



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: Academic Affairs Committee

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DATE: March 21, 2018 for March 28, 2018

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Minor Undergraduate Curriculum changes: Humanities

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] (March 28, 2018)**

PREVIOUS ACTION TAKEN:

Minor undergraduate curriculum changes in the Humanities, Sciences and Social Sciences were last considered and approved by the Academic Affairs Committee on January 8, 2018.

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.

Beginning with February 2018, UTM has reorganized the Minor Modifications Curriculum cycle to better accommodate the increasing number of changes occurring with adjustments to improve curriculum delivery and the hiring of additional faculty. This new cycle will also distribute the workload for staff and faculty so that departments have more time to assess proposed changes throughout the year; in particular, the new cycle will allow departments to bring suggestions and new ideas back to their departmental curriculum committees between Divisional Curriculum Committee meetings, and still have time to present items for inclusion in the next Calendar.

In the past, all three divisions (Humanities, Sciences and Social Sciences) met only in the early fall, with three meetings for each of the divisions (nine meetings in total) occurring within the space of four to five weeks. The new system still involves three meetings for each of the divisions, but spread over the year: one meeting for each division in February, one set in April, and one set in September. It is important to note that the changes brought forward at these meetings all come into effect only for the UTM Calendar for the following academic year; for example, changes made at the February 2018, April 2018, and fall 2018 meetings will all take effect for the 2019-2020 Calendar, and not earlier, even if approved by the Academic Affairs Committee prior to the issue of the earlier Calendar.

The enclosed report represents the approved changes from the February 2018 meetings of the Decanal Divisional Curriculum Committees for Humanities, Social Sciences, and Sciences. These curriculum committees consist of the Chairs, Associate Chairs or Chair's designates of each UTM Department and Institute. All three committees met to discuss and review potential Minor Undergraduate Curriculum changes, but in this first year of the new process, only Humanities has sent changes forward at this time. We expect changes to come forward from all three Committees for the next (April) Divisional Curriculum cycle.

The Humanities curriculum report is 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.

Humanities Divisional Curriculum Committee

In the Humanities Divisional Curriculum Committee report, four minor program changes are presented, including the addition of language options to the History major and specialist programs, and the clarification and correction of recent major changes in course option groupings made to the English major and specialist programs.

Sixteen new courses are proposed, fifteen half-courses and one full course; an additional twelve courses changes (eleven half- and one full course) have been proposed to update the description of course content and other curriculum changes. Most of these course additions and changes are in the various programs of Historical Studies, and reflect both the development of courses by new faculty, and the revision to the curriculum by existing faculty. For example, there are significant additions to the Classics and Women and Gender course offerings to reflect curriculum development by relatively new faculty, as well as the introduction of new 400-level and some 300-level courses taught by senior faculty that are designed to increase the number of upper level offerings for the South Asian and other History of Religion programs at UTM. The Department of Language Studies is also proposing a new French Theatre and Performance course, parallel to their highly successful course for Italian, and a joint History and French course is proposed on the History of Quebec and French Canada that will allow students to choose their language of engagement.

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 2019-20 academic year, as detailed in the Humanities curriculum report, dated February 13, 2018 be approved.

DOCUMENTATION PROVIDED:

Humanities Curriculum Committee Report
Humanities Minor Undergraduate Curriculum Changes



University of Toronto Mississauga Divisional Curriculum Committee Report

Divisional Curriculum Committee:	Humanities
Members:	Prof. Heather Miller, Chair Prof. Alexandra Gillespie, Department of English & Drama Prof. Andreas Bendlin, Department of Historical Studies Prof. Anthony Wensley, Institute of Communication, Culture, Information and Technology Prof. Emmanuel Nikiema, Language Studies Prof. Diana Raffman, Philosophy Prof. Alison Syme, Visual Studies
Date of Divisional Curriculum Committee Meeting:	Tuesday, February 13, 2018
Return to: Program and Curriculum Officer	Rosa Ciantar Program and Curriculum Officer Office of the Dean, UTM rosa.ciantar@utoronto.ca

1. Overview

In association with continued departmental engagement with teaching, 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; for example, Classics, History of Religions, and Women and Gender Studies have added or updated a significant number of 300 and 400-level courses to provide students with more options for completion of their degrees in these programs. The courses related to South Asian History of Religions saw the greatest number of new courses, to reflect the demand in that program. As is typical, 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.

Two sets of program changes were proposed and approved at the Humanities Divisional Curriculum meeting:

(1) After extensive discussion, History has decided to provide students in their Specialist and Major programs with the option to count up to 1.0 language courses for History credits at the equivalent level, provided these courses are relevant for the students coursework in History. This is a major step towards encouraging students to expand their global awareness, a key part of the UTM Academic Plan.

(2) In the fall of 2017, English substantially 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. These changes included a more clear organization of 'Group' options within the degree. Unfortunately, an error in transfer of the information resulted in the need for corrections to the entry into the UTM 2018-19 Calendar for their Specialist and Major programs. These corrections are provided in the attached report; although they will not take effect until the 2019-2020 Calendar, English has taken steps to contact the few students affected, and will advise and accommodate these students as needed.

In addition, Language Studies and Historical Studies are proposing new developments in French language and history. A new course in French Theatre and Performance, is being proposed based on the highly successful course in Italian by Language Studies. History is proposing a new course on the History of Quebec and French Canada that will be taught by the same instructor in the same classroom for credit in History or in French, depending on the language of engagement that students choose, a welcome cross-departmental collaboration of benefit to students. French will propose the companion course in the April curriculum cycle.

2. Rationale

Course changes and additions reflect two aspects of UTM teaching:

(1) a generally heightened level of attention to course offerings in departments, including the increased work on curriculum mapping and program design, 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 (see 1 above).

The Vice-Dean Teaching and Learning also announced for information that the largely unused category of ERI for "Erindale" courses would be proposed for removal in future Divisional Curriculum Committee meetings. This historic multi-disciplinary category has been replaced by developments within the departments and by the utmONE program. These courses are not required for any degree program. Only one of these five courses has been offered in the past five years; that one has been offered only by the Department of Chemical and Physical Sciences (CPS) for a small number of students. In the absence of objections, the Office of the Dean will propose the removal of these courses in the next curriculum cycle (April 2018), as the originating unit for these courses no longer exists. CPS will take steps to incorporate the one course they use, to be presented in the Science Divisional Curriculum Committee in April.

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
Classical Civilization	0	0	0	2	0	1
English	0	0	0	0	0	5
Fine Art History	0	0	0	1	0	1

French	0	1	0	0	0	0
History	0	0	0	1	1	1
History of Religions	0	0	0	9	0	1
Philosophy	0	0	0	0	0	1
Women and Gender Studies	0	0	0	2	0	1

4. Cumulative Glance

No. of full courses deleted: 0
 No. of full courses added: 1
 No. of half courses deleted: 0
 No. of half courses added: 15
 No. of full courses changed: 1
 No. of half courses changed: 11

5. Major Changes

No major changes in Humanities were proposed in this curriculum cycle.

Humanities

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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	0	0	0
Classical Civilization	0	0	0	2	0	1
Communication, Culture, Information and Technology	0	0	0	0	0	0
Diaspora and Transnational Studies	0	0	0	0	0	0
Drama	0	0	0	0	0	0
Education Studies	0	0	0	0	0	0
English	0	0	0	0	0	5
Erindale Courses	0	0	0	0	0	0
Fine Art History (FAH)	0	0	0	1	0	1
Fine Art Studio (FAS)	0	0	0	0	0	0
French	0	1	0	0	0	0
History	0	0	0	1	1	1
History of Religions	0	0	0	9	0	1
Italian	0	0	0	0	0	0
Language Studies	0	0	0	0	0	0
Linguistics	0	0	0	0	0	0
Philosophy	0	0	0	0	0	1
Student Development and Transition	0	0	0	0	0	0
Visual Culture and Communication	0	0	0	0	0	0
Women and Gender Studies	0	0	0	2	0	1

New Programs

NONE

Programs - Resource Implications

Program #1 ERMAJ0652 History (Arts)

Resource implications: none

Program #2 ERMAJ1645 English (Arts)

Resource implications: None

Program #3 ERSPE0652 History (Arts)

Resource implications: none

Program #4 ERSPE1645 English (Arts)

Resource implications: None

Deleted Programs

NONE

Programs - Other Changes

Program #1 ERMAJ0652 History (Arts)

- Rationale for change:** The first change is to correct a spelling error. The second change is to provide students the opportunity to count language training as part of their study of History. This will be especially appealing to students who are considering graduate-level study, where they will require competence in languages. It will also benefit students who go on to seek employment in fields where languages are important, such as civil service or international business.
- Before:** Majors are permitted to substitute non-HIS courses for up to 1.0 HIS credits. All Classical Civilization and History of Religions courses in the Department of Historical Studies are suitable substitutions. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. ~~For a~~ current list of the courses falling under the various geographical and topical areas of study, see the Departmental Handbook.
- After:** Majors are permitted to substitute non-HIS courses for up to 1.0 HIS credits. All Classical Civilization and History of Religions courses in the Department of Historical Studies are suitable substitutions. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. ***In the major program, language courses offered by the Department of Language Studies at U of T Mississauga and by the various departments teaching languages on the St. George campus may be substituted for up to 1.0 History credits. These courses must be relevant for the student's coursework in History, and will be substituted at the same level as they are offered (e.g., a language at the 200-level will be substituted for a History credit at the 200-level, and a language at the 300-level will be substituted for a History credit at the 300-level). Students are invited to contact the Academic Counsellor for further information.*** ~~For~~ a current list of the courses falling under the various geographical and topical areas of study, see the Departmental Handbook.
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Program #2 ERMAJ1645 English (Arts)

- Rationale for change:** We have added some courses to distribution "groups" that were accidentally omitted when we revised our curriculum in the Fall of 2017. These courses fall within the relevant groups' scope.
- Before:** 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:
- ENG280H5 (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, ~~ENG415H5~~
 - 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.
- 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:
- ENG280H5 (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, ENG372H5, ENG380H5, ENG382H5, ENG384H5, ENG414H5,

ENG415H5, ENG416H5.

- At least 0.5 credits in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, **ENG326H5, ENG343H5,** ENG370H5, ENG371H5, ENG426H5, ENG434H5.
- At least 0.5 credits in Literature pre-1700: ENG220Y5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, **ENG321H5, ENG326H5,** ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG460H5, ENG461H5, ENG462H5.
- 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 #3 ERSPE0652 History (Arts)

- Rationale for change:** The first change is to correct a spelling error. The second change is to provide students the opportunity to count language training as part of their study of History. This will be especially appealing to students who are considering graduate-level study, where they will require competence in languages. It will also benefit students who go on to seek employment in fields where languages are important, such as civil service or international business
- Before:** Specialists are permitted to substitute non-HIS courses for up to 2.0 HIS credits. All Classical Civilization and History of Religions courses in the Department of Historical Studies are suitable substitutions. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. ~~For~~ a current list of courses falling under the various geographical and topical areas of study, see the Departmental Handbook.
- After:** Specialists are permitted to substitute non-HIS courses for up to 2.0 HIS credits. All Classical Civilization and History of Religions courses in the Department of Historical Studies are suitable substitutions. Other substitutions will be considered on a case-by-case basis after the submission of the relevant syllabus. **In the specialist program, language courses offered by the Department of Language Studies at U of T Mississauga and by the various departments teaching languages on the St. George campus may be substituted for up to 1.0 History credits. These courses must be relevant for the student's coursework in History, and will be substituted at the same level as they are offered (e.g., a language at the 200-level will be substituted for a History credit at the 200-level, and a language at the 300-level will be substituted for a History credit at the 300-level). Students are invited to contact the Academic Counsellor for further information.** ~~For~~ a current list of courses falling under the various geographical and topical areas of study, see the Departmental Handbook.

Program #4 ERSPE1645 English (Arts)

- Rationale for change:** The distribution requirements for our new Specialist were entered incorrectly in the Fall of 2017. These are the requirements as agreed by the department. They are designed to make sure that students have adequate coverage of British, American, Canadian, and global Anglophone literatures, and also of the histories of these literatures. We have also added some new courses into distribution "groups" that were accidentally omitted in the Fall.
- 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 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.

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, **ENG372H5**, ENG380H5, ENG382H5, ENG384H5, ENG414H5,

ENG415H5, ENG416H5.

- At least 1 credit in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5,

ENG274H5, **ENG326H5, ENG343H5**, ENG370H5, ENG371H5, ENG426H5, ENG434H5.

- At least **1.5 credits** in Literature pre-1700: ENG220Y5, ENG300Y5, ENG301H5, ENG303H5,

ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, **ENG321H5,**

ENG326H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG460H5, ENG461H5, ENG462H5.

- At least **1.5 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.

New Courses

Course #1 CLA359H5 The Persian Empire: 559-331 BCE (HUM)

Description:	This course offers an examination of the history and culture of the first multicultural superstate of the ancient world, the Achaemenid Empire. Through a close analysis of ancient sources, this course not only investigates governmental structures but also the daily life in the Eastern Mediterranean from the sixth to the fourth centuries BCE.
Exclusion:	NMC349H1
Prerequisite:	CLA230H5/CLA231H5/CLA233H5/CLA237H5
Rationale:	The field of Classics has had some of its most fruitful recent historiographic debates in the field of Eastern Mediterranean history. This discussion, in turn, has had a large impact on the historiography of more traditional classical fields. This rigorous scholarly debate over the last decade also triggered new activities in the translation of difficult source material from the region so that courses on Near Eastern history are now entirely teachable on an undergraduate level. This course enriches and broadens the classics curriculum by introducing another important facet to the Mediterranean world and adding a particularly timely historiographical debate in which the undergraduate students can immerse themselves and strengthen their own analytical skills. It should further be noted that not many Classical Civilization programs have the breadth to be able to offer these type of courses, also adding a distinct edge to our program.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #2 CLA365H5 Trade in the Ancient Mediterranean (HUM)

Description:	This course explores questions of trade and exchange in the ancient Mediterranean. A close study of ancient primary material examines aspects of the ancient economy, trade goods, ships and shipwrecks, ports and harbours, and cross-cultural interaction.
Exclusion:	CLA372H1
Prerequisite:	CLA230H5/CLA231H5/CLA233H5/CLA237H5
Rationale:	Within recent classical scholarship, one of the most innovative and growing fields of research is that of trade in antiquity. New approaches have shaped the way we conceive of and study the exchange of goods within the ancient economy. In addition, these themes not only represent critical debates relevant to today but also underlie a significant portion of key debates in classics. Because this topic is part of a critical area of study in the ancient world, it is essential to enable our students to engage in this debate and closely study not only the literary and documentary sources but also on-going scholarly debates in economic theory. Therefore, this course offers an important additional facet to the study of the ancient world.
No. Hours Instruction:	24L
Offered at St George:	No
Revived Course:	No

Course #3 FAH295H5 Topics in Art History (HUM)

Description:	An examination of a topic in art history. Topics vary from year to year; the content in any given year depends upon the instructor. FAH101H5
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Recommended Preparation:

Rationale: Introducing a topics course on art history will allow instructors to teach on any area in art history and not be limited to a specific topic such as modern art.

No. Hours Instruction: 24L, 12T

Offered at St George: No

Revived Course: No

Course #4 FRE315Y5 French Theatre and Performance EXP (HUM,EXP)

Description: A study of French Theatre with a consideration of staging and acting techniques mainly through the production of a specific play. This course includes an experiential learning component. [24L, 48P, 24T]

Prerequisite: FRE280Y or permission of the instructor.

Rationale: This course will enhance oral practice for students of French and departmental presence on the UTM campus. It will strengthen or develop links with the community for instance with local high schools, Francophone groups and businesses and the French Consulate.

No. Hours Instruction: 24L, 48P, 24T

Offered at St George: No

Revived Course: No

Course #5 HIS342H5 History of Quebec and French Canada (HUM)

Description: This course examines the history of French Canada, focusing in particular on the period from the 1830s to the present. It explores questions of culture, political community, language, and geography, looking to these aspects of historical experience to situate Quebec and French Canada with respect to North America's English-speaking majority as well as to the French-speaking nations of Europe, Africa, and elsewhere in the Americas. Proficiency in French is not required for students enrolled in HIS342H5, though those with French-language skills will be given the opportunity to work with French-language material. This course is taught in conjunction with FRE342H5.

Exclusion: FRE342H5

Recommended Preparation: HIS263

Rationale: This course will fill a significant regional and thematic gap in the current course offerings. The history program provides limited attention to the history of French Canada and Quebec, only covering certain aspects of this critical dimension of the country's history in broader courses such as the Canadian survey (HIS263Y). I have developed and am currently teaching this course as a *Topics in History* (HIS395H5) class. This course will also assist in developing connections between the History and French programs. Indeed, it will be conjointly taught with FRE342H5 (in the same classroom, at the same time, by the same instructor). It will also contribute to improving the French-language skills of students enrolled under the FRE course code as they will both read and write in French.

No. Hours Instruction: 24L

Offered at St George: No

Revived Course: No

Course #6 RLG302H5 Sufism (HUM)

Description: This course focuses on the history, institutions, and practices of Sufism, popularly referred to as Islam's mystical dimension. This course will examine the origins of Sufism, the development of metaphysical and theoretical thought, poetry, the emergence of Sufi orders, and shrine-based practices from the Middle East, South Asia, Africa, China, and the West.

Recommended Preparation: RLG204H5

Rationale: This course is one of two proposed (the other will be Islamic Philosophy) to replace RLG304H5, Islamic Spiritual Traditions. The Islamic studies curriculum requires updating and courses that provide students with a broader exposure to the thought,

practices, and institutions of Muslims in different historical and cultural contexts. This course will introduce students to the history, theory, and practice of Sufism, or what is often called the mystical dimension of Islam. This course will examine the theoretical foundations of Sufism, its practices, texts, and institutions; significant attention will also be paid to shrine-based practices. This course will prepare students for 400-level courses on Muslim ritual, anthropology, and research methods.

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

Course #7 RLG309H5 Muslim Lives, Ritual Practices (HUM)

Description: This course will introduce students to topics including aspects of how Islam shapes life-cycle rituals, pilgrimage practices, cycles of fasting and feasting, healing practices, foodways, and votive offerings. Using primary sources, including ethnographic studies, documentaries, images, and food, we will examine case studies drawn from Sunni, Shi'i, and Sufi traditions in the Middle East, South Asia, North Africa, and beyond.

Exclusion: RLG303H5, RLG205H5

Prerequisite: 204H5

Rationale: This course fills a gap in our current Islamic studies curriculum, which tends to be text-focused and has few courses that introduce students to Islam as a lived religion. The Islamic studies curriculum requires updating and courses that provide students with a broader exposure to the thought, practices, and institutions of Muslims in different historical and cultural contexts. This course will introduce students to topics including aspects of how Islam shapes life-cycle rituals, pilgrimage practices, cycles of fasting and feasting, healing practices, foodways, and votive offerings. This course will enable students to understand Islamic diversity in historical and contemporary contexts.

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

Course #8 RLG337H5 Christmas: A History (HUM)

Description: A broad historical survey of Christmas ranging from the earliest accounts of Jesus' birth in the New Testament up to contemporary debates about the place of Christmas and its celebration in the public sphere.

Recommended Preparation: RLG203H5

Rationale: This course (which has been taught once before, to an enrolment of approximately 60 students as a special topics course) is a history of one of the world's most popular and beloved holidays: Christmas. The course's historical survey of Christmas blends approaches from cultural and religious studies and begins with the ancient stories about Jesus' birth. These include not only the traditional ones known from the New Testament, but also the accounts of non-canonical Christian sources and, perhaps to the surprise of some, the Qur'an. After examining how Jesus' nativity was narrated, the course turns to how his birth came to be celebrated among the earliest Christians. Christmas was not a day, but a season. It was one part of a broader calendrical cycle of feasts and fasts. And yet, when Christmas should be celebrated, and even whether it should be celebrated, took quite some time to decide. By the medieval period, Christmas traditions (both sacred and profane) had long been established, but this did not stop later generations of Christians, such as the Puritans, from challenging how the holiday should be celebrated, and again questioning whether it should be observed at all. Often, it is Charles Dickens who is credited with reviving Christmas. Arguably, Dickens is its modern creator. His famous story, A Christmas Carol, was first published in England in 1843, and no course on Christmas would be

complete without an analysis of Dickens, Santa Claus, and the winter season itself. But, as students will learn, the legacy of Victorian-era Christmas was not all magic and sleigh bells. In the final weeks of the course, the course moves to look at the history of gift giving at Christmastime as well as contemporary battles over the commercialization of Christmas and the holiday's continued prominence in the public sphere.

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

Course #9 RLG366H5 Icon and Iconoclasm in South Asia (HUM)

Description: This course focuses on the history of the image in Hinduism, Buddhism, Christianity, Sikhism, and Islam in South Asia. What is an icon, an image, a representation, and what is the ritual function of each form? When is the destruction of an icon and act of iconoclasm? In this course we consider acts of political plunder, reuse and rebuilding (spolia), and the power of the visual in shaping South Asian religious lives.

Recommended Preparation: RLG210H5/ RLG205H5 / RLG206H5 / RLG207H5

Rationale: This course fits into one of three thematic streams: South Asian Religious Material Culture, that is part of the newly revamped South Asian religions curriculum in History of Religions (the other two themes are South Asian Religious Literature and Rituals of the State). This 300-level course complements current and proposed offerings in the South Asian Religious Material Culture thematic stream. The issue of iconophilia/iconoclasm comes up in many of our courses (RLG361, RLG205), and it is deserving of more sustained treatment because it is an issue that has ongoing political and social relevance (e.g. the destruction of the Bamiyan Buddhas, and contestations over religious sites and whether temples were destroyed in their construction). This course also complements RLG388H5, Fetish, Totem, Idol, which is taught by Bart Scott and has a broader theoretical emphasis.

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

Course #10 RLG420H5 Women and Gender in Early and Medieval Christianity (HUM)

Description: This course combines lecture and seminar approaches to understand how ideas about women, gender, and the body were constructed and naturalized in ancient and medieval Christianity.

Prerequisite: RLG 203, 1.5 RLG credits

Rationale: This course will focus on how ideas about women, gender, and the body were constructed and naturalized in ancient and medieval Christianity. While we will look primarily at the first four centuries of the Christian era, the last quarter of the course offers a series of soundings concerning issues of women and gender in twelfth-century Christianity. Our readings are drawn from the New Testament and Apocryphal Acts, martyrdom narratives, monastic literature, and treatises on sex and marriage, among other things. Perhaps the most important factor in the development of Christian concepts of gender and sexuality was the ascetic movement, the strikingly anti-familial choice of women and men to renounce sexual activity and, frequently, to live alone or in communities of likeminded individuals. Throughout the course, by paying special attention to social categories such as gender and class, we will address how and why sexual renunciation came to be regarded as holy in Christian antiquity and how ascetics (including many women) acquired religious authority. In learning to read and understand the rhetoric of the debates over sexual issues, we will pepper our reading of ancient and medieval texts with reflections on contemporary arguments about sexuality, gender, and holiness.

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

Course #11 RLG421H5 South Asian Epics (HUM)

Description: An exploration of South Asian literary and oral epics moving across boundaries of language and genre. Students will engage with a variety of performative and aesthetic traditions including the Ramayana and the Mahabharata, Buddhist narratives, Sufi poetry, and vernacular epics. We will situate heroic, sacrificial, and romance genres in their social and performative contexts.

Prerequisite: RLG205H5/RLG210, 1.5 RLG credits

Rationale: This course fits into one of three thematic streams of our South Asian religions Curriculum: South Asian Religious Literature. (The other two themes are South Asian Religious Material Culture and Rituals of the State). This 400-level course will augment our 300-level course offerings in South Asian religious literature (including RLG305 Islamic Aesthetic Traditions, RLG310 The Ramayana, and RLG374 Buddhist Literatures) and also complement thematic courses we are offering on religion and the arts (RLG201 Religion in the Literary, Visual, and Performing Arts and RLG401 Advanced Topics in the Literary, Visual, and Performing Arts). A course on epic traditions, several of which remain popular today, will attract students and also offer opportunities for comparison across South Asian languages and religious traditions.

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

Course #12 RLG422H5 Religion and the Senses in South Asia (HUM)

Description: This course focuses on Hindu, Muslim, Buddhist, and Sikh objects and rituals, and we will read primary sources and scholarship in religious studies, anthropology, and ritual theory. Topics may include the gaze in the formation of icons and images, votive offerings, feasts and fasts, smells (perfumery and corpse disposal), and the aesthetics of religious architecture.

Prerequisite: RLG205H5/RLG210H5/RLG204H5/RLG207, 1.5 RLG credits

Recommended Preparation: RLG303H5, RLG206H5

Rationale: This course fits into one of three thematic streams South Asian Religious Material Culture that is part of the newly revamped South Asian religions curriculum in History of Religions (the other two themes are South Asian Religious Literature and Rituals of the State). This 400-level seminar icons, the construction of sacred spaces, offering flowers to a stone deity, burning incense, the preparation and communal sharing of special food and drink, fasting, dancing, and scarring and tattooing the body are all religious actions. Religions are deeply physical and sensual phenomena. In this course, we will examine how practices, rituals, and material objects instill and excite particular sensations and feelings in religious communities at specific historical, cultural, and social contexts. This course seeks to recentre the physical and the senses (taste, vision, touch, sound, and smell) in the study of South Asian religions, including Islam, Hinduism, Buddhism, and Sikhism. This course complements current offerings on South Asian religious material culture that focus on objects; this course brings the focus to how ritual practitioners engage with material objects and the body to produce sense-experiences that bring one into contact with different manifestations of the divine.

No. Hours Instruction: 24S

Offered at St George: No
Revived Course: No

Course #13 RLG465H5 Sex and Renunciation in Sanskrit Poetry (HUM)

Description: This course examines the paradoxical relationship of the erotic in Sanskrit poetry with its opposite renunciation and the technologies of asceticism involving a rejection of sexuality. While the treatment of these themes reflects a deeper civilizational history emblemized by the figure of Śiva, the erotic ascetic, Sanskrit courtly poetry allows us to examine problems peculiar to courtly life and kingship. Did the aestheticization of power in Sanskrit poetry conflict with transcendental ideals? How was the legitimacy of pleasure seen as both autonomous from and concurrent with other legitimate human ends? We will read all works in translation, and no familiarity with Sanskrit is presumed.

Prerequisite: RLG205H5/RLG210H5, 1.5 RLG credits

Rationale: This course will help expand our offerings in gender and sexuality in the History of Religions and will strongly complement RLG449 Islamic Sexualities and RLG462 Sex and Gender in South Asian Religions. The course has been taught twice as a topics course, RLG460 Advanced Topics in South Asian Religions, each time with an enrollment at or near the cap (20 students), indicating strong student demand.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #14 RLG466H5 The Sasanian empire: religions at the crossroads in ancient Iran (HUM)

Description: This course studies the religious life of the Sasanian empire that ruled over Iran between 224 and 651 CE. It analyzes how different religions coexisted and interacted in the territory of the empire, including Zoroastrianism (the official religion of the empire), Manichaeism, Christianity, Judaism, and Mazdakism.

Prerequisite: RLG208/RLG202/RLG203, 1.5 RLG credits

Rationale: This will be the first 4th-year course on the religions of ancient Iran ever offered at the Department of Historical Studies. It will provide the students with an opportunity to investigate in depth the most important, and best documented, phase of the pre-Islamic religious history of Iran: the Sasanian period (3rd-7th century). It will be primarily of interest to the students whose main area of interest is Zoroastrianism, and furthermore it will complement the knowledge provided by the departmental courses in history of Judaism and Christianity. Additionally, it will provide students with an opportunity to have an insight on the history of two religions on which no course is offered at the University of Toronto, Manichaeism and Mazdakism.

No. Hours Instruction: 24S

Offered at St George: No

Revived Course: No

Course #15 WGS351H5 Gender, Race, and Surveillance (HUM)

Description: From forced sterilization and sex-selective abortion, to selfies, prisons, and biosecurity, this course conceptualizes suspicion and technologies of surveillance in transnational perspectives. Informed by a range of interdisciplinary scholarship, namely critical transnational feminist and Black feminist texts, it interrogates how surveillance has long enacted racialized, gendered, and biopolitical injustices.

Exclusion: WGS337H5 offered in 2017.

Prerequisite: WGS200Y5Y

Recommended Preparation: WGS101H5

Rationale:

In an era of burgeoning surveillance practices and technologies, this course provides critical and analytical skills to interrogate the forms of knowledge, benefits and disadvantages that surveillance enacts upon race, gender, sexuality. It offers a genealogical focus and the modes of distrust, refusal and suspicion in a transnational feminist perspective.

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

Course #16 WGS472H5 #FeministMediaConsumers (HUM)

Description: Amidst the proliferation of social media marketing, fake news, and gendered pharmaceutical advertising, what might it mean to engage in feminist media consumption? This course looks to intersectional feminist theory to analyze the multiple effects of media productions and to practice oppositional feminist reading practices.

Prerequisite: WGS200Y5Y, 1.0 WG300+ level credits

Recommended Preparation: WGS101H5

Rationale: This course offering provides students with the critical and analytical skills to think about how we understand and consume media representations, productions and distribution from a feminist lens. Building upon and complementing a range of other WGS course offerings across various levels in the stream of Feminism, Media and Culture (e.g. WGS205H, WGS368H5, WGS355H5, WGS4705H), this course will provide upper-year WGS undergraduates an applied and advanced study of media cultures through intersectional feminist perspectives.

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

Courses - Resource Implications

Course #1 CLA319H5 Women and Gender in Antiquity

Resource implications: none

Course #2 CLA359H5 The Persian Empire: 559-331 BCE

Resource implications: none

Course #3 CLA365H5 Trade in the Ancient Mediterranean

Resource implications: none

Course #4 ENG121H5 Traditions of Theatre and Drama

Resource implications: None

Course #5 ENG234H5 Children's Literature

Resource implications: None

Course #6 ENG311H5 Medieval Literature

Resource implications: None.

Course #7 ENG326H5 Premodern World Literatures

Resource implications: None

Course #8 ENG337H5 Restoration and Eighteenth-Century Drama

Resource implications: None.

Course #9 FAH295H5 Topics in Art History

Resource implications: Books for Library and TA resources in consultation with Anuar, Shelley and DVS Library Liaison.

Course #10 FAH451H5 Curating Now: Turning Concepts into Curatorial Projects

Resource implications: There are no resource implications

Course #11 FRE315Y5 French Theatre and Performance

Resource implications: Yes. A sessional lecturer will need to be hired.

Course #12 HIS263Y5 The History of Canada

Resource implications: none

Course #13 HIS342H5 History of Quebec and French Canada

Resource implications: none

Course #14 HIS402H5 Topics in the History of French Canada

Resource implications: none

Course #15 PHL376H5 Issues in Metaethics

Resource implications: none

Course #16 RLG208H5 Introduction to Zoroastrianism

Resource implications: none

Course #17 RLG302H5 Sufism

Resource implications: none

Course #18 RLG309H5 Muslim Lives, Ritual Practices

Resource implications: none

Course #19 RLG337H5 Christmas: A History

Resource implications: none

Course #20 RLG366H5 Icon and Iconoclasm in South Asia

Resource implications: none

Course #21 RLG420H5 Women and Gender in Early and Medieval Christianity

Resource implications: none

Course #22 RLG421H5 South Asian Epics

Resource implications: none

Course #23 RLG422H5 Religion and the Senses in South Asia

Resource implications: none

Course #24 RLG465H5 Sex and Renunciation in Sanskrit Poetry

Resource implications: none

Course #25 RLG466H5 The Sasanian empire: religions at the crossroads in ancient Iran

Resource implications: none

Course #26 WGS351H5 Gender, Race, and Surveillance

Resource implications: none

Course #27 WGS470H5 Politicizing Culture: Pop Feminism and Representation

Resource implications: none

Course #28 WGS472H5 #FeministMediaConsumers

Resource implications: none

Courses - Description Changes

Course #1 CLA319H5 Women and Gender in Antiquity

- Before:** A *survey* of *the position of women* in ancient *Greece and Rome*, with focus on *women's* sexuality and socialization; their economic, religious, and political roles; and *their creative production in the arts*. [24L]
- After:** A *study* of *gender* in *the* ancient *Mediterranean*, with *a* focus on *female and male* sexuality and socialization; their economic, religious, and political roles; and *aspects of daily life*. [24L]
- Rationale:** Approaches to the field of gender and classics have developed quite significantly over the past twenty years. Scholarship now recognizes that instead of focusing only on women as a discrete category, we should consider questions of gender as a fluid category that examines cultural constructs of women, men, and additional non-binary genders. Thus, this course must be updated to reflect this fundamental change in the approach to the topic. The prior course title and course description for CLA319 has been updated to *Women and Gender in Antiquity* in order to study women alongside additional genders and discuss sex and sexuality in antiquity according to these new approaches.
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Course #2 ENG121H5 Traditions of Theatre and Drama

- Before:** An introductory survey of the forms and history of world drama from the classical period to the nineteenth *century in its performance context*. May include later works influenced by historical forms and one or more plays in the Theatre Erindale schedule of production. May include a research performance component. This course is also listed as DRE121H5. [24L, 12T]
- After:** An introductory survey of the forms and history of world drama *in its performance context* from the classical period to the nineteenth *century*. May include later works influenced by historical forms and one or more plays in the Theatre Erindale schedule of production. May include a research performance component. This course is also listed as DRE121H5. [24L, 12T]
- Rationale:** The description included a dangling modifier. This is an English course! There can be no dangling modifiers in the description.
-

Course #3 ENG234H5 Children's Literature

- Before:** A critical and historical study of poetry and fiction written for or appropriated by children, this course may also include drama or *non-fiction and will cover works by at least twelve authors such as* Bunyan, Stevenson, Carroll, Twain, Alcott, Nesbit, Montgomery, Milne, Norton, and *Fitzhugh*. [36L]
- After:** A critical and historical study of poetry and fiction written for or appropriated by children, this course may also include drama or *non-fiction. The* authors *studied may include* Bunyan, Stevenson, Carroll, Twain, Alcott, Nesbit, Montgomery, Milne, Norton, *Fitzhugh*, and *Rowling*. [36L]
- Rationale:** The description of the course - which included the statement that it would cover 12 authors - was out of date, and did not provide instructors with enough flexibility. It's also worth mentioning Rowling, given that we do each Harry Potter in this course usually, and in surveys, students indicate they are very interested in this topic.
-

Course #4 ENG311H5 Medieval Literature

- Before:** This course explores a selection of writings in *early English*, excluding *those by* Chaucer. [36L]
- After:** This course explores a selection of writings in *from medieval Britain*, excluding *the works of* Chaucer. [36L]
- Rationale:** The former description used the phrase "early English" which unnecessarily excluded works in Latin, Anglo Norman, Old Irish and so on, which are often presented to students in this course (in translation). The new description is a more accurate representation of the field and the course, as taught.
-

Course #5 ENG326H5 Premodern World Literatures

- Before:** 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]

After: This course approaches the premodern period by examining early British literatures alongside literary works of the period c.500-1650 from the continents of Asia, Africa, Europe, and the Americas. Texts may include Tang dynasty poetry, the Tale of Genji, the Persian epic Shahnameh, the Italian Decameron, 1001 Nights, Old Norse sagas, 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]

Rationale: This is a new course, and the small changes to the description are designed to better reflect this field of study, and the content of the course as it will be taught - while still leaving instructors flexibility. Titles have been italicized.

Course #6 ENG337H5 Restoration and Eighteenth-Century Drama

Before: At least twelve plays, including works by Dryden, Wycherley, Congreve, Behn, and their successors, chosen to demonstrate the modes of drama practised during the period, the relationship between these **modes** and **that** between the plays and the theatres for which they were designed.

After: At least twelve plays, including works by Dryden, Wycherley, Congreve, Behn, and their successors, chosen to demonstrate the modes of drama practised during the period, the relationship between these **modes**, and **the connection** between the plays and the theatres for which they were designed.

Rationale: There was a faulty parallelism in the previous description. This is an English course. No errors of writing style are permitted.

Course #7 FAH451H5 Curating Now: Turning Concepts into Curatorial Projects

Before: This course will consider the multi-level preparatory stages entailed in the mounting of an exhibition, placing particular emphasis on conceptualization, and on the premise that curatorial practice is an intellectual endeavour that manifests its ideas in form. Contemporary issues (at local, national, and international levels) in curatorial practice will be critically examined. Students will research and produce their own exhibitions (hypothetical or actual) with attendant textual **documentation.**[24S] FAH451H5 may be counted toward either the FAH or the FAS requirements in the Art and Art History program.

After: This course will consider the multi-level preparatory stages entailed in the mounting of an exhibition, placing particular emphasis on conceptualization, and on the premise that curatorial practice is an intellectual endeavour that manifests its ideas in form. Contemporary issues (at local, national, and international levels) in curatorial practice will be critically examined. Students will research and produce their own exhibitions (hypothetical or actual) with attendant textual **documentation.**[36S] FAH451H5 may be counted toward either the FAH or the FAS requirements in the Art and Art History program.

Rationale: Increasing hours of instruction to allow for experiential learning through AAH grad shows.

Course #8 HIS263Y5 The History of Canada

Before: ~~The department's most comprehensive~~ survey of Canadian ~~history, this course is designed to enhance the knowledge and skills of~~ history ~~students, those preparing to teach and others who want to benefit from a full lecture course and weekly tutorials. The first half of the course~~ examines ~~the French colony along the St. Lawrence River and its conquest by Great Britain. How did French culture survive? Political topics include~~ ~~Rebellions and Confederation. The course also explores~~ the ~~many peoples who arrived on our shores: stone-age hunters, French soldiers and brides, white and black Loyalists, and famine Irish, as well as later waves heading to~~ ~~eastern cities and western prairies. Twentieth century~~ topics ~~include modern social movements; the nation at war; popular culture; consumer society; and issues of Canadian identity. Lectures, debates and weekly tutorials help students master historical methods.~~ [48L, 24T]

After: This survey of Canadian history examines Indigenous societies and their interactions with the Europeans who began visiting the region in the sixteenth century; European claims to sovereignty over First Nations lands; generations of migrants; and twentieth century topics such as social movements, the nation at war, popular culture, and issues of Canadian identity.

Rationale: Approaches to Canadian history have undergone significant development in recent decades, and the course description requires adjustment to match current interests in the field.

Course #9 HIS402H5 Topics in the History of French Canada

Before: ~~The development of the French-Canadian community under leaders such as Papineau, Laurier, Duplessis and Trudeau. The course traces Quebec's economic development, and the birth and evolution of its~~

~~*nationalism. Novels and films provide insight in to this enduring culture, both in its home province and elsewhere in North America. [24S]*~~

After: *An in depth examination of historical issues in French Canadian history. Content in any given year depends on the instructor. Details of each year's offering will be on the Department web site.*

Rationale: Topics courses in the History program are designed to be flexible enough to accommodate a wide range of approaches. This description now matches the format of those for other topics courses in history.

Course #10 RLG208H5 Introduction to Zoroastrianism

Before: This course ~~*explores the history, doctrines, and practices of Zoroastrianism. It traces the historical development of this religion from its origins to the present time. It also analyses the development of the main Zoroastrian doctrines, and their possible impact on other religious traditions, and describes Zoroastrian customs and ceremonies. [24L, 10T]*~~

After: This course *studies the history of Zoroastrianism, a religion born in Iran over 3,000 years ago. It analyzes its main doctrines and practices, provides an overview of its sacred literature and arts, and explores its interactions with other religions of the eastern and of the western world through the millennia.*

Rationale: The structure of the course has been changed from a general overview of the history of Zoroastrianism to a course focusing on specific phases of the history of the Zoroastrian religion and some of its key themes and practices.

Course #11 WGS470H5 Politicizing Culture: Pop Feminism and Representation

Before: This course examines the ~~*ambivalent relationship between feminist theory and popular culture.*~~ Major themes include: the ~~*visual*~~ construction of ~~*the*~~ gendered, sexualized, and racialized ~~*subject; power and ideology; the gaze, desire, and fetishization; fantasy, seduction, and idealization; as well as the possibility of resistant and/or*~~ counter hegemonic ~~*interpretations.*~~ [24S]

After: This course examines the *intricate relationships among feminism, culture, power and representation.* Major themes include: the construction of gendered, sexualized, and racialized *subjectivities; ideologies* and the *media; bio-and communication technologies; neoliberalism and neocolonialism;* and counter *interpretations, reclamations, and remixes of* hegemonic *cultural forms.*

Rationale: This course description and title change are intended to differentiate this advanced, upper year seminar from WGS205: Introduction to Feminism and Popular Culture. Rather than serving as a continuation of this 200-level course, WGS470 offers students the opportunity to engage the theoretical foundations of gender, culture and ideology, and to closely consider how representation and feminism matter within culture through specific cases explored weekly.

Changes in Course Name

Course #1 CLA319H5 Women and Gender in Antiquity

Before: Women in Antiquity

After: Women **and Gender** in Antiquity

Rationale: Approaches to the field of gender and classics have developed quite significantly over the past twenty years. Scholarship now recognizes that instead of focusing only on women as a discrete category, we should consider questions of gender as a fluid category that examines cultural constructs of women, men, and additional non-binary genders. Thus, this course must be updated to reflect this fundamental change in the approach to the topic. The prior course title and course description for CLA319 has been updated to Women and Gender in Antiquity in order to study women alongside additional genders and discuss sex and sexuality in antiquity according to these new approaches.

Course #2 ENG326H5 Premodern World Literatures

Before: **Global Literatures in the** Premodern World

After: Premodern World **Literatures**

Rationale: The previous title was simply too long. This is the same idea, put more succinctly.

Course #3 WGS470H5 Politicizing Culture: Pop Feminism and Representation

Before: Feminism and **Popular Culture**

After: **Politicizing Culture: Pop** Feminism and **Representation**

Rationale: This course description and title change are intended to differentiate this advanced, upper year seminar from WGS205: Introduction to Feminism and Popular Culture. Rather than serving as a continuation of this 200-level course, WGS470 offers students the opportunity to engage the theoretical foundations of gender, culture and ideology, and to closely consider how representation and feminism matter within culture through specific cases explored weekly.

Courses - Other Changes

Course #1 FAH451H5 Curating Now: Turning Concepts into Curatorial Projects

Before: Distribution: HUM

After: Distribution: HUM **EXP**

Rationale: Increasing hours of instruction to allow for experiential learning through AAH grad shows.
Increasing hours of instruction to allow for experiential learning through AAH grad shows.

Course #2 WGS470H5 Politicizing Culture: Pop Feminism and Representation

Before: Prerequisite: WGS200Y5, **1.0 WGS300+** level **credits. Recommended** Preparation:
WGS205H5/WGS368H5/ WGS369Y5

After: Prerequisite: WGS200Y5, **1.5 WG300+** level **credits**
Recommended Preparation: **WGS205H5, WGS101H5**

Rationale: This course description and title change are intended to differentiate this advanced, upper year seminar from WGS205: Introduction to Feminism and Popular Culture. Rather than serving as a continuation of this 200-level course, WGS470 offers students the opportunity to engage the theoretical foundations of gender, culture and ideology, and to closely consider how representation and feminism matter within culture through specific cases explored weekly.
