, ENV430H5; GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR415H5, GGR418H5, GGR419H5, GGR426H5, GGR461H5; JEP351H5, JEP356H5, JEP452H5; JGE378H5; POL343Y5, POL346Y5, POL475H5; SOC349H5, SOC356H5, SOC465H5; WRI375H5

- Scientific Perspectives: 0.5 credit chosen from this list: ANT327H5; BIO311H5, BIO331H5, BIO333H5, BIO464H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5; GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR338H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR484H5; JGE378H5

- Field, Project-based, Experiential, and Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ENV330H5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; GGR379H5, GGR389H5; JEG401Y5; or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor

Note: ENV490H5, ENV491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

Program #6 ERMAJ1478 Economics (Arts, B.Com.)

Rationale for change: Simplified admission requirements - from two-tier to one requirement. Changes would provide manageable increase in enrollment (based on data analysis from past three years), and align more closely with other Major programs at UTM.

Before: Limited Enrolment: Enrolment in the Major program is limited to students with **67% in ECO100Y5 and a CGPA of 2.0, or** 63% in **ECO100Y5Y** and a CGPA of **2.5; MAT133Y5(63%)/134Y5/135Y5/137Y5**

First Year **ECO100Y5**; MAT133Y5(63%)/134Y5/135Y5/137Y5

Second Year **ECO200Y5/204Y5/206Y5,202Y5/208Y5/209Y5,220Y5/227Y5/**
STA(250H1,257H5/256H5)/STA(257H5/256H5,261H5/260H5)/
STA(257H5/256H5,248H5/258H5)

After: Limited Enrolment: Enrolment in the Major program is limited to students with 63% in **ECO100Y5, MAT133Y5(63%)/134Y5/135Y5/137Y5**, and a CGPA of **2.0.**

First Year **ECO100Y5(63%)**; MAT133Y5(63%)/134Y5/135Y5/137Y5

Second Year **ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5, 220Y5/227Y5/**
STA(250H1,257H5/256H5)/STA(257H5/256H5,261H5/260H5)/
STA(257H5/256H5,248H5/258H5)

Program #7 ERMAJ1666 Geography (Arts)

Rationale for change: updated program with new courses; removed 0.5 requirement from the list of physical geography courses as it is no longer applicable to the program. Updated course codes to include 3-letter designator.

Before:

Second Year ~~3.0~~ credits as follows:

1.5 credits from GGR202H5, ~~207H5, 208H5, 209H5, 210H5, 252H5, 267H5, 269H5, 287H5, 288H5~~

0.5 credit from GGR277H5

0.5 credit from GGR272H5, 276H5, 278H5

~~0.5 credit from GGR201H5, 214H5, 217H5, 227H5~~

Third/Fourth Year ~~3.0~~ credits from the following:

ENV311H5; GGR313H5, ~~318H5, 325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 361H5, 363H5, 365H5, 370H5, 376H5, 380H5, 385H5, 389H5, 418H5, 419H5, 420H5, 426H5, 489H5~~; JGE378H5

After:

Second Year 2.5 credits as follows:

1.5 credits from GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR252H5,

GGR265H5, GGR267H5, GGR287H5, GGR288H5

0.5 credit from GGR277H5

0.5 credit from GGR272H5, 276H5, 278H5

Third/Fourth Year 3.5 credits from the following:

ENV311H5; GGR313H5, GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5,

Program #8 ERMAJ2431 Management

Rationale for change: 1. Math change as agreed upon in 2016 Meetings. 2. Change in electives required in upper year due to from what we can assess, the specific suite of elective courses had no academic rationale and may have just been the limited selection of 4th year courses available to students at the time the Management programs were created.

Before: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:

- Prerequisite courses ~~MGM101H5(63%), MGM102H5(63%); ECO100Y5(63%)~~ in a minimum of 4.0 credits.
- Cumulative Grade Point Average (CGPA) Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.
- Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry. Note: Transfer Credits Students applying to Management with transfer credits must meet these requirements:

- The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T. The CGPA is based on courses taken for credit.
- The combined CGPA of all courses taken at another institution plus U of T courses must meet the minimum cut off for the year in which you are applying. Application for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for dates. ***IMPORTANT NOTE: Students applying for admission to this program in 2019 will be required to have completed MAT133Y5. (Prospective students should note that Advanced Functions (MHF4U) with a minimum grade 70% is a prerequisite for MAT133Y5 and will be listed as a requirement for admission to First Year Studies in Management in 2018.)***

First year ~~(2.0 credits) MGM101H5, 102H5; ECO100Y5~~

(3.0 first year credits will be required in 2018/19 as a result of the addition of MAT133Y5 to this program).

Upper Years

- Core courses (1.5 credits): MGT262H5, MGM301H5, 400H5
- Management Disciplines (3.0 credits): MGM221H5/MGT120H5, MGM222H5, 230H5, 390H5; MGT252H5, 371H5
- Statistics (0.5 credits): STA218H5
- Electives (select 1.0 credit): ~~MGM320H5, 332H5; MGT260H5, 363H5, 363H5, 452H5, 453H5, 455H5, 461H5, 480H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5~~

After: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:

- Prerequisite courses ECO100Y5 (63%); MGM101H5 (63%); MGM102H5 (63%); MAT133Y5/MAT135Y5 (50%) in a minimum of 4.0 credits.
- Cumulative Grade Point Average (CGPA) Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.
- Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry. Note: Transfer Credits Students applying to Management with transfer credits must meet these requirements:

- The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T. The CGPA is based on courses taken for credit.
 - The combined CGPA of all courses taken at another institution plus U of T courses must meet the minimum cut off for the year in which you are applying. Application for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for dates.
- First year (3.0 credits) MGM101H5; MGM102H5; ECO100Y5; MAT133Y5/MAT135Y5 (or equivalent)

Upper Years

- Core courses (1.5 credits): MGT262H5, MGM301H5, 400H5
- Management Disciplines (3.0 credits): MGM221H5/MGT120H5, MGM222H5, 230H5, 390H5; MGT252H5, 371H5
- Statistics (0.5 credits): STA218H5
- Electives (select 1.0 credit): Any 300/400 MGT/MGM courses. Cannot include any courses already used above.

Program #9 ERMIN1013 Sociology (Arts)

Rationale for change: Updates clarify program requirements.

Before:

First Year SOC100H5

Students may enrol in 200-level SOC courses after successfully completing SOC100H5.

Higher Years Please be aware of the ~~upper year~~ prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in ~~300 and 400 level~~ courses. Students without prerequisites can be removed at any time. No waivers will be granted.

3.5 SOC ~~credits~~ of which 1.0 credit must be at the 300 ~~level~~.

After:

First Year SOC100H5

Students may enrol in select 200-level SOC courses after successfully completing SOC100H5.

Higher Years Please be aware of the upper-year prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in upper-level courses.

Students without prerequisites can be removed at any time. No waivers will be granted.

3.5 SOC credits, of which 1.0 credit must be at the 300 level where options include:

- SOC301H5

- SOC310H5

- SOC317H5

- SOC326H5

- SOC352H5

- SOC361H5

Program #10 ERMIN1302 Professional Writing and Communication (Arts)

Rationale for change: Initially the program had limited instructors and course offerings to allow a stand alone major. Students were therefore given the option of counting up to 2.0 FCE from writing intensive and/or pre-approved list of program electives. The program now has over 11 instructors and close to 50 courses and writing intensive and elective courses are no longer required.

Before:

Upper Years **1.5 -3.5 WRI credits;**

A maximum of 2.0 credits of approved writing-intensive courses or writing-related elective courses. Please contact the department for information on acceptable courses.

After:

Upper Years 3.5 WRI credits **@ 300/400 level**

Program #11 ERMIN1425 Environmental Management (Arts)

Rationale for change: update course codes to include 3-letter designator, removed courses no longer being offered.

Before:

Note This is intended to be an interdisciplinary program. At least three different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + ~~HIS~~ is acceptable, but a course list selected only from ENV + GGR is ~~not; a course list selected from ENV + ECO + POL is acceptable, but a course list selected only from ENV + HIS is~~ not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 1.0 credit

- ~~Introduction:~~ ENV100Y5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 1.5 credits

- Environmental Management Core: ENV201H5

- Social Science/Humanities ~~Perspectives:~~ 0.5 credit chosen from this list: ~~ANT204H5;~~ ENG259H5;

GGR202H5, ~~207H5, 208H5, 209H5, 210H5, 267H5, 269H5, 297H5, 298H5;~~ JPE250Y5; ~~PHL255H5, 273H5;~~

- ~~Scientific Perspectives:~~ 0.5 credit chosen from this list: BIO201H5, ~~205H5;~~ ERS201H5; GGR201H5,

~~214H5, 217H5, 227H5;~~

Third Year: 1.5 credits

- Field, ~~Project-based~~ & Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ~~330H5, 331H5, 332H5, 406H5;~~ GGR379H5, ~~389H5;~~ JEG401Y5; or another program-relevant Field, Project-Based, or Research course, with permission of the Program Advisor

- ~~1.0 additional credit chosen from this list: ANT357H5, 368H5, 370H5, ECO373Y5, ENV310H5, 311H5, 320H5, 393H5, 420H5, 425H5, 430H5, 490H5, 491H5, 497H5; GGR318H5, 325H5, 333H5, 348H5, 349H5, 353H5, 361H5, 365H5, 370H5, 418H5; HIS318H5, 310H5; HPS328H1; JEP356H5, 452H5; JGE379H5; MGT394H5; PHL373H1; POL343Y5; SGI395H5, SGI396H5; SOC339H5, 349H5, 366H5; WRI375H5~~

After:

Note This is intended to be an interdisciplinary program. At least three different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + ANT is acceptable, but a course list selected only from ENV + GGR is not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 1.0 credit

- Environment Foundation: ENV100Y5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 1.5 credits

- Environmental Management Core: ENV201H5

- Social Science/Humanities Core: 0.5 credit chosen from this list: ENG259H5; ENV205H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5, GGR267H5, GGR287H5, GGR288H5; JPE250Y5;

- Science Core: 0.5 credit chosen from this list: ANT214H5; BIO201H5, 205H5, BIO211H5; ERS201H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;

Third Year: 1.5 credits

- Environmental Management Perspectives:1.0 additional credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR415H5, GGR418H5, GGR461H5; JEP351H5, JEP356H5, JEP452H5; JGE378H5; POL475H5; SOC465H5; WRI375H5

- Field, Project-based, Experiential, and Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ENV330H5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; GGR379H5, GGR389H5; JEG401Y5; or another program-relevant Field, Project-Based, or Research course, with permission of the Program Advisor

Program #12 ERMIN1478 Economics (Arts, B.Com.)

Rationale for change:

Changed requirements to align with ECO Major program (ERMAJ1478). Removal of CGPA requirement to increase access to the program. Adjusted wording on Economic History courses to reflect new half-course options.

Before:

Limited Enrolment: Enrolment in the Minor program is limited to students with **MAT133Y5(63%)/MAT134Y5/135Y5/137Y5; 67% in ECO100Y5; and a CGPA of 2.0, or 63% in ECO100Y and a CGPA of 2.5.**

First Year **ECO100Y5;** MAT133Y5 (63%)/134Y5/135Y5/1375

Higher Years One additional ECO credit at the 300/400 level. No more than one Economic History

course is permitted in this program. ECO205Y5, ECO244Y5, and ECO261H5 cannot be used as requirements for this program.

After:

Limited Enrolment: Enrolment in the Minor program is limited to students with a 63% in **ECO100Y5,** and **MAT133Y5(63%)/ MAT134Y5/135Y5/137Y5.**

First Year **ECO100Y5(63%);** MAT133Y5 (63%)/134Y5/135Y5/1375

Higher Years One additional ECO credit at the 300/400 level. No more than one **credit in** Economic History is permitted in this program. ECO205Y5, ECO244Y5, and ECO261H5 cannot be used as requirements for this program.

Program #13 ERMIN1666 Geography (Arts)

Rationale for change: update course codes to include 3-letter designator, added new courses
Before: 4.0 credits are ~~required~~.
~~4.0 credits are~~ required including at least 1.0 credit at the 300/400 level:
GGR111H5, ~~202H5, 207H5, 208H5, 209H5, 210H5, 252H5, 267H5, 269H5, 287H5, 288H5~~; ENV311H5; GGR313H5, ~~318H5, 325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 361H5, 365H5, 370H5, 376H5, 380H5, 381H5, 385H5, 389H5, 417Y5, 418H5, 419H5, 420H5, 426H5, 489H5~~; JEG401Y5, JGE378H5

After: 4.0 credits are required including at least 1.0 credit at the 300/400 level:
GGR111H5, GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR252H5, GGR265H5, GGR267H5, GGR287H5, GGR288H5; ENV311H5; GGR313H5, GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR376H5, GGR380H5, GGR381H5, GGR385H5, GGR389H5, GGR417Y5, GGR418H5, GGR419H5, GGR420H5, GGR426H5, GGR489H5; JEG401Y5, JGE378H5

Program #14 ERMIN2017 Minor in Business, Science and Entrepreneurship

Rationale for change: Given many Science students have a full course load or close to a full course load in first year, it can be logistically difficult to complete ECO100Y5 in first year. As a result, making ECO100Y5 a co-requisite allows more students opportunity to pursue the Minor.

Before: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
- Enrolled in a UTM Science Specialist or Major Subject Post.
- **Prerequisite Course:** ECO100Y5 **(63%)**.
- Completion of 4.0 credits.
- Cumulative Grade Point Average (CGPA): Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand. Program requirements: Completion of the following 4.0 credits ECO100Y5, IMI201H5, IMI202H5, IMI203H5, IMI301H5, IMI302H5, IMI303H5.

After: Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
- Enrolled in a UTM Science Specialist or Major Subject Post.
- **Have completed** ECO100Y5 **with a 63% or must be taking course as a co-requisite while completing initial Business Minor courses and eventually complete course with a 63%**.
- Completion of 4.0 credits.
- Cumulative Grade Point Average (CGPA): Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand. Program requirements: Completion of the following 4.0 credits ECO100Y5, IMI201H5, IMI202H5, IMI203H5, IMI301H5, IMI302H5, IMI303H5.

Program #15 ERSPE0137 Economics (Commerce)

Rationale for change: Added ECO318H5, and new courses ECO302H5, ECO303H5 as options for the Writing Component.

Before: Higher Years
- Additional MGT Requirements (5.0 credits)
- MGT223H5, 220H5, 337Y5/(338H5,339H5)
- 1.0 credit from: MGT252H5, 262H5, 353H5, 363H5, 371H5/422H5, 374H5, 393H5
- 1.0 credit in MGT at 400 level
- 1.0 credit in MGT at 200+ level
- No more than 15.0 credits in COM(G), MGD, MGT, MGM and ECO may be counted toward degree.
STA248H5/258H5, 257H5, 261H5 count as ECO credits
- Additional ECO Requirements (6.0 credits):
- ECO206Y5, 208Y5, 227Y5/STA(257H5/256H5,261H5/260H5)/STA(257H5/256H5,248H5/258H5)
- ECO327Y5/375H5
- One Economic History credit from: **ECO322Y5/323Y5**
- ECO325H5, 326H5, plus 0.5 additional ECO credit at the 300+ level

- Writing Component (1.0 credit):
One credit from the following: ANT204Y5/204H5; CLA (expect 201H5);
one of **(ECO320Y5, 324Y5, 333Y5, 336Y5, 343H5, 344H5, 373Y5, 399Y5, 412Y5, 433H5, 435H5, 439Y5, 456H5, 463H5, 475H5)**; ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC300Y5); WRI.

After:

- Higher Years
- Additional MGT Requirements (5.0 credits)
 - MGT223H5, 220H5, 337Y5/(338H5,339H5)
 - 1.0 credit from: MGT252H5, 262H5, 353H5, 363H5, 371H5/422H5, 374H5, 393H5
 - 1.0 credit in MGT at 400 level
 - 1.0 credit in MGT at 200+ level
 - No more than 15.0 credits in COM(G), MGD, MGT, MGM and ECO may be counted toward degree.
- STA248H5/258H5, 257H5, 261H5 count as ECO credits
- Additional ECO Requirements (6.0 credits):
 - ECO206Y5, 208Y5, 227Y5/STA(257H5/256H5,261H5/260H5)/STA(257H5/256H5,248H5/258H5)
 - ECO327Y5/375H5
 - One Economic History credit from: **ECO(302H5,303H5)/322Y5/323Y5**
 - ECO325H5, 326H5, plus 0.5 additional ECO credit at the 300+ level
- Writing Component (1.0 credit):
One credit from the following: ANT204Y5/204H5; CLA (expect 201H5);
one of **(ECO302H5, 303H5, 318H5, 320Y5, 324Y5, 333Y5, 336Y5, 343H5, 344H5, 373Y5, 399Y5, 412Y5, 433H5, 435H5, 439Y5, 456H5, 463H5, 475H5)**; ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC300Y5); WRI.

Program #16 ERSPE0727 Criminology, Law and Society (Arts)

Rationale for change: Updates clarify program requirements. Deleted courses removed from group a and b list. Add new course ANT217H5 Anthropology of Law as group b course.

Before:

Higher Years Please be aware of the ~~upper year~~ prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in ~~300~~ and ~~400 level~~ courses. Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enrol in ~~SOC205H5~~ and 221H5 upon entering the ~~program~~.

- SOC205H5, 209H5, 221H5, ~~222H5~~, 231H5
 - SOC350H5, 387H5
 - 1.0 credit at the 400 level
 - 5.0 additional ~~credits~~ of which 2.0 credits must be at the 300/400 ~~level~~
- Optional Courses 3.5 credits must be selected from Group A and an additional 1.5 credits from Group A or Group B.

Group A:

SOC208H5, 211H5, 216H5, 219H5, ~~220H5~~, 300H5, 301H5, 303H5, ~~307H5, 308H5~~, 310H5, 311H5, 313H5, 316H5, 320H5, 322H5, 323H5, 325H5, 326H5, 328H5, 330H5, 338H5, 346H5, 371H5, 378H5, 379H5, 393H5, 394H5, 420H5, 421H5, 423H5, 432H5, 440H5, 446H5, 447H5, 448H5, 450H5, 456H5, 475H5, 493H5, 494H5
SOC299Y5, 399Y5, 480Y5, 499Y5 (With Department's approval)

Group B:

ANT205H5, 209H5, 306H5, 352H5, 354H5, 369H5, 439H5
FSC239Y5, 271H5, 360H5, 406H5
PHL246H5, 265H5, 271H5, 274H5, 275H5, 277Y5, 365H5, 370H5, 375H5
POL208Y5, 214Y5, 310Y5, 340Y5, 343Y5
PSY220H5, 230H5, 240H5, 270H5, 328H5, 340H5, 341H5, 344H5, 346H5, 440H5
~~SOC232H5, 253H5~~, 263H5, 275H5, 318H5, 332H5, 342H5, 359H5, 364H5, 380H5, 425H5, 457H5, 460H5, 463H5
WGS215H5, 365H5, 373H5, 420H5

After:

Higher Years Please be aware of the upper-year prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in 300- and 400-level courses. Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enrol in SOC205H5, 209H5, 221H5 and 231H5 upon entering the program and observe the following program requirements:

- SOC205H5, 209H5, 221H5, 231H5 (required for most 300-level SOC courses)
- SOC222H5 (required for SOC350H5, 387H5 and most 400-level SOC courses)
- SOC350H5, 387H5
- 1.0 credit at the 400 level
- 5.0 additional credits, of which 2.0 credits must be at the 300/400 level: of these 5.0 credits, 3.5 must be from Group A, and 1.5 must be from Group A or B (see section below for details). Optional Courses 3.5 credits must be selected from Group A and an additional 1.5 credits from Group A or Group B.

Group A:

SOC208H5, 211H5, 216H5, 219H5, 300H5, 301H5, 303H5, 310H5, 311H5, 313H5, 316H5, 320H5, 322H5, 323H5, 325H5, 326H5, 328H5, 330H5, 338H5, 346H5, 371H5, 378H5, 379H5, 393H5, 394H5, 420H5, 421H5, 423H5, 432H5, 440H5, 446H5, 447H5, 448H5, 450H5, 456H5, 475H5, 493H5, 494H5
SOC299Y5, 399Y5, 480Y5, 499Y5 (With Department's approval)

Group B:

ANT205H5, 209H5, 217H5, 306H5, 352H5, 354H5, 369H5, 439H5
FSC239Y5, 271H5, 360H5, 406H5
PHL246H5, 265H5, 271H5, 274H5, 275H5, 277Y5, 365H5, 370H5, 375H5
POL208Y5, 214Y5, 310Y5, 340Y5, 343Y5
PSY220H5, 230H5, 240H5, 270H5, 328H5, 340H5, 341H5, 344H5, 346H5, 440H5
SOC253H5, 263H5, 275H5, 318H5, 332H5, 342H5, 359H5, 364H5, 380H5, 425H5, 457H5, 460H5, 463H5
WGS215H5, 365H5, 373H5, 420H5

Program #17 ERSPE0751 Economics and Political Science (Arts)

Rationale for change: Simplified admissions requirement: ECO100Y5 grade of 63% used in order to align with changes to ECO Major admission requirements.
Added new courses ECO302H5, ECO303H5 as options.

Before: Limited Enrolment: Enrolment in this program is limited. Students enrolling at the end of first year (4.0 credits) must obtain:
- a mark of at least 70% in 1.0 POL credit and at least ~~67% in ECO100Y5, MAT133Y5 (63%)/ MAT134Y5/ MAT135Y5/ MAT137Y5 and a minimum Cumulative Grade Point Average of 2.00.~~
OR
- ~~a mark of at least 70% in 1.0 POL credit and at least~~ 63% in ECO100Y5, MAT133Y5 (63%)/ MAT134Y5/ MAT135Y5/ MAT137Y5 and a minimum Cumulative Grade Point Average of ~~2.50.~~ Students enrolling at the end of second year (8.0 credits) must obtain:
- a mark of at least 70% in each of 2.0 POL credits and at least ~~67% in ECO100Y5, MAT133Y5 (63%)/ MAT134Y5/ MAT135Y5/ MAT137Y5 and a minimum Cumulative Grade Point Average of 2.30.~~
OR
- ~~a mark of at least 70% in each of 2.0 POL credits and at least~~ 63% in ECO100Y5, MAT133Y5 (63%)/ MAT134Y5/ MAT135Y5/ MAT137Y5 and a minimum Cumulative Grade Point Average of ~~2.50.~~
Within an honours degree, the following credits must be included in the program: Economics 7.0 credits
- ECO100Y5; MAT133Y5/134Y5/135Y5
- ECO200Y5/204Y5/206Y5,202Y5/208Y5/209Y5,220Y5/227Y5/
STA(250H1,257H5/256H5)/STA(257H5/256H5,261H5/260H5)/ STA(257H5/256H5,248H5/258H5)
- ~~ECO322Y5/323Y5~~
- 1.0 additional 300/400-level ECO credit Political Science 7.0 credits in POL, including at least 1.0 credit at the 400 level.
- POL200Y5,214Y,309Y5
- 1.0 credit from two of the following three fields: Comparative Politics International Relations Public Policy and Public Administration
- 2.0 additional POL credits

After: Limited Enrolment: Enrolment in this program is limited. Students enrolling at the end of first year (4.0 credits) must obtain:
- a mark of at least 70% in 1.0 POL credit and at least 63% in ECO100Y5, MAT133Y5 (63%)/ MAT134Y5/ MAT135Y5/ MAT137Y5 and a minimum Cumulative Grade Point Average of 2.00. Students enrolling at the

end of second year (8.0 credits) must obtain:

- a mark of at least 70% in each of 2.0 POL credits and at least 63% in ECO100Y5, MAT133Y5 (63%)/MAT134Y5/ MAT135Y5/ MAT137Y5 and a minimum Cumulative Grade Point Average of **2.30** Within an honours degree, the following credits must be included in the program: Economics 7.0 credits
- ECO100Y5; MAT133Y5/134Y5/135Y5
- ECO200Y5/204Y5/206Y5,202Y5/208Y5/209Y5,220Y5/227Y5/ STA(250H1,257H5/256H5)/STA(257H5/256H5,261H5/260H5)/ STA(257H5/256H5,248H5/258H5)
- **ECO(302H5,303H5)/322Y5/323Y5**
- 1.0 additional 300/400-level ECO credit Political Science 7.0 credits in POL, including at least 1.0 credit at the 400 level.
- POL200Y5,214Y,309Y5
- 1.0 credit from two of the following three fields: Comparative Politics International Relations Public Policy and Public Administration
- 2.0 additional POL credits

Program #18 ERSPE1013 Sociology (Arts)

Rationale for change: Updates clarify program requirements.

Before:

First Year SOC100H5

Students may enrol in 200-level SOC courses after successfully completing SOC100H5.

Higher Years Please be aware of the ~~upper year~~ prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in ~~300~~ and ~~400 level~~ courses. Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enroll in SOC221H5 and 231H5 upon entering the ~~program~~.

- ~~SOC221H5~~, 231H5
- ~~SOC222H5, 350H5~~, 387H5
- 1.0 SOC credit at the 400 ~~level~~ of which 0.5 credit must be a seminar
- 6.0 additional SOC ~~credits~~ of which 3.0 credits must be at the 300/400 level.

After:

First Year SOC100H5

Students may enrol in most 200-level SOC courses after successfully completing SOC100H5.

Higher Years Please be aware of the upper-year prerequisite requirements when choosing your courses. Students must have completed all published prerequisites in order to enroll in 300- and 400-level courses. Students without prerequisites can be removed at any time. No waivers will be granted.

Students must enroll in SOC221H5 and 231H5 upon entering the program and observe the following program requirements:

- SOC221H5 and 231H5 (required for most 300-level SOC courses)
- SOC222H5 (required for SOC350H5, 387H5 and most 400-level SOC courses)
- SOC350H5 and 387H5
- 1.0 SOC credit at the 400 level of which 0.5 credit must be a seminar
- 6.0 additional SOC credits of which 3.0 credits must be at the 300/400 level.

Program #19 ERSPE1307 Digital Enterprise Management (Arts)

Rationale for change: 1. After reviewing statistics and consulting with the Registrar's office, the minimum grade requirement for the introductory courses has increased from 63% to 65%. 2. The program description has been updated to reflect a new focus which is consistent with our programs' pathways. 3. CCT260/360/460 currently offered at Sheridan will be replaced by newly designed CCT261/361/461 UTM courses.

Before:

Limited Enrolment: Enrolment in this program is highly competitive and will be limited as follows (meeting the minimum requirements does not guarantee admission):

- ~~Minimum 4.0 credits to include the following:~~ CCT109H5, ~~110H5~~, MGM101H5, ~~102H5~~
- ~~Minimum Cumulative Grade Point Average (CGPA) determined annually and is limited to students who have a CGPA of at least 2.4~~
- ~~Minimum 63% in both MGM101H5 and MGM102H5~~
- ~~Minimum 65% average between CCT109H5 and CCT110H5, with at least 60% in each course.~~ Tuition fees for students enrolling in any CCIT Specialist/Major programs will be higher than for other Arts and Science ~~programs. The Digital Enterprise Management (DEM) program offers an~~

~~exceptional opportunity to combine rigorous study of emerging digital technologies with an integrated set of Management courses. This is a Specialist Program offered through the Institute of Communication, Culture, Information & Technology. Students in DEM explore how technology has both transformed the managerial environment and provided seemingly infinite possibilities for the creation of new enterprises. In addition to studying the traditional managerial disciplines students take courses that are directly relevant to managing organizations that use or develop digital technologies such as project management, entrepreneurship, technology strategy, and collaborative planning and development. With this combined understanding of both technology and managerial challenges and techniques, students will be uniquely prepared to offer value to both traditional and digital enterprises. 14.5 credits are required, including at least 1.0 credit at the 400 level.~~**Notes:**

- Students cannot combine the Digital Enterprise Management Program with the CCIT Major program, or the Management Major Program or the Commerce Major program.
- It is intended that students take CCT224H5, CCT324H5 and CCT424H5 in strict sequence.
- It is your responsibility to ensure that the prerequisites for courses listed in the calendar have been met. Students without the prerequisites can be removed at any time. Waivers will not be granted.
- First Year CCT109H5, ~~110H5~~; MGM101H5, ~~102H5~~
- Second Year CCT206H5, 208H5, 224H5, 225H5, 226H5, ~~CCT260H5~~
- Third and Higher Years
- CCT319H5, 321H5, 322H5, 324H5, 355H5, 356H5, ~~360H5~~
- CCT404H5, 424H5, ~~460H5~~, MGD421H5, 426H5, 428H5 and 1.0 credit from CCT401H5, 410H5, MGD415H5, 422H5, 423H5, 427H5, 429H5, 430H5
- In addition, 2.0 credits from any 300/400 ~~CCT~~ level courses.

After:

Limited Enrolment: Enrolment in this program is highly competitive and will be limited as follows (meeting the minimum requirements does not guarantee admission):

- Admission is based on academic performance (CGPA) in a minimum of 4.0 credits that must include a minimum grade of 65% in CCT109H5, ~~CCT110H5~~; MGM101H5, ~~MGM102H5~~. Each year the ICCIT sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.
- Tuition fees for students enrolling in any CCIT Specialist/Major programs will be higher than for other Arts and Science programs. Digital Enterprise Management (DEM) is a specialist program, providing students with the skills and knowledge for utilizing digital technologies to solve business management and organizational problems in creative and innovative ways. Students study, build, and critically analyze enterprise-grade emerging technologies in addition to studying the traditional managerial fields such as finance, organizational behaviour, risk management and project management. Understanding the challenges and demands of managing organizations that use and/or develop digital technologies will prepare students for both traditional and digital enterprises. 14.5 credits are required.**Notes:**

- Students cannot combine the Digital Enterprise Management Program with the CCIT Major program, or the Management Major Program or the Commerce Major program.
- It is intended that students take CCT224H5, CCT324H5 and CCT424H5 in strict sequence.
- It is recommended that students take CCT204H5 and/or CCT210H5 in order to meet the prerequisite needs of most CCT 300 and 400 level elective courses.
- It is your responsibility to ensure that the prerequisites for courses listed in the calendar have been met. Students without the prerequisites can be removed at any time. Waivers will not be granted.
- First Year CCT109H5, ~~CCT110H5~~; MGM101H5, ~~MGM102H5~~
- Second Year CCT206H5, 208H5, 224H5, 225H5, 226H5, ~~CCT261H5~~
- Third and Higher Years
- CCT319H5, 321H5, 322H5, 324H5, 355H5, 356H5, ~~361H5~~
- CCT404H5, 424H5, ~~461H5~~, MGD421H5, 426H5, 428H5 and 1.0 credit from CCT401H5, 410H5, MGD415H5, 422H5, 423H5, 427H5, 429H5, 430H5
- In addition, 2.0 credits from any 300/400 ~~CCT/MGD~~ level courses. Cannot include any courses already used above.

Program #20 ERSPE1384 International Affairs (Arts)

Rationale for change: Admission requirements were changed to align with proposed admission changes to ECO Major and Minor program. Update to course lists to clarify requirements. Where required, course numbers were updated.

Before: Limited Enrolment: Enrolment in this program is limited to students who have 63% in ECO100Y5; 1.0 introductory language **course**, a CGPA of **2.50** and MAT133Y5 (63%) /MAT134Y5/ MAT135Y5/ **MAT137Y5.11.0** credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5,220Y5/227Y5,364H5,365H5; **POL208Y5**; 4.0

language credits in the same discipline. 3.0 from:

ENV345H5, GGR325H5, 365H5; HIS311Y5/HIS311H5; POL302Y5,

327Y5/375H5, 340Y5, 343Y5, 475H5 1.0 from:

ECO400Y5/412Y/433H5/435H5/436H5/439Y5/456H5/460H5/461H5/463H5; a 400-level language course.

The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor.

class="title1">Language components available at U of T Mississauga: French: **FSL105H5,**

FSL106H5, FSL205Y5, FSL305Y5, FSL405H5, FSL406H5, FSL466H. NOTE: Students exempted from

lower level courses may replace them with a higher level language courses in FRE (FRE283H5, FRE382H5,

FRE383H5) German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always

available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 315Y5, 350Y5, 371Y5, 413Y5, 437Y5, 420Y5

Spanish: SPA100Y5, 220Y5, 259H5, 320Y5, 323H5 Chinese: CHI100Y5, 200Y5 (or **CHI201Y5),**

301Y5, 310H5, 311H5, 408H5 Note: Other languages can be considered with the approval of the

Department. Students without pre- and co-requisites or written permission of the instructor can be

deregistered from courses at any time.

After:

Limited Enrolment: Enrolment in this program is limited to students who have 63% in ECO100Y5; 1.0

introductory language **credit**, a CGPA of **2.0** and MAT133Y5 (63%) /MAT134Y5/ MAT135Y5/

MAT137Y5.A. 7.0 credits are required from the following list: ECO100Y5;

MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, 202Y5/208Y5/209Y5, 220Y5/227Y5, 364H5, 365H5;

POL208Y5 B. 4.0 language credits in the same discipline. **C. 3.0 credits** from:

ENV311H5, GGR325H5, 365H5; HIS311Y5/HIS311H5; POL302Y5,

327Y5/375H5, 340Y5, 343Y5, 475H5 **D. 1.0 credit** from:

ECO400Y5/412Y/433H5/435H5/436H5/439Y5/456H5/460H5/461H5/463H5; a 400-level language course.

The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor.

class="title1">Eligible Language components available at U of T Mississauga: French:

FSL205Y5, FSL305Y5, FSL405H5, FSL406H5, FSL466H. NOTE: Students exempted from lower level

courses may replace them with a higher level language courses in FRE (FRE283H5, FRE382H5,

FRE383H5) German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always

available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 315Y5, 350Y5, 371Y5, 413Y5, 437Y5, 420Y5

Spanish: SPA100Y5, 220Y5, 259H5, 320Y5, 323H5 Chinese: CHI100Y5, 200Y5 (or

CHI201Y5/(CHI201H5, CHI202H5)), 301Y5, 310H5, 311H5, 408H5 Note: Other languages

can be considered with the approval of the Department. Students without pre- and co-requisites or written

permission of the instructor can be deregistered from courses at any time.

Program #21 ERSPE1425 Environmental Management (Arts)

Rationale for change:

removing courses no longer being offered, moving JPE250Y5 to a mandatory requirement, update course codes to include 3 letter designator and renaming/joining perspectives

Before:

Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y5 with a mark of 65% or higher, and who have a CGPA of at least ~~2.5~~. **Note:** This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + ~~HIS~~ + ~~PHL~~ is acceptable, but a course list selected only from ENV + GGR + HIS is ~~not~~; ~~a course list selected from ENV + ENG + ECO + POL is acceptable, but a course list selected only from ENV + ECO + POL is not.~~ Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 3.0 credits

- ~~Introduction:~~ ENV100Y5

- ~~Economics:~~ ECO100Y5

- ~~Foundation:~~ 1.0 credit chosen from this list: ANT102H5; GGR111H5; ~~PHL101H5, PHL102H5,~~

~~PHL105Y5; POL112H5, 113H5, 114H5;~~ SOC100H5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: ~~4.0~~ credits

- Environmental Management Core: ENV201H5

- Social Science/Humanities Core: ~~1.5~~ credits chosen from this list: ~~ANT204Y5, 241Y5; ECO200Y5;~~

ENG259H5; ENV205H5; GGR202H5, ~~207H5, 208H5, 209H5, 210H5, 267H5, 269H5, 287H5, 288H5;~~

~~JPE250Y5; PHL273H5;~~

- Science Core: 1.0 credit chosen from this list: BIO201H5, ~~205H5;~~ ERS201H5, ~~202H5, 203H5;~~

GGR201H5, ~~214H5, 217H5, 227H5;~~

- ~~Statistics: 0.5 credit chosen from this list: GGR276H5; STA220H5 or other 200/300 statistics~~

~~-course with permission from Program Advisor.~~

~~- Analytical & Research Methods: 0.5 credit chosen from this list: GGR277H5, 278H5, STA221H5, or another program-relevant 200/300-level Research Methods course, with permission of the Program Advisor~~

Upper Years: ~~-5.0~~ credits

~~- Environmental Management Perspectives: -1.5 credit chosen from this list: ANT357H5, ENV310H5, 393, HIS318H5, 319H5~~

~~- Social, Economic & Policy Perspectives: -2.0 credits chosen from this list: ANT357H5, 368H5, 370H5; ECO373Y5; ENV310H5, 311H5, 320H5, 351H5, 420H5, 425H5, 430H5, 452H5; GGR318H5, 321H1, 325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 361H5, 365H5, 370H5, 418H5, 419H5, 426H5, 493H5; JEP356H5, 452H5; JGE378H5, JUG320H1; MGT394H5; PHL373H1; POL343Y5; SOC339H5, 349H5, 356H5; WRI375H5~~

~~- Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, 464H5; ENV495H5, 496H5; ERS313H5, ERS315H5, 321H5; GGR305H5, 307H5, 309H5, 311H5, 317H5, 337H5, 374H5, 377H5, 384H5, 494H5; ERS313H5; JGE378H5; SCI395H5, SCI396H5~~

~~- Field, Project-based & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, 330H5, 331H5, 332H5, 399Y5, 496H5, 497H5, 498Y5; GGR379H5, 389H5; JEG400Y5, 401Y5; SCI499H5; or another program-relevant Field, Experiential, or Research course, with permission of the Program Advisor~~

After:

Limited Enrolment: Enrolment in this program is limited to students who have completed ENV100Y5 with a mark of 65% or higher, and who have a CGPA of at least 2.0. Note: This is intended to be an interdisciplinary program. At least four different disciplines must be represented among the courses that are counted as program requirements. For example, a course list selected from ENV + GGR + ANT + POL is acceptable, but a course list selected only from ENV + GGR + HIS is not. Please contact the Program Advisors or Academic Counsellor if you have any questions about the validity of your course selections.

First Year: 3.0 credits

- Environment Foundation: ENV100Y5

- Economics Foundations: ECO100Y5

- Foundations in Related Disciplines: 1.0 credit chosen from this list: ANT102H5; GGR111H5; POL111H5, POL114H5; SOC100H5

Be sure to look ahead and plan to complete the prerequisites for any upper-level courses that are of interest to you.

Second Year: 4.5 credits

- Environmental Management Core: ENV201H5

- Environmental Policy Core: JPE250Y5

- Social Science/Humanities Core: 1.0 credits chosen from this list: ANT241Y5; ENG259H5; ENV205H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5, GGR267H5, GGR287H5, GGR288H5; PHL274H5, PHL284H5

- Science Core: 1.0 credit chosen from this list: ANT214H5; BIO201H5, BIO205H5, BIO211H5;

ERS201H5, ERS202H5, ERS203H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;

- Quantitative, Digital, and Analytical Methods Core: 1.0 credit chosen from this list: GGR272H5,

GGR276H5, GGR277H5, GGR278H5; STA215H5, STA220H5, STA221H5

Upper Years: 4.5 credits

- Environmental Management Perspectives: 2.0 credit chosen from this list: ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5, JEP452H5

- Social, Economic & Policy Perspectives: 1.0 credits chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV425H5, ENV430H5; GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR363H5, GGR365H5, GGR370H5, GGR415H5, GGR418H5, GGR419H5, GGR426H5, GGR461H5; JEP356H5, JEP452H5; JGE378H5; POL343Y5, POL346Y5, POL475H5; SOC349H5, SOC356H5, SOC465H5; WRI375H5

- Scientific Perspectives: 0.5 credit chosen from this list: ANT327H5; BIO311H5, BIO331H5, BIO333H5,

BIO464H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5; GGR304H5,

GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR338H5, GGR374H5,

GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5,

GGR484H5; JGE378H5;

- Field, Project-based, Experiential, and Research Perspectives: 1.0 credit chosen from this list:

ENV299Y5, ENV330H5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; GGR379H5, GGR389H5;

JEG401Y5 or another program-relevant Field, Experiential, or Research course, with permission of the

Program Advisor

Note: ENV490H5, ENV491H5 can substitute for #1, #2, #3, or #4 as course requirements, where appropriate, and with permission of the Program Advisor or Academic Counsellor.

Program #22 ERSPE1478 Economics (Arts, B.Com.)

Rationale for change: Correction to listing of "First Year" courses to match admission requirements. Added new courses ECO302H5, ECO303H5 as options.

Before:

First Year ECO100Y5; **MAT133Y5/134Y5/135Y5/137Y5**

Higher Years

- ECO206Y5, 208Y5, 227Y5/STA(256H5,258H5/260H5), **ECO322Y5/323Y5**, 325H5, 326H5, 327Y5/375H5
- 5.0 additional 300+ level ECO credits, including at least 1.0 at the 400 level

After:

First Year ECO100Y5; **MAT133Y5/134Y5/135Y5/137Y5; MAT223H5/233H5**

Higher Years

- ECO206Y5, 208Y5, 227Y5/STA(256H5,258H5/260H5), **ECO(302H5,303H5)/322Y5/323Y5**, 325H5, 326H5, 327Y5/375H5
- 5.0 additional 300+ level ECO credits, including at least 1.0 at the 400 level

Program #23 ERSPE1666 Geography (Arts)

Rationale for change: update program with course codes to include 3 letter designator; removing 0.5 credit requirement from the list of physical geography courses as it is no longer applicable to the program.

Before:

Second Year ~~3.5~~ credits:

2.0 credits from GGR202H5, ~~207H5, 208H5, 209H5, 210H5, 252H5, 267H5, 269H5, 287H5, 288H5~~

0.5 ~~credit from~~ GGR277H5

0.5 ~~credit from~~ GGR272H5, ~~276H5, 278H5~~

~~0.5 credit from GGR201H5, 214H5, 217H5, 227H5~~

Third Year ~~4.0~~ credits from the following:

ENV311H5; GGR313H5, ~~318H5, 325H5, 329H5, 333H5, 348H5, 349H5, 353H5, 354H5, 361H5, 363H5, 365H5, 370H5, 376H5, 380H5, 385H5, 381H5, 389H5~~; JGE378H5

Fourth Year 1.5 credits:

1.0 credit : GGR417Y5, JEG401Y5

0.5 credit from: GGR418H5, GGR419H5, GGR420H5, GGR426H5, ~~489H5~~

After:

Second Year **3.0** credits:

2.0 credits from GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR252H5,

GGR265H5, GGR267H5, GGR269H5, GGR287H5, GGR288H5

0.5 credit: GGR277H5

0.5 credit: GGR272H5, GGR276H5, GGR278H5

Third Year **4.5** credits from the following:

ENV311H5; GGR313H5, GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5,

GGR353H5, GGR361H5, GGR363H5, GGR365H5, GGR370H5, GGR380H5, GGR385H5,

GGR389H5; JGE378H5

Fourth Year 1.5 credits:

1.0 credit : GGR417Y5, JEG401Y5

0.5 credit from: GGR415H5, GGR418H5, GGR419H5, GGR420H5, GGR426H5, GGR461H5, GGR489H5

Program #24 ERSPE1704 Commerce: Accounting (BCom)

Rationale for change: 1. ECO318H5 based on the percentage of the course which requires students to develop and practice their writing skills meets the standards considered by both the Economics & Management Department for what constitutes a writing credit and is therefore being added to the already existing list of writing credits students are able to complete. This change was to be inputted in 2016 but was missed.

Before:

Writing Requirements Writing Requirements (2.0 credit) from:

ANT204H5; CLA (except 201H5); one of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/ 344H5/ 373Y5/ 399Y5/ 406H5/ 411H5/ 433H5/ 435H5/ 439Y5/ 456H5/ 463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI

Writing courses must be in the English Language.

After:

Writing Requirements Writing Requirements (2.0 credit) from:
ANT204H5; CLA (except 201H5); one of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/
344H5/ 373Y5/ 399Y5/ **318H5**/406H5/ 411H5/ 433H5/ 435H5/ 439Y5/ 456H5/ 463H5/ 475H5); ENG;
FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG;
SOC (excluding SOC350H5); WRI
Writing courses must be in the English Language.

Program #25 ERSPE1882 Human Resource Management

Rationale for change:

1. Math change as agreed upon in 2016 Meetings. 2. Students completing the HRMIR stream require MGT480H5 to graduate. Concerns have been raised by HRMIR students about whether they would be admitted into the MGT480H5 course as there is an application process. This note is being included to clarify to HRMIR students that they will be admitted into the course without any issues. 3. Program name change rationale: We would like to change the name to be more reflective of the content and goals of the specialist program. The current name (HRMIR) is a remnant leftover from the program that was replaced by this one. That program was housed in Economics and had much more of an IR focus. Our new program was designed with HRPAs guidelines and certification in mind, so it is much more in line with the HRM name. There are no curriculum changes associated with the name change. There is currently only one IR course in the program, and it's labeled as such (Labour Relations). In retrospect, we should not have included IR in the new program name, and we would like to correct this mistake now.

Before:

Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:

- Prerequisite Courses:

~~MGM101H5 (63%)~~, MGM102H5 (63%); ~~ECO100Y5 (63%)~~ in a minimum of 4.0 credits.

- Cumulative Grade Point Average (CGPA):

Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.

- Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry. Note: Transfer Credits

Students applying to Management with transfer credits must meet these requirements:

- The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T. The CGPA is based on courses taken for credit.

- The combined CGPA of all courses taken at another institution plus U of T courses must meet the minimum cut off for the year in which you are applying. Application for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for ~~dates.~~ **IMPORTANT NOTE: Students applying for admission to this program in 2019 will be required to have completed MAT133Y5. (Prospective students should note that Advanced Functions (MHF4U) with a minimum grade 70% is a prerequisite for MAT133Y5 and will be listed as a requirement for admission to First Year Studies in Management in 2019.)** ~~First Year (2.0 credits) MGM101H5, 102H5; ECO100Y5~~

~~(3.0 first year credits will be required in 2018/19 as a result of the addition of MAT133Y5 to this program).~~

Upper Years

- Core courses (1.5 credits): MGT262H5; MGM301H5, 400H5

- Management Disciplines (8.5 credits): MGM221H5/MGT120H5, MGM222H5, 230H5, 360H5, 364H5, 365H5, 390H5, 464H5, 465H5, 466H5; MGT252H5, 260H5, 363H5, 371H5, 480H5; ECO205Y5/200Y5

- Statistics (0.5 credits): STA218H5

- Electives (select 1.5 credits): ANT350H5; ECO261H5; HIS313H5, 314H5; SOC227H5, 236H5, 263H5, 361H5; WGS210H5; MGT461, 463, 467.

After:

Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:

- Prerequisite Courses:

ECO100Y5 (63%); MGM101H5 (63%); MGM102H5 (63%); MAT133Y5/MAT135Y5 (50%) in a minimum of 4.0 credits.

- Cumulative Grade Point Average (CGPA):

Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.

- Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry. Note: Transfer Credits

Students applying to Management with transfer credits must meet these requirements:

- The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T. The CGPA is based on courses taken for credit.
 - The combined CGPA of all courses taken at another institution plus U of T courses must meet the minimum cut off for the year in which you are applying. Application for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for dates.
- First Year (3.0 credits) **MGM101H5; MGM102H5; ECO100Y5; MAT133Y5/135Y5 (or equivalent)**

Upper Years

- Core courses (1.5 credits): MGT262H5; MGM301H5, 400H5
- Management Disciplines (8.5 credits): MGM221H5/MGT120H5, MGM222H5, 230H5, 360H5, 364H5, 365H5, 390H5, 464H5, 465H5, 466H5; MGT252H5, 260H5, 363H5, 371H5, 480H5; ECO205Y5/200Y5
- Statistics (0.5 credits): STA218H5
- Electives (select 1.5 credits): ANT350H5; ECO261H5; HIS313H5, 314H5; SOC227H5, 236H5, 263H5, 361H5; WGS210H5; MGT461, 463, 467.

Please note enough space is reserved each year in MGT480H5 to accommodate the full HRMIR cohort.

Program #26 ERSPE2034 Commerce: Finance (BCom)

- Rationale for change:**
1. MGT220H5 addition rationale is that accounting fundamentals are required for Finance in order to interpret financial statements, analyze financial ratios and perform other finance oriented functions.
 2. ECO375H5 addition rationale is that there appears to be general agreement among Finance faculty in particular that the level of rigor in the Commerce Finance Specialist program needs to be increased to reflect changes in the Finance industry, and the level of competitiveness of our students compared to similar students at competing business schools.
 3. ECO318H5 based on the percentage of the course which requires students to develop and practice their writing skills meets the standards considered by both the Economics & Management Department for what constitutes a writing credit and is therefore being added to the already existing list of writing credits students are able to complete. This change was to be inputted in 2016 but was missed.
 4. ECO375H5 has been made a mandatory course hence it can no longer serve as a 300/400 level elective course.

Before:

Higher Years Management ~~(7.0)~~ credits):

- ~~MGT262H5~~, 262H5
- 1.5 credits from: ~~MGT220H5, 223H5~~, 353H5, 363H5, 371H5, 374H5, 393H5
- MGT330H5, 338H5, 339H5
- 2.0 credits from: MGT430H5, 431H5, 433H5, 434H5, 435H5, 438H5, 439H5
- 0.5 credit in MGT at 200/300/400 level
- 0.5 credit in MGT at 400 level

Economics (5.0 credits):

- ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5
- ~~ECO220Y5/227Y5~~
- ~~2.0~~ credits in ECO at 300/400 ~~level~~, at least one credit must be from: ECO349H5, 365H5, ~~375H5~~, 475H5, 460H5, 461H5, 463H5
- Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); 1.0 credits of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/ 344H5/ 373Y5/ 399Y5/ 406H5/ 411H5/ 433H5/ 435H5/ 439Y5/ 456H5/ 463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI
- Writing courses must be in the English language.

After:

Higher Years Management (7.5) credits):

- MGT220H5, 252H5, 262H5
- 1.5 credits from: MGT223H5, 353H5, 363H5, 371H5, 374H5, 393H5
- MGT330H5, 338H5, 339H5
- 2.0 credits from: MGT430H5, 431H5, 433H5, 434H5, 435H5, 438H5, 439H5
- Additional 0.5 credit in MGT at 200/300/400 level (cannot double count courses)
- Additional 0.5 credit in MGT at 400 level (cannot double count courses)

Economics (5.0 credits):

- ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5
 - **ECO220Y5/227Y5, ECO375H5**
 - **Additional 1.5** credits in ECO at 300/400 **level (cannot double count courses)**, at least one credit must be from: ECO349H5, 365H5, 475H5, 460H5, 461H5, 463H5
- Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); 1.0 credits of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ **318H5**/343H5/ 344H5/ 373Y5/ 399Y5/ 406H5/ 411H5/ 433H5/ 435H5/ 439Y5/ 456H5/ 463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI
- Writing courses must be in the English language.

Program #27 ERSPE2273 Commerce (BCom)

Rationale for change: 1. ECO318H5 based on the percentage of the course which requires students to develop and practice their writing skills meets the standards considered by both the Economics & Management Department for what constitutes a writing credit and is therefore being added to the already existing list of writing credits students are able to complete. This change was to be inputted in 2016 but was missed.

Before:

Higher Years Management (5.0 credits):

- MGT223H5, 220H5, 338H5, 339H5
- 1.0 credit from: MGT252H5, 262H5, 353H5, 363H5, 371H5/422H5, 374H5, 393H5
- 1.0 credit in MGT at 400 level
- 1.0 credit in MGT at 200/300/400 level

Economics (5.0 credits):

- ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5
 - ECO220Y5/ 227Y5/ STA(250H1, 256H5)/ STA(256H5,258H5)/ STA(256H5, 260H5)
 - 2.0 credits in ECO at 300/400 level, no more than 1.0 of which may be a course in Economic History
- Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/ 344H5/ 373Y5/ 399Y5/ 406H5/ 411H5/ 433H5/ 435H5/ 439Y5/ 456H5/ 463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI.
- Writing courses must be in the English language.

After:

Higher Years Management (5.0 credits):

- MGT223H5, 220H5, 338H5, 339H5
- 1.0 credit from: MGT252H5, 262H5, 353H5, 363H5, 371H5/422H5, 374H5, 393H5
- ***Additional*** 1.0 credit in MGT at 400 level
- ***Additional*** 1.0 credit in MGT at 200/300/400 level

Economics (5.0 credits):

- ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5
 - ECO220Y5/ 227Y5/ STA(250H1, 256H5)/ STA(256H5,258H5)/ STA(256H5, 260H5)
 - 2.0 credits in ECO at 300/400 level, no more than 1.0 of which may be a course in Economic History
- Writing Requirements (2.0 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/ 344H5/ 373Y5/ 399Y5/ ***318H5***/406H5/ 411H5/ 433H5/ 435H5/ 439Y5/ 456H5/ 463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI.
- Writing courses must be in the English language.

Program #28 ERSPE2380 Commerce: Marketing (BCom)

Rationale for change: 1. ECO318H5 based on the percentage of the course which requires students to develop and practice their writing skills meets the standards considered by both the Economics & Management Department for what constitutes a writing credit and is therefore being added to the already existing list of writing credits students are able to complete. This change was to be inputted in 2016 but was missed.

Before:

Writing Requirements: (2 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/ 344H5/ 373Y5/ 399Y5/ 406H5/ 411H5/ 433H5/ 435H5/ 439H5/ 456H5/

463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI
Writing credits must be in the English language.

After:

Writing Requirements: (2 credits) ANT204H5; CLA (except 201H5); one of (ECO320Y5/ 322Y5/ 323Y5/ 324Y5/ 333Y5/ 336Y5/ 343H5/ 344H5/ 373Y5/ 399Y5/ **318H5**/ 406H5/ 411H5/ 433H5/ 435H5/ 439H5/ 456H5/ 463H5/ 475H5); ENG; FAH; HIS; HPS(G); LIN; PHL (except 245H5, 246H5, 247H5, 344H5, 345H5, 346H5, 347H5); POL; RLG; SOC (excluding SOC350H5); WRI
Writing credits must be in the English language.

Program #29 ERSPE2431 Management

Rationale for change:

1. Math change as agreed upon in 2016 Meetings. 2. MGT260H5 as a required to ensure that students in this program have some exposure to Human Resources concepts. Students accepted into Management have to choose between the HRMIR specialist and the Management Specialist without having taken any Human Resources courses. This change is designed to address this issue. 3. Change in electives required in upper year due to from what we can assess, the specific suite of elective courses had no academic rationale and may have just been the limited selection of 4th year courses available to students at the time the Management programs were created.

Before:

Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
- Prerequisite Courses: MGM101H5 (~~63%~~), MGM102H5 (63%); ~~ECO100Y5 (63%)~~ in a minimum of 4.0 credits.
- Cumulative Grade Point Average (CGPA) Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.
- Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry. Note: Transfer Credits Students applying to Management with transfer credits must meet these requirements:

- The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T. The CGPA is based on courses taken for credit.
- The combined CGPA of all courses taken at another institution plus U of T courses must meet the minimum cut off for the year in which you are applying. Application for admission to the program for September is made during the Subject POST request periods in March/April. Contact Management Department for dates. ~~**IMPORTANT NOTE: Students applying for admission to this program in 2019 will be required to have completed MAT133Y5. (Prospective students should note that Advanced Functions (MHF4U) with a minimum grade 70% is a prerequisite for MAT133Y and will be listed as a requirement for admission to First Year Studies in Management in 2019.)**~~
First year (~~2.0~~ credits) ~~MGM101H5, 102H5; ECO100Y5~~

~~**(3.0 first year credits will be required in 2018/19 as a result of the addition of MAT133Y5 to this program).**~~

Upper Years
- Core courses (~~1.5~~ credits): ~~MGT262H5~~, MGM301H5, 400H5
- Management Disciplines (6.5 credits): MGM221H5/MGT120H5, MGM222H5, 230H5, 320H5, 332H5, 390H5; MGT252H5, 353H5, 363H5, 371H5, 374H; ECO205Y5/200Y5
- Statistics (0.5 credits): STA218H5
- Electives (select 1.5 credits): ~~MGT260H5, 452H5, 453H5, 454H5, 455H, 461H5, 480H5, 491H5, 493H5, 494H5; MGD421H5, 422H5, 423H5, GGR252H5~~

NOTE:

We recommend that students in the Management Specialist with the required prerequisites consider completing an Economics Minor program.

After:

Limited Enrolment: Enrolment in this program is limited to students who meet the following criteria:
- Prerequisite Courses: ECO100Y5 (63%); MGM101H5 (63%); MGM102H5 (63%); MAT133Y5/MAT135Y5 (50%) in a minimum of 4.0 credits.
- Cumulative Grade Point Average (CGPA) Each year the Management Department sets a minimum required CGPA. This will vary from year to year and is based, in part, on supply and demand.
- Courses with a grade of CR/NCR will not count as part of the 4.0 credits required for program entry. Note: Transfer Credits Students applying to Management with transfer credits must meet these requirements:

- The CGPA must meet the cut off in a minimum of 4.0 credits taken at U of T. The CGPA is based on courses taken for credit.
- The combined CGPA of all courses taken at another institution plus U of T courses must meet the minimum cut off for the year in which you are applying. Application for admission to the program for

September is made during the Subject POST request periods in March/April. Contact Management Department for dates.

First year **(3.0 credits)** **MGM101H5; MGT102H5; ECO100Y5; MAT133Y5/MAT135Y5 (or equivalent)**

Upper Years

- Core courses **(2.0 credits)**: **MGT260H5, 262H5**, MGM301H5, 400H5

- Management Disciplines (6.5 credits): MGM221H5/MGT120H5, MGM222H5, 230H5, 320H5, 332H5, 390H5; MGT252H5, 353H5, 363H5, 371H5, 374H; ECO205Y5/200Y5

- Statistics (0.5 credits): STA218H5

- Electives (select 1.5 credits): **Any 300/400 MGT/MGM courses. Cannot include any courses already used above.**

NOTE:

We recommend that students in the Management Specialist with the required prerequisites consider completing an Economics Minor program.

Program #30 ERSPE2722 Financial Economics (Science)

Rationale for change:

Increased requirement from 1.0 to 1.5 credits from specified list of 300/400 level ECO courses, and added two additional half-course of the listing.

Before:

Higher Years

- ECO206Y5/206Y1

- ECO208Y5/208Y1

- ECO227Y5/227Y1/STA(257H1,261H1)/STA(257H5/256H5,261H5/260H5)

- ECO325H5/325H1; ECO326H5/326H1

- ECO327Y5*/375H5/ECO(375H1)*

- ECO358H5/358H1; ECO359H5/359H1

- 5.5 additional full 300+ ECO credits of which at least **1.0 credit** must be chosen from

ECO349H5/349H1,356H1,434H5,456H5,460H5,461H5/461H1,462H1,463H5,475H5. Not more than one full credit may be in Economic History.

* MAT223H5/223H1/224H5/240H1 is strongly recommended as preparation for ECO327Y5/375H5/375H1. Students taking one of these can have that course count in lieu of one half of a 300+ ECO credit required for this program.

After:

Higher Years

- ECO206Y5/206Y1

- ECO208Y5/208Y1

- ECO227Y5/227Y1/STA(257H1,261H1)/STA(257H5/256H5,261H5/260H5)

- ECO325H5/325H1; ECO326H5/326H1

- ECO327Y5*/375H5/ECO(375H1)*

- ECO358H5/358H1; ECO359H5/359H1

- 5.5 additional full 300+ ECO credits of which at least **1.5 credits** must be chosen from

ECO348H5/349H5/349H1,356H1,434H5,440H5,456H5,460H5,461H5/461H1,462H1,463H5,464H5. Not more than one full credit may be in Economic History.

* MAT223H5/223H1/224H5/240H1 is strongly recommended as preparation for ECO327Y5/375H5/375H1. Students taking one of these can have that course count in lieu of one half of a 300+ ECO credit required for this program.

Program #31 Combined Specialist in Environmental Management and MScSM

Rationale for change:

*removal of courses no longer being offered *moving JPE250Y5 to a mandatory required course
*renaming/joining perspectives

Before:

First Year

- Introduction: ENV100Y5

- Economics: ECO100Y5

- Foundation: 1.0 credit chosen from this lists: ANT102H5; GGR111H5; ~~PHL101H5, PHL102H5, PHL105Y5; POL112H5, POL113H5~~, POL114H5; SOC100H5

Second Year

- Environmental Management Core: ENV201H5
 - Social Science/ Humanities Core: ~~1.5~~ credits chosen from this list: ~~ANT204Y5~~, ANT241Y5; ~~ECO200Y5~~; ENG259H5; ENV205H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR267H5, ~~GGR269H5~~, GGR287H5, GGR288H5; ~~JEP260Y5~~; ~~PHL273H5~~;
 - Science Core: 1.0 credit chosen from this list: BIO201H5, ~~BIO205H5~~; ERS201H5, ERS202H5, ERS203H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;
 - ~~Statistics: 0.5 credit chosen from this list: GGR276H5; STA220H5 or other 200/300-level statistics course with permission from Program Advisor~~
 - Analytical ~~& Research Methods: 0.5~~ credit chosen from this list: GGR277H5, GGR278H5; ~~STA221H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor~~
- Third & Fourth Years
- Environmental Management Perspectives: ~~1.5~~ credit chosen from this list: ~~ANT357H5~~; ENV310H5, ~~ENV393H5~~; ~~HIS309H5~~; ~~HIS310H5~~
 - Social Economic & Policy Perspectives: ~~2.0~~ credits chosen from this list: ANT357H5, ANT368H5, ~~ANT380H5~~; ECO373Y5; ENV310H5, ~~320H5~~, ~~ENV351H5~~, ~~ENV420H5~~, ENV425H5, ENV430H5, ~~ENV452H5~~; GGR318H5, ~~GGR321H1~~; GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, GGR426H5, ~~GGR493H5~~; JEP356H5, JEP452H5; JGE378H5; ~~JUG320H1~~; ~~MGT395H5~~; ~~PHL373H1~~; ~~POL343Y5~~; ~~SOC339H5~~, SOC349H5, ~~SOC356H5~~; WRI375H5
 - Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, BIO464H5; ENV495H5, ENV496H5; ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR374H5, GGR377H5, GGR384H5, GGR484H5; ~~ERS313H5~~; ~~JGE378H5~~; ~~SCI395H5~~; ~~SCI396H5~~
 - Field, Project-Based & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, ENV330H5, ~~ENV331H5~~, ENV332H5, ENV399Y5, ENV496H5, ~~ENV497H5~~, ~~ENV498Y5~~; GGR379H5, GGR389H5; ~~JEG400Y5~~; JEG401Y5; ~~SCI498H5~~; ~~SCI499H5~~; or another program-relevant field, experiential, or research course, with permission of the Program Advisor
 - MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; ~~JPG1407H~~, ~~JPG1408H~~; or another program-relevant graduate course with permission of the MScSM Director

After:

First Year

- Introduction: ENV100Y5
- Economics: ECO100Y5
- Foundation: 1.0 credit chosen from this lists: ANT102H5; GGR111H5; POL111H5, POL114H5; SOC100H5

Second Year

- Environmental Management Core: ENV201H5
- Environmental Policy Core: JPE250Y5
- Social Science/ Humanities Core: 1.0 credits chosen from this list: ANT241Y5; ENG259H5; ENV205H5; GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5, GGR267H5, GGR287H5, GGR288H5; PHL274H5, PHL284H5
- Science Core: 1.0 credit chosen from this list: ANT214H5; BIO201H5, BIO205H5, BIO211H5; ERS201H5, ERS202H5, ERS203H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;
- Quantitative, Digital, and Analytical Methods Core: 1.0 credit chosen from this list: GGR272H5, GGR276H5, GGR277H5, GGR278H5; STA215H5, STA220H5, STA221H5

Third & Fourth Years

- Environmental Management Perspectives: 2.0 credit chosen from this list: ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; JEP452H5
- Social Economic & Policy Perspectives: 1.0 credits chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373Y5; ENV310H5, ENV311H5, ENV320H5, ENV425H5, ENV430H5, GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5, GGR361H5, GGR363H5, GGR365H5, GGR370H5, GGR415H5, GGR418H5, GGR419H5, GGR426H5, GGR461H5; JEP356H5, JEP452H5; JGE378H5; POL343Y5, POL346Y5, POL475H5; SOC349H5, SOC356H5, SOC465H5; WRI375H5
- Scientific Perspectives: 0.5 credit chosen from this list: ANT327H5; BIO311H5, BIO331H5, BIO333H5, BIO464H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5; GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR338H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR484H5; JGE378H5
- Field, Project-Based & Research Perspectives: 1.0 credit chosen from this list: ENV299Y5, ENV330H5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; GGR379H5, GGR389H5; JEG401Y5; or another program-relevant field, experiential, or research course, with permission of the Program Advisor
- MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; or another program-relevant graduate course

Program #32 Combined Major in Environmental Management and MScSM

Rationale for change: removing courses no longer offered adding JPE250Y5 as a required course and renaming/joining perspectives

Before:

First Year
- Introduction: ENV100Y5
- Foundation: 1.0 credit chosen from this list: ANT102H5; ECO100Y5; GGR111H5; ~~PHL101H5, PHL102H5, PHL105Y5, POL112H5, POL113H5~~, POL114H5; SOC100H5

Second Year
- Environmental Management Core: ENV201H5
- Social Science/ Humanities Core: ~~1.0~~ credit chosen from this list: ~~ANT204Y5~~, ANT241Y5; ENG259H5; ENV205H5, GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR267H5, ~~GGR269H5, GGR278H5~~, GGR288H5; ~~JEP250Y5, PHL273H5~~;
- Science Core: 0.5 credit chosen from this list: ~~BIO205H5~~; ERS201H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;
- Analytical ~~& Research Methods~~: 0.5 credit chosen from this list: GGR276H5, GGR277H5, GGR278H5; STA220H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor

Third & Fourth Years
- Environmental Management Perspectives: ~~1.0~~ credit chosen from this list: ~~ANT357H5~~; ENV310H5, ~~ENV303H5, HIS318H5, HIS310H5~~
- Social, Economic & Policy Perspectives: 1.5 credit chosen from this list: ANT357H5, ANT368H5, ANT370H5; ECO373H5; ENV310H5, ENV311H5, ENV320H5, ~~ENV351H5, ENV420H5~~, ENV425H5, ~~ENV430H5, ENV452H5~~; GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5; GGR361H5, GGR365H5, GGR370H5, GGR418H5, GGR419H5, ~~GGR425H5, GGR426H5~~; JEP356H5, JEP452H5; JGE378H5; ~~MGT394H5, PHL373H1, POL343Y5, SOC339H5~~, SOC349H5, ~~SOC356H5~~; WRI375H5
- Scientific Perspectives: 0.5 credit chosen from this list: BIO333H5, BIO464H5; ERS315H5, ERS321H5; GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR374H5, GGR377H5, GGR384H5, GGR484H5; ~~ENV496H5, ENV496H5, ERS313H5~~; JGE378H5; ~~SCI395H5, SCI396H5~~
- Field, ~~Project Based &~~ Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ENV330H5, ~~ENV331H5~~, ENV332H5, ENV399Y5, ~~ENV496H5~~; GGR379H5, GGR389H5; ~~JEG400Y5~~, JEG401Y5; or another program-relevant field, project-based or research course, with permission of the Program Advisor
- MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; ~~JPG1407H, JPG1408H~~; or another program-relevant graduate course with permission of the MScSM Director

Fifth & Sixth Years
- Core Courses: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y
- Elective Courses: 3.0 credits of either Science or Management, Economics, and Social Electives
- Internship: SSM1110H

After:

First Year
- Introduction: ENV100Y5
- Foundation: 1.0 credit chosen from this list: ANT102H5; ECO100Y5; GGR111H5; POL111H5, POL114H5; SOC100H5

Second Year
- Environmental Management Core: ENV201H5
- Environmental Policy Core: JPE250Y5
- Social Science/ Humanities Core: 0.5 credit chosen from this list: ANT241Y5; ENG259H5; ENV205H5, GGR202H5, GGR207H5, GGR208H5, GGR209H5, GGR210H5, GGR265H5, GGR267H5, GGR287H5, GGR288H5; JPE250Y5; PHL274H5, PHL284H5
- Science Core: 0.5 credit chosen from this list: ANT214H5, BIO201H5, BIO205H5, BIO211H5; ERS201H5; GGR201H5, GGR214H5, GGR217H5, GGR227H5;
- Quantitative, Digital, and Analytical Methods Core: 0.5 credit chosen from this list: GGR272H5, GGR276H5, GGR277H5, GGR278H5; STA215H5, STA220H5; or another program-relevant 200/300-level research methods course, with permission of the Program Advisor

Third & Fourth Years
- Environmental Management Perspectives: 0.5 credit chosen from this list: ENV310H5, ENV311H5, ENV320H5, ENV393H5, ENV425H5, ENV430H5; JEP452H5
- Social, Economic & Policy Perspectives: 1.5 credit chosen from this list: ANT357H5, ANT368H5,

ANT370H5; ECO373H5; ENV310H5, ENV311H5, ENV320H5, ENV425H5, ENV430H5; GGR318H5, GGR325H5, GGR329H5, GGR333H5, GGR348H5, GGR349H5, GGR353H5; GGR361H5, GGR365H5, GGR370H5, GGR415H5, GGR418H5, GGR419H5, GGR426H5, GGR461H5; JEP351H5, JEP356H5, JEP452H5; JGE378H5; POL343Y5, POL346Y5, POL475H5; SOC349H5, SOC356H5, SOC465H5; WRI375H5

- Scientific Perspectives: 0.5 credit chosen from this list: ANT327H5, BIO311H5, BIO331H5, BIO333H5, BIO464H5; ENV495H5, ENV496H5; ERS312H5, ERS313H5, ERS315H5, ERS321H5; GGR304H5, GGR305H5, GGR307H5, GGR309H5, GGR311H5, GGR317H5, GGR337H5, GGR338H5, GGR374H5, GGR375H5, GGR377H5, GGR383H5, GGR384H5, GGR404H5, GGR406H5, GGR407H5, GGR484H5; JGE378H5;
- Field, Project-Based, Experiential, and Research Perspectives: 0.5 credit chosen from this list: ENV299Y5, ENV330H5, ENV332H5, ENV399Y5, ENV496H5, ENV497H5; GGR379H5, GGR389H5; JEG401Y5; or another program-relevant field, project-based or research course, with permission of the Program Advisor
- MScSM Courses: 1.0 credit chosen from this list: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM2010H, SSM2020H; ECO2908H; EES1107H, EES1124H, EES1125H; ENV1002H, ENV1704H, ENV1707H; or another program-relevant graduate course with permission of the MScSM Director

Fifth & Sixth Years

- Core Courses: SSM1010Y, SSM1020H, SSM1030H, SSM1040H, SSM1050H, SSM1060H, SSM1070H, SSM1080H, SSM1090H, SSM1100Y
- Elective Courses: 3.0 credits of either Science or Management, Economics, and Social Electives
- Internship: SSM1110H

New Courses

Course #1 ANT217H5 Anthropology of Law (SSc)

Description: The course is designed to introduce the key concepts, issues, and methods of legal anthropology as a specific field of study in relation to the larger history of the discipline. The course will explore how anthropological works understand and examine the legal and social orders, political and normative authorities, frames of rights, regimes of crime and punishment, and forms of justice-seeking. Accounting for different understandings of law and everyday legal practices, the course readings include canonical texts of legal anthropology as well as recent ethnographies of law. [24L]

Prerequisite: None

Rationale: The course will be an important addition to the department's four-subfield curriculum. Introducing anthropology of law as a specific area of study in the field of socio-cultural anthropology, the course will not overlap with current offerings in anthropology and expand the department's curriculum in socio-cultural anthropology. Combining canonical texts of legal anthropology with recent ethnographies, the course will provide a trajectory for anthropological studies of law in relation to the larger history of the discipline.

This course will also expand the university-wide curriculum by providing an opportunity for students to develop and deepen their interests in various fields of study that range from law to socio-legal studies, criminology, forensics, and social work. As the program of criminology, law and society (offered through the Sociology Department) shows, there is an interest in law and society studies among the undergraduate student body on UTM campus. This course will draw on this existing student interest to introduce anthropology of law as a specific area of study. Some of the themes covered by this course are also addressed in the courses of SOC216H5 Sociology of Law and SOC209H5 Introduction to Criminology, Law and Society. Yet, none of these courses has a particular focus on anthropological study and methods. For this reason, this course will have a unique contribution to current offerings in the program of criminology, law and society.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #2 CCT111H5 Critical Coding EXP (SSc,EXP)

Description: This experiential learning course introduces students to the practice and theory of coding, programming, and basic development of user-oriented software. The lectures illustrate a core range of software development concepts that provide the foundations needed for the practical coding of front-end applications such as mobile interfaces or of back-end software such as introductory artificial intelligence or social media analysis. The practicals are lab-based and focus on applying these theoretical skills to solving problems grounded in a critical understanding of the interaction between people, culture, and society, by developing software or apps in languages such as Java, Objective C, Swift, Python. [24L, 12P]

Corequisite: CCT109H5, CCT110H5

Rationale: This course lays the theoretical and practical foundations for the new major in Social Coding. As students prepare to learn about the emerging challenges of an increasingly digital media rich society, and to learn how to address these challenges through designing new media that incorporate foundational concepts from a variety of other relevant disciplines, it is essential that they acquire the skills highlighted in the learning outcomes for this course. These skills will provide students with basic programming abilities which allow them to implement in concrete ways the interfaces they study from a critical perspective. Additionally, this course serves as the basis for a larger set of courses (e.g. CCT211) related to coding for social sciences and humanities, such as the basics of app development or scripting languages.

No. Hours Instruction: 24L, 12P

Offered at St George: No

Revived Course: No

Course #3 CCT202H5 Human Perception and Communication (SSc)

Description: Processing data and information in the surrounding environment is intrinsic to communication. From the ability for some people to process music via sound and vibration, to the inability of others to parse visual information, perception plays an important part in cognition. In this course students learn the roles that perception - via physiological, experiential, cultural and emotional means - plays in the communication function. Using a deficit or

disabilities model students explore stimulation, organization and interpretation, and critically analyse the consequences of technologies for human perception and communication. [24L]

Prerequisite: CCT109H5, CCT110H5

Rationale: This course has been designed and proposed as an addition to ICCIT programs as the result of a detailed curriculum mapping exercise completed in 2017 that indicated deficits in the learning outcomes for students in the subject matter covered in the new course.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #4 CCT211H5 Fundamentals of User Interface Programming EXP (SSc,EXP)

Description: This experiential learning course introduces students to the practice and theory of coding, programming, and development of user interfaces. The lectures illustrate an advanced range of software development concepts needed for the practical coding of user interfaces across a variety of devices. The practicals are lab-based and focus on applying these theoretical skills to design, implementation, and testing of user interface software components. Students will have the opportunity to acquire project management and software engineering skills (Scrum, Agile), programming languages (Java, Javascript, Objective C, Swift, and other mobile and web programming languages), and evaluation methodologies (unit testing, bug tracking). [24L, 12P]

Prerequisite: CCT109H5, CCT110H5, CCT111H5

Rationale: This course builds on the skills and knowledge acquired in the new CCT111 course. While CCT111 provides the basic introduction to software development, CCT211 allows students to gain skills that will enable them to develop more mature and more functional software tools and interfaces. These skills and experience will be leveraged in 3rd year course (new and existent), such as CCT380, CCT485, [Social Media Analytics] where they will engage in a critical analysis of interfaces and software products. Having the ability to functionally develop and validate such interfaces and products will enable students to not only provide an outside perspective on the societal impact these have, but to also engage in a critically-informed proposal of technology changes that are implementable.

No. Hours Instruction: 24L, 12P

Offered at St George: No

Revived Course: No

Course #5 CCT261H5 Information Architecture and Usability (DEM) EXP (SSc,EXP)

Description: This introductory course in information architecture is a foundation of user interface design. Information architects work in organizations to design interfaces that enable users to find and navigate complex data via technology. Using architectural and design concepts to create and organize user-friendly information structures, this course includes exploring theories and hands-on practice with information organization, structure, categorization, representation, navigation and modeling. [36]

Prerequisite: CCT109H5, CCT110H5

Rationale: This course has been designed and proposed as an addition to ICCIT programs as the result of a detailed curriculum mapping exercise completed in 2017 that indicated deficits in the learning outcomes for students in the subject matter covered in the new course. This course will be required for the revised Digital Enterprise Management specialist program (replacing CCT260).

No. Hours Instruction: 36P

Offered at St George: No

Revived Course: No

Course #6 CCT361H5 Scripting for Management (DEM) EXP (SSc,EXP)

Description: In this course students are introduced to programming languages regularly used in management operations. Students will learn what these languages are, when and why they are applied, and how to read and write basic scripting code. The goal of this course is to familiarize students with scripting so that they can communicate more effectively with programmers in business settings. [36P]

Prerequisite: CCT261H5

Rationale:

This course has been designed and proposed as an addition to ICCIT programs as the result of a detailed curriculum mapping exercise completed in 2017 that indicated deficits in the learning outcomes for students in the subject matter covered in the new course. This course will be required for the revised Digital Enterprise Management Specialist (replacing CCT360H5).

No. Hours Instruction: 36P
Offered at St George: No
Revived Course: No

Course #7 CCT371H5 Sound as Media (SSc)

Description: Sound as Media will provide students with an immersive introduction to the field of sound studies. The course offers a counterpoint to surveys of visual media by exploring acoustic technologies in historical, cultural and spatial context. By considering examples such as the gramophone, public address system, boombox, and MP3 player as well as the theories that account for them, students will develop an understanding of media forms that engage the ear as well as the eye. They will in turn, have the opportunity to apply this understanding to the final project which will give them hands-on experience with creating a sound-based documentary.

Prerequisite: CCT109H5, 110H5, 111H5, a minimum of 8 credits.

Rationale: This course has been designed and proposed as an addition to ICCIT programs as the result of a detailed curriculum mapping exercise completed in 2017 that indicated deficits in the learning outcomes for students in the subject matter covered in the new course.

No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #8 CCT417H5 Alternative Media (SSc)

Description: This course examines the history, politics and aesthetics of a range of alternative, underground and radical media, as well as their relation to mainstream media. Students will study and experiment with a range of alternative media, including zines, graffiti, hacking, and culture jamming, for example. Students will gain hands-on experience in the creation of alternative media. [24S]

Prerequisite: Minimum of 13.0 credits.

Rationale: Alternative media is a core aspect of curricula in communication and media studies programs. Many BA programs in media and communication studies offer such a course. This class would target advanced CCT and DEM students interested in areas as different as political communication, viral marketing, and media production. It could be considered for the new Coding and Society major, too. The course would rely upon ICCIT faculty whose research tackles alternative media and technology, such as street art, media activism, hacking, social movements, media history, music. The proposed class would complement CCT320 (Communication, Technology, and Social Change) and CCT374 (Critical Histories of Information Technologies) by providing a distinct focus on the history, aesthetics and politics of alternative media technologies and formats. It would also build on core theories and concepts introduced and developed in CCT 222 (Political Economy of Communication, Culture, and Technology).

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #9 CCT418H5 Work, Media and Technology (SSc)

Description: The course analyses the political, historical, and technical relationships between media, technology, and work in contemporary capitalism. The course will examine the power and social relationships that structure work in contexts such as media, creative industries, and the platform or gig economy. The course will focus on critical theories of work and will engage with case studies of the intersection of work, media and technology. The aim of the course is to build a tool kit for encountering an increasingly casualized and digitally-mediated labour market. [24S]

Prerequisite: CCT222H5/CCT319H5

Rationale: No course in CCT nor DEM has a specific focus on the relation between work, media, and technology, which has become a growing area of research in communication and media studies. A course on work could benefit

advanced students that are in the process of entering the workforce in areas such as web design, media production, or digital communication. This course will build upon one of ICCIT's core research strengths. Indeed many faculty research work and labour in different areas, such as retail, media and cultural work, logistics, or care. Finally, this course would build on material, concepts, and theories developed in CCT222 (Political Economy of Communication, Culture and Technology) or CCT319 (Economics and the Digital Firm) by providing a deeper analysis of processes of labour that are integrated in the broader political economy of information societies. A similar course was offered as a special topics in Fall 2013 and it was well-received by students.

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #10 CCT419H5 Exploring User Experience, Cultural Theory and Gamification through Board Games (SSc)

Description: This course allows students to explore issues related to user interface, user experience, materiality, gamification and game theory. Board games represent a space to consider social interaction, the use of materials, the role of emotion in design (UX), knowledge sharing and the role gamification plays in influencing behaviour. Students will be exposed to professional and research publications related to design, game theory, user experience and game mechanics. [36S]

Prerequisite: CCT210H5, CCT218H5, CCT380H5/382H5

Rationale: This course will synthesize technical skills students are acquiring at Sheridan (and UTM) and the theoretical and scholarly education at UTM. Students with an interest in design, cultural and critical theory and management theory will benefit from the completion of this course.

No. Hours Instruction: 36S
Offered at St George: No
Revived Course: No

Course #11 CCT432H5 Ethics and Code (SSc)

Description: A self-driving car should always protect pedestrians, even if that implies serious threat for the vehicle's passengers. Current ethical challenges within our computational cultures has brought forward dilemmas involving code such as designing killer robots, the use of technology to predict and prevent crimes before they happen, and platform surveillance in social media. Students in this course will use theories and case based examples to examine questions such as what is meant with ethics in new media and critical computing, can we program computational systems according to ethical models, and does digital culture force us to rethink what ethics are?

Prerequisite: A minimum of 13.0 credits.

Rationale: This course was offered as a topic course for a new faculty member and will be a required course for the New Major program Coding and Society.

No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #12 CCT448H5 Game Design as Problem Solving (SH) (SSc)

Description: In this course, learners will identify and analyze the problems associated with game design such as The Door Problem and The Stamp Collecting Dilemma. Applying their own creativity and various schools of game theory such as Player-Centric Design, learners will prepare game mechanics that address and attempt to solve these problems. [36P]

Prerequisite: CCT311H5

Rationale: This course would add a 400-level option in the gaming stream that is offered in the fall/winter and not code intensive. We have a bit of a wait list issue on 400-level courses, which are required to get the certificate.

No. Hours Instruction: 36P
Offered at St George: No

Revived Course: No

Course #13 CCT449H5 Immersive VR Journalism (SH) (SSc)

Description: This course focuses on analyzing and producing digitally produced stories designed to provide a first-person, interactive experience with news events and documentary film using 3D gaming and immersive technologies to involve the audience member directly into the event, designed create a sense of 'presence'. Four theoretical domains will be discussed as part of a new narrative design framework foundational to Immersive VR Journalism: VR presence, narrative, cognition and journalistic ethics. [36P]

Prerequisite: CCT312H5/351H5/353H5/357H5

Rationale: This course will enable a class of 10 to produce a capstone project at the 400-level based upon the technological background and theoretical framework of the following CCT courses: CCT311, 312, 351,353, 357.

No. Hours Instruction: 36P

Offered at St George: No

Revived Course: No

Course #14 CCT450H5 Interactive iBook Design (SH) (SSc)

Description: This advanced self-directed project-based course allows students who are already familiar with the principles of page layout and interactive multimedia to design and publish an iBook for the iPad. The principles and practice of creative concept development and art direction are actively applied. Students will develop original content in text, media, and creative application of iBooks Author's widgets as a writer, editor, illustrator, and designer. Balancing an industry-ready mindset with an avant-garde spirit, students are also encouraged to investigate this medium as an art form in alternative, experimental directions. [36P]

Prerequisite: CCT204H5, 305H5

Rationale: This course has been offered for the past few years as a topics course and has been well received by students.

No. Hours Instruction: 36P

Offered at St George: No

Revived Course: No

Course #15 CCT461H5 Inside Emerging Technologies (DEM) EXP (SSc,EXP)

Description: Emerging technologies have the potential to transform business models and architectures. In this course students learn the functional and technical underpinnings of selected emerging technologies and critically analyse how these technologies are impacting business functions. Students also gain hands-on experience with emerging technologies and consider how they may be applied or adapted to solve management issues. [36P]

Prerequisite: CCT361H5

Rationale: This course has been designed and proposed as an addition to ICCIT programs as the result of a detailed curriculum mapping exercise completed in 2017 that indicated deficits in the learning outcomes for students in the subject matter covered in the new course. This course will be required for the revised Digital Enterprise Management specialist program (replacing CCT460).

No. Hours Instruction: 36P

Offered at St George: No

Revived Course: No

Course #16 ECO302H5 World Economic History Prior to 1914 (SSc)

Description: This course will focus on the economic success and failure of several key countries and regions from the start of the second millennium up to the early twentieth century. Topics include: pre-modern growth in China & India vs. Europe, the first industrial revolution, exploitation and international trade in the British Empire, the standards-of-living debate, the second industrial revolution. [24L, 6T]

Prerequisite: ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5

Recommended Preparation: ECO220Y5/227Y5

Rationale: This new course is being created due to new hire with expertise in this subject area (Economic History).
No. Hours Instruction: 30
Offered at St George: No
Revived Course: No

Course #17 ECO303H5 World Economic History After 1914 (SSc)

Description: This course will focus on the economic success and failure of several key countries and regions during the twentieth century. Topics include: globalization, causes and consequences of interwar instability, a history of modern development (Japan, the Asian Tigers, India & China vs. Latin America), new institutional economics & new economic geography: African atrophy. [24L, 6T]
Prerequisite: ECO200Y5/204Y5/206Y5, ECO202Y5/208Y5/209Y5
Recommended Preparation: ECO220Y5/227Y5, ECO302H5
Rationale: This new course is being created due to new hire with expertise in this subject area (Economic History).
No. Hours Instruction: 30
Offered at St George: No
Revived Course: No

Course #18 ECO348H5 Foundations of Money and Banking (SSc)

Description: This course explores a wide range of topics on the theories of money and banking. The strategy of the course is to develop a series of models to examine the importance of money and banks. The topics examined in this framework include: the role of money and the financial system, effects of inflation, public pensions and national debt, and the role and importance of banks. Compared with ECO349H5, the course covers fewer topics, but it covers them in greater depth.
Exclusion: ECO349H5, 349H1, Students who have taken ECO352H5 Special Topics: Fundamentals of Money, Banking & Financial Markets are not eligible for this course
Prerequisite: ECO200Y5/204Y5/206Y5; ECO202Y5/208Y5/209Y5; ECO220Y5/227Y5/STA(256H5,258H5)/STA(256H5,260H5)
Rationale: Fills teaching obligation for Faculty and answers interest demand from students regularly turned away on waitlist for similar course ECO349H5. Previously offered as a Special Topics course.
No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #19 GGR265H5 (Under)development and Health in sub-Saharan Africa (SSc)

Description: Sub-Saharan (SSA) is one of the most diverse and intriguing regions in the world. In this course students will be introduced to contemporary development and health issues by examining historical experiences, social, political, economic and environmental processes. This approach will help highlight the vast diversity and address some of the many questions about the region including: What processes underlie famine and food insecurity? What are the underlying causes of the conflict and genocide in some regions? What processes explain spatial disparities in health, or regional and gender differences in HIV rates and the outbreak of rare diseases like Ebola? The course will rely on case studies to provide an understanding of the complexity in each topic. [24L]
Prerequisite: 4.0 credits including GGR111H5
Rationale: The proposed course reflects the research and teaching interests of a new tenure-stream hire in the Department of Geography (start date July 1, 2017). In addition, the course will greatly enhance our course offerings in regional geography.
No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #20 GGR415H5 Geographies of Indigenous Health (SSc)

Description:	Indigenous people of Canada - the First Nations, Metis and Inuit peoples - have very rich and diverse histories. However, common to most are large disparities in health compared to the non-Indigenous population. This seminar course will examine the health conditions of Indigenous peoples in Canada including a focus on the geographic, historic, and contemporary factors leading to health disparities and inequalities. The course will also examine health and well-being through an Indigenous worldview. [24L]
Prerequisite:	14.0 credits including GGR353H5
Rationale:	In the context of the University of Toronto's response to the Truth and Reconciliation Commission, the Department has identified geographies of Indigenous health as a clear gap in our curriculum. The proposed course will strengthen the department's offering of courses that focus on Indigenous issues as well as contribute to our growing programs in Social and Health Geography.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #21 GGR461H5 Advanced Urban Planning (SSc)

Description:	This course will build on the material taught in GGR361H5, City Planning. This course will delve deeper into the scholarship related to urban planning and urban development more broadly such as planning for multicultural cities, ethics in planning and planning ethics, contemporary scholarly theories of planning (collaborative planning theory etc.), planning for more equal cities and planning for sustainability. [36L]
Prerequisite:	14.0 credits including any one of: GGR207H5, GGR361H5, GGR349H5
Recommended Preparation:	GGR361H5
Rationale:	This course provides a capstone for our urban planning stream.
No. Hours Instruction:	36L
Offered at St George:	No
Revived Course:	No

Course #22 MGT200H5 Presentation Skills for Management (SSc)

Description:	The ability to verbally communicate effectively is an important skill in both business and life. Through various avenues such as impromptu speeches, group presentations and debates, students will work on improving their communication and networking skills as well as reflect on opportunities for further improvement via journaling and self-reflection. [24L]
Prerequisite:	MGM101H5, MGT120H5
Rationale:	Course has been offered as a Special Topics course in the past. Business communications is an essential component to student success. Offering such a course will bring the UTM B.Com. & BBA in line with other business institutions such as UTSC, Queens, Ivey and Schulich.
No. Hours Instruction:	24
Offered at St George:	No
Revived Course:	No

Course #23 MGT320H5 Critical Thinking, Analysis and Decision Making I (SSc)

Description:	This course introduces students to integration of different areas of studies, stressing the pervasive competencies and critical thinking skills required from business school graduates, future professional accountants and advisors. This course focuses on developing students' decision-making and written communication skills. [36L]
Prerequisite:	MGT220H5, 223H5, 224H5
Corequisite:	MGT321H5, 322H5, 323H5

Rationale: Students are currently only exposed to a single course that specifically emphasizes critical thinking and integration. Both critical thinking and integration have become of paramount importance in Accounting and students should be exposed to this type of course in their third year. This course also provides an extra opportunity for students to develop their written communication and case-writing skills.

No. Hours Instruction: 36

Offered at St George: No

Revived Course: No

Course #24 MGT440H5 Fixed Income Markets (SSc)

Description: This is a capital markets course that describes important fixed income securities and markets. It will emphasize traditional bond and term structure concepts as well as current events and/or securities affecting the functioning of these markets. [24L]

Prerequisite: MGT338H5, 339H5

Rationale: Course has been offered as a Special Topics course in the past, sufficient student enrollment and interest justifies switch to making this an official course. Common course offered at most schools offering a Finance stream.

No. Hours Instruction: 24

Offered at St George: Yes

Revived Course: No

Course #25 MGT441H5 Financial Modeling (SSc)

Description: This course studies applications in corporate finance, investments and risk management. Finance lab software tools will be used to work through problems on topics such as Capital Budgeting and Valuation, Portfolio Analysis, Firm Valuation, Valuing Securities and Risk Management. [24L]

Prerequisite: MGT338H5, 339H5

Rationale: Course has been offered as a Special Topics course in the past, sufficient student enrollment and interest justifies switch to making this an official course. Common course offered at most schools offering a Finance stream.

No. Hours Instruction: 24

Offered at St George: Yes

Revived Course: No

Course #26 POL115H5 Evidence and Argument in the Study of Politics (SSc)

Description: To understand politics in our information-abundant world, we need ways to make sense of the political information that surrounds us. In this course, we ask what makes for good evidence and what makes for convincing argument. We do so by raising a series of weekly topics on which there is a mass of available information - topics like climate change, political correctness, populism, and democracy promotion, among others - and discussing fundamentally different perspectives on each topic. In the end, students will develop a fuller sense of what constitutes a well-argued and evidence-supported analysis of the political. (24L, 12T)

Prerequisite: n/a

Rationale: Our department has found that too often students reduce information to essentially competing (and superficially equally plausible) narratives. They often believe that the abundance of facts means that building a persuasive argument is nothing more than choosing those facts that justify a preexisting point of view. Yet, two of the principal aims of a political science education - generating engaged citizens and cultivating top-flight analytic minds - are impossible to achieve when students lack a well-developed ability to adjudicate among competing truth-claims. This course fills the gap.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #27 POL305H5 Topics in International Relations (SSc)

Description: Content of course will vary year to year. Consult with the Political Science Handbook. [24L]
Prerequisite: POL 208Y5
Rationale: We have a great difficulty meeting student demand for courses in international relations (IR). Given this strong demand and the potentially tectonic changes afoot in global politics, we seek to add two "topics" courses at the 300-level. One is H course and the other is a Y course. Where as our other subfields within our department currently offer such "topics" courses at both the 400 and 300 levels, IR currently only offers these "topics" courses at the fourth year. Adding them will give us flexibility to cover emerging topics that meet student needs in our changing global environment, as well as bring IR in line with the other subfields covered by our department.

No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #28 POL305Y5 Topics in International Relations (SSc)

Description: Content of course will vary from year to year. Consult with the Political Science Handbook. [48L]
Prerequisite: POL208Y5
Rationale: We have a great difficulty meeting student demand for courses in international relations (IR). Given this strong demand and the potentially tectonic changes afoot in global politics, we seek to add two "topics" courses at the 300-level. One is H course and the other is a Y course. Where as our other subfields within our department currently offer such "topics" courses at both the 400 and 300 levels, IR currently only offers these "topics" courses at the fourth year. Adding them will give us flexibility to cover emerging topics that meet student needs in our changing global environment, as well as bring IR in line with the other subfields covered by our department.

No. Hours Instruction: 48L
Offered at St George: No
Revived Course: No

Course #29 SOC454H5 Sociology of the Global South (SSc)

Description: This course examines the causes and consequences of empire, imperialism, and colonization to help better understand contemporary inequalities across the globe. The first part of the course focuses on theories of the Global South and the second part of the course applies those theories to the practice of social science research. [24L]
Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 level
Rationale: The historical social sciences have become increasingly interested in places outside of Europe and North America, and this course adds to current department offerings to reflect that trend. It will provide students with an opportunity to focus on societies outside of North America and Europe.

No. Hours Instruction: 24L
Offered at St George: No
Revived Course: No

Course #30 SOC467H5 Peel Social Lab Seminar: Translating Research for the Wider Public EXP (SSc,EXP)

Description: This is a seminar course where students work on data from the Peel Social Lab to produce various media to translate sociological findings for a broader audience. [24S]
Prerequisite: SOC205/231, 221 and 222, completed at least 13 credits, P.I.
Rationale: To provide our exceptional students an opportunity to engage in experiential learning focused on data analysis, interpretation and communication of contemporary research that facilitates entry into graduate school and/or professions.

No. Hours Instruction: 24S
Offered at St George: No
Revived Course: No

Course #31 WRI483H5 Character, Narrator and Psychic Space (SSc)

Description:	This course examines the central role of characterization and character development in nonfiction prose. Students explore the theory of psychic space, working to understand how the creation of that space operates to advance audience engagement. Classwork explores the furnishing and unfurnishing of psychic space in relation to meaning and characterization. Students focus on a small set of characters they develop over time via a writing portfolio. The course considers the impacts of place, incident, narrative arc, and complication-resolution models, with reference to theories by Gerke, French, Wolfe, and Van Manen. Weekly exercises and assignments focus on developing believable, memorable characters. Readings include a mix of student-authored and contemporary professional works.
Prerequisite:	2.0 WRI credits
Rationale:	This course provides a focus on character development other nonfiction courses do not, fulfilling a need within the program, as well as addressing an area of growing theory and practice, thereby enhancing career and graduate school opportunities to our students. This course has been run as a WRI490 topics course three times already (with a fourth in the Winter, 2018) and has been well received, with outstanding feedback and enrollment.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Courses - Resource Implications

Course #1 ANT217H5 Anthropology of Law

Resource implications: None

Course #2 ANT241H5 Aboriginal Peoples of North America

Resource implications: None.

Course #3 ANT310H5 Political Anthropology of Ancient States

Resource implications: None.

Course #4 ANT316H5 South Asian Archaeology

Resource implications: None.

Course #5 ANT322H5 Anthropology of Youth

Resource implications: None.

Course #6 ANT335H5 Anthropology of Gender

Resource implications: None.

Course #7 ANT350H5 Globalization and the Changing World of Work

Resource implications: None.

Course #8 ANT351H5 Money, Markets, Gifts: Topics in Economic Anthropology

Resource implications: None.

Course #9 ANT352H5 Protest, Power and Authority: Topics in Political Anthropology

Resource implications: None.

Course #10 ANT354H5 Capitalism and its Rebels

Resource implications: None.

Course #11 ANT357H5 Nature, People and Power: Topics in Environmental Anthropology

Resource implications: None.

Course #12 ANT358H5 Field Methods in Sociocultural Anthropology

Resource implications: None.

Course #13 ANT360H5 Anthropology of Religion

Resource implications: None.

Course #14 ANT362H5 Language in Culture and Society

Resource implications: None.

Course #15 ANT363H5 Magic and Science

Resource implications: None.

Course #16 ANT365H5 Meaning, Self, Society

Resource implications: None.

Course #17 ANT368H5 World Religions and Ecology

Resource implications: None.

Course #18 ANT369H5 Religious Violence and Nonviolence

Resource implications: None.

Course #19 ANT370H5 Environment, Culture and Film

Resource implications: None.

Course #20 ANT433H5 Advanced Seminar in Anthropology

Resource implications: None.

Course #21 ANT459H5 The Ethnography of Speaking

Resource implications: None.

Course #22 ANT460H5 Theory in Sociocultural Anthropology

Resource implications: None.

Course #23 ANT462H5 Living and Dying: Topics in Medical Anthropology & Global Health

Resource implications: None.

Course #24 CCT109H5 Contemporary Communication Technologies

Resource implications: None

Course #25 CCT110H5 Rhetoric and Media

Resource implications: None

Course #26 CCT111H5 Critical Coding

Resource implications: This course is part of our new Major Coding and Society, which, if it is accepted will be offered in addition to our other programs. We will require TA support and computer lab space.

Course #27 CCT200H5 Race, Media and Culture

Resource implications: None

Course #28 CCT202H5 Human Perception and Communication

Resource implications: None

Course #29 CCT206H5 Law, Technology and Culture

Resource implications: None.

Course #30 CCT208H5 Communications Research Methods

Resource implications: None

Course #31 CCT210H5 Signs, Referents, and Meaning

Resource implications: None

Course #32 CCT211H5 Fundamentals of User Interface Programming

Resource implications: This course is part of our new Major Coding and Society, which, if it is accepted will be offered in addition to our programs in CCIT. We will require TA support and computer lab space.

Course #33 CCT218H5 Introduction to Information and Society

Resource implications: None.

Course #34 CCT219H5 Introduction to Communication Policy

Resource implications: None

Course #35 CCT222H5 Political Economy of Communication, Culture, and Technology

Resource implications: None

Course #36 CCT260H5 Web Culture and Design (SH)

Resource implications: None

Course #37 CCT261H5 Information Architecture and Usability (DEM)

Resource implications: TA support and lab space

Course #38 CCT270H5 Principles in Game Design (SH)

Resource implications: None.

Course #39 CCT286H5 Interactive Media Design

Resource implications: None

Course #40 CCT304H5 Visual Communication and Digital Environments

Resource implications: None

Course #41 CCT305H5 Design and Implementation of Multimedia Documents (SH)

Resource implications: None

Course #42 CCT314H5 Mind, Media and Representation

Resource implications: None.

Course #43 CCT321H5 Foundations of Finance and Financial Management (DEM)

Resource implications: None

Course #44 CCT335H5 Technology and the City

Resource implications: None

Course #45 CCT341H5 Introduction to IT Consulting

Resource implications: None

Course #46 CCT351H5 Theory and Practice of Animation (SH)

Resource implications: None

Course #47 CCT353H5 Digital Media: Video (SH)

Resource implications: None

Course #48 CCT361H5 Scripting for Management (DEM)

Resource implications: TA support and lab space

Course #49 CCT365H5 Surveillance

Resource implications: None

Course #50 CCT371H5 Sound as Media

Resource implications: This course is part of our new Major Coding and Society, which, if it is accepted will be offered in addition to our programs in CCIT. TA support will be required.

Course #51 CCT376H5 Introduction to Modelling Information (IDM)

Resource implications: None

Course #52 CCT380H5 Human-Computer Interaction and Communication

Resource implications: None

Course #53 CCT381H5 Virtual Media Audiences: Imagined and Actual

Resource implications: None

Course #54 CCT382H5 Digital Games and Learning

Resource implications: None

Course #55 CCT383H5 The Interactive Society

Resource implications: None

Course #56 CCT385H5 An Introduction to Media Environments

Resource implications: None

Course #57 CCT387H5 Advanced Communication Policy in a Global Context

Resource implications: None

Course #58 CCT391H5 Topics in Communication, Culture, Information and Technology (SH)

Resource implications: None.

Course #59 CCT416H5 Social Data Analytics

Resource implications: None

Course #60 CCT417H5 Alternative Media

Resource implications: None.

Course #61 CCT418H5 Work, Media and Technology

Resource implications: None

Course #62 CCT419H5 Exploring User Experience, Cultural Theory and Gamification through Board Games

Resource implications: None

Course #63 CCT423H5 Game Development Project (SH)

Resource implications: None

Course #64 CCT432H5 Ethics and Code

Resource implications: This course is part of our new Major Coding and Society, which, if it is accepted will be offered in addition to our programs in CCIT. We will require TA support if enrolment exceeds 40 students.

Course #65 CCT448H5 Game Design as Problem Solving (SH)

Resource implications: None. This is a Sheridan course.

Course #66 CCT449H5 Immersive VR Journalism (SH)

Resource implications: None. This is a Sheridan course.

Course #67 CCT450H5 Interactive iBook Design (SH)

Resource implications: None. This is a Sheridan course.

Course #68 CCT456H5 Analysis and Visualization of Open Data (SH)

Resource implications: None.

Course #69 CCT461H5 Inside Emerging Technologies (DEM)

Resource implications: TA support and lab space.

Course #70 CCT480H5 User Integrated Design for Interaction (IDM)

Resource implications: None

Course #71 CCT481H5 Augmented Places and Social Media Spaces (IDM)

Resource implications: None

Course #72 CCT482H5 Interactive Electronic Design (SH)

Resource implications: None.

Course #73 CCT485H5 User Experience Design

Resource implications: None

Course #74 CCT491H5 Topics in Communication, Culture, Information and Technology (SH)

Resource implications: None.

Course #75 ECO200Y5 Microeconomic Theory

Resource implications: none

Course #76 ECO202Y5 Macroeconomic Theory and Policy

Resource implications: None

Course #77 ECO204Y5 Microeconomic Theory and Applications (for Commerce)

Resource implications: none

Course #78 ECO209Y5 Macroeconomic Theory and Policy

Resource implications: none

Course #79 ECO220Y5 Quantitative Methods in Economics

Resource implications: none

Course #80 ECO302H5 World Economic History Prior to 1914

Resource implications: ECO302H5 & ECO303H5 we expect minimal resource implication, if any.

Course #81 ECO303H5 World Economic History After 1914

Resource implications: ECO302H5 & ECO303H5 we expect minimal resource implication, if any.

Course #82 ECO318H5 Social and Economic Determinants of Labour Market Outcomes

Resource implications: Removal of tutorial hours may cause change (reduction) to TA budget.

Course #83 ECO326H5 Advanced Economic Theory - Micro

Resource implications: Reduction of tutorial hours may cause change (reduction) to TA budget.

Course #84 ECO348H5 Foundations of Money and Banking

Resource implications: none

Course #85 ECO365H5 International Monetary Economics

Resource implications: None - reflects actual practice.

Course #86 ECO373Y5 The Environment: Perspectives from Economics and Ecology

Resource implications: None expected.

Course #87 ECO399Y5 Research Opportunity Program

Resource implications: none

Course #88 ECO400Y5 Economics Internship

Resource implications: none

Course #89 ECO406H5 Advanced Public Economics

Resource implications: None

Course #90 ECO411H5 Human Capital and Education in the Economy

Resource implications: None

Course #91 ECO475H5 Applied Econometrics II

Resource implications: none

Course #92 EDS377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Resource implications: None.

Course #93 ENV201H5 Environmental Management

Resource implications: none

Course #94 ENV310H5 The Sustainability Imperative

Resource implications: none

Course #95 ENV311H5 Environmental Issues in the Developing World

Resource implications: none

Course #96 ENV320H5 Managing Our Waste

Resource implications: none

Course #97 ENV332H5 Practicum in Environmental Project Management

Resource implications: none

Course #98 ENV393H5 Environmental Assessment

Resource implications: none

Course #99 ENV425H5 Managing Urban Ecosystems

Resource implications: none

Course #100 ENV430H5 Environmental Law and Policy

Resource implications: none

Course #101 ENV497H5 Environmental Research Project

Resource implications: none

Course #102 GGR202H5 Geography of Canada

Resource implications: none

Course #103 GGR207H5 Cities, Urbanization and Development

Resource implications: none

Course #104 GGR208H5 Population Geography

Resource implications: none

Course #105 GGR209H5 Economic Geography

Resource implications: none

Course #106 GGR210H5 Social Geographies

Resource implications: none

Course #107 GGR265H5 (Under)development and Health in sub-Saharan Africa

Resource implications: TA support

Course #108 GGR272H5 Digital Mapping and Principles of Cartography

Resource implications: none

Course #109 GGR277H5 Qualitative Methods in Geography

Resource implications: none

Course #110 GGR287H5 Food and Globalization

Resource implications: none

Course #111 GGR288H5 World Fresh Water Resources

Resource implications: none

Course #112 GGR313H5 Gender and the City

Resource implications: none

Course #113 GGR318H5 Political Geography

Resource implications: none

Course #114 GGR325H5 Business and Industrial Geography

Resource implications: none

Course #115 GGR329H5 Environment and the Roots of Globalization

Resource implications: none

Course #116 GGR333H5 Energy and Society

Resource implications: none

Course #117 GGR348H5 The Great Lakes - A Sustainable Natural Resource?

Resource implications: none

Course #118 GGR349H5 Cities in Transition

Resource implications: none

Course #119 GGR353H5 Disease and Death

Resource implications: none

Course #120 GGR361H5 City Planning and Development

Resource implications: none

Course #121 GGR365H5 Trade and Globalization

Resource implications: none

Course #122 GGR370H5 The Geography of Transportation

Resource implications: none

Course #123 GGR415H5 Geographies of Indigenous Health

Resource implications: none

Course #124 GGR417Y5 Honours Thesis

Resource implications: none

Course #125 GGR418H5 Geopolitics

Resource implications: none

Course #126 GGR419H5 Geography of Food: Spatial Organization and Policy Controversies

Resource implications: none

Course #127 GGR461H5 Advanced Urban Planning

Resource implications: none

Course #128 GGR489H5 Special Topics in Human Geography

Resource implications: none

Course #129 IMI301H5 Essentials of Finance

Resource implications: None

Course #130 JAL253H5 Language and Society

Resource implications: None.

Course #131 JAL355H5 Language and Gender

Resource implications: None.

Course #132 JEG401Y5 Geography / Environment Social Science Internship

Resource implications: none

Course #133 JEP356H5 Environmental Justice

Resource implications: none

Course #134 JGE378H5 Natural Hazards

Resource implications: none

Course #135 JPE250Y5 Environmental Politics in Canada

Resource implications: TA support to be provided. - Department Political Science will be requesting support from the Dean's office. GGR has made this change on behalf of POL because Norma is unable to see this course under her list of courses .

Course #136 MAT133Y5 Calculus and Linear Algebra for Commerce

Resource implications: None.

Course #137 MGD421H5 Technological Entrepreneurship

Resource implications: None

Course #138 MGD425H5 Macroeconomics and the Knowledge Economy

Resource implications: None

Course #139 MGM360H5 Compensation

Resource implications: None.

Course #140 MGT130H5 Introduction to Personal Finance

Resource implications: None.

Course #141 MGT200H5 Presentation Skills for Management

Resource implications: Discussed w/ Dean's Office.

Course #142 MGT220H5 Financial Accounting II

Resource implications: None.

Course #143 MGT224H5 Financial Accounting Theory & Policy I

Resource implications: None.

Course #144 MGT320H5 Critical Thinking, Analysis and Decision Making I

Resource implications: Discussed w/ Dean's Office.

Course #145 MGT321H5 Audit & Assurance

Resource implications: None

Course #146 MGT338H5 Business Finance I

Resource implications: None

Course #147 MGT339H5 Business Finance II

Resource implications: None

Course #148 MGT420H5 Critical Thinking, Analysis and Decision Making II

Resource implications: None.

Course #149 MGT421H5 Advanced Audit & Assurance

Resource implications: None

Course #150 MGT423H5 Canadian Income Taxation I

Resource implications: None.

Course #151 MGT429H5 Canadian Income Taxation II

Resource implications: None.

Course #152 MGT440H5 Fixed Income Markets

Resource implications: Discussed w/ Dean's Office.

Course #153 MGT441H5 Financial Modeling

Resource implications: Discussed w/ Dean's Office.

Course #154 MGT480H5 Internship

Resource implications: None.

Course #155 POL115H5 Evidence and Argument in the Study of Politics

Resource implications: This course would need TA support commensurate with enrolments.

Course #156 POL301H5 Topics in Political Theory

Resource implications: Added [24L] as it was missed in the last year.

Course #157 POL303Y5 The Politics of Islam

Resource implications: Added "48L" to the description as it was missed last year.

Course #158 POL304Y5 Politics of South Asia

Resource implications: house cleaning on "48L" added an "] "

Course #159 POL305H5 Topics in International Relations

Resource implications: We would request grading TA support commensurate with enrolments. Our 300-level courses are typically capped at 60-80 students.

Course #160 POL305Y5 Topics in International Relations

Resource implications: We would request grading TA support commensurate with enrolments. Our 300-level courses are typically capped at 60-80 students.

Course #161 POL368Y5 Women, Gender and Politics

Resource implications: We would request grading TA support commensurate with enrolments. Our 300-level courses are typically capped at 60-80 students.

Course #162 POL390H5 Topics in Comparative Politics

Resource implications: Added "[24L]" into text of 'description'

Course #163 POL404Y5 Political Thought from Freud to Foucault

Resource implications: Added "[48L]" into text of 'description'

Course #164 POL438Y5 Topics in Comparative Politics

Resource implications: changed "[24S]" to "[48L]" into text of 'description'

Course #165 POL440Y5 Politics and Governments of Eastern Europe

Resource implications: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #166 POL443Y5 Topics in Comparative Politics

Resource implications: changed "[24S]" to "[48L]" into text of 'description'

Course #167 POL446H5 Politics of the South Asian Diaspora in Comparative Perspective

Resource implications: Added [24L] into description

Course #168 POL455Y5 The Craft of Political Research

Resource implications: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #169 POL476H5 Topics in Political Economy

Resource implications: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #170 POL477H5 Topics in Political Economy

Resource implications: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #171 POL478Y5 Moral Reason and Economic History

Resource implications: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #172 POL484Y5 Topics in Political Thought

Resource implications: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #173 POL485H5 Topics in Political Thought

Resource implications: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #174 POL486Y5 Topics in International Relations

Resource implications: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #175 POL487H5 Topics in International Relations

Resource implications: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #176 POL490H5 Topics in Canadian Politics

Resource implications: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #177 POL494Y5 Topics in Canadian Politics

Resource implications: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #178 POL495Y5 Undergraduate Reading Course

Resource implications: Added [48L] to be consistent with all 400 level courses.

Course #179 POL496H5 Undergraduate Reading Course

Resource implications: Added [24L] to be consistent with all 400 level courses.

Course #180 SOC202H5 Cultural Sociology

Resource implications: None

Course #181 SOC211H5 Law, Punishment and Social Control

Resource implications: None

Course #182 SOC221H5 The Logic of Social Inquiry

Resource implications: None

Course #183 SOC222H5 Measuring the Social World

Resource implications: None - we will continue to use computer labs for practicals

Course #184 SOC224H5 Sociology of Education

Resource implications: None

Course #185 SOC253H5 Introduction to Race and Ethnicity

Resource implications: None

Course #186 SOC275H5 Sociology of Gender

Resource implications: None

Course #187 SOC328H5 Drugs in the City

Resource implications: None.

Course #188 SOC330H5 Criminology and Immigration

Resource implications: None

Course #189 SOC332H5 Race and Ethnicity in Canada

Resource implications: None

Course #190 SOC333H5 Sociology of Health Care and Health Policy

Resource implications: None

Course #191 SOC335H5 Political Sociology

Resource implications: None

Course #192 SOC350H5 Quantitative Analysis

Resource implications: None - we will continue to use computer labs for practicals

Course #193 SOC352H5 Gender and Care

Resource implications: None

Course #194 SOC356H5 Population and Society

Resource implications: None

Course #195 SOC362H5 Sex, Gender and Work

Resource implications: None.

Course #196 SOC375H5 Sociology of International Migration

Resource implications: None

Course #197 SOC378H5 Law, Crime and Justice

Resource implications: None

Course #198 SOC387H5 Qualitative Analysis

Resource implications: None

Course #199 SOC391H5 Independent Research

Resource implications: None

Course #200 SOC392H5 Independent Research

Resource implications: None

Course #201 SOC393H5 Independent Research in Criminology and Law

Resource implications: None.

Course #202 SOC394H5 Independent Research in Criminology and Law

Resource implications: None.

Course #203 SOC399Y5 Research Opportunity Program

Resource implications: None

Course #204 SOC410H5 Senior Seminar in Inequality

Resource implications: None

Course #205 SOC411H5 Senior Seminar in Social Institutions

Resource implications: None

Course #206 SOC412H5 Senior Seminar in the Sociology of Work

Resource implications: None

Course #207 SOC413H5 Senior Seminar in the Sociology of Gender

Resource implications: None

Course #208 SOC414H5 Senior Seminar in Political Sociology

Resource implications: None

Course #209 SOC416H5 Senior Seminar in the Sociology of Culture

Resource implications: None

Course #210 SOC417H5 Senior Seminar in the Sociology of Globalization

Resource implications: None

Course #211 SOC418H5 Senior Seminar in the Sociology of Health

Resource implications: None

Course #212 SOC420H5 Senior Seminar in Punishment

Resource implications: None

Course #213 SOC421H5 Senior Seminar in Criminology

Resource implications: None

Course #214 SOC432H5 Sociology of Genocide

Resource implications: None

Course #215 SOC439H5 Research Project in Sociology

Resource implications: None

Course #216 SOC440H5 Research Project in Criminology, Law and Society

Resource implications: None

Course #217 SOC448H5 Advanced Topics in Law and Society

Resource implications: None.

Course #218 SOC450H5 Walls to Bridges: Carceral Seminar

Resource implications: None

Course #219 SOC454H5 Sociology of the Global South

Resource implications: None

Course #220 SOC456H5 Senior Seminar in Law and Society

Resource implications: None

Course #221 SOC467H5 Peel Social Lab Seminar: Translating Research for the Wider Public

Resource implications: None

Course #222 SOC480Y5 Internship in Sociology, Criminology, Law and Society

Resource implications: None

Course #223 SOC485H5 Investigation through Study Abroad

Resource implications: None

Course #224 SOC491H5 Independent Research

Resource implications: None

Course #225 SOC492H5 Independent Research

Resource implications: None

Course #226 SOC493H5 Independent Research in Criminology and Law

Resource implications: None

Course #227 SOC494H5 Independent Research in Criminology and Law

Resource implications: None

Course #228 SOC499Y5 Research Opportunity Program

Resource implications: None

Course #229 WRI327H5 Social Media and Content Creation

Resource implications: None.

Course #230 WRI363H5 Communicating in a World of Data

Resource implications: None

Course #231 WRI380H5 Podcasting

Resource implications: None.

Course #232 WRI420H5 Making a Book

Resource implications: None

Course #233 WRI483H5 Character, Narrator and Psychic Space

Resource implications: None.

Course #234 utm111H5 utmONE: Tools of the Trade

Resource implications: none

Course #235 utm112H5 utmONE: Power of Expression

Resource implications: none

Course #236 utm114H5 utmONE: Technology and Innovation: Historical, Social and Economic Perspectives

Resource implications: none

Course #237 utm115H5 utmONE: Communication Among Cultures

Resource implications: none

Course #238 utm116H5 utmONE: Happiness

Resource implications: The course cap will be set at 55 students (down from 60, to allow for some minor attrition), to bring the course tutorial size in line with UTM practice.

Course #239 utm117H5 utmONE: Individualism, The Development Of An Idea

Resource implications: The course cap will be set at 55 students (down from 60, to allow for some minor attrition), to bring the course tutorial size in line with UTM practice.

Course #240 utm118H5 utmONE: Science of Learning

Resource implications: The course cap will be set at 55 students (down from 60, to allow for some minor attrition), to bring the course tutorial size in line with UTM practice.

Course #241 utm190H5 utmONE Scholars: The Drama of Politics

Resource implications: none

Course #242 utm191H5 utmONE Scholars: Science Meets Society

Resource implications: none

Course #243 utm192H5 utmONE Scholars: Language, Culture, and Mind

Resource implications: none

Course #244 utm193H5 utmONE Scholars: Nations Colliding?

Resource implications: none

Course #245 utm194H5 utmONE Scholars: Religion and Politics

Resource implications: none

Course #246 utm196H5 utmONE Scholars: Building Global Justice

Resource implications: The course cap will be set at 25 students (down from 30) to bring line with UTM practice, a TA will no longer be required.

Course #247 utm197H5 utmONE Scholars: Humans in Nature: Interactions and Impacts

Resource implications: The course cap will be set at 25 students (down from 30) to bring line with UTM practice, a TA will no longer be required.

Course #248 utm377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Resource implications: none

Deleted Courses

Course #1 ANT361H5 Anthropology of Sub-Saharan Africa

Rationale: The instructor has not taught this course for years and he is not likely to do so in the future.

Course #2 CCT477H5 Culture and Technology I (IDM)

Rationale: This course is no longer needed because of the suspension and pending cancellation of the IDM specialist program and the Combined Honours Bachelors of Arts/Master of Information (HBA/MI) program.

Course #3 CCT478H5 Culture and Technology I (IDM)

Rationale: This course is no longer needed because of the suspension and pending cancellation of the IDM specialist program and the Combined Honours Bachelors of Arts/Master of Information (HBA/MI) program.

Course #4 CCT487H5 Human Centred Design (IDM)

Rationale: This course is no longer needed because of the suspension and pending cancellation of the IDM specialist program and the Combined Honours Bachelors of Arts/Master of Information (HBA/MI) program.

Course #5 CCT488H5 Human Centred Design (IDM)

Rationale: This course is no longer needed because of the suspension and pending cancellation of the IDM specialist program and the Combined Honours Bachelors of Arts/Master of Information (HBA/MI) program.

Course #6 CCT497H5 Technologies for Knowledge Media (IDM)

Rationale: This course is no longer needed because of the suspension and pending cancellation of the IDM specialist program and the Combined Honours Bachelors of Arts/Master of Information (HBA/MI) program.

Course #7 CCT498H5 Technologies for Knowledge Media (IDM)

Rationale: This course is no longer needed because of the suspension and pending cancellation of the IDM specialist program and the Combined Honours Bachelors of Arts/Master of Information (HBA/MI) program.

Course #8 ENV331H5 Field Course in Sustainability

Rationale: this course was replaced with ENV431H5 International Sustainability Canada-Mexico during our curriculum review last year

Course #9 ENV345H5 Environmental Issues in the Developing World

Rationale: This course has been renumbered as ENV311H5

Course #10 ENV400Y5 Environmental Internship

Rationale: Course has been renumbered JEG400Y5

Course #11 ENV420H5 Geography of Food: Geographical Patterns and Environmental Impacts

Rationale: This course has not ever been taught as it overlaps significantly with an existing Geography course, GGR419H5 in focus; we have sufficient 4th-year courses for program-related purposes, without this course

Course #12 ENV431H5 International Sustainability Canada-Mexico

Rationale: Course is not taught by full time faculty. We have sufficient options within our program courses for students to meet their field/experiential requirements.

Course #13 GGR234H5 Environmental and Resource Management

Rationale: this course was renumbered as ENV201H5 8+ years ago

Course #14 GGR269H5 The Changing Geographies of Latin America

Rationale: This course has not been offered in 5+ years

Course #15 GGR345H5 Environmental Issues in the Developing World

Rationale: renumbered ENV345H5 5+ years ago

Course #16 GGR354H5 Geographies of Youth Development

Rationale: This course has not been taught in over 5 years

Course #17 GGR380H5 Communicating with Maps

Rationale: GGR272H5 was developed and introduced last year as a replacement to GGR380H5.

Course #18 GGR381H5 Maps and Empire in the New World, 1500-1800

Rationale: This course has not been offered for over 7 years

Course #19 GGR410Y5 Human Geography Internship

Rationale: course replaced with JEG401Y5

Course #20 GGR493H5 Special Topics in Environmental Management

Rationale: This course has not been offered for over 7 years.

Course #21 SOC220H5 Criminology, Law and Public Policy

Rationale: The department no longer has faculty to teach this course.

Course #22 SOC307H5 Crime and Delinquency

Rationale: The department no longer has faculty to teach this course.

Course #23 SOC308H5 Sociology of Gun Violence

Rationale: The department no longer has faculty to teach this course.

Course #24 SOC336H5 Social Surveys

Rationale: The department no longer has faculty to teach this course.

Rewighted Courses

Course #1 ANT241H5 Aboriginal Peoples of North America

Before: *ANT241Y5*

After: *ANT241H5*

Rationale: Our department only offers "H" courses so as part of the global clean up, we wish to change this "Y5" course to a "H5" course rather than delete it. There may be future opportunities to potentially teach this course again so we would like to keep in on the Academic Calendar.

Course #2 POL368Y5 Women, Gender and Politics

Before: *POL368H5*

After: *POL368Y5*

Rationale: Faculty member, who has been teaching it from its inception, feels that it would give her more flexibility in terms of assignments and offering it as a "Writing Intensive" course.
Faculty member, who has been teaching it from its inception, feels that it would give her more flexibility in terms of assignments and offering it as a "Writing Intensive" course.

Courses - Description Changes

Course #1 ANT363H5 Magic and Science

- Before:** What's the difference between magic and science? Is there one? This course explores anthropological approaches to magic and science and related topics, raising basic questions about the nature of knowledge: what can we know about the world, and how can we know it? Through close readings of key anthropological texts, we consider what--if anything--differentiates magic and science, belief and truth, subjectivity and objectivity, irrationality and rationality. **[24L]**
- After:** What's the difference between magic and science? Is there one? This course explores anthropological approaches to magic and science and related topics, raising basic questions about the nature of knowledge: what can we know about the world, and how can we know it? Through close readings of key anthropological texts, we consider what--if anything--differentiates magic and science, belief and truth, subjectivity and objectivity, irrationality and rationality. **[12L, 12S]**
- Rationale:** 24L changed to 12L, 12S to accurately reflect the type of instruction. This course is split into the first half being a lecture and the 2nd half being a discussion/seminar.
-

Course #2 ANT460H5 Theory in Sociocultural Anthropology

- Before:** Survey of major theoretical perspectives developed in social and cultural anthropology. The main ideas and underlying assumptions of each perspective will be critiqued and evaluated for their contributions to the field. **[24L]**
- After:** Survey of major theoretical perspectives developed in social and cultural anthropology. The main ideas and underlying assumptions of each perspective will be critiqued and evaluated for their contributions to the field. **[24S]**
- Rationale:** 24L changed to 24S to accurately reflect the type of instruction. This course engages the students in discussions and is more of a seminar type course rather than a lecture.
-

Course #3 ANT462H5 Living and Dying: Topics in Medical Anthropology & Global Health

- Before:** This course is concerned with contemporary medical knowledge practices, with particular emphasis on Western medicine and Public Health. Through a set of key readings in sociocultural medical anthropology, students will explore topics such as the art and science of medicine, end of life rites and rituals, expertise, and the politics and perils of intervention. This is an advanced, writing -intensive seminar that will particularly appeal to sociocultural anthropology students, and those interested in pursuing a career in the health professions. **[24L]**
- After:** This course is concerned with contemporary medical knowledge practices, with particular emphasis on Western medicine and Public Health. Through a set of key readings in sociocultural medical anthropology, students will explore topics such as the art and science of medicine, end of life rites and rituals, expertise, and the politics and perils of intervention. This is an advanced, writing -intensive seminar that will particularly appeal to sociocultural anthropology students, and those interested in pursuing a career in the health professions. **[24S]**
- Rationale:** 24L changed to 24S to accurately reflect the type of instruction. This course engages the students in discussions and is more of a seminar type course rather than a lecture.
-

Course #4 CCT109H5 Contemporary Communication Technologies

- Before:** This course examines different information and communication technologies (ICTs) through the analysis of such genres as contemporary written, visual, oral, electronic and musical forms. It illustrates a range of theoretical perspectives that seek to explain the relationship between communication and technology. This course will also examine, briefly, the history of ICTs. [24L, **12T**]
- After:** This course examines different information and communication technologies (ICTs) through the analysis of such genres as contemporary written, visual, oral, electronic and musical forms. It illustrates a range of theoretical perspectives that seek to explain the relationship between communication and technology. This course will also examine, briefly, the history of ICTs. [24L, **11P**]
- Rationale:** The mode of delivery for the tutorials is different than what currently appears in the UTM Academic Calendar and has been updated to reflect the change from tutorials to practicals and correct the number of sessions.
-

Course #5 CCT110H5 Rhetoric and Media

- Before:** This course critically examines the written, visual, aural, and dynamic rhetoric as it pertains to communications for

academic and other purposes across a range of digital and interactive media discourses. [24L, **12T**]

After: This course critically examines the written, visual, aural, and dynamic rhetoric as it pertains to communications for academic and other purposes across a range of digital and interactive media discourses. [24L, **11T**]

Rationale: The number of tutorial sections has been updated.

Course #6 CCT200H5 Race, Media and Culture

Before: ~~The route to global cooperation or global collision.~~ This course ~~will use a case-based approach~~ to the ~~study of the impact of globalization and information technologies on the formulation of relationships between people of diverse racial, ethnic, national, linguistic, and religious backgrounds.~~ ~~The challenges that globalization, new information and communication technologies present to traditional, culturally bound beliefs and values.~~ The critical ~~function of socio-cultural, socio-psychological, and historical variables in the creation of belief and value systems.~~ [24L, ~~12T~~]

After: This course provides an introduction to the intersecting fields of critical race, media, and cultural studies. We will pay particular attention to dynamics of social difference and power and the communication strategies and technologies through which these are navigated, reproduced and interrupted. Students will be introduced to critical and analytical tools for understanding the cultural and media circulation, regulation and reimagination of things like race, sexuality, time, gender, class, indigeneity, space, ethnicity, ability and nationality. These critical tools equip students with the skills to write, design and build ethical innovations in new media and culture. [24L, **11T**]

Rationale: This course moved from Sheridan College to UTM in 2013 and has been developed and transformed by three new instructors (Cohen, Sharma, Rault) over the past several years. The current course description is somewhat unclear. In addition, the course has shifted away from a singular focus on the field of intercultural communication to foreground a critical focus on race, media and culture, and the new title and course description more accurately reflect the content of the course as well as fills a gap in ICCIT curriculum: we presently do not offer any courses that focus on the intersections of race, media, and culture. The title has been updated to reflect the new course description. The number of tutorial sections has been updated.

Course #7 CCT206H5 Law, Technology and Culture

Before: This course will provide a detailed review of copyright, trademark and patent law with a special emphasis on how they apply to digital media. This course will also review the law of contract as it applies to digital industries and investigate the relevant tort law. In addition, other regulatory issues will be discussed such as telecommunications and broadcasting law both from a Canadian and an international perspective. [24L, **12T**]

After: This course will provide a detailed review of copyright, trademark and patent law with a special emphasis on how they apply to digital media. This course will also review the law of contract as it applies to digital industries and investigate the relevant tort law. In addition, other regulatory issues will be discussed such as telecommunications and broadcasting law both from a Canadian and an international perspective. [24L, **11T**]

Rationale: The number of tutorial sections has been updated. Removed reference to past title dating back to 2004.

Course #8 CCT206H5 Law, Technology and Culture

Before: ***Formerly Intellectual Property and Copyright***

After:

Rationale: The number of tutorial sections has been updated. Removed reference to past title dating back to 2004.

Course #9 CCT208H5 Communications Research Methods

Before: The course is a critical survey of research methodologies in the field of communication and media. A central goal of the course is to train students to collect, manage, analyze and interpret social science research data. [24L, ~~12T~~]

After: The course is a critical survey of research methodologies in the field of communication and media. A central goal of the course is to train students to collect, manage, analyze and interpret social science research data. Each week students are required to attend a one hour in-class lecture and view a one hour online lecture. The online lectures will be posted at least one week before the week in which they are assigned. [24L, **8T**]

Rationale: The mode of delivery for this course has been updated to reflect the correct number of tutorial sections. The course description has been updated to reflect that mode of delivery.

Course #10 CCT210H5 Signs, Referents, and Meaning

- Before:** How written or spoken statements, gestures, and aesthetic objects come to have meanings. How we recognize and fail to recognize such meanings. The nature, systems, and processes of interpretation. The role of mental models. [24L, **12T**]
- After:** How written or spoken statements, gestures, and aesthetic objects come to have meanings. How we recognize and fail to recognize such meanings. The nature, systems, and processes of interpretation. The role of mental models. [24L, **11T**]
- Rationale:** The number of tutorial sections has been updated.
-

Course #11 CCT219H5 Introduction to Communication Policy

- Before:** This course ~~provides~~ students ~~with an introduction~~ to the ~~history~~ and development of ~~information~~ policy ~~through the lenses of critical information studies, critical legal studies, science & technology studies, and cultural studies. Students will evaluate how choices about information system design influences the growth and development of institutions and impacts individuals.~~ [24L, ~~12P~~]
- After:** This course introduces students to the policy and regulatory frameworks that shape media, culture, and technology in Canada. The course surveys the historical development of communication policy in Canada, broadly understood, and introduces students to issues and debates in the development of communication policy for specific sectors such as broadcasting, creative industries, platforms, and the internet. [24L, **12T**]
- Rationale:** These changes ensure that the two policy courses on offer in ICCIT complement one another: the first is an introduction to Canadian communication policy and the second is an advanced course that expands the study of policy to the global context. The pair of courses reflect standard curriculum in Canadian communication studies programs to ensure our students are fluent in their understanding of contemporary policy issues and can go on to work in government and on regulatory issues in communication and media industries. The revised course descriptions clarify the course content.
-

Course #12 CCT270H5 Principles in Game Design (SH)

- Before:** An overview of videogame theory, best practices, emergent trends and technology, with strong participation by industry professionals. This course features a variety of guest speakers addressing different facets of game design, supported by later discussion and analysis. Students will experience a broad overview of principles in game design that may inspire further development and design activities in related game design courses. [**24L**]
- After:** An overview of videogame theory, best practices, emergent trends and technology, with strong participation by industry professionals. This course features a variety of guest speakers addressing different facets of game design, supported by later discussion and analysis. Students will experience a broad overview of principles in game design that may inspire further development and design activities in related game design courses. [**36L**]
- Rationale:** The mode of delivery for this course has been updated to reflect what is being taught in the classroom.
-

Course #13 CCT286H5 Interactive Media Design

- Before:** This course provides students with the opportunity to learn the skills necessary to produce responsive web content. Students will develop skills in the areas of website design, interactive and animated web content, mobile app development, and mobile game development. [**24L, 12P**]
- After:** This course provides students with the opportunity to learn the skills necessary to produce responsive web content. Students will develop skills in the areas of website design, interactive and animated web content, mobile app development, and mobile game development. [**36P**]
- Rationale:** The mode of delivery has changed from 24L, 12P to 36P
-

Course #14 CCT304H5 Visual Communication and Digital Environments

- Before:** This course ~~introduces students to~~ the ~~rhetorical concepts~~ of ~~classical persuasion as they relate to~~ images and ~~visual representations on the web.~~ Students will ~~use~~ rhetorical ~~concepts to interpret, critically analyze, conceptualize and create images to construct a particular argument within a digital context.~~ [24L, ~~12T~~]
- After:** This is a project-based course that focuses on analyzing and evaluating the persuasive impact of the images we use every day to make decisions about our social networks, what we buy, how we live, what we care about, and who we are. Students will learn about rhetorical devices used in visual communications and then work in teams to create a persuasive awareness campaign for an NGO, Government Agency, Healthcare organization or other social interest group as the final project. [24L, **8T**]
- Rationale:** A rebranding of the course that acknowledges the project-based component and the visual communications aspect that is broader than just the use of visual rhetoric. The new title and description are more appropriate the course delivery and content. The mode of delivery for this course has been updated to reflect the correct number of tutorial sections.
-

Course #15 CCT314H5 Mind, Media and Representation

Before: This course applies a variety of theoretical and practical approaches to consider the multiple and often conflicting ways representations in media are produced and consumed. The study of representations is approached from the perspective that they are best understood as both discursive and ideological. Questions to be examined include: What does it mean for historical and contemporary representations to carry economic, ideological and discursive power? To what extent do audiences hold power to resist or negotiate with representations? How might we interrogate the notion that we live in a post-feminist, post-racialized society in which older ideas about gender, race and power no longer apply or need re-thinking? [24L, **12T**]

After: This course applies a variety of theoretical and practical approaches to consider the multiple and often conflicting ways representations in media are produced and consumed. The study of representations is approached from the perspective that they are best understood as both discursive and ideological. Questions to be examined include: What does it mean for historical and contemporary representations to carry economic, ideological and discursive power? To what extent do audiences hold power to resist or negotiate with representations? How might we interrogate the notion that we live in a post-feminist, post-racialized society in which older ideas about gender, race and power no longer apply or need re-thinking? [24L, **5T**]

Rationale: The mode of delivery for this course has been updated to reflect the correct number of tutorial sections.

Course #16 CCT321H5 Foundations of Finance and Financial Management (DEM)

Before: This course will provide students with an understanding of investment appraisal from a financial standpoint. It will provide them with the necessary tools to construct the financial component of a business plan and analyze the financial performance of a company. It will examine the practical problems of capital budgeting and highlight the techniques of performing ongoing monitoring of a company's financial health and risks. [**24L, 12P**]

After: This course will provide students with an understanding of investment appraisal from a financial standpoint. It will provide them with the necessary tools to construct the financial component of a business plan and analyze the financial performance of a company. It will examine the practical problems of capital budgeting and highlight the techniques of performing ongoing monitoring of a company's financial health and risks. [**36P**]

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.

Course #17 CCT341H5 Introduction to IT Consulting

Before: Information Technology (IT) Consulting is a growing profession that embodies the use of computer-supported collaborative tools in the execution of business functions. In this course students engage with the principles of Computer Supported Co-operative Work (CSCW) through an experiential opportunity to work with a real client. Students create an IT Consulting company and take on the role of consultants, learning core skills (soft and hard) necessary for this profession, including client management, communication, ideation, analysis and solution development, project management, presentation skills, and web design. Using case studies we discuss consulting lessons learned and problems to avoid within the context of industry best practices. [**36L**]

After: Information Technology (IT) Consulting is a growing profession that embodies the use of computer-supported collaborative tools in the execution of business functions. In this course students engage with the principles of Computer Supported Co-operative Work (CSCW) through an experiential opportunity to work with a real client. Students create an IT Consulting company and take on the role of consultants, learning core skills (soft and hard) necessary for this profession, including client management, communication, ideation, analysis and solution development, project management, presentation skills, and web design. Using case studies we discuss consulting lessons learned and problems to avoid within the context of industry best practices. [**24P**]

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.

Course #18 CCT365H5 Surveillance

Before: From the Orwellian Big Brother to Foucault's panopticon, surveillance has become an everyday facet of modern life. From a surveillance studies perspective surveillance can be applied as a framework for understanding social, political, and technological interrelationships. This framework can help us study more effectively power, identity, persuasion, and control associated with the spread of Information Communication Technologies (ICT's). This course will introduce students to viewpoints, vision and visibility in surveillance studies. The class will look at a range of topics from information politics, identification, privacy, security, suspicion, social sorting, bodies, borders and biometrics to explore a range of perspectives under the surveillance studies umbrella. It will introduce students to key issues surrounding data, discrimination, and visibility in a global context to undercover the watched world. [**24L, 12T**]

After:

From the Orwellian Big Brother to Foucault's panopticon, surveillance has become an everyday facet of modern life. From a surveillance studies perspective surveillance can be applied as a framework for understanding social, political, and technological interrelationships. This framework can help us study more effectively power, identity, persuasion, and control associated with the spread of Information Communication Technologies (ICT's). This course will introduce students to viewpoints, vision and visibility in surveillance studies. The class will look at a range of topics from information politics, identification, privacy, security, suspicion, social sorting, bodies, borders and biometrics to explore a range of perspectives under the surveillance studies umbrella. It will introduce students to key issues surrounding data, discrimination, and visibility in a global context to undercover the watched world. **[24L]**

Rationale: We have removed the IDM designation from the title of this course and change the mode of delivery to 24L.

Course #19 CCT376H5 Introduction to Modelling Information (IDM)

Before:

After: *The analysis and modelling of information is key to being able to develop appropriate information architectures for organizations in particular and society as a whole. Students explore the modelling and analysis of information from a conceptual, technical and practical perspective. [24L, 12T]*

Rationale: Re-entering course description which was missing from the 2017-2018 calendar.

Course #20 CCT380H5 Human-Computer Interaction and Communication

Before: The emphasis in this course will be on theoretical, methodological, and empirical issues in the study of Human-Computer Interaction. Intelligent interface designs, usability assessment, user modeling and the accessibility of the technology for the disabled are among the topics to be examined. Related behavioural investigations concerning the ease and efficiency of users' interactions with computerized environments will also be discussed. **[24L, 12P]**

After: The emphasis in this course will be on theoretical, methodological, and empirical issues in the study of Human-Computer Interaction. Intelligent interface designs, usability assessment, user modeling and the accessibility of the technology for the disabled are among the topics to be examined. Related behavioural investigations concerning the ease and efficiency of users' interactions with computerized environments will also be discussed. **[36P]**

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar. We have designated this course as experiential learning as it involves working on projects that mimic industry situations, and also require students to go outside the class for their data collection. The course is structured around a single term project, where each assignment that's part of the project is a milestone that is typical of the product design lifecycle that happens in industry.

Course #21 CCT382H5 Digital Games and Learning

Before: ***In this course, students*** will be introduced to Multimedia Knowledge Management by working on and building a prototype of an educational interactive knowledge game. Addressing issues of Digital Media design, students in collaborative groups will develop and/or employ appropriate research methodologies, read relevant material to design the game flow, create characters, and design storyboards / wireframes. Students will identify an educational need, define requirements, and develop a web-based interactive game to meet them. ***Students*** will conduct iterative usability testing and finally build a website featuring their semi-functional prototype. The course does not require programming experience, but a familiarity with web design, image rendering, and animation software could be an asset. [24L]

After: ***Students*** will be introduced to Multimedia Knowledge Management by working on and building a prototype of an educational interactive knowledge game. Addressing issues of Digital Media design, students in collaborative groups will develop and/or employ appropriate research methodologies, read relevant material to design the game flow, create characters, and design storyboards / wireframes. Students will identify an educational need, define requirements, and develop a web-based interactive game to meet them. ***They*** will conduct iterative usability testing and finally build a website featuring their semi-functional prototype. The course does not require programming experience, but a familiarity with web design, image rendering, and animation software could be an asset. [24L]

Rationale: This course is no longer identified as an Interactive Digital Media (IDM) course. The title and description have been updated to reflect what is being taught in the course.

Course #22 CCT383H5 The Interactive Society

Before: This course introduces students to the theoretical and practical study of how interactive digital media and systems affect, influence and reshape our society and what does it mean to be a "user" in the information-centric society. It will expose students to specific theoretical issues such as privacy by design, usable privacy, marginalized and at-risk user groups, the digital divide, behavioural modification (persuasion) through new media, ICT4D (info tech for development) and empowerment/alienation through intelligent interactive systems. Focus will be on developing skills that will enable students

to propose changes (design, policy, framework) to existing and future envisioned interactive technologies that address the issues analyzed. **[24L, 12P]**

After: This course introduces students to the theoretical and practical study of how interactive digital media and systems affect, influence and reshape our society and what does it mean to be a "user" in the information-centric society. It will expose students to specific theoretical issues such as privacy by design, usable privacy, marginalized and at-risk user groups, the digital divide, behavioural modification (persuasion) through new media, ICT4D (info tech for development) and empowerment/alienation through intelligent interactive systems. Focus will be on developing skills that will enable students to propose changes (design, policy, framework) to existing and future envisioned interactive technologies that address the issues analyzed. **[36P]**

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.

Course #23 CCT385H5 An Introduction to Media Environments

Before: ~~Innovative user interfaces and powerful information technology services enable individuals to construct and immerse themselves in virtual environments.~~ This course investigates different types of ~~immersive technologies.~~ This is a ~~domain~~ of artistic, scientific, and commercial experimentation and exploration. Students will ~~also~~ be exposed to a variety of these technologies both from a conceptual and a practical ~~perspective; they will explore questions of representation, perception, consciousness, and behaviour. Through the course the students will have an opportunity to appreciate the process of defining, creating, experiencing and evaluating immersive environments.~~ **[24L, 12T]**

After: Marshall McLuhan was one of the first theorists to conceptualize media as an environment. Media were no longer an instrument or a tool but a system that would capture its audience within. Our contemporary media environments are multifarious; they are networked, immersive, and sometimes ubiquitous. We interface with these networks with different means: screens, goggles, watches, and devices that tap right into our brain. This course investigates different types of media environments from social media platforms; video game consoles; infrastructures and smart cities, to virtual and augmented realities and beyond. The course investigates how we interface with our environments, and how these environments structure and condition our possibilities. The question of media environments is thus also a question of culture and politics. Media environments are domains of artistic, scientific, and commercial experimentation and exploration. Students will be exposed to a variety of these technologies both from a conceptual and a practical perspective. **[24L]**

Rationale: The title and description of this course has been changed. The concept of "immersive environments" relies heavily on virtual reality and the associated idea of a presence in a non-physical world. By replacing "immersive environments" with "media "environments" one can cover more ground and articulate a more complex understanding of how mediated/technologically layered our current world is. We have removed the IDM designation and change the mode of delivery to 24L.

Course #24 CCT387H5 Advanced Communication Policy in a Global Context

Before: ~~Advanced topics in information policy, including emerging models of governance and the politics of standards setting bodies and global treaty organizations.~~ **[24L, 12T]**

After: This course provides students with a theoretical and practical understanding of media, technology, and cultural policy in a global context. The course focuses on issues such as national identity and globalization, media convergence, intellectual property, global media regulation, security and privacy by examining how media, communication, and cultural policy is created, influenced, and contested by a range of actors. **[24L, 12T]**

Rationale: These changes ensure that the two policy courses on offer in ICCIT complement one another: the first is an introduction to Canadian communication policy and the second is an advanced course that expands the study of policy to the global context. The pair of courses reflect standard curriculum in Canadian communication studies programs to ensure our students are fluent in their understanding of contemporary policy issues and can go on to work in government and on regulatory issues in communication and media industries. The revised course descriptions clarify the course content.

Course #25 CCT391H5 Topics in Communication, Culture, Information and Technology (SH)

Before: An in-depth examination of selected CCIT topics offered at Sheridan College. Topics will vary from year to year and the content in any given year depends on the instructor. **[24L]**

After: An in-depth examination of selected CCIT topics offered at Sheridan College. Topics will vary from year to year and the content in any given year depends on the instructor. **[36P]**

Rationale: The mode of delivery for this course has been updated to reflect what is being taught in the classroom.

Course #26 CCT416H5 Social Data Analytics

- Before:** This course highlights the research in analysis for social data and builds skills to undertake those analysis. It is a lab-intensive course intended to build up data analytic skills for novice and intermediate researchers. Students look at recent studies using "big data" which are primarily theoretical, including critiques of data analytics and concerns surrounding data ethics. Students learn a programming language -- Python -- and how to scrape social data, store and collect it, run basic statistics, generate visuals, and create a report based on a project of interest. **[24L, 12P]**
- After:** This course highlights the research in analysis for social data and builds skills to undertake those analysis. It is a lab-intensive course intended to build up data analytic skills for novice and intermediate researchers. Students look at recent studies using "big data" which are primarily theoretical, including critiques of data analytics and concerns surrounding data ethics. Students learn a programming language -- Python -- and how to scrape social data, store and collect it, run basic statistics, generate visuals, and create a report based on a project of interest. **[24P]**
- Rationale:** The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.
-

Course #27 CCT423H5 Game Development Project (SH)

- Before:** This course will provide the opportunity to develop a practical understanding of the game development cycle. Students will design and develop an original game in support of a specific narrative, set of rules or play mechanics. **[24L, 12P]**
- After:** This course will provide the opportunity to develop a practical understanding of the game development cycle. Students will design and develop an original game in support of a specific narrative, set of rules or play mechanics. **[36P]**
- Rationale:** The mode of delivery for this course has been updated to reflect what is being taught in the classroom.
-

Course #28 CCT456H5 Analysis and Visualization of Open Data (SH)

- Before:** ~~Examines qualitative and quantitative analytical methods used by online advertising and marketing industry professionals. Students will learn about search engine optimization, trend analysis, data mining, quasi-experimental testing, interaction attribution models, and the effect of emerging technologies on tracking and optimizing messaging.~~ **[24L, 12P]**
- After:** This course explores the open data/open government movement with the goal of understanding the promises and perils of the open data movement, better understanding what conclusions can and cannot be extrapolated from open data standards, using common visualization tools to make better sense of large open data sets, and concluding with a design competition where students build a prototype application that leverages open data sources to develop new services. **[36L]**
- Rationale:** Renaming and updating description to reflect what is being taught in the classroom. The mode of delivery for this course has also been updated.
-

Course #29 CCT480H5 User Integrated Design for Interaction (IDM)

- Before:** The course investigates how people interact with digital systems to enable the production of quality design from the perspective of the user. The course examines how interactive systems are conceptualized, designed, implemented, and deployed to meet users' needs. Students will be also acquire the capacity to evaluate systems and to critically assess different HCI methods and approaches. It begins by developing an understanding of usability and focuses on enabling students to acquire an understanding of the user-centred design process (e.g. user studies, prototyping, and evaluation). **[24L, 12P]**
- After:** The course investigates how people interact with digital systems to enable the production of quality design from the perspective of the user. The course examines how interactive systems are conceptualized, designed, implemented, and deployed to meet users' needs. Students will be also acquire the capacity to evaluate systems and to critically assess different HCI methods and approaches. It begins by developing an understanding of usability and focuses on enabling students to acquire an understanding of the user-centred design process (e.g. user studies, prototyping, and evaluation). **[36P]**
- Rationale:** The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.
-

Course #30 CCT481H5 Augmented Places and Social Media Spaces (IDM)

- Before:** Increasingly we are seeing a hybridization of information location where media provide a framework or environment for users (participants) to construct reality and relationships. The course explores emergence of new ubiquitous communication cultures and the increasingly pervasive use of technology for the augmentation of people, places, and actual world entities (e.g. objects). In this course, students will explore various mechanisms of visualizing context-based information and the shaping of social media spaces. **[24L, 12T]**
- After:** Increasingly we are seeing a hybridization of information location where media provide a framework or environment for users (participants) to construct reality and relationships. The course explores emergence of new ubiquitous

communication cultures and the increasingly pervasive use of technology for the augmentation of people, places, and actual world entities (e.g. objects). In this course, students will explore various mechanisms of visualizing context-based information and the shaping of social media spaces. **[24L]**

Rationale: The mode of delivery for this course has been updated to reflect what is being taught in the classroom.

Course #31 CCT482H5 Interactive Electronic Design (SH)

Before: This course investigates the emerging field of critical making, which encourages students to approach social, communication and cultural issues through material engagement versus the literal and oral media more traditionally used in social science research. Students will not only explore core tensions and challenges regarding technology's role and influence in society, but engage these challenges directly through the design and physical creation of alternative technological prototypes. Basic mechanics, electronics and programming will be taught, with an understanding that thinking materially is rare for many most social science students. No previous knowledge is assumed. **[36L]**

After: This course investigates the emerging field of critical making, which encourages students to approach social, communication and cultural issues through material engagement versus the literal and oral media more traditionally used in social science research. Students will not only explore core tensions and challenges regarding technology's role and influence in society, but engage these challenges directly through the design and physical creation of alternative technological prototypes. Basic mechanics, electronics and programming will be taught, with an understanding that thinking materially is rare for many most social science students. No previous knowledge is assumed. **[36P]**

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar.

Course #32 CCT485H5 User Experience Design

Before: The focus of the course is on understanding the experiences of users and their communities as affected by their interaction with digital technologies in information-centric societies. Students will learn the theoretical framework and practical aspects of advanced user-centred design principles (such as participatory design and techno-centric ethnographies). This course will represent an opportunity for students to enrich their understanding of the deep interconnections between human factors, human needs, interactive technologies, information, as projected on several dimensions: cultural, societal, ergonomic, and economic. **[24L, 12P]**

After: The focus of the course is on understanding the experiences of users and their communities as affected by their interaction with digital technologies in information-centric societies. Students will learn the theoretical framework and practical aspects of advanced user-centred design principles (such as participatory design and techno-centric ethnographies). This course will represent an opportunity for students to enrich their understanding of the deep interconnections between human factors, human needs, interactive technologies, information, as projected on several dimensions: cultural, societal, ergonomic, and economic. **[36P]**

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar. This course has been designated as experiential. It involves working on projects that mimic industry situations, and also requires student to go outside the class for their data collection. The course is structured around a single term project, where each assignment that's part of the project is a milestone that is typical of the product design life cycle that happens in industry -- in fact, many students feel like this is a dry-run for an industry job.

Course #33 CCT491H5 Topics in Communication, Culture, Information and Technology (SH)

Before: An in-depth examination of selected CCIT topics offered at Sheridan College. Topics will vary from year to year and the content in any given year depends upon the instructor. **[24L]**

After: An in-depth examination of selected CCIT topics offered at Sheridan College. Topics will vary from year to year and the content in any given year depends upon the instructor. **[36P]**

Rationale: The mode of delivery for this course has been updated to reflect what is being taught in the classroom.

Course #34 ECO200Y5 Microeconomic Theory

Before: An intermediate treatment of the basic tools of economic analysis. Applications may include: choice under uncertainty, oligopoly, industrial organization, pricing, resource allocation, externalities, public goods, income distribution and welfare economics. [48L, 24T]

After: An intermediate treatment of the basic tools of economic analysis. Applications may include: choice under uncertainty, oligopoly, industrial organization, pricing, resource allocation, externalities, public goods, income distribution and welfare economics. [48L, 24T] ****ECO200Y5 is not open to Commerce students during Fall/Winter***

Rationale: Per discussion with OR, updated to include a reminder of enrollment restrictions for Commerce students that are already outline in the Commerce Calendar entry

Course #35 ECO202Y5 Macroeconomic Theory and Policy

Before: Macroeconomics studies the economy as a whole. The issues it covers include: Why are some countries much richer than others? Why do most Canadians live much better than their ancestors? Why are there recessions in economic activity? What are the causes of inflation and unemployment? What are the consequences of opening up trade and investment with the rest of the world? This course develops a series of models to answer these and similar questions. [48L, 24T]

After: Macroeconomics studies the economy as a whole. The issues it covers include: Why are some countries much richer than others? Why do most Canadians live much better than their ancestors? Why are there recessions in economic activity? What are the causes of inflation and unemployment? What are the consequences of opening up trade and investment with the rest of the world? This course develops a series of models to answer these and similar questions. [48L, 24T]

***ECO202Y5 is not open to Commerce students in Fall/Winter**

Rationale: Per discussion with OR, updated to include a reminder of enrollment restrictions for Commerce students that are already outline in the Commerce Calendar entry

Course #36 ECO318H5 Social and Economic Determinants of Labour Market Outcomes

Before: The purpose of the course is to examine the social and economic determinants of labour market outcomes, while at the same time introducing students to some powerful empirical methods. Topics covered include the role of culture in determining employment outcomes; labour market institutions; human capital; workers' creativity; labour mobility. **[L24, T24]**

After: The purpose of the course is to examine the social and economic determinants of labour market outcomes, while at the same time introducing students to some powerful empirical methods. Topics covered include the role of culture in determining employment outcomes; labour market institutions; human capital; workers' creativity; labour mobility. **[24L]**

Rationale: Tutorial hours removed to reflect actual practice.

Course #37 ECO326H5 Advanced Economic Theory - Micro

Before: Content in any given year depends on instructor. Past topics include: advanced analysis of the behaviour of consumers under uncertainty; issues in poverty, inequality and social welfare; game theory and its applications to economics and political economy. [24L, **24T]**

After: Content in any given year depends on instructor. Past topics include: advanced analysis of the behaviour of consumers under uncertainty; issues in poverty, inequality and social welfare; game theory and its applications to economics and political economy. [24L, **12T]**

Rationale: Reduction of Tutorial hours to reflect actual practice.

Course #38 ECO365H5 International Monetary Economics

Before: An analysis of the nature, effects and policy implications of international finance; balance-of-payments and foreign exchange analysis; liquidity problems and topics related to current problems in international finance. **[24L, 24T]**

After: An analysis of the nature, effects and policy implications of international finance; balance-of-payments and foreign exchange analysis; liquidity problems and topics related to current problems in international finance. **[24L]**

Rationale: Removed tutorial hours to reflect actual practice.

Course #39 ECO373Y5 The Environment: Perspectives from Economics and Ecology

Before: (Formerly ECO373H5) The course examines the basic principles of environmental economics and ecology and the interaction between ecological and economic factors. It assesses alternative criteria and objectives for environmental policy. Problems associated with the implementation of environmental policy are analyzed and examined through case studies. [48L, **24T]**

After: (Formerly ECO373H5) The course examines the basic principles of environmental economics and ecology and the interaction between ecological and economic factors. It assesses alternative criteria and objectives for environmental policy. Problems associated with the implementation of environmental policy are analyzed and examined through case studies. [48L, **10T]**

Rationale: Reduction of tutorial hours to reflect actual practice.

Course #40 ECO400Y5 Economics Internship

Before: Through a part time, unpaid, 200-hour work placement, fourth year students apply economics content and skills. Placements are made throughout the GTA in both the private and public sectors. Successful candidates gain an opportunity to enhance their University experience through on-site work placements providing the possibility to develop skill sets within a business setting. Monthly class meetings plus year-end and presentation are required. Normally, the 200 hours will be completed by attending the work placement one full day each week from September to April. Students interested in a finance-industry placement are strongly recommended to arrange their course schedule to allow for a two day a week work placement in one semester. This arrangement increases the possibility of placement and enhances the experience although careful course planning is essential. **[L48]** Apply to Course **Director: Professor K. Yu** Room #KN **3268** Innovation Complex Email: **kathleen.yu@utoronto.ca**

After: Through a part time, unpaid, 200-hour work placement, fourth year students apply economics content and skills. Placements are made throughout the GTA in both the private and public sectors. Successful candidates gain an opportunity to enhance their University experience through on-site work placements providing the possibility to develop skill sets within a business setting. Monthly class meetings plus year-end and presentation are required. Normally, the 200 hours will be completed by attending the work placement one full day each week from September to April. Students interested in a finance-industry placement are strongly recommended to arrange their course schedule to allow for a two day a week work placement in one semester. This arrangement increases the possibility of placement and enhances the experience although careful course planning is essential. **[48L]** Apply to Course **Coordinator: Corrine Bent-Womack** Room #KN **3246** Innovation Complex Email: **corrine.bent.womack@utoronto.ca**

Rationale: Personnel changes

Course #41 ECO400Y5 Economics Internship

Before: **ECO400Y5 course link for more information:**
www.utm.utoronto.ca/economics/experiential-learning

After:

Rationale: Personnel changes

Course #42 ECO406H5 Advanced Public Economics

Before: This course addresses empirical and theoretical issues in public economics. This course will be especially focused on issues related to poverty and inequality. Topics include minimum wage, social mobility, neighborhood effects, welfare, and social insurance. We will also discuss the tools economists use to measure the causal effects of policies, and consider how statistics often presented in policy debates may be biased. After this course, students should be comfortable reading research papers in economics.

After: This course addresses empirical and theoretical issues in public economics. This course will be especially focused on issues related to poverty and inequality. Topics include minimum wage, social mobility, neighborhood effects, welfare, and social insurance. We will also discuss the tools economists use to measure the causal effects of policies, and consider how statistics often presented in policy debates may be biased. After this course, students should be comfortable reading research papers in economics. **[24L]**

Rationale: Added lecture hours to course description

Course #43 ECO411H5 Human Capital and Education in the Economy

Before: This course addresses empirical and theoretical issues in education economics. Topics will include the interaction of human capital with growth and inequality, teacher incentives and teacher quality, early childhood education, and the racial achievement gap. We will also discuss the tools economists use to measure the causal effects of policies, and consider how statistics often presented in policy debates may be biased. After this course, students should be comfortable reading research papers in economics.

After: This course addresses empirical and theoretical issues in education economics. Topics will include the interaction of human capital with growth and inequality, teacher incentives and teacher quality, early childhood education, and the racial achievement gap. We will also discuss the tools economists use to measure the causal effects of policies, and consider how statistics often presented in policy debates may be biased. After this course, students should be comfortable reading research papers in economics. **[24L]**

Rationale: Added lecture hours to course description

Course #44 EDS377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

- Before:** This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a peer-mentoring position with the First Year Peer Mentoring program.
- After:** This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a peer-mentoring position with the First Year Peer Mentoring program. **[12S]**
- Rationale:** Included SSc distribution. This change mirrors the change in UTM377H5. The course will still maintain the HUM aspects but also recognize SSc aspects that also exist in the course. Mode of instruction was changed to reflect the more accurately how the course is taught.
-

Course #45 ENV310H5 The Sustainability Imperative

- Before:** The United Nations Commission on Environment and Development popularized the term sustainable development in its 1987 report, Our Common Future. How far have we come since then, as a global community, in implementing sustainability as a model for development? In this course we will examine the history, measurement, and present-day models and applications of **the concepts of** sustainability and sustainable development in both the public and private spheres. **[24L, 12T]**
- After:** The United Nations Commission on Environment and Development popularized the term sustainable development in its 1987 report, Our Common Future. How far have we come since then, as a global community, in implementing sustainability as a model for development? In this course we will examine the history, measurement, and present-day models and applications of sustainability and sustainable development in both the public and private spheres. **Sustainability is an integrative concept that addresses social, cultural, political, and economic factors within the constraints of the biophysical environment. [24L, 12T]**
- Rationale:** the new description is more reflective of the broad-based, integrative approach that we now take to sustainability in both theory and application, which is a central theme of the course.
-

Course #46 ENV393H5 Environmental Assessment

- Before:** The course focuses on the methodologies for measuring and predicting the impact of development on the bio-physical and socio-economic environments. Topics include environmental assessment, law and institutions, environmental **mediation, monitoring, mitigation, evaluation,** risk assessment. The types of impact assessment (IA) methods examined vary from year to year (e.g. economic IA, ecological IA). [24L, 6P]
- After:** The course focuses on the methodologies for measuring and predicting the impact of development on the bio-physical and socio-economic environments. Topics include environmental assessment, law and institutions, environmental **mediation; Phase I, II, III environmental site assessment; monitoring; mitigation; evaluation; and** risk assessment. The types of impact assessment (IA) methods examined vary from year to year (e.g. economic IA, ecological **IA, social IA**). [24L, 6P]
- Rationale:** Topics covered in the course have been added, we feel that it is important to include these in the course description for the sake of thoroughness.
-

Course #47 ENV430H5 Environmental Law and Policy

- Before:** ~~As the world grapples with increasingly complex environmental challenges, decision makers must find ways to adequately address them. There are many different instruments and tools which can be applied to~~

environmental ~~problems. Whether they are successful can depend on the political, policy,~~ and legal ~~context as well as the compatibility of the instrument chosen with the environmental problem it is directed at.~~ This course will look at the ~~"toolbox"~~ of legal ~~instruments~~ and policy ~~tools from both a theoretical and practical perspective. It will help students understand the advantages and disadvantages of the different options as well as how they can and are being used to deal with different environmental problems.~~ [24L, 12T]

After: This course introduces students to the challenges and opportunities of environmental law and policy. Students will learn how legal systems can address increasingly complex environmental challenges. This course will include an in-depth look at the toolbox of legal and policy instruments that decision makers have at their disposal to tackle major environmental problems. The focus is primarily Canada though international examples will also be touched upon. Case studies and examples will be used to connect theoretical and legal principals to real world situations. [24L, 12T]

Rationale: The new course description stresses the core focus on environmental law.

Course #48 GGR202H5 Geography of Canada

Before: Canada continues to be one of the world's great storehouses of basic resources: fish, wood, minerals, grains, livestock, water, recreational space and more. Human impact, to the point of extinction, has varied across the country. The geography of regional change in Canada, over several centuries, is basic to this social science course. [24L, 12T]

After: Canada continues to be one of the world's great storehouses of basic resources: fish, wood, minerals, grains, livestock, water, recreational space and more. Human impact, to the point of extinction, has varied across the country. The geography of regional change in Canada, over several centuries, is basic to this social science course. [24L]

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials.

Course #49 GGR208H5 Population Geography

Before: This course examines the link between people and places from a global perspective. The course will cover topics related to population patterns and processes, geographic theories related to population and sustainability, as well as the tools used by geographers to study population size, composition and migration. This course fulfills 1 field day. [24L, 12T]

After: This course examines the link between people and places from a global perspective. The course will cover topics related to population patterns and processes, geographic theories related to population and sustainability, as well as the tools used by geographers to study population size, composition and migration. This course fulfills 1 field day. [24L]

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials.

Course #50 GGR210H5 Social Geographies

Before: Social geography is concerned with the ways in which social relations, identities and inequalities are produced across space. This course examines social geography in the North American context with a specific focus on identity/difference and inequalities in cities. We will explore cities as sites of both cosmopolitan inclusion and exclusion. [24L, 12T]

After: Social geography is concerned with the ways in which social relations, identities and inequalities are produced across space. This course examines social geography in the North American context with a specific focus on identity/difference and inequalities in cities. We will explore cities as sites of both cosmopolitan inclusion and exclusion. [24L]

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials.

Course #51 GGR277H5 Qualitative Methods in Geography

Before: This course introduces students to the key approaches that qualitative researchers use to answer important questions and solve complex problems relating to the social world. It addresses the philosophies, theories and methods associated with qualitative social research in geography. Specific methods and issues likely to be covered include: archival research, surveys, interviews, focus groups, ethnography, participatory research, ethics, as well as data analysis and interpretation. Throughout the course students will work through the process of designing their own research proposals, collecting and interpreting data, and reporting their results. This course fulfills 1 field day. [24L, 12P]

After: This course introduces students to the key approaches that qualitative researchers use to answer important questions and solve complex problems relating to the social world. It addresses the philosophies, theories and methods associated with qualitative social research in geography. Specific methods and issues likely to be covered include: archival research, surveys, interviews, focus groups, ethnography, participatory research, ethics, as well as data analysis and interpretation. Throughout the course students will work through the process of designing their own research proposals, collecting and interpreting data, and reporting their results. This course fulfills 1 field day. [24L, 12T]

Rationale: Course offers tutorials not practicals, replaced 12P with 12T

Course #52 GGR333H5 Energy and Society

- Before:** A broad survey of humankind's ability to control and manipulate energy. Forms of energy and use; energy eras and transitions; past and present economic and policy debates. Understanding of technical terms, physical principles, creation of resources and trade-offs will be emphasized as a basis for discussions about current energy options. **[24L, 12T]**
- After:** A broad survey of humankind's ability to control and manipulate energy. Forms of energy and use; energy eras and transitions; past and present economic and policy debates. Understanding of technical terms, physical principles, creation of resources and trade-offs will be emphasized as a basis for discussions about current energy options. **[24L]**
- Rationale:** Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials.
-

Course #53 GGR349H5 Cities in Transition

- Before:** The internal geography of contemporary cities is in the midst of a series of transitions related to new settlement patterns, immigration, workplace location, transportation and communication technologies, globalization, and shifts in urban governance. This course will examine these transitions and their effects on the social and political geography of the city. Themes include gentrification, spatial mismatch, concentrated poverty, political fragmentation, and the emergence of new urban forms and of the post-modern city. [36L, **12P**]
- After:** The internal geography of contemporary cities is in the midst of a series of transitions related to new settlement patterns, immigration, workplace location, transportation and communication technologies, globalization, and shifts in urban governance. This course will examine these transitions and their effects on the social and political geography of the city. Themes include gentrification, spatial mismatch, concentrated poverty, political fragmentation, and the emergence of new urban forms and of the post-modern city. [36L, **12T**]
- Rationale:** updated 12P to 12T
-

Course #54 GGR353H5 Disease and Death

- Before:** This course provides an introduction to the geography of health and health care, emphasizing the links between health and place, and covers six broad thematic areas including the development of health geography as a sub-discipline, data collection/analysis, medical, social, and cultural models of health/illness, health systems delivery, and inequalities. **[24L, 24T]**
- After:** This course provides an introduction to the geography of health and health care, emphasizing the links between health and place, and covers six broad thematic areas including the development of health geography as a sub-discipline, data collection/analysis, medical, social, and cultural models of health/illness, health systems delivery, and inequalities. **[24L]**
- Rationale:** Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials. new course title reflects the focus of content on disease and mortality
-

Course #55 GGR361H5 City Planning and Development

- Before:** This course outlines important concepts and historical milestones involved in the planning and development of cities. It involves examination of urban sprawl, urban intensification efforts, and of the evolution of urban form and the interplay of private and public forces that shape the built-form of Canadian cities. This course fulfills 2 field days. [36L, **12P**].
- After:** This course outlines important concepts and historical milestones involved in the planning and development of cities. It involves examination of urban sprawl, urban intensification efforts, and of the evolution of urban form and the interplay of private and public forces that shape the built-form of Canadian cities. This course fulfills 2 field days. [36L, **12T**].
- Rationale:** updated 12P to 12T
-

Course #56 GGR417Y5 Honours Thesis

- Before:** This course is designed to give students experience in the design and execution of an independent senior thesis under the supervision of a faculty member. In order to register in the course, students must complete **and submit** an application form to the Department of **Geography by March 31 of the preceding year**. This course may fulfill field day components. Please consult with your supervisor.
- After:** This course is designed to give students experience in the design and execution of an independent senior thesis under the

supervision of a faculty member. In order to register in the course, students must **obtain approval from a supervisor**, complete an application form **and submit the form** to the Department of **Geography**. **Please refer to the Department of Geography website for details: <https://utm.utoronto.ca/geography/field-internship-and-thesis-courses>** This course may fulfill field day components. Please consult with your supervisor.

Rationale: updated course description, removed application deadline dates.

Course #57 GGR489H5 Special Topics in Human Geography

Before: An advanced seminar dealing with topics in human geography, to be selected according to staff and student interests. **[24P]**

After: An advanced seminar dealing with topics in human geography, to be selected according to staff and student interests. **[24S]**

Rationale: instruction time was incorrectly listed as 24P, changed to 24S

Course #58 IMI301H5 Essentials of Finance

Before: ~~Finance uses accounting data to help businesses make decisions about~~ investments and ~~paying for those~~ investments ~~with debt and equity~~. ~~Elements include~~ risk and ~~return~~, the ~~time value of money~~, ~~discounted cash flow~~, capital ~~markets including stock markets, bond markets, foreign exchange markets and commodity~~ markets.

After: The two main fields of finance are investments and the financing of corporations. In the investments segment, students first learn how individual investors decide on their investments based on the time value of money and risk and return trade-offs. In the corporate finance segment students will build on the insights from the investments segment to understand the financing of firms within the context of capital markets.

Rationale: It was raised that the earlier course description for IMI301H5 presented Finance as a subfield of Accounting.

Course #59 JAL253H5 Language and Society

Before: The study of the relationship between language and society with the goal of understanding social structure through language; major themes are multilingual societies, including pidgin and creoles, and social interaction through speech. (Given by the Departments of Anthropology and **Linguistics**) [24L, 12T]

After: The study of the relationship between language and society with the goal of understanding social structure through language; major themes are multilingual societies, including pidgin and creoles, and social interaction through speech. (Given by the Departments of Anthropology and **Linguistics**). **While this course fulfills a requirement for the minor program in English Language Linguistics, it does not count towards the major or minor programs in Linguistic Studies.** [24L, 12T]

Rationale: This course no longer fulfills one of the requirements for the Major Program in Linguistic Studies, while it still fulfills a requirement for the ELL Minor Program. This should be noted to avoid confusion.

Course #60 JEG401Y5 Geography / Environment Social Science Internship

Before: Through a part-time, unpaid work placement, students apply the knowledge and expertise gained through previous course work in geography. Placements may be made in a range of settings. For example, placements may include municipal government, regional government, neighbourhood organizations and centres, corporations as well as with non-governmental organizations. Admission for this course will be through an online ~~application due by April 1~~. Instructions for the application can be found on the Geography Department home ~~page~~. ~~Specialists in the Environmental Management or Geography programs will be given priority for admission. The student's application must include a current transcript, a current curriculum vita, and a letter of application explaining why their qualifications and interest make them suitable candidates for an internship opportunity. Applicants who meet minimum criteria will be selected for an interview. Acceptance will be based on a combination of CGPA, experience, qualifications and interview performance. More information about the application process can be found here:~~ <https://utm.utoronto.ca/geography/field-internship-and-thesis-courses>

After: Through a part-time, unpaid work placement, students apply the knowledge and expertise gained through previous course work in geography. Placements may be made in a range of settings. For example, placements may include municipal

government, regional government, neighbourhood organizations and centres, corporations as well as with non-governmental organizations. Admission for this course will be through an online application. Instructions for the application can be found on the Geography Department home page: <https://utm.utoronto.ca/geography/field-internship-and-thesis-courses>

Rationale: removed application details from course description

Course #61 MGD421H5 Technological Entrepreneurship

Before: This course ~~considers~~ the ~~role~~ of entrepreneurship ~~in society and~~ the process of ~~initiating and~~ developing a new business ~~venture~~. Topics include ~~entrepreneurial behaviour, characteristics of entrepreneurial teams, evaluation of new ventures, correlates of success,~~ the business ~~plan, growth strategies, venture capital and financing~~. [36L]

After: This course explores the methods and frameworks of entrepreneurship through an experiential learning model (learning by doing). Students will begin the process of developing a new business venture, exploring their own business ideas and developing a business plan and pitch while working in teams. Topics include the business model, customers and markets, financial models, competition, intellectual property, funding and investment and characteristics of entrepreneurial teams. [36L]

Rationale: The description has been changed to reflect what is being taught in the classroom.

Course #62 MGD425H5 Macroeconomics and the Knowledge Economy

Before: This course ~~will introduce basic~~ macroeconomics ~~concepts such as~~ national ~~income and its determination, monetary and fiscal policy, comparative advantage,~~ international ~~trade and foreign exchange fluctuations. Issues relating~~ to macroeconomic ~~aspects~~ of the knowledge ~~economy will also be addressed~~. [24L, 12T]

After: This course explores macroeconomics through the analysis of national and international crises. The course begins with a discussion of the nature of economics, a brief examination of markets, and a discussion of crisis and growth. We survey the institutions and dynamics of growth in the post WWII period, their breakdown in the 1960s and the spread of international crisis in the 1970s, and the crises of various economic policy responses from the 1980s to the present. After this historical overview, we explore macroeconomic theory and its development over the last 50 years. We study the Keynesian model and its emphasis on employment and output, its crisis in the late 1960s and early 1970s, the rise of monetarist alternatives, the elaboration of aggregate supply and demand models highlighting prices instead of employment, the surge of supply-side and rational expectations economics during the Reagan administration and the continuing debates among economists over the merits and problems of the various theoretical approaches. The course closes with an examination the various forms of crises tied to the emergence of information and communications technologies and the knowledge economy. [24L]

Rationale: The course description has changed to reflect what is being taught in the classroom.

Course #63 MGM360H5 Compensation

Before: This course explores the theory and process of developing compensation systems as part of an organization's larger system for managing human potential. The course focuses on the major components of compensation strategy design such as legislation, principles of equity and fairness, job analysis, job evaluation, compensation surveys, benefits and incentives. Current events in relation to compensation are explored. Students will also acquire hands-on experience in building a compensation strategy.

After: This course explores the theory and process of developing compensation systems as part of an organization's larger system for managing human potential. The course focuses on the major components of compensation strategy design such as legislation, principles of equity and fairness, job analysis, job evaluation, compensation surveys, benefits and incentives. Current events in relation to compensation are explored. Students will also acquire hands-on experience in building a compensation strategy. [24L]

Rationale: Per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #64 MGT130H5 Introduction to Personal Finance

Before: Personal finance is an essential skill set for today's current economy. Students will be provided with the knowledge and tools to confidently and efficiently manage their finances and guide those around them. Emphasis will be placed on cash flow analysis, asset management, taxation, risk management, retirement planning, and estate planning. Not open to students enrolled in the 3rd or 4th year of the Commerce Major or Specialist Program.

After: Personal finance is an essential skill set for today's current economy. Students will be provided with the knowledge and tools to confidently and efficiently manage their finances and guide those around them. Emphasis will be placed on cash flow analysis, asset management, taxation, risk management, retirement planning, and estate planning. Not open to

students enrolled in the 3rd or 4th year of the Commerce Major or Specialist Program. **[24L]**

Rationale: Per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #65 MGT220H5 Financial Accounting II

Before: Expands the analysis of financial accounting beyond MGT120H5. Cases are used to develop critical thinking and communication skills. Topics include accounting's conceptual framework, analysis of business and financial statements, accounting for assets, and valuation of bonds. [24L, **24T**]

After: Expands the analysis of financial accounting beyond MGT120H5. Cases are used to develop critical thinking and communication skills. Topics include accounting's conceptual framework, analysis of business and financial statements, accounting for assets, and valuation of bonds. [24L, **12T**]

Rationale: Per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #66 MGT224H5 Financial Accounting Theory & Policy I

Before: Expands the analysis of financial accounting beyond MGT220H5. Technical topics include accounting for leases, capital assets, revenue recognition, intangibles and contingencies. Emphasis on implication for valuation and analysis. [24L, **5T**]

After: Expands the analysis of financial accounting beyond MGT220H5. Technical topics include accounting for leases, capital assets, revenue recognition, intangibles and contingencies. Emphasis on implication for valuation and analysis. [24L, **12T**]

Rationale: Per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #67 MGT338H5 Business Finance I

Before: This course analyzes the financial investment decision-making process of individuals and firms. It provides an introduction to present-value techniques, capital budgeting decision-rules, the problem of investment under uncertainty, and portfolio theory. [24L, **5T**]

After: This course analyzes the financial investment decision-making process of individuals and firms. It provides an introduction to present-value techniques, capital budgeting decision-rules, the problem of investment under uncertainty, and portfolio theory. [24L, **12T**]

Rationale: 1. Commerce students in second year are forced to choose a specialization (Accounting, Finance, Marketing) before they have actually taken any finance courses. This change will help with this concern. In addition, Commerce Finance Specialists seeking summer jobs between second and third year are at a competitive disadvantage compared to students from other business schools that have exposure to finance earlier in their programs. This change will address that issue as well. 2. Tutorial hour changes per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #68 MGT339H5 Business Finance II

Before: This course extends material learned in MGT 338H, which is a prerequisite. Topics include the concept of efficiency of financial markets, the optimal financing decisions of firms, and the characteristics of debt, equity and other financial instruments such as options. [24L, **5T**]

After: This course extends material learned in MGT 338H, which is a prerequisite. Topics include the concept of efficiency of financial markets, the optimal financing decisions of firms, and the characteristics of debt, equity and other financial instruments such as options. [24L, **12T**]

Rationale: 1. Commerce students in second year are forced to choose a specialization (Accounting, Finance, Marketing) before they have actually taken any finance courses. This change will help with this concern. In addition, Commerce Finance Specialists seeking summer jobs between second and third year are at a competitive disadvantage compared to students from other business schools that have exposure to finance earlier in their programs. This change will address that issue as well. 2. Tutorial hour changes per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #69 MGT423H5 Canadian Income Taxation I

- Before:** This is the first of two courses in federal income tax law. It is designed to give the student a basic understanding of the Income Tax Act and its administration. This is achieved by applying the law to practical problems and cases. Topics covered include administration of the tax system, residence, employment income, business and property income, capital gains, other income and deductions, computation of taxable income and taxes payable for individuals. The GST/HST implications, where relevant, will also be discussed. The two course sequence (MGT423H5 and MGT429H5) have been designed to provide participants with coverage of the tax content required by the professional accounting bodies. [24L, **20T**]
- After:** This is the first of two courses in federal income tax law. It is designed to give the student a basic understanding of the Income Tax Act and its administration. This is achieved by applying the law to practical problems and cases. Topics covered include administration of the tax system, residence, employment income, business and property income, capital gains, other income and deductions, computation of taxable income and taxes payable for individuals. The GST/HST implications, where relevant, will also be discussed. The two course sequence (MGT423H5 and MGT429H5) have been designed to provide participants with coverage of the tax content required by the professional accounting bodies. [24L, **12T**]
- Rationale:** Per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.
-

Course #70 MGT429H5 Canadian Income Taxation II

- Before:** This is the second of two courses in federal income tax law. It is designed to give the student an understanding of more complex issues of Canadian Income Tax law and tax planning. This is achieved through a combination of lectures and the application of the law to practical problems and case settings. Topics include computation of corporate taxes, integration, corporate reorganizations, surplus distributions, partnerships and trusts. [24L, **20T**]
- After:** This is the second of two courses in federal income tax law. It is designed to give the student an understanding of more complex issues of Canadian Income Tax law and tax planning. This is achieved through a combination of lectures and the application of the law to practical problems and case settings. Topics include computation of corporate taxes, integration, corporate reorganizations, surplus distributions, partnerships and trusts. [24L, **12T**]
- Rationale:** Per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.
-

Course #71 MGT480H5 Internship

- Before:** **(Formerly MGT413H5)** Students will be provided with an opportunity to apply, in a practical business setting, the management knowledge they have gained through previous course work. This is accomplished through part-time unpaid work placements, or "internships." The internship will provide students with a valuable opportunity to make personal contacts in the public or private sector. The course is also intended to help students acquire practical skills that will serve them well in the workplace. An application is required. [24L]
- After:** Students will be provided with an opportunity to apply, in a practical business setting, the management knowledge they have gained through previous course work. This is accomplished through part-time unpaid work placements, or "internships." The internship will provide students with a valuable opportunity to make personal contacts in the public or private sector. The course is also intended to help students acquire practical skills that will serve them well in the workplace. An application is required. [24L]
- Rationale:**
-

Course #72 POL301H5 Topics in Political Theory

- Before:** Content of course will vary from year to year. Consult the Political Science Handbook.
- After:** Content of course will vary from year to year. Consult the Political Science Handbook. **[24L]**
- Rationale:** Added "24L" in the description as it was missed last year.
-

Course #73 POL303Y5 The Politics of Islam

- Before:** The course examines the theory and practice of Islamic politics in the modern era. It also looks at Western foreign policy and Western cultural reactions to politics in the Muslim world. The aim is to acquaint students with the diversity within the Muslim world and help them better understand some of the most pressing political issues raised by contemporary Islam.
- After:** The course examines the theory and practice of Islamic politics in the modern era. It also looks at Western foreign policy and Western cultural reactions to politics in the Muslim world. The aim is to acquaint students with the diversity within the Muslim world and help them better understand some of the most pressing political issues raised by contemporary Islam. **[48L]**

Rationale: Added "48L" to the description as it was missed last year.

Course #74 POL304Y5 Politics of South Asia

Before: This course surveys systems of government and political processes across South Asia, with attention to state formation, nationalism, ethnicity, democracy vs. authoritarian forms of governance, social movements, political violence, insurgencies, political economy, corruption, and other important issues affection South Asian states currently. The focus will be mostly on India and Pakistan and possibly some of the other countries in south **Asia.[48L]**

After: This course surveys systems of government and political processes across South Asia, with attention to state formation, nationalism, ethnicity, democracy vs. authoritarian forms of governance, social movements, political violence, insurgencies, political economy, corruption, and other important issues affection South Asian states currently. The focus will be mostly on India and Pakistan and possibly some of the other countries in south **Asia.[48L]**

Rationale: house cleaning on "48L" added an "] "

Course #75 POL368Y5 Women, Gender and Politics

Before: An introduction to gender and politics that examines women as political actors and their activities in formal and grassroots politics. The course also explores the impact of gender in public policy and how public policies shape gender **relations.[24L]**

After: An introduction to gender and politics that examines women as political actors and their activities in formal and grassroots politics. The course also explores the impact of gender in public policy and how public policies shape gender **relations.[48L]**

Rationale: Faculty member, who has been teaching it from its inception, feels that it would give her more flexibility in terms of assignments and offering it as a "Writing Intensive" course.

Course #76 POL390H5 Topics in Comparative Politics

Before: Content of course will vary from year to year. Consult with the Political Science **Handbook.**

After: Content of course will vary from year to year. Consult with the Political Science **Handbook.[24L]**

Rationale: Added "[24L]" into text of 'description'

Course #77 POL404Y5 Political Thought from Freud to Foucault

Before: The purpose of the course is to survey the work of some leading political thinkers of the 20th century. The seminar will begin with a discussion of Sigmund Freud and Max Weber, and thereafter will focus on six key political philosophers: Hannah Arendt, Leo Strauss, Alasdair MacIntyre, Michael Foucault, Jurgen Habermas and John Rawls.

After: The purpose of the course is to survey the work of some leading political thinkers of the 20th century. The seminar will begin with a discussion of Sigmund Freud and Max Weber, and thereafter will focus on six key political philosophers: Hannah Arendt, Leo Strauss, Alasdair MacIntyre, Michael Foucault, Jurgen Habermas and John Rawls. **[48L]**

Rationale: Added "[48L]" into text of 'description'

Course #78 POL438Y5 Topics in Comparative Politics

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[24S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[48L]**

Rationale: changed "[24S]" to "[48L]" into text of 'description'

Course #79 POL440Y5 Politics and Governments of Eastern Europe

Before: Comparative analysis of the former Communist states of Eastern Europe and the post-Communist successor states. **[48S]**

After: Comparative analysis of the former Communist states of Eastern Europe and the post-Communist successor states. **[48L]**

Rationale: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #80 POL443Y5 Topics in Comparative Politics

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[24S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[48L]**

Rationale: changed "[24S]" to "[48L]" into text of 'description'

Course #81 POL446H5 Politics of the South Asian Diaspora in Comparative Perspective

Before: This course examines the politics of South Asian diasporas in Canada, scaled at local, provincial, and national levels. Major themes include democratic representation, multiculturalism, social mobilization, and dilemmas of cultural autonomy. Other diasporic groups globally - both South Asian and otherwise - are examined for the purpose of comparison.

After: This course examines the politics of South Asian diasporas in Canada, scaled at local, provincial, and national levels. Major themes include democratic representation, multiculturalism, social mobilization, and dilemmas of cultural autonomy. Other diasporic groups globally - both South Asian and otherwise - are examined for the purpose of comparison. **[24L]**

Rationale: Added [24L] into description

Course #82 POL455Y5 The Craft of Political Research

Before: A first-hand exploration of the conceptual, analytic and practical issues arising in the conduct of research in political science. After reading books and articles published by UofT political scientists, students will meet with the authors to discuss the authors' research, addressing concerns such as framing the research question, developing a research design, securing funding, conducting interviews and archival research, gathering quantitative data, analysis and publication of results. **[48S]**

After: A first-hand exploration of the conceptual, analytic and practical issues arising in the conduct of research in political science. After reading books and articles published by UofT political scientists, students will meet with the authors to discuss the authors' research, addressing concerns such as framing the research question, developing a research design, securing funding, conducting interviews and archival research, gathering quantitative data, analysis and publication of results. **[48L]**

Rationale: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #83 POL476H5 Topics in Political Economy

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[24S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[24L]**

Rationale: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #84 POL477H5 Topics in Political Economy

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[24S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[24L]**

Rationale: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #85 POL478Y5 Moral Reason and Economic History

Before: A study of the interaction between political philosophy and economic history. The course involves alternative conceptions of the relation between individuals and the community, between the economy and the political order, between what 'is' and what 'ought to be.' **[48S]**

After: A study of the interaction between political philosophy and economic history. The course involves alternative conceptions of the relation between individuals and the community, between the economy and the political order, between what 'is' and what 'ought to be.' **[48L]**

Rationale: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #86 POL484Y5 Topics in Political Thought

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[48S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[48L]**

Rationale: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #87 POL485H5 Topics in Political Thought

Before: Content of course will vary from year to year. Consult the Political Science **Handbook.[24S]**

After: Content of course will vary from year to year. Consult the Political Science **Handbook.[24L]**

Rationale: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #88 POL486Y5 Topics in International Relations

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[48S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[48L]**

Rationale: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #89 POL487H5 Topics in International Relations

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[24S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[24L]**

Rationale: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #90 POL490H5 Topics in Canadian Politics

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[24S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[24L]**

Rationale: changed [24S] to [24L] to be consistent with all 400 level courses.

Course #91 POL494Y5 Topics in Canadian Politics

Before: Content of course will vary from year to year. Consult the Political Science Handbook. **[48S]**

After: Content of course will vary from year to year. Consult the Political Science Handbook. **[48L]**

Rationale: changed [48S] to [48L] to be consistent with all 400 level courses.

Course #92 POL495Y5 Undergraduate Reading Course

Before: This is a student-initiated course of reading and research on a specialized topic of interest to the student. It is normally only open to students enrolled in Political Science Specialist and Major programs. Students wishing to enrol must find a faculty member willing to supervise the course, develop a program of study in consultation with the supervisor and obtain written approval for the course from the chair.

After: This is a student-initiated course of reading and research on a specialized topic of interest to the student. It is normally only open to students enrolled in Political Science Specialist and Major programs. Students wishing to enrol must find a faculty member willing to supervise the course, develop a program of study in consultation with the supervisor and obtain written approval for the course from the chair. **[48L]**

Rationale: Added [48L] to be consistent with all 400 level courses.

Course #93 POL496H5 Undergraduate Reading Course

Before: This is a student-initiated course of reading and research on a specialized topic of interest to the student. It is normally only open to students enrolled in Political Science Specialist and Major programs. Students wishing to enrol must find a faculty

member willing to supervise the course, develop a program of study in consultation with the supervisor and obtain written approval for the course from the chair.

After: This is a student-initiated course of reading and research on a specialized topic of interest to the student. It is normally only open to students enrolled in Political Science Specialist and Major programs. Students wishing to enrol must find a faculty member willing to supervise the course, develop a program of study in consultation with the supervisor and obtain written approval for the course from the chair. [24L]

Rationale: Added [24L] to be consistent with all 400 level courses.

Course #94 SOC211H5 Law, Punishment and Social Control

Before: *A sociological analysis of deviant behaviour that examines theories of its genesis, social definition, maintenance, control, and social consequences.* [24L]

After: *This course analyses new developments in law, punishment and society.* [24L]

Rationale: New course title and description better reflect course content.

Course #95 SOC222H5 Measuring the Social World

Before: This course addresses how we are able to measure social concepts such as social characteristics, social attitudes, and social actions. Descriptive statistics and their presentation in tables and graphs will be presented in some detail. A very basic introduction to inferential statistics and sampling will also be presented. This course is recommended for students in their second year. [24L, 12T]

After: This course addresses how we are able to measure social concepts such as social characteristics, social attitudes, and social actions. Descriptive statistics and their presentation in tables and graphs will be presented in some detail. A very basic introduction to inferential statistics and sampling will also be presented. This course is recommended for students in their second year. [24L, 12P]

Rationale: Per Dean's Office memo, tutorials are held in computer lab and should therefore be designated as practicals instead.

Course #96 SOC253H5 Introduction to Race and Ethnicity

Before: This course ~~will take a comparative historical approach, examining~~ how ~~different racialized and ethnicized social systems~~ evolved ~~in different regions~~ of the ~~Americas~~. We ~~will~~ focus on examples from ~~Canada, United States and Latin America~~. We ~~will examine the~~ different ~~relationships between Europeans, Africans, indigenous peoples and their descendants in different~~ regions ~~both historically and today~~. Topics will ~~include~~ colonialism, slavery and ~~migration~~. [24L]

After: This course examines how ideas about "race" and "ethnicity" evolved and became institutionalized on a global scale, as well as systems of exploitation, exclusion and inequality that have given rise to today's patterns of racial and ethnic inequality in the world. We focus on examples from different regions of the world, as well as examine large-scale historical events such as colonialism, slavery and immigration. [24L]

Rationale: New title and description better reflect course content.

Course #97 SOC328H5 Drugs in the City

Before: *NOTE: Students who completed SOC421H5 in the Fall of 2014 are not eligible to take SOC328H5.*

After:

Rationale: Moving exclusion to exclusion section from final notes section.

Course #98 SOC330H5 Criminology and Immigration

Before: This course examines the intersection between immigration and crime control. More *specifically* it examines *the effect of immigration on crime rates, discrimination against immigrants, immigration detention and deportation, concerns with immigrant risk, security and terrorism, as well as the impact of public policy on immigration and crime.* [24L]

After: This course examines the intersection between immigration and crime control. More *specifically*, it examines immigration detention and deportation, concerns with immigrant risk, security and terrorism, as well as the impact of public policy on immigration and crime. [24L]

Rationale: New title and description better reflects the course content.

Course #99 SOC332H5 Race and Ethnicity in Canada

Before: This course ~~will engage~~ the ~~historical roots~~ of ~~racism primarily~~ in the ~~Americas, including the various diasporas~~ to ~~the Americas~~. [24L]

After: This course deals with the social construction of racial and ethnic categories in the Canadian context, as well as with how Canadian institutions have used racial and ethnic categories to generate inequality and exclusion. It also addresses how individuals, social movements and institutions have at times worked to resist, challenge or modify these practices of categorization and exclusion. [24L]

Rationale: New course title and description better reflects course content.

Course #100 SOC350H5 Quantitative Analysis

Before: The course is a continuation of SOC222H5 (Measuring the Social World) and introduces students to more advanced applications of regression analysis. In addition to producing and interpreting regression models, this course also focuses on diagnostic tools for addressing outliers and multicollinearity, as well as regression with categorical independent variables and dependent variables (including a basic introduction to logistic regression). This course is mainly project based. Students will develop their own research questions and hypotheses and use statistical software to analyze data in order to provide evidence for their hypotheses. . [24L, **12T**]

After: The course is a continuation of SOC222H5 (Measuring the Social World) and introduces students to more advanced applications of regression analysis. In addition to producing and interpreting regression models, this course also focuses on diagnostic tools for addressing outliers and multicollinearity, as well as regression with categorical independent variables and dependent variables (including a basic introduction to logistic regression). This course is mainly project based. Students will develop their own research questions and hypotheses and use statistical software to analyze data in order to provide evidence for their hypotheses. [24L, **12P**]

Rationale: Per Dean's Office memo, tutorials are held in computer lab and should therefore be designated as practicals instead.

Course #101 SOC391H5 Independent Research

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor**. Intended for Sociology Specialists and Majors who have completed **10.0** credits, and who wish to explore in depth a particular subject area in Sociology. Students must have completed the required **second year** method and theory courses (SOC221H5, 222H5, **231H5**), and have attained a 70% average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for Sociology Specialists and Majors who have completed **at least 8** credits, and who wish to explore in depth a particular subject area in Sociology. Students must have completed the required **second-year** method and theory courses (SOC221H5, 222H5, **231H5**) and have attained a 70% average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

Rationale: To open course to students undertaking summer courses to complete 2nd year, be consistent across similar 300-level courses and also make it explicit that admission is subject to instructor approval.

Course #102 SOC392H5 Independent Research

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor**. Intended for Sociology Specialists and Majors who have completed **10 credits**, and who wish to explore in depth a particular subject area in Sociology. Students must have completed the required second year method and theory courses (SOC221H5, 222H5, 231H5), and have attained a 70% average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for Sociology Specialists and Majors who have completed **at least 8 credits** and who wish to explore in depth a particular subject area in Sociology. Students must have completed the required second year method and theory courses (SOC221H5, 222H5, 231H5), and have attained a 70% average in SOC courses. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

Rationale: To open course to students undertaking summer courses to complete 2nd year, be consistent across similar 300-level courses and also make it explicit that admission is subject to instructor approval.

Course #103 SOC393H5 Independent Research in Criminology and Law

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor for the Criminology and Socio-Legal Studies Program**. Intended for **Criminology** and **Socio-Legal Studies** Specialists and Majors who have completed at least **10.0** credits and who wish to explore in depth a particular subject area in **Criminology** and **Socio-Legal Studies**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits, or its equivalent, of independent studies. No more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for **Criminology, Law** and **Society** Specialists and Majors who have completed at least **8** credits and who wish to explore in depth a particular subject area in **Criminology, Law** and **Society**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits, or its equivalent, of independent studies. No more than 1.0 credit may be taken with the same instructor.

Rationale: To open course to students undertaking summer courses to complete 2nd year and be consistent across similar 300-level courses. Also updated program name.

Course #104 SOC394H5 Independent Research in Criminology and Law

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor for the Criminology and Socio-Legal Studies Program**. Intended for **Criminology** and **Socio-Legal Studies** Specialists and Majors who have completed at least **10.0** credits and who wish to explore in depth a particular subject area in **Criminology** and **Socio-Legal Studies**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits, or its equivalent, of independent studies. No more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for **Criminology, Law** and **Society** Specialists and Majors who have completed at least **8** credits and who wish to explore in depth a particular subject area in **Criminology, Law** and **Society**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits, or its equivalent, of independent studies. No more than 1.0 credit may be taken with the same instructor.

Rationale: To open course to students undertaking summer courses to complete 2nd year and be consistent across similar 300-level courses. Also updated program name.

Course #105 SOC420H5 Senior Seminar in Punishment

Before: Restricted to ~~Criminology~~ and ~~Socio-Legal Studies~~ Specialists and ~~Majors who have completed at least 10.0 credits~~. Topics ~~will~~ vary from year to ~~year, see Department for details~~. [24S]

After: Restricted to Criminology, Law and Society Specialists and Major. Topics vary from year to year and are noted on the timetable once confirmed. [24S]

Rationale: The description is updated to reflect current program name(s) and information on topic title. The other changes make credit requirements explicit in the prerequisite list and align with other similar 400-level SOC courses.

Course #106 SOC421H5 Senior Seminar in Criminology

Before: Restricted to ~~Criminology~~ and ~~Socio-Legal Studies~~ Specialists and ~~Majors who have completed at least 10.0 credits~~. Topics ~~will~~ vary from year to ~~year, see Department for details~~. [24S]

After: Restricted to Criminology, Law and Society Specialists and Major. Topics vary from year to year and are noted on the timetable once confirmed. [24S]

Rationale: The new description reflect current program name(s) and information on topic title. The other changes make credit requirements explicit in the prerequisite list and align with other similar 400-level SOC courses.

Course #107 SOC439H5 Research Project in Sociology

- Before:** This is a seminar course where students ~~will~~ engage in an independent research project supervised by a faculty member in Sociology. Students ~~will~~ develop a research proposal, conduct independent research, analyze data and present ~~their~~ findings. Admission by academic merit. Interested students ~~entering their fourth (or final) year~~ should submit an application to the ~~Sociology office by the end of March.~~ [24S]
- After:** This is a seminar course where students engage in an independent research project supervised by a faculty member in Sociology. Students develop a research proposal, conduct independent research, analyze data and present findings. Admission by academic merit. Interested students should submit an application to the Department of Sociology (see website for details). Preference given to eligible Sociology Specialists and Majors.[24S]
- Rationale:** To update application information and clarify sociological focus of this course (as compared to SOC440).
-

Course #108 SOC440H5 Research Project in Criminology, Law and Society

- Before:** This is a seminar course where students ~~will~~ pursue advanced research supervised by a faculty member in Criminology, Law and Society. Students ~~will~~ develop a research proposal, conduct independent research, analyze data and present ~~their~~ findings. Admission by academic merit. Interested students ~~in their fourth (or final) year~~ should submit an application to the ~~Sociology office by the end of March.~~[24S]
- After:** This is a seminar course where students pursue advanced research supervised by a faculty member in Criminology, Law and Society. Students develop a research proposal, conduct independent research, analyze data and present findings. Admission by academic merit. Interested students should submit an application to the Department of Sociology (see website for details). Preference given to eligible Criminology, Law and Society Specialists and Majors. [24S]
- Rationale:** To update application information and clarify Criminology, Law and Society focus of this course (as compared to SOC439).
-

Course #109 SOC448H5 Advanced Topics in Law and Society

- Before:** An in-depth examination of selected topics in ~~socio-legal studies.~~ Topics ~~in this lecture course will~~ vary from year to ~~year. See department website for information about the current course.~~ [24L]
- After:** An in-depth examination of selected topics in Law and Society. Restricted to Criminology, Law and Society Specialists and Major. Topics vary from year to year and are noted on the timetable once confirmed. [24L]
- Rationale:** The description is updated to reflect current program name(s) and information on topic title.
-

Course #110 SOC450H5 Walls to Bridges: Carceral Seminar

- Before:** Based on the Walls ~~To~~ Bridges Program model, this course matches a group of University of Toronto students (~~"outside"~~ students) with an approximately equal number of incarcerated students (~~"inside"~~ students) who study together as peers at an off-campus setting. Topics will vary by instructor, but will often revolve around questions of punishment, ~~prisons,~~ and governance. Most class sessions will be held inside the institution (e.g., penitentiary, detention centre, halfway house, etc.). Inside and outside students will work together on small teams to develop and then present a final project. ~~Students must apply per department instructions.~~ [24L]
Preference given to Criminology, Law and Society Specialists and Majors who have completed at least 12.0 credits.
- After:** Based on the Walls to Bridges Program model, this seminar course matches a group of University of Toronto students (outside students) with an approximately equal number of incarcerated students (inside students) who study together as peers at an off-campus setting. Topics will vary by instructor, but will often revolve around questions of punishment, prisons and governance. Most class sessions will be held inside the institution (e.g., penitentiary, detention centre, halfway house, etc.). Inside and outside students will work together on small teams to develop and then present a final project. Interested students should submit an application to the Department of Sociology (see website for details). Preference given to eligible Criminology, Law and Society Specialists and Majors.[24S]
- Rationale:** To make credit requirements explicit in the prerequisite list and update application information.
-

Course #111 SOC456H5 Senior Seminar in Law and Society

- Before:** The course will examine substantive debates in law and society. Restricted to ~~Criminology~~ and ~~Socio-Legal Studies~~ Specialists and ~~Majors who have completed at least 10.0 credits.~~ Topics ~~will~~ vary from year to ~~year, see Department for details.~~ [24S]
- After:** The course will examine substantive debates in law and society. Restricted to Criminology, Law and Society Specialists and Major. Topics vary from year to year and are noted on the timetable once confirmed.[24S]
- Rationale:** The description is updated to reflect current program name(s) and information on topic title.
-

Course #112 SOC480Y5 Internship in Sociology, Criminology, Law and Society

- Before:** Through a part-time, ~~unpaid individual or team work placement~~, students apply sociological knowledge gained primarily through previous ~~course work~~. ~~Placements may be made~~ at municipal social service departments or non-profit agencies providing social services, social movement or community-based organizations working for social change, courts or parole offices, for-profit ~~workplaces~~ or other organizations. Students ~~will learn how to plan and execute a real-world project~~. ~~Placements will typically be tied to a specific project and students will be involved in developing the project's terms of engagement and deliverables~~. ~~Students will normally write a report at the end of the course~~. ~~The final report will demonstrate how the students' sociological knowledge related to a real life setting, and how their engagement with experiential learning shaped their academic knowledge~~. ~~Specialists in Sociology and Criminology and Socio-Legal Studies will be given priority~~. ~~An interview may be required~~. ~~CGPA 2.5~~
- After:** Through a part-time, unpaid, 200-hour internship, students apply sociological knowledge gained primarily through previous coursework. Students can seek internship opportunities at municipal social service departments or non-profit agencies providing social services, social movement or community-based organizations working for social change, courts or parole offices, for-profit workplaces, or other organizations. Students must confirm internship arrangements well in advance and secure departmental approval for their internship position prior to the start of term. This experiential learning course also includes class meetings, written assignments and oral presentations, as well as an assessment by the internship employer.
- Rationale:** This course has been on hiatus for 2017-18 and the proposed changes are to support its reintroduction and allow more students to access internship opportunities. Namely, academic prerequisites replace course applications, students will no longer be placed and instead will be expected to secure their own internship, providing valuable experience in career preparation and job search activities prior to graduation.
-

Course #113 SOC480Y5 Internship in Sociology, Criminology, Law and Society

- Before:**
- After:** ***International students should visit the International Education Centre to ensure they have the appropriate documentation well before the start of the course/internship.***
- Rationale:** This course has been on hiatus for 2017-18 and the proposed changes are to support its reintroduction and allow more students to access internship opportunities. Namely, academic prerequisites replace course applications, students will no longer be placed and instead will be expected to secure their own internship, providing valuable experience in career preparation and job search activities prior to graduation.
-

Course #114 SOC485H5 Investigation through Study Abroad

- Before:** An in-depth examination of selected topics in sociology as part of a UTM Study Abroad experience. During the international experience, students will collect data and observations to use as the basis for a final analytical project. As part of this course, students will have the option of participating in an international learning experience that will have an additional cost and application process. An interview may be **required** with priority **going** to Sociology and Criminology, Law and Society **Majors and Specialists**
- After:** An in-depth examination of selected topics in sociology as part of a UTM Study Abroad experience. During the international experience, students will collect data and observations to use as the basis for a final analytical project. As part of this course, students will have the option of participating in an international learning experience that will have an additional cost and application process. An interview may be **required**, with priority **given** to Sociology and Criminology, Law and Society Specialists **and Majors**.
- Rationale:** To correct error in 2016 new course proposal; course is INTL-O (not INTL-R) .
-

Course #115 SOC491H5 Independent Research

- Before:** Open only to students who have completed **15.0** credits and have a 70% average in SOC courses. To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor**. Intended for Sociology Specialists and Majors who wish to explore in depth a particular subject area in Sociology. Students must have completed the required method and theory **courses (SOC221H5, 222H5, 231H5, 350H5, 387H5)**. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.
- After:**

Open only to students who have completed **at least 13** credits and have a 70% average in SOC courses. To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for Sociology Specialists and Majors who wish to explore in depth a particular subject area in Sociology. Students must have completed the required method and theory **courses: SOC221H5, 222H5, 231H5 (for Specialists and Majors) and 350H5, 387H5 (for Specialists only)**. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

Rationale: To open course to students undertaking summer courses to complete 3rd year and be consistent across 400-level courses. Update also clarifies required courses by major/specialist program.

Course #116 SOC492H5 Independent Research

Before: Open only to students who have completed **15.0** credits and have a 70% average in SOC courses. To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor**. Intended for Sociology Specialists and Majors who wish to explore in depth a particular subject area in Sociology. Students must have completed the required method and theory **courses (SOC221H5, 222H5, 231H5, 350H5, 387H5)**. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

After: Open only to students who have completed **at least 13** credits and have a 70% average in SOC courses. To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for Sociology Specialists and Majors who wish to explore in depth a particular subject area in Sociology. Students must have completed the required method and theory **courses: (SOC221H5, 222H5, 231H5 (for Specialists and Majors) and 350H5, 387H5 (for Specialists only)**. Students may take a maximum of 2.0 credits of independent studies. Not more than 1.0 credit may be taken with the same instructor.

Rationale: To open course to students undertaking summer courses to complete 3rd year and be consistent across 400-level courses. Update also clarifies required courses by major/specialist program.

Course #117 SOC493H5 Independent Research in Criminology and Law

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor for the Criminology and Socio-Legal Studies program**. Intended for **Criminology** and **Socio-Legal Studies Specialists and Majors** who have completed at least **10.0** credits and who wish to explore in depth a particular subject area in **Criminology** and **Socio-Legal Studies**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits of independent studies. No more than 1.0 credit may be taken with the same instructor.

After: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for **Criminology, Law** and **Society** who have completed at least **13** credits and who wish to explore in depth a particular subject area in **Criminology, Law** and **Society**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits of independent studies. No more than 1.0 credit may be taken with the same instructor.

Rationale: The new description reflect current program name(s) and aligns credit requirements with other similar 400-level SOC courses.

Course #118 SOC494H5 Independent Research in Criminology and Law

Before: To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Faculty Advisor for the Criminology and Socio-Legal Studies program**. Intended for **Criminology** and **Socio-Legal Studies** Specialists and Majors who have completed at least **10.0** credits and who wish to explore in depth a particular subject area in **Criminology** and **Socio-Legal Studies**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits of independent studies. No more than 1.0 credit may be taken with the same instructor.

After:

To enrol, a student must submit a specific proposal and obtain the approval of both the instructor and the **Associate Chair**. Intended for **Criminology, Law** and **Society** Specialists and Majors who have completed at least **13** credits and who wish to explore in depth a particular subject area in **Criminology, Law** and **Society**. In order to enrol, students must have attained an average of at least 70% in SOC courses. Students may take a maximum of 2.0 credits of independent studies. No more than 1.0 credit may be taken with the same instructor.

Rationale: The new description reflect current program name(s) and aligns credit requirements with other similar 400-level SOC courses.

Course #119 WRI327H5 Social Media and Content Creation

- Before:** Examines theory and offers practice in ~~writing in~~ Social Media. The course explores the growth of the ~~Web 1.0 model to the Web 2.0 model~~, from information gathering to interactive and cooperative information/opinion dissemination. Students will critically examine the rhetorical practices of Social Media users and how these practices currently shape ~~communications network~~. Students will create and maintain blogs. The course draws on a range of theorists and social media ~~experts~~ including Marshall McLuhan, Darren Barefoot and Julie Szabo, ~~Ken Wilber~~, Chris Brogan and Julien Smith.
- After:** Examines theory and offers practice in creating content for Social Media. The course explores the growth of the Web, from information gathering to interactive and cooperative information/opinion dissemination. Students will critically examine the rhetorical practices of Social Media users and how these practices currently shape communications. Students will create and maintain individual blogs. The course draws on a range of theorists and social media and web experts, including Marshall McLuhan, Tim Berners-Lee, Darren Barefoot and Julie Szabo, Seth Godin, Guy Kawasaki, Chris Brogan and Julien Smith.
- Rationale:** As the web evolves into the Web 3.0 and 4.0 model, referring to Web 2.0 in the title and description outdates the course. Also, the content currently covered in this course already reflects this. Finally, the term "content creation" for content meant for social media is a term used for this. Blogging, done in this course, is a form of content creation within social media.
-

Course #120 WRI363H5 Communicating in a World of Data

- Before:** This course examines theory and offers practice in analyzing, interpreting, and communicating data in an understandable and engaging manner. The course explores the growing relevance and allure of **Data, and Big Data**. Students will learn to interpret **and use raw** data to **"tell** a story through **the numbers"** by creating infographics, writing informative articles from their own data mining, and presenting further findings at the end of the semester. The course draws on a range of theorists and **research/data** experts including Arvind Sathi, Kenneth Cukier, Viktor Mayer-Schonberger, and Eric Siegel.
- After:** This course examines theory and offers practice in analyzing, interpreting, and communicating data in an understandable and engaging manner. The course explores the growing relevance and allure of **Data in all its forms**. Students will learn to interpret data to **tell** a story through **numbers** by creating infographics, writing informative articles from their own data mining, and presenting further findings at the end of the semester. The course draws on a range of theorists and **data** experts including Arvind Sathi, Kenneth Cukier, Viktor Mayer-Schonberger, and Eric Siegel. **[24L]**
- Rationale:** The term big data is outdated and being phased out in the industry where as the term data is more accurate, relevant and the term used in referencing forms of data.
-

Course #121 WRI380H5 Podcasting

- Before:** ~~Examines theories and research and production techniques for texts meant for electronic media~~. Students will design and carry out original primary research to script, edit and produce ~~texts for~~ podcasts. [24L]
- After:** This course offers the skills and techniques needed to script, record and publish podcasts to the Web. Students will design and carry out original primary research to script, edit and produce independent podcasts. The course also explores the growing popularity of podcasts, and modern societies shift into a secondary orality. The course draws on a range of researchers and theorists: including Aristotle, Walter, Wells, Lindstrom, McLuhan, Kawasaki. [24L]
- Rationale:** Many students are unclear about the course when they get into it from the title and description given in the Calendar. The course has had a new instructor for the last three years and the new course title and description reflect both the syllabus and new content being taught in the course.
-

Course #122 utm377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a **peer-mentoring** position with the **First Year Peer Mentoring** program.
[24L, **12T**]

After: This course explores contemporary issues in higher education with a focus on experiences, issues and challenges commonly encountered by undergraduate students during their first year of university. Interdisciplinary in its focus, topics of exploration include an examination of adult and student development theories, models of student engagement and an investigation into mindset, levels of persistence, habits of mind and personality characteristics that impact student success. An internship component is required. Students taking the course will assume a peer-mentoring role to apply and contextualize theories and skills learned in the course. This is a closed course open only to those students who have successfully secured a **LAUNCH Leader** position with the **LAUNCH peer-mentorship** program.
[24L, **12S**]

Rationale: At the time of the original course addition the name of the peer-mentoring program and the internship position title was not known.

Changes in Course Name

Course #1 CCT200H5 Race, Media and Culture

Before: *Intercultural Communication*

After: *Race, Media and Culture*

Rationale: This course moved from Sheridan College to UTM in 2013 and has been developed and transformed by three new instructors (Cohen, Sharma, Rault) over the past several years. The current course description is somewhat unclear. In addition, the course has shifted away from a singular focus on the field of intercultural communication to foreground a critical focus on race, media and culture, and the new title and course description more accurately reflect the content of the course as well as fills a gap in ICCIT curriculum: we presently do not offer any courses that focus on the intersections of race, media, and culture. The title has been updated to reflect the new course description. The number of tutorial sections has been updated.

Course #2 CCT219H5 Introduction to Communication Policy

Before: Introduction to Policy

After: Introduction to *Communication* Policy

Rationale: These changes ensure that the two policy courses on offer in ICCIT complement one another: the first is an introduction to Canadian communication policy and the second is an advanced course that expands the study of policy to the global context. The pair of courses reflect standard curriculum in Canadian communication studies programs to ensure our students are fluent in their understanding of contemporary policy issues and can go on to work in government and on regulatory issues in communication and media industries. The revised course descriptions clarify the course content.

Course #3 CCT304H5 Visual Communication and Digital Environments

Before: Visual *Rhetoric* and Digital Environments

After: Visual *Communication* and Digital Environments

Rationale: A rebranding of the course that acknowledges the project-based component and the visual communications aspect that is broader than just the use of visual rhetoric. The new title and description are more appropriate the course delivery and content. The mode of delivery for this course has been updated to reflect the correct number of tutorial sections.

Course #4 CCT365H5 Surveillance

Before: Surveillance (*IDM*)

After: Surveillance

Rationale: We have removed the IDM designation from the title of this course and change the mode of delivery to 24L.

Course #5 CCT381H5 Virtual Media Audiences: Imagined and Actual

Before: Virtual Media Audiences: Imagined and Actual (*IDM*)

After: Virtual Media Audiences: Imagined and Actual

Rationale: This course is no longer identified as an IDM course.

Course #6 CCT382H5 Digital Games and Learning

Before: *Edutainment: Immersive* Learning (*IDM*)

After: *Digital Games and* Learning

Rationale: This course is no longer identified as an Interactive Digital Media (IDM) course. The title and description have been updated to reflect what is being taught in the course.

Course #7 CCT385H5 An Introduction to Media Environments

Before: An Introduction to **Immersive** Environments (**IDM**)
After: An Introduction to **Media** Environments
Rationale: The title and description of this course has been changed. The concept of "immersive environments" relies heavily on virtual reality and the associated idea of a presence in a non-physical world. By replacing "immersive environments" with "media "environments" one can cover more ground and articulate a more complex understanding of how mediated/technologically layered our current world is. We have removed the IDM designation and change the mode of delivery to 24L.

Course #8 CCT387H5 Advanced Communication Policy in a Global Context

Before: **Information and** Communication Policy in Global Context
After: **Advanced** Communication Policy in **a** Global Context
Rationale: These changes ensure that the two policy courses on offer in ICCIT complement one another: the first is an introduction to Canadian communication policy and the second is an advanced course that expands the study of policy to the global context. The pair of courses reflect standard curriculum in Canadian communication studies programs to ensure our students are fluent in their understanding of contemporary policy issues and can go on to work in government and on regulatory issues in communication and media industries. The revised course descriptions clarify the course content.

Course #9 CCT456H5 Analysis and Visualization of Open Data (SH)

Before: **Web Analytics for Online Marketing** (SH)
After: **Analysis and Visualization of Open Data** (SH)
Rationale: Renaming and updating description to reflect what is being taught in the classroom. The mode of delivery for this course has also been updated.

Course #10 ENV393H5 Environmental Assessment

Before: **Methods of** Environmental Assessment
After: Environmental Assessment
Rationale: The new name is more representative of the course content

Course #11 ENV430H5 Environmental Law and Policy

Before: **Legal** and Policy **Approaches to Environmental Issues**
After: **Environmental Law** and Policy
Rationale: The new name reflects the core programmatic focus that we are developing in environmental law, environmental justice and environmental policy.

Course #12 GGR353H5 Disease and Death

Before: **Geography of Health** and **Health Care**
After: **Disease** and **Death**
Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials. new course title reflects the focus of content on disease and mortality

Course #13 MGT321H5 Audit & Assurance

Before: **Auditing**
After: **Audit & Assurance**
Rationale: These new titles are a more accurate reflection of the content being covered in said courses.

Course #14 MGT420H5 Critical Thinking, Analysis and Decision Making II

Before: Critical Thinking, Analysis and Decision Making
After: Critical Thinking, Analysis and Decision Making **//**
Rationale: Change in name to more accurately reflect the higher level of content being covered within the course.

Course #15 MGT421H5 Advanced Audit & Assurance

Before: Advanced **Auditing Topics**
After: Advanced **Audit & Assurance**
Rationale: These new titles are a more accurate reflection of the content being covered in said courses.

Course #16 SOC211H5 Law, Punishment and Social Control

Before: **Deviance** and Social Control
After: **Law, Punishment** and Social Control
Rationale: New course title and description better reflect course content.

Course #17 SOC253H5 Introduction to Race and Ethnicity

Before: Race and Ethnicity **in the Americas**
After: **Introduction to** Race and Ethnicity
Rationale: New title and description better reflect course content.

Course #18 SOC330H5 Criminology and Immigration

Before: **Immigration** and **Crime**
After: **Criminology** and **Immigration**
Rationale: New title and description better reflects the course content.

Course #19 SOC332H5 Race and Ethnicity in Canada

Before: Race and Ethnicity **I**
After: Race and Ethnicity **in Canada**
Rationale: New course title and description better reflects course content.

Course #20 SOC378H5 Law, Crime and Justice

Before: Law, Crime and Justice **(Formerly Law, Crime and Disrepute)**
After: Law, Crime and Justice
Rationale: To remove reference to old course name from course title.

Course #21 SOC420H5 Senior Seminar in Punishment

Before: Senior Seminar in **Crime and Deviance**
After: Senior Seminar in **Punishment**
Rationale: The title better reflects the course content.

Course #22 SOC440H5 Research Project in Criminology, Law and Society

Before: Research **Projects** in Criminology, Law and Society

After: Research *Project* in Criminology, Law and Society
Rationale: To correct typographical error in 2016 new course proposal.

Course #23 SOC448H5 Advanced Topics in Law and Society

Before: Advanced Topics in *Socio-Legal Studies*
After: Advanced Topics in *Law and Society*
Rationale: The title better reflects the course content and updated program name.

Course #24 SOC450H5 Walls to Bridges: Carceral Seminar

Before: Walls to Bridges: Carceral Seminar (*Formerly Inside-Out: Prisons and Punishment*)
After: Walls to Bridges: Carceral Seminar
Rationale: To remove reference to old course name from course title.

Course #25 SOC480Y5 Internship in Sociology, Criminology, Law and Society

Before: *Experiential Learning*
After: *Internship in Sociology, Criminology, Law and Society*
Rationale: The new title better reflects the course focus.

Course #26 WRI327H5 Social Media and Content Creation

Before: *Writing in Social Media: The Impact of Web 2.0*
After: Social *Media and Content Creation*
Rationale: As the web evolves into the Web 3.0 and 4.0 model, referring to Web 2.0 in the title and description outdates the course. Also, the content currently covered in this course already reflects this. Finally, the term "content creation" for content meant for social media is a term used for this. Blogging, done in this course, is a form of content creation within social media.

Course #27 WRI363H5 Communicating in a World of Data

Before: *The Story Behind the Data:* Communicating in a World of *Big* Data
After: Communicating in a World of Data
Rationale: The term *big data* is outdated and being phased out in the industry where as the term *data* is more accurate, relevant and the term used in referencing forms of data.

Course #28 WRI380H5 Podcasting

Before: *Documentary Scripting and Production for Electronic Media*
After: *Podcasting*
Rationale: Many students are unclear about the course when they get into it from the title and description given in the Calendar. The course has had a new instructor for the last three years and the new course title and description reflect both the syllabus and new content being taught in the course.

Course #29 utm197H5 utmONE Scholars: Humans in Nature: Interactions and Impacts

Before: *utmONE:* Humans in Nature: Interactions and Impacts
After: *utmONE Scholars:* Humans in Nature: Interactions and Impacts
Rationale: Added utmONE Scholars to remain consistent with other courses in the Scholars branding of courses.

Courses - Other Changes

Course #1 ANT310H5 Political Anthropology of Ancient States

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5**

After: Prerequisite: **ANT200H5, ANT201H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #2 ANT316H5 South Asian Archaeology

Before: Prerequisite: **ANT(200H5, 201H5)/200Y5/HIS282H5/RLG205H5**

After: Prerequisite: **(ANT200H5, ANT201H5)/HIS282H5/RLG205H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #3 ANT322H5 Anthropology of Youth

Before: Prerequisite: **ANT204H5/207H5/204Y5**

After: Prerequisite: **ANT204H5/ANT207H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #4 ANT335H5 Anthropology of Gender

Before: Prerequisite: **ANT204H5/207H5/204Y5 Recommended** Preparation: **ANT(202H5, 203H5)/203Y5**

After: Prerequisite: **ANT204H5/ANT207H5 Recommended** Preparation: **ANT202H5, ANT203H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #5 ANT350H5 Globalization and the Changing World of Work

Before: Prerequisite: **ANT204H5/207H5/204Y5**

After: Prerequisite: **ANT204H5/ANT207H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #6 ANT351H5 Money, Markets, Gifts: Topics in Economic Anthropology

Before: Prerequisite: **ANT204H5/207H5/204Y5**

After: Prerequisite: **ANT204H5/ANT207H5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #7 ANT352H5 Protest, Power and Authority: Topics in Political Anthropology

Before: Prerequisite: **ANT204H5/207H5/204Y5/POL113H5/POL200Y5**

After: Prerequisite: **ANT204H5/ANT207H5/POL113H5/POL200Y5**

Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #8 ANT354H5 Capitalism and its Rebels

Before: Prerequisite: **ANT204H5/207H5/204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #9 ANT357H5 Nature, People and Power: Topics in Environmental Anthropology

Before: Prerequisite: **ANT204H5/204Y5**
After: Prerequisite: **ANT204H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #10 ANT358H5 Field Methods in Sociocultural Anthropology

Before: Prerequisite: **ANT204H5/207H5/204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #11 ANT360H5 Anthropology of Religion

Before: Prerequisite: **ANT204H5/207H5/204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #12 ANT362H5 Language in Culture and Society

Before: Prerequisite: **ANT204H5/207H5/204Y5, 206H5**
After: Prerequisite: **ANT204H5/ANT207H5, ANT206H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #13 ANT363H5 Magic and Science

Before: Prerequisite: **ANT204H5/ 207H5/ 204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: 24L changed to 12L, 12S to accurately reflect the type of instruction. This course is split into the first half being a lecture and the 2nd half being a discussion/seminar.
Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #14 ANT365H5 Meaning, Self, Society

Before: Prerequisite: **ANT204H5/207H5/204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #15 ANT368H5 World Religions and Ecology

Before: Prerequisite: **ANT204H5/207H5/204Y5/RLG101H5**
After: Prerequisite: **ANT204H5/ANT207H5/RLG101H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #16 ANT369H5 Religious Violence and Nonviolence

Before: Prerequisite: **ANT204H5/207H5/204Y5/RLG101H5**
After: Prerequisite: **ANT204H5/ANT207H5/RLG101H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #17 ANT370H5 Environment, Culture and Film

Before: Prerequisite: **ANT204H5/207H5/204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #18 ANT433H5 Advanced Seminar in Anthropology

Before: Prerequisite: ~~1.0 credits in 300 level anthropology courses~~ and departmental ~~approval~~.
After: Prerequisite: Appropriate 200-level and 300-level prerequisite core course requirement(s) will be posted on the departmental website along with the Special Topics title and description prior to course registration.
Rationale: Since the special topics change every year, the pre-requisites will also change. We are therefore updating the pre-requisite section to reflect this.

Course #19 ANT459H5 The Ethnography of Speaking

Before: Prerequisite: **ANT206Y5/ 206H5**
After: Prerequisite: **ANT206H5**
Rationale: Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #20 ANT460H5 Theory in Sociocultural Anthropology

Before: Prerequisite: **ANT204H5/207H5/204Y5**
After: Prerequisite: **ANT204H5/ANT207H5**
Rationale: 24L changed to 24S to accurately reflect the type of instruction. This course engages the students in discussions and is more of a seminar type course rather than a lecture.
Global clean up of old course codes with a "Y5" since we haven't offered these courses for some time.

Course #21 CCT219H5 Introduction to Communication Policy

Before: Prerequisite: CCT109H5, **CCT110H5**.
After: Prerequisite: CCT109H5, **CCT110H5**
Rationale: These changes ensure that the two policy courses on offer in ICCIT complement one another: the first is an introduction to Canadian communication policy and the second is an advanced course that expands the study of policy to the global context. The pair of courses reflect standard curriculum in Canadian communication studies programs to ensure our students are fluent in their understanding of contemporary policy issues and can go on to work in government and on regulatory issues in communication and media industries. The revised course descriptions clarify the course content.

Course #22 CCT305H5 Design and Implementation of Multimedia Documents (SH)

Before: Prerequisite: CCT109H5, 110H5, **204H5**

After: Prerequisite: CCT109H5, 110H5, **minimum of 8.0 credits**

Rationale: CCT204 is not particularly related to the material covered in CCT305.

Course #23 CCT335H5 Technology and the City

Before: Prerequisite: **CCT250H5**

After: Prerequisite: **CCT218H5**

Rationale: Since this course has moved from Sheridan College to UTM the previous Sheridan prerequisite is no longer appropriate. CCT218 is more suitable.

Course #24 CCT351H5 Theory and Practice of Animation (SH)

Before: Prerequisite: **CCT353H5**

After: Prerequisite: **CCT109, 110, minimum of 8 credits.**

Rationale: 351 is only related to 353 in that both are time-based media, but it's really two separate skill sets involved, one doesn't build on the other. And given 353 is pretty small comparatively, it limits the numbers available for 351.

Course #25 CCT353H5 Digital Media: Video (SH)

Before: Prerequisite: CCT109H5, **CCT110H5**

After: Prerequisite: CCT109H5, **CCT110H5, minimum of 8 credits.**

Rationale: We want students to have some experience and maturity and not take 300/400 level courses just out of the gate in their second year.

Course #26 CCT365H5 Surveillance

Before: Prerequisite: CCT109H5, **110H5**

After: Prerequisite: CCT109H5, **110H5, 206H5, 222H5**

Rationale: We have removed the IDM designation from the title of this course and change the mode of delivery to 24L. CCT109 and CCT110 are not sufficient prerequisites therefore we have added two second year level courses as prerequisites.

Course #27 CCT376H5 Introduction to Modelling Information (IDM)

Before: Prerequisite: **CCT207H5, CCT218H5, CCT219H5**

After: Prerequisite: **CCT372H5**

Rationale: Re-entering course description which was missing from the 2017-2018 calendar.

Course #28 CCT380H5 Human-Computer Interaction and Communication

Before: Distribution: SSc

After: Distribution: SSc **EXP**

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar. We have designated this course as experiential learning as it involves working on projects that mimic industry situations, and also require students to go outside the class for their data collection. The course is structured around a single term project, where each assignment that's part of the project is a milestone that is typical of the product design lifecycle that happens in industry.

Course #29 CCT385H5 An Introduction to Media Environments

Before: Prerequisite: **CCT213H5, CCT218H5**

After: Prerequisite: **CCT210H5, 218H5**

Rationale: The title and description of this course has been changed. The concept of "immersive environments" relies heavily on virtual reality and the associated idea of a presence in a non-physical world. By replacing "immersive environments" with "media "environments" one can cover more ground and articulate a more complex understanding of how mediated/technologically layered our current world is. We have removed the IDM designation and change the mode of delivery to 24L.

Course #30 CCT387H5 Advanced Communication Policy in a Global Context

Before: Prerequisite: **CCT207H5, CCT218H5, CCT219H5**

After: Prerequisite: CCT219H5

Rationale: These changes ensure that the two policy courses on offer in ICCIT complement one another: the first is an introduction to Canadian communication policy and the second is an advanced course that expands the study of policy to the global context. The pair of courses reflect standard curriculum in Canadian communication studies programs to ensure our students are fluent in their understanding of contemporary policy issues and can go on to work in government and on regulatory issues in communication and media industries. The revised course descriptions clarify the course content. CCT207 and CCT218 are no longer relevant to this course.

Course #31 CCT485H5 User Experience Design

Before: Prerequisite: **CCT380H5/480H5**, minimum of 13.0 credits. **Distribution:** SSc

After: Prerequisite: **CCT380H5**, minimum of 13.0 credits.

Distribution: SSc **EXP**

Rationale: The mode of delivery for this course is different than what currently appears in the UTM Academic Calendar. This course has been designated as experiential. It involves working on projects that mimic industry situations, and also requires student to go outside the class for their data collection. The course is structured around a single term project, where each assignment that's part of the project is a milestone that is typical of the product design life cycle that happens in industry -- in fact, many students feel like this is a dry-run for an industry job.

Course #32 ECO200Y5 Microeconomic Theory

Before: Prerequisite: ECO100Y5 **(67%), or ECO100Y5 63%** and a CGPA of **2.5**,
MAT133Y5(63%)/134Y5/135Y5/137Y5 Corequisite:

After: Prerequisite: ECO100Y5 **(63%)** and a CGPA of **2.0**
Corequisite: MAT133Y5/134Y5/135Y5/137Y5

Rationale: Pre-requisites changed to align with proposed changes to ECO Major admission requirements, and to align with other 200-level ECO courses.

Course #33 ECO202Y5 Macroeconomic Theory and Policy

Before: Prerequisite: ECO100Y5 **(67%), or ECO100Y5 (63%)** and a CGPA of **2.5**.

After: Prerequisite: ECO100Y5 (63%) and a CGPA of **2.0**.

Rationale: Pre-requisites changed to align with proposed changes to ECO Major admission requirements, and to align with other 200-level ECO courses.

Course #34 ECO204Y5 Microeconomic Theory and Applications (for Commerce)

Before: Prerequisite: ECO100Y5 **(67%), or ECO100Y5 63%** and a CGPA of **2.5**;
MAT133Y5/134Y5/135Y5/137Y5 **Corequisite:**

After: Prerequisite: ECO100Y5 **(63%)** and a CGPA of **2.0**
Corequisite: MAT133Y5/134Y5/135Y5/137Y5

Rationale: Pre-requisites changed to align with proposed changes to ECO Major admission requirements, and to align with other 200-level ECO courses.

Course #35 ECO209Y5 Macroeconomic Theory and Policy

Before: Prerequisite: ECO100Y5 **(67%), or ECO100Y5** (63%) and a CGPA of **2.5**.
After: Prerequisite: ECO100Y5 (63%) and a CGPA of **2.0**.
Rationale: Pre-requisites changed to align with proposed changes to ECO Major admission requirements, and to align with other 200-level ECO courses.

Course #36 ECO220Y5 Quantitative Methods in Economics

Before: Prerequisite: ECO100Y5 **(67%), or ECO100Y5 (63%)** and a CGPA **2.50;**
MAT133Y5/134Y5/135Y5/137Y5
After: Prerequisite: ECO100Y5 **(63%); MAT133Y5(63%)/134Y5/135Y5/137Y5;** and a CGPA **2.0**
Rationale: Pre-requisites changed to align with proposed changes to ECO Major admission requirements.

Course #37 ECO399Y5 Research Opportunity Program

Before: Distribution: SSc
After: Distribution: SSc **EXP**
Rationale: "EXP" added

Course #38 ECO400Y5 Economics Internship

Before: Distribution: SSc
After: Distribution: SSc **EXP**
Rationale: "EXP" added

Course #39 ECO475H5 Applied Econometrics II

Before: Distribution: SSc
After: Distribution: SSc **EXP**
Rationale: "EXP" added

Course #40 EDS377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: Distribution: HUM EXP
After: Distribution: HUM **SSc** EXP
Rationale: Included SSc distribution. This change mirrors the change in UTM377H5. The course will still maintain the HUM aspects but also recognize SSc aspects that also exist in the course. Mode of instruction was changed to reflect the more accurately how the course is taught.

Course #41 ENV201H5 Environmental Management

Before: Course Exclusion: **GGR234H5**
After: Course Exclusion:
Rationale: removed exclusion GGR234H5. This course has not been offered in over 10 years.

Course #42 ENV310H5 The Sustainability Imperative

Before: Prerequisite: **10** credits including ENV100Y5 and ENV201H5
After: Prerequisite: **9** credits including ENV100Y5 and ENV201H5
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #43 ENV311H5 Environmental Issues in the Developing World

Before: Prerequisite: Any **8.0** credits.
After: Prerequisite: Any **9.0** credits.
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #44 ENV320H5 Managing Our Waste

Before: Prerequisite: **10** credits including ENV100Y5 or (GGR111H5 + GGR112H5)
After: Prerequisite: **9.0** credits including ENV100Y5 or (GGR111H5 + GGR112H5)
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #45 ENV332H5 Practicum in Environmental Project Management

Before: Prerequisite: **8** credits & **enrolment in any of the Environment Specialist or Major Programs;** completion of **any** Research Methods course (e.g., GGR277H5).
After: Prerequisite: **9.0** credits & completion of **a** Research Methods course (e.g., GGR277H5).
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study and removed note of priority controls not necessary to be listed here

Course #46 ENV425H5 Managing Urban Ecosystems

Before: Prerequisite: 14 **credits; priority enrollment for ENV Management and ENV Science students**
After: Prerequisite: 14 **credits**
Rationale: removed note of priority controls not necessary to be listed here

Course #47 ENV430H5 Environmental Law and Policy

Before: Prerequisite: 14 **credits, GGR111H5 + GGR112H5 (formerly GGR117Y)/ENV100Y5/PI**
After: Prerequisite: 14 **credits including (GGR111H5 + GGR112H5) or ENV100Y5 or PI**
Rationale: removed GGR117Y5 from list of prerequisites this course has not been offered in 6+ years

Course #48 ENV497H5 Environmental Research Project

Before: Prerequisite: **15** credits towards an Environmental Specialist or Major program, PI
After: Prerequisite: **14** credits towards an Environmental Specialist or Major program, PI
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #49 GGR202H5 Geography of Canada

Before: Prerequisite: **GGR111H5/117Y5/ ENV100Y5/4.0** credits
After: Prerequisite: **4.0** credits
Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials. removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #50 GGR207H5 Cities, Urbanization and Development

Before: Prerequisite: **GGR111H5/117Y5/ENV100Y5/4.0** credits
After: Prerequisite: **4.0** credits **including GGR111H5 or ENV100Y5**
Rationale: removing GGR117Y5 from list of prerequisites, the course has not been offered in over 6 years

Course #51 GGR208H5 Population Geography

Before: Prerequisite: **GGR111H5/117Y5/ENV100Y5/4.0** credits

After: Prerequisite: **4.0** credits

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials. removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #52 GGR209H5 Economic Geography

Before: Prerequisite: **GGR111H5/117Y5/ENV100Y5/4.0** credits

After: Prerequisite: **4.0** credits

Rationale: removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #53 GGR210H5 Social Geographies

Before: Prerequisite: **GGR111H5 / 117Y5 / ENV100Y5 / 4.0** credits

After: Prerequisite: 4.0 credits **including GGR111H5**

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials. removing GGR117Y5 from list of prerequisites, the course has not been offered in over 6 years. also removing ENV100Y5 as it is not applicable

Course #54 GGR272H5 Digital Mapping and Principles of Cartography

Before: Prerequisite: **GGR111H5, GGR112H5 / ENV100Y5**

After: Prerequisite: **4.0 credits**

Rationale: removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #55 GGR277H5 Qualitative Methods in Geography

Before: Prerequisite: **GGR(111H5/112H5)/117Y5/ENV100Y5/4.0** credits

After: Prerequisite: **4.0** credits **including GGR111H5**

Rationale: Course offers tutorials not practicals, replaced 12P with 12T removed prerequisites GGR117Y5 and ENV100Y5 as these courses are no longer applicable

Course #56 GGR287H5 Food and Globalization

Before: Prerequisite: **GGR111H5/117Y5/ENV100Y5/4.0** credits

After: Prerequisite: **4.0** credits

Rationale: removed specific course prerequisites as course can be taught with 4.0 completed credits

Course #57 GGR288H5 World Fresh Water Resources

Before: Prerequisite: **GGR112H5/117Y5/ENV100Y5/4.0** credits

After: Prerequisite: **4.0** credits **including GGR112H5 or ENV100Y5**

Rationale: removing GGR117Y5 from list of prerequisites, the course has not been offered in over 6 years

Course #58 GGR313H5 Gender and the City

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #59 GGR318H5 Political Geography

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #60 GGR325H5 Business and Industrial Geography

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #61 GGR329H5 Environment and the Roots of Globalization

Before: Prerequisite: **Any 8.0** credits **Course Exclusion:** **GGR489H5 in 2005-2006**

After: Prerequisite: **9.0** credits

Course Exclusion:

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #62 GGR333H5 Energy and Society

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials.

Course #63 GGR348H5 The Great Lakes - A Sustainable Natural Resource?

Before: Prerequisite: **8.0** credits including **either** ENV201H5 or GGR288H5

After: Prerequisite: **9.0** credits including ENV201H5 or GGR288H5

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #64 GGR349H5 Cities in Transition

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: updated 12P to 12T
changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #65 GGR353H5 Disease and Death

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: Greater focus on in-class discussion and in-class engagement removes the necessity for tutorials.
changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #66 GGR361H5 City Planning and Development

Before: Prerequisite: **Any 8.0** credits
After: Prerequisite: **9.0** credits
Rationale: updated 12P to 12T
changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #67 GGR365H5 Trade and Globalization

Before: Prerequisite: **Any 8.0 credits.**
After: Prerequisite: **9.0 credits**
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #68 GGR370H5 The Geography of Transportation

Before: Prerequisite: **8.0** credits including GGR272H5
After: Prerequisite: **9.0** credits including GGR272H5
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #69 GGR417Y5 Honours Thesis

Before: Prerequisite: **Completion of 3rd-year requirements for the Specialist program in GGR Arts and Science.**
After: Prerequisite: **14.0 credits**
Rationale: changed prerequisite credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #70 GGR418H5 Geopolitics

Before: Prerequisite: **Completion of 3rd year requirements for GGR Specialist or Major Arts programs.**
After: Prerequisite: **14.0 credits**
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #71 GGR419H5 Geography of Food: Spatial Organization and Policy Controversies

Before: Prerequisite: **Completion of 3rd-year requirements for any Specialist or Major program in ENV or GGR or P.I.**
After: Prerequisite: **14.0 credits, PI**
Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #72 JAL253H5 Language and Society

Before: Prerequisite: **LIN204**, LIN101H5, LIN102H5 (or LIN100Y5), or ANT206H5
After: Prerequisite: **LIN204H5**, LIN101H5, LIN102H5 (or LIN100Y5), or ANT206H5
Rationale: This course no longer fulfills one of the requirements for the Major Program in Linguistic Studies, while it still fulfills a requirement for the ELL Minor Program. This should be noted to avoid confusion.

Course #73 JAL355H5 Language and Gender

Before: Prerequisite: **ANT204Y5/LIN101H5/LIN102H5/(WGS200Y5/ERI200Y5)**
After: Prerequisite: **LIN256H5/JAL253H5/ANT204Y5/WGS200Y5**

Rationale: As a 300-level course, it should have a 200-level LIN course as a prerequisite. ERI200Y5 does not appear to exist, so we have removed it from the list of prerequisites.

Course #74 JEP356H5 Environmental Justice

Before: Prerequisite: **8.5** credits

After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #75 JGE378H5 Natural Hazards

Before: Prerequisite: **Any 8.0** credits

After: Prerequisite: **9.0** credits

Rationale: changed prerequisites credits to be in line with UTM guidelines on # of credits corresponding with year of study

Course #76 MAT133Y5 Calculus and Linear Algebra for Commerce

Before: Course Exclusion: **MAT134Y5,135Y5,137Y5, 157Y5, 133Y1, 135Y1,135H1,136H1, 137Y1, 157Y1**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

After: Course Exclusion: **MAT134Y5,MAT135Y5,MAT137Y5, MAT157Y5, MAT133Y1, MAT135Y1,MAT135H1,MAT136H1, MAT137Y1, MAY157Y1**, MATA30H3, MATA31H3, MATA32H3, MATA33H3 ,MATA35H3, MATA36H3, MATA37H3

Rationale: Satisfying the requirement to use full three letter codes.

Course #77 MGD425H5 Macroeconomics and the Knowledge Economy

Before: Prerequisite: CCT319H5 (or equivalent), 321H5 (or equivalent), 322H5 (or equivalent), 324H5 (or **equivalent**); **MGM101H5 (or equivalent) Course** Exclusion: **ECO100Y5**

After: Prerequisite: CCT319H5 (or equivalent), 321H5 (or equivalent), 322H5 (or equivalent), 324H5 (or **equivalent**). **Course** Exclusion:

Rationale: Exclusion of ECO100Y5 removed as these two courses are not similar or related.

Course #78 MGT338H5 Business Finance I

Before: Corequisite: **ECO200Y5/204Y5/206Y5, ECO220Y5/227Y5/STA(256H5, 258H5)/STA(256H5, 260H5). Students must complete the first half of these courses before they can take MGT338H5.**

After: Corequisite:

Rationale: 1. Commerce students in second year are forced to choose a specialization (Accounting, Finance, Marketing) before they have actually taken any finance courses. This change will help with this concern. In addition, Commerce Finance Specialists seeking summer jobs between second and third year are at a competitive disadvantage compared to students from other business schools that have exposure to finance earlier in their programs. This change will address that issue as well. 2. Tutorial hour changes per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #79 MGT339H5 Business Finance II

Before: Prerequisite: **ECO200Y5/204Y5/206Y5, ECO220Y5/227Y5/STA(256H5, 258H5)/STA(256H5, 260H5);** MGT338H5

After: Prerequisite: MGT338H5

Rationale: 1. Commerce students in second year are forced to choose a specialization (Accounting, Finance, Marketing) before they have actually taken any finance courses. This change will help with this concern. In addition, Commerce Finance

Specialists seeking summer jobs between second and third year are at a competitive disadvantage compared to students from other business schools that have exposure to finance earlier in their programs. This change will address that issue as well. 2. Tutorial hour changes per Dean's Office request to review hours for courses in Course Timetable to Academic Calendar and address any discrepancies.

Course #80 MGT420H5 Critical Thinking, Analysis and Decision Making II

Before: Corequisite: Highly Recommended: **MGT421h5, 422h5, 426h5, 429h5**
After: Corequisite: Highly Recommended: **MGT421H5, 422H5, 426H5, 429H5**
Rationale: Change in name to more accurately reflect the higher level of content being covered within the course.

Course #81 MGT480H5 Internship

Before: Prerequisite: 1.0 credits in MGT at the 300/400 level, **3.0** CGPA, 14.0 credits.
After: Prerequisite: 1.0 credits in MGT at the 300/400 level, **2.5** CGPA, 14.0 credits.
Rationale: 1. The CGPA cutoff for this course is being changed to be more in line with our CGPA program admissions cutoff in order to ensure more students who are admitted into the program are given the same fair consideration to be admitted into the course.

Course #82 POL368Y5 Women, Gender and Politics

Before: Course Exclusion: POL 351Y1, POL 450H1
After: Course Exclusion: POL 351Y1, **POL368H**, POL 450H1
Rationale: Faculty member, who has been teaching it from its inception, feels that it would give her more flexibility in terms of assignments and offering it as a "Writing Intensive" course.

Course #83 SOC202H5 Cultural Sociology

Before: Course Exclusion: **SOC302H5**
After: Course Exclusion: **SOC302H5, SOC280H1; SOCB58H3**
Rationale: Exclusion updated to reflect alignment with SOC courses at St. George and UTSC.

Course #84 SOC211H5 Law, Punishment and Social Control

Before: Course Exclusion: SOC212Y1, **212H1**
After: Course Exclusion: SOC212Y1, **212H1, SOCB50H3, SOCB51H3**
Rationale: Exclusion updated to reflect alignment with SOC courses at UTSC.

Course #85 SOC221H5 The Logic of Social Inquiry

Before: Course Exclusion: SOC200Y5, 200Y1, 200H1, **SOCB05H3**
After: Course Exclusion: SOC200Y5, 200Y1, 200H1, **SOCB05H3, SOC150H1 + SOC204H1**
Rationale: Exclusion updated to reflect alignment with SOC courses at St. George

Course #86 SOC224H5 Sociology of Education

Before: Course Exclusion:
After: Course Exclusion: **SOCB26H3**
Rationale: Update to reflect alignment with sociology courses at UTSC

Course #87 SOC253H5 Introduction to Race and Ethnicity

Before: Course Exclusion: **SOC332H5**
After: Course Exclusion:
Rationale: Exclusion updated to reflect alignment with sociology courses at UTSC

Course #88 SOC275H5 Sociology of Gender

Before: Course Exclusion: SOC365H5, 265H1, **SOCB22H3**
After: Course Exclusion: SOC365H5, 265H1, **SOCB22H3, SOCC24H3**
Rationale: Exclusion updated to reflect alignment with UTSC course.

Course #89 SOC328H5 Drugs in the City

Before: Course Exclusion:
After: Course Exclusion: **SOC421H5 (Fall of 2014)**
Rationale: Moving exclusion to exclusion section from final notes section.

Course #90 SOC333H5 Sociology of Health Care and Health Policy

Before: Course Exclusion: SOC244H1, **242Y1**
After: Course Exclusion: SOC244H1, **242Y1, 316H1, 346H1**
Rationale: Exclusions updated to reflect alignment with St. George courses.

Course #91 SOC335H5 Political Sociology

Before: Course Exclusion: SOC260H1, **SOCC39H3**
After: Course Exclusion: SOC260H1, **SOCC39H3, SOCB30H3**
Rationale: Exclusions updated to reflect alignment with UTSC course.

Course #92 SOC350H5 Quantitative Analysis

Before: Course Exclusion: SOC300Y5, SOC300H1, BIO360H5, 361H5, ECO220Y5, 227Y5, any STA course, except STA107H5.
After: Course Exclusion: SOC300Y5, SOC300H1, **SOC252H1**, BIO360H5, 361H5, ECO220Y5, 227Y5, any STA course, except STA107H5.
Rationale: Per Dean's Office memo, tutorials are held in computer lab and should therefore be designated as practicals instead. Exclusion updated to reflect alignment with SOC courses at St. George

Course #93 SOC352H5 Gender and Care

Before: Prerequisite: **SOC100H5, 263H5/275H5/WGS200Y5 Recommended** Preparation:
After: Prerequisite: **SOC100H5 and 1.0 SOC/WGS credit at the 200 level Recommended** Preparation: **SOC263H5/275H5/WGS200Y5**
Rationale: To align the prerequisites within sociology courses intended for students in the Sociology Minor program whilst still being an option for WGS students, and highlight courses recommended as preparation.

Course #94 SOC356H5 Population and Society

Before: Course Exclusion: SOC312Y5, **312H1**
After: Course Exclusion: SOC312Y5, **312H1, 325H1**
Rationale: Exclusion updated to reflect alignment with St. George course.

Course #95 SOC362H5 Sex, Gender and Work

Before: Course Exclusion: **SOC317Y1**
After: Course Exclusion: **SOC317Y1, SOCC09H3**
Rationale: Exclusion updated to reflect alignment with UTSC course.

Course #96 SOC375H5 Sociology of International Migration

Before: Course Exclusion: **SOC344Y1**
After: Course Exclusion: **SOC344Y1, SOC311H1, SOC342H1**
Rationale: Exclusion updated to reflect alignment with SOC courses at St. George

Course #97 SOC387H5 Qualitative Analysis

Before: Course Exclusion: **SOC302H1**
After: Course Exclusion: **SOC302H1, SOC204H1, SOCC23H3**
Rationale: Exclusion updated to reflect alignment with SOC courses at St. George and UTSC.

Course #98 SOC391H5 Independent Research

Before: Prerequisite:
After: Prerequisite: **SOC221H5, 222H5, 231H5, completed at least 8 credits, P.I.**
Rationale: The prerequisite changes make credit and P.I. requirements explicit in the prerequisite list.

Course #99 SOC392H5 Independent Research

Before: Prerequisite:
After: Prerequisite: **SOC221H5, 222H5, 231H5, completed at least 8 credit, P.I.**
Rationale: The prerequisite changes make credit and P.I. requirements explicit in the prerequisite list.

Course #100 SOC393H5 Independent Research in Criminology and Law

Before: Prerequisite: SOC205H5, 209H5, **221H5**
After: Prerequisite: SOC205H5, 209H5, **221H5, completed at least 8 credits, P.I.**
Rationale: The prerequisite changes make credit and P.I. requirements explicit in the prerequisite list.

Course #101 SOC394H5 Independent Research in Criminology and Law

Before: Prerequisite: SOC205H5, 209H5, **221H5**
After: Prerequisite: SOC205H5, 209H5, **221H5, completed at least 8 credits, P.I.**
Rationale: The prerequisite changes make credit and P.I. requirements explicit in the prerequisite list.

Course #102 SOC399Y5 Research Opportunity Program

Before: Prerequisite: SOC221H5, 222H5, **completion of at least 10.0 credits**
After: Prerequisite: SOC221H5, 222H5, **completed at least 8 credits, P.I.**
Rationale: To open course to students undertaking summer courses to complete 2nd year and make it explicit that admission is subject to instructor approval.

Course #103 SOC410H5 Senior Seminar in Inequality

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #104 SOC411H5 Senior Seminar in Social Institutions

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #105 SOC412H5 Senior Seminar in the Sociology of Work

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #106 SOC413H5 Senior Seminar in the Sociology of Gender

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #107 SOC414H5 Senior Seminar in Political Sociology

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #108 SOC416H5 Senior Seminar in the Sociology of Culture

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #109 SOC417H5 Senior Seminar in the Sociology of Globalization

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #110 SOC418H5 Senior Seminar in the Sociology of Health

Before: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level**

After: Prerequisite: SOC205H5/231H5, 221H5, 222H5, 1.0 SOC credit at the 300 **level, P.I.**

Rationale: To make it explicit that admission is subject to instructor approval.

Course #111 SOC420H5 Senior Seminar in Punishment

Before: Prerequisite: **SOC205H5/231H5, 209H5, 221H5, 222H5**, 0.5 SOC credit at the 300 **level**

After:

Prerequisite: **SOC205/231, 209, 221, 222**, 0.5 SOC credit at the 300 **level, completed at least 13 credits, P.I.**

Rationale: The changes make credit requirements explicit in the prerequisite list and align with other similar 400-level SOC courses.

Course #112 SOC421H5 Senior Seminar in Criminology

Before: Prerequisite: **SOC205H5/231H5, 209H5, 221H5, 222H5**, 0.5 SOC at the 300 **level**

After: Prerequisite: **SOC205/231, 209, 221, 222**, 0.5 SOC **credit** at the 300 **level, completed at least 13 credits, P.I.**

Rationale: The changes make credit requirements explicit in the prerequisite list and align with other similar 400-level SOC courses.

Course #113 SOC432H5 Sociology of Genocide

Before: Course Exclusion: SOC445H5

After: Course Exclusion: SOC445H5 **2009-10**

Rationale: The exclusion has been updated to indicate the academic year in which the material was covered by the special topics course.

Course #114 SOC439H5 Research Project in Sociology

Before: Prerequisite: **Fourth (or final) year standing**, P.I.

After: Prerequisite: **SOC205/231, 221, 222, completed at least 13 credits**, P.I.

Rationale: To address prerequisite omissions in 2016 new course proposal, and make credit requirements explicit and consistent across similar 400-level SOC courses.

Course #115 SOC440H5 Research Project in Criminology, Law and Society

Before: Prerequisite: **Fourth (or final) year standing**, P.I.

After: Prerequisite: **SOC205/231, 221, 222, completed at least 13 credits**, P.I.

Rationale: To address prerequisite omissions in 2016 new course proposal, and make credit requirements explicit and consistent across similar 400-level SOC courses.

Course #116 SOC450H5 Walls to Bridges: Carceral Seminar

Before: Prerequisite: **SOC205H5/231H5, 209H5, 221H5, 222H5**, P.I.

After: Prerequisite: **SOC205/231, 209, 221, 222, completed at least 13 credits**, P.I.

Rationale: To make credit requirements explicit in the prerequisite list and consistent across similar 400-level SOC courses.

Course #117 SOC480Y5 Internship in Sociology, Criminology, Law and Society

Before: Prerequisite: **Fourth year standing (completed 14.0 credits)**, P.I.

After: Prerequisite: **SOC205/231, 221 and 222, completed at least 13 credits, minimum CGPA 3.0**, P.I.

Rationale: The prerequisite changes reflects recent revisions to the course and align course and credit requirements in other similar 400-level SOC courses.

Course #118 SOC485H5 Investigation through Study Abroad

Before: Distribution: SSc EXP **INTLR**

After: Distribution: SSc EXP **INTLO**

Rationale: To correct error in 2016 new course proposal; course is INTL-O (not INTL-R) .

Course #119 SOC493H5 Independent Research in Criminology and Law

Before: Prerequisite: **SOC205H5, 209H5, 221H5, 222H5**, 0.5 SOC credit at the 300 **level**

After: Prerequisite: **SOC205/231, 209, 221, 222**, 0.5 SOC credit at the 300 **level, completed at least 13 credits, P.I.**

Rationale: The prerequisite changes make credit and P.I. requirements explicit in the prerequisite list.

Course #120 SOC494H5 Independent Research in Criminology and Law

Before: Prerequisite: **SOC205H5, 209H5, 221H5, 222H5**, 0.5 SOC credit at the 300 **level**

After: Prerequisite: **SOC205/231, 209, 221, 222**, 0.5 SOC credit at the 300 **level, completed at least 13 credits, P.I.**

Rationale: The prerequisite changes make credit and P.I. requirements explicit in the prerequisite list.

Course #121 SOC499Y5 Research Opportunity Program

Before: Prerequisite: SOC221H5, **222H5, completion of** at least **15.0 credits.**

After: Prerequisite: SOC221H5, **SOC222H5, completed** at least **13 credits, P.I.**

Rationale: To open course to students undertaking summer courses to complete 3rd year and be consistent across 400-level courses, and also make it explicit that admission is subject to instructor approval.

Course #122 WRI420H5 Making a Book

Before: Distribution: SSc

After: Distribution: SSc **EXP**

Rationale: This course has been designated as experiential as students work with an outside publisher to write the content, design and publish their own book. They also participate in a public book launch and reading at the Gladstone Hotel in Toronto.

Course #123 utm111H5 utmONE: Tools of the Trade

Before: Course Exclusion: utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #124 utm112H5 utmONE: Power of Expression

Before: Course Exclusion: utm111H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #125 utm114H5 utmONE: Technology and Innovation: Historical, Social and Economic Perspectives

Before: Course Exclusion: utm111H5, utm112H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #126 utm115H5 utmONE: Communication Among Cultures

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #127 utm116H5 utmONE: Happiness

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #128 utm117H5 utmONE: Individualism, The Development Of An Idea

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #129 utm118H5 utmONE: Science of Learning

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #130 utm190H5 utmONE Scholars: The Drama of Politics

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #131 utm191H5 utmONE Scholars: Science Meets Society

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #132 utm192H5 utmONE Scholars: Language, Culture, and Mind

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

After:

Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #133 utm193H5 utmONE Scholars: Nations Colliding?

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm194H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm194H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #134 utm194H5 utmONE Scholars: Religion and Politics

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm195H5, utm196H5, utm197H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm195H5, utm196H5, utm197H5

Rationale: Addition of exclusion utm110H5 as course has been added.

Course #135 utm196H5 utmONE Scholars: Building Global Justice

Before: Course Exclusion: utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm197H5 **Distribution:** HUM SSc

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm113H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm197H5

Distribution: HUM SSc **EXP**

Rationale: Exclusion - Addition of exclusion utm110H5 as course has been added.

EXP Designation - This course allows for students to gain introductory research skills through an experiential learning environment. This is achieved through group work that has students focused on case studies and engagement in a justice-oriented activity outside of the classroom.

Course #136 utm197H5 utmONE Scholars: Humans in Nature: Interactions and Impacts

Before: Course Exclusion: utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5

After: Course Exclusion: **utm110H5**, utm111H5, utm112H5, utm114H5, utm115H5, utm116H5, utm117H5, utm118H5, utm190H5, utm191H5, utm192H5, utm193H5, utm194H5, utm195H5, utm196H5

Rationale: Additional of exclusion utm110H5 as course has been added.

Course #137 utm377H5 Why the First Year of University Matters: The Impact of Peer Mentoring

Before: Distribution: HUM EXP

After: Distribution: HUM **SSc** EXP

Rationale: 12T to 12S - We need to remove the 12T from the course as it is not a tutorial and not taught by a TA. We would like to give it a designation of 12S to capture the group work and connection to the internship employment through the 12 hours of seminars. The Academic Calendar does not currently allow for us to provide a different type of designation for this course time. Additionally we need to account for a time in the students schedule due to the nature of the internship component. The use of S will allow us to group the three hour course together for scheduling purposes, but will allow for the differentiation of the two components of the course (lecture and employment). This will not have any additional resource implications.

Additional of SSC - The course relies heavily on theory and research generated in the educational, sociological, and psychological sciences. In classroom discussions and assignments, students are required to understand and critically evaluate theory and research on student development within the higher education context, which entails understanding how that knowledge is produced (i.e., the scientific method). Students are taught about evidence-based practices that

support the developing student in university. As a major component of the course assessment, students are required to write a literature review on a self-selected topic on student development in higher education. To do so, they are required to collect, summarize, and evaluate primary research. In summary, this is a course about student development in a social context, which is heavily based on primary research.
