UNIVERSITY OF TORONTO SCARBOROUGH

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

TO: UTSC Academic Affairs Committee

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DATE: February 4, 2019 for February 11, 2019

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Undergraduate Minor Curricular Modifications (Social Sciences Academic Units)

JURISDICTIONAL INFORMATION:

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

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (February 11, 2019)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

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

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

- The Interdisciplinary Centre for Health and Society (Report: Interdisciplinary Centre for Health and Society)
  - 5 new courses
    - HLTC26H3
    - HLTD26H3
    - HLTD27H3
    - HLTD28H3
    - HLTD54H3
- The Department of Human Geography (Report: Department of Human Geography)
  - 1 program change
    - Specialist in City Studies
- The Department of Political Science (Report: Department of Political Science)
  - 2 new courses
    - POLD43H3
    - POLD44H3
- The Department of Sociology (Report: Department of Sociology)
  - 2 new courses
    - SOCB28H3
    - SOCD12H3

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate Social Sciences academic units, as described in Undergraduate Minor Curriculum Modifications for Approval, Report: Interdisciplinary Centre for Health and Society, dated January 17, 2019, and Undergraduate Minor Curriculum Modifications for Approval, Report: Department of Human Geography, dated January 17, 2019, and Undergraduate Minor Curriculum Modifications for Approval, Report: Department of Political Science, dated January 17, 2019, and Undergraduate Minor Curriculum Modifications for Approval, Report: Department of Sociology, dated January 17, 2019 and recommended by the Vice-Principal Academic and Dean, William Gough, be approved effective as of Fall 2019 for the academic year 2019-20.

DOCUMENTATION PROVIDED:

1. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Interdisciplinary Centre for Health and Society, dated January 17, 2019.
2. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Department of Human Geography, dated January 17, 2019.
3. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Department of Political Science, dated January 17, 2019.
4. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Department of Sociology, dated January 17, 2019.

2019-20 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Interdisciplinary Centre for Health and Society
January 17, 2019

Health and Society (UTSC), Interdisciplinary Centre for

5 New Courses:

HLTC26H3: Global Health and Human Biology

Impact on Programs: This proposal triggers modifications in the unit's program(s)
Contact Hours:
Description:
This course will apply students' knowledge of health studies and human biology to solving real-life cases in global health, such as the Ebola outbreaks in Africa or the acute toxic encephalopathy mystery illness among children in India. This case-study-oriented course will focus on the application of human biology principles in addressing current cases in global health.
Prerequisites: HLTB22H3
Corequisites:
Exclusions: HLTC28H3 if taken in the Winter 2018 or the Winter 2019 semester
Recommended Preparation:
Enrolment Limits: 60
Note: Priority will be given to students enroled in the Major/Major Co-op program in Health Studies - Population Health
Learning Outcomes: • Understand the dynamic relationship between biological issues and global health. • Identify strategies used to prevent or treat diseases in successful global health projects. • Execute problem-solving steps appropriate to completing a variety of global health case study assignments. • Identify the major benefits and limitations of various global health intervention strategies. • Critically read papers to obtain a deeper understanding of biological or global health problems. • Evaluate and select from different approaches to solving biological problems, in relation to global health. • Work with a team to complete specific group projects related to global health and human biology.
Topics Covered:

- Challenges/opportunities in global health
- Body Defense Mechanisms
- Pathogens/Infectious Diseases as a Continued Threat
- Antibody-Mediated Responses and Cell-Mediated Responses
- The Basic Requirements for a Healthy Life
- Malnutrition
- Water, Sanitation, and Infectious Diseases in Developing Countries
- Types and Extent of Ill Health in Developing Countries
- The Diseases of Adults and Children in Developing Countries
- Effective program management for global health projects

Methods of Assessment:
1. Case Study Presentation
2. Case study Proposal
3. Peer to Peer Evaluation
4. Individual Participation
5. Mid-term
6. Final Exam

Mode of Delivery:
In Class

Breadth Requirements:
Natural Sciences

Rationale:
This course will build on the B-level courses required for the B.Sc. in Health Studies, more specifically it will provide students an in-depth focus on topics covered in HLTB22H3. This course will also prepare students for advance D-level courses that focus on global health such as: HLTD27H3, and HLTD28H3.

Consultation:
DCC Approval: September 17, 2018
RO Course Approval: September 25, 2018

Resources:
Prof. Ezezika will offer this course as part of his regular teaching load.
TA support will be covered by the unit's existing budget.

HLTD26H3: Embodiment across the Life Course

Contact Hours:

Description:

This course will introduce students to key conceptual and methodological approaches to studying experiences of embodiment at different points in the life course. It draws on range of social and cultural perspectives on bodily activity, exercise, disability, and representations of the body to encourage students to critically examine relationships between sociocultural dynamics and health.

Prerequisites:
HLTB15H3 and HLTC22H3 and an additional 1.0 credit at the C-level in HLT courses.

Corequisites:

Exclusions:
HLTD12H3 if taken in the Winter 2019 semester

Recommended Preparation:

Enrolment Limits:
25

Note:
Priority will be given to students enrolled in Health Studies programs offered by the Interdisciplinary Centre for Health and Society (ICHS).

Learning Outcomes:
•   Be able to identify conceptual approaches to thinking about embodiment and cultural orientations to the body, sports, and exercise
•   Be familiar with theoretical work on aging and the life course perspective
•   Be able to contrast cultural and gendered understandings of being healthy and athletic at different stages in the life course
•   Be able to apply knowledge about research methods to describe different ways of studying experiences of embodiment at different points in the life course
•   Be able to articulate and reflect on their own perceptions about athletic identity and aging within the context of human development
•   Be able to enhance writing skills and oral communication through practice

Topics Covered:
- Journey of Embodiment and the Life Course
- Sociology of the body
- Cultural orientations to the body and exercise
- Bodies that matter
- Athletic identity across the life course
- The body as performance
- Bodies at the margin
- The body as a story
- Masculinity and Femininity in Sport
- Injured bodies
- Leaky bodies and Corporeality
- Rules of the endgame

Methods of Assessment:
Students will be assessed the following ways:
-set of 5 reflection pieces they will respond to throughout the term
-an oral paper proposal and
- a final term paper.
 These assessment items will support the course learning outcomes by enhancing students' writing skills and oral communication through practice.

Mode of Delivery:
In Class

Breadth Requirements:
Social & Behavioural Sciences

Rationale:
This course fits into the department's overall curriculum by building on the strengths in Health over the life course. The department currently offer courses at the C-level in early childhood health and development and in aging. HLTD26H3 will provide students a D-level course that will allow them to further develop their knowledge about health and aging.
All 4 Major programs in Health Studies require students to complete D-level credits, therefore, this course will provide students with an additional D-level option to complete their program requirements.

Consultation:
DCC Approval: September 17, 2018
RO Course Code Approval: September 25, 2018

Resources:
Michelle Silver, a full-time regular faculty member will teach the course as a part of her regular teaching load. Professor Silver is teaching the course as a "Special Topics Course" (HLTD12H3) in Winter of 2019.
The course does not require TA support.
The course does not require any space or infrastructure support.

HLTD27H3: Food Security, Food Sovereignty, and Health

Contact Hours:

Description:

Food security is an important determinant of health and well being, and yet in many areas of the world there are profound challenges to achieving it. Food sovereignty – the right of peoples to self-determined food production – has an important and complex relationship with food security. This course will examine the implications of food security and food sovereignty for health equity in the context of sub Saharan Africa.

Prerequisites:
HLTC26H3 and an additional 1.0 credit at the C-level in HLT courses

Corequisites:

Exclusions:
HLTD22H3 if taken in Winter 2018 or Fall 2018 semester

Recommended Preparation:

Enrolment Limits:
25

Note:

Learning Outcomes:
Students who successfully complete the course have reliably demonstrated the ability to:
1.Define the concepts of food security, food sovereignty and how food systems relate to public health.
2.Critically read papers and identify their key contributions, particularly in the context of food policy and science.
3.Describe key debates in the field of food security and their scientific and ideological bases, particularly as it pertains to low-and middle-income countries
4.Develop sustainable programs and initiatives to achieve food security in relation to public health, particularly in low- and middle-income countries.
5.Identify key literature and leading scholars in the field of global food security, food sovereignty and nutrition in relation to global health.

Topics Covered:
•   Introduction to Food Security
•   What is 'food security' and why study it?
•   What is the state of food insecurity in the world? (FAO)
•   Introduction to Food sovereignty
•   Interplay between Food security and Food sovereignty
•   Relevance of trust to the food security and food sovereignty
•   Linkages between nutrition and health
•   The Nutrition Transition
•   Steering the nutrition transition towards a positive direction in sub Sahara Africa
•   The feminization of agriculture
•   Women's role in tackling the issue of 'hidden hunger'
•   Agriculture and peace
•   Conflict as a cause and effect of food insecurity
•   The vicious cycle: disease, malnutrition, and food insecurity/Food Safety

Methods of Assessment:
EVALUATION
Proposal (small group)
Presentation (small group)
Reflections (2) (individual)
Final Exam (Individual)

Participation (Individual)	

The proposal and presentation will be based on students working in groups to create a response that aims to circumvent the negative health impacts of nutrition transition in a country of their choice in sub-Saharan Africa.

Mode of Delivery:
In Class

Breadth Requirements:
Social & Behavioural Sciences

Rationale:
This course fills an important gap in the curriculum by examining the relationship between food security/insecurity and health outcomes in developing countries. The course builds on courses at the B- and C-levels, specifically HLTB11H3 and HLTC26H3 (newly proposed course). It also complements existing courses the department offers in global health, such as HLTD49H3. All 4 Major programs in Health Studies require students to complete D-level credits, therefore, this course will provide students with an additional D-level option to complete their program requirements.

Consultation:
DCC Approval: September 17, 2018
RO Course Code Approval: September 25, 2018

Resources:
Prof. Ezezika will offer this as part of his regular teaching load. No TA support is needed required for this course.

HLTD28H3: Innovations for Global Health

Contact Hours:

Description:

This course is designed to provide students with an in-depth knowledge of the role of technological and social innovations in global health. Through lectures, case studies, group projects and exciting guest lectures, students will gain an understanding of the process of developing and scaling technological and social innovations in low- and middle-income countries, taking into account the unique socio-cultural, financial and logistical constraints that are present in such settings.

Prerequisites:
HLTC26H3 with a minimum grade of 70% and an additional 1.0 credit at the C-level in HLT courses.

Corequisites:

Exclusions:
[HLTC47H3 if taken in Fall 2017 semester], [HLTD04H3 if taken in Winter 2019 semester]

Recommended Preparation:

Enrolment Limits:
25

Note:

Learning Outcomes:
Students who successfully complete this course have reliably demonstrated the ability to:
•   Understand and communicate the gaps that technological and social innovations for global health can fill in improving health in low and middle-income countries.
•   Understand the overall process and environment of innovation scale-ups, including the role and responsibilities of various stakeholders in global health innovation development and implementation.
•   Evaluate the current bottlenecks, including social, technological and financial barriers that may hinder technology

development and adoption in resource-constrained settings.
- • Generate practical and sustainable ideas for improving global health outcomes.
- • Pitch technological and social innovation ideas for global health to potential investors and funders.

Topics Covered:
- • History and Trends of health technology scale-up
- • Supply Chains in Global Health
- • IDEA to IMPACT Model
- • Models for Global Health technology scale-up
- • M-health
- • Classification of mHealth Technologies
- • Impact of technological innovation in global health
- • Innovations in Water and Sanitation
- • Technological and social Innovations for Maternal and Child Health
- • Innovations in Environmental Health
- • Innovations in communicable diseases/vaccinations
- • Innovations in Food Security and Nutrition
- • Agricultural biotechnology
- • Financing Mechanisms for Global Health Technologies
- • Push/Pull Mechanism for Product Development
- • Taking Your Ideas to Scale: Social Entrepreneurship

Methods of Assessment:
The assessments for this course are built around problem-based learning. For about half of the assessment, students develop technological and social innovations to solve specific global health problems, which are evaluated by external experts and potential employers through a written proposal and presentation format similar to the Canadian television reality show, Dragons' Den.

Mode of Delivery:
In Class

Breadth Requirements:
Social & Behavioural Sciences

Rationale:
This course makes an important addition to the courses the department offers in global health, such as the newly proposed HLTC26H3 and HLTD49H3. It also provides students with a unique hands-on, problem-solving approach to learning about global health. This course will be good preparation for students who want to apply to graduate schools in public health, as it will equip them with approaches to problem-solving used in the field of global health. All 4 Major programs in Health Studies require students to complete D-level credits, therefore, this course will provide students with an additional D-level option to complete their program requirements.

Consultation:
DCC Approval: September 17, 2018
RO Course Code Approval: September 25, 2018

Resources:
Prof. Ezezika will teach this course as a part of his regular teaching load. No TA support is required.

HLTD54H3: Toronto's Stories of Health and Illness

Impact on Programs: This proposal triggers modifications in the unit's program(s)

Contact Hours:

Description:

This seminar course explores stories of health, illness, and disability that are in some way tied to the City of Toronto. It asks how the Canadian healthcare setting impacts the creation of illness narratives. Topics will include major theorizations of illness storytelling ("restitution", "chaos," and "quest" narratives); narrative medicine; ethics and digital health storytelling.

Prerequisites:
HLTB50H3 with a minimum grade of 70% and an additional 1.0 credit at the C-level from the program requirements from the Minor in Health Humanities.

Corequisites:

Exclusions:
HLTD50H3 if taken in the Winter 2018 semester.

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

Enrolment Limits:
25

Note:
Priority will be given to student enroled in the Minor program in Health Humanities, and students enroled in the Major/Major Co-op programs in Health Studies who are in their graduating year.

Learning Outcomes:
• To introduce students to advanced theorizations of illness writing and related narrative typologies, focusing on authors and literary texts with close ties to Toronto;
• To improve students' understanding of how the creative imagination contributes to experiences of health and illness, especially in the Canadian context, through the identification of pertinent patterns in language, themes, genre, and aesthetic form;
• To develop skills in narrative competence and health-related digital storytelling through creative, analytical reading and writing assignments (blogging, podcasts);
• To enhance students' abilities for reading analytically, speaking persuasively, writing compellingly in scholarly, public-facing, and reflective forms, as well as practicing the constructive critique of work done by their peers;
• To provide the intellectual framework for a substantial research or research-creation project that contributes to our understanding of illness narratives.

Topics Covered:
In this advanced seminar we will encounter stories of health, illness, and disability that are in some way tied to Canada, the city of Toronto especially. Specific topics include:
• How does the Canadian healthcare setting impact, or become implicated in, the telling of illness narratives?
• Whose stories of health and illness are written and read—and what narratives are celebrated, muted, uncared for, or resisted?
• Narrative medicine
• Theoretical approaches to illness storytelling
• Narrative typologies ("restitution", "chaos," and "quest,")
• Digital Storytelling

Methods of Assessment:
1. Digital Posts (4-7, 750-1000 words each):
One objective of this seminar is to practice composing public-facing writing via Digital Posts, namely blogposts, podcast(s), and/or vlog(s). By integrating students' personal voice and experience with careful analysis, these critical-creative assignments will comprise learning resources that communicate the value of Health Humanities and engage audiences outside of our classroom.
2. Team Presentation:
Team Presentations will be 20-25 minute mini-seminars that provide a foundation for our discussion that day.
3. Final Project Proposal (250-300 words):
The Final Project Proposal is a preliminary outline (250-300 words) of each students' topic and approach for your Final Project. A paragraph describing title, subject, materials (primary/critical), and tentative argument will be posted on a dedicated quercus thread.
4. Peer Feedback (2 x 200 words):

Peer Feedback will take the form of two thoughtful and constructive paragraphs (200 words each) replying to two different Project Proposals. The aim is to help enhance their colleagues' final project by identifying the proposal's strengths and oversights, other relevant materials, general observations and impressions, etc.
 5. Final Project:
For the Final Project, students will submit a substantial project that 1) relates to issues raised by course materials and 2) is in keeping with your personal and/or interests concerning illness storytelling.
 6. Seminar Preparation and Participation.

Mode of Delivery:
In Class

Breadth Requirements:
Arts, Literature & Language

Rationale:
This seminar course will offer students an in-depth examination of human health and illness through the distinct perspectives of literature, narrative, and the arts more broadly conceived. This course builds on the department's existing courses in Health Humanities, such as HLTB50H3 and HLTC50H3. It is distinctive for incorporating an experiential learning element that will provide students the opportunity to construct their own digital illness narrative. By completing this intensive seminar course, students will be prepared to confront the complexities of health in the public sphere. All 4 Major programs in Health Studies require students to complete D-level credits, therefore, this course will provide students with an additional D-level option to complete their program requirements.

Consultation:
DCC Approval: Sept 17, 2018
RO Course Code Approval: September 25, 2018

Resources:
This course will be taught by Prof. Andrea Charise as part of her regular teaching load.
No TA resources will be required.

2019-20 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Department of Human Geography
January 17, 2019

Human Geography (UTSC), Department of

1 Minor Program Modification:

SPECIALIST PROGRAM IN CITY STUDIES (ARTS)

Enrolment Requirements:

Enrolment Requirements
Enrolment in the Specialist is limited. Students may apply to enter the program after they have completed at least 4.0 credits, including the courses listed under Requirement 1 of the program.

Admission is based will be determined on overall academic performance the basis of a student ' s CGPA and grades in the courses in Requirement 1 of the program; students must achieve a minimum CGPA of 2.5 program. For students applying with more 8.0-10.0 credits, admission will be on the basis of CGPA in all City Studies(CIT)courses taken. Decisions regarding program admissions will be made only twice a year, in May and August, by the City Studies Supervisor of Studies, and will be based on student requests submitted to the Registrar through ROSI.

Completion Requirements:

Program Requirements:
This program requires the completion of 12.0 credits as follows:

1. Introduction to Social Science Thought (1.0 credit from among the following):
ANTA01H3 Introduction to Anthropology: Becoming Human
ANTA02H3 Introduction to Anthropology: Culture, Society and Language
GGRA02H3 The Geography of Global Processes
GGRA03H3 Cities and Environments
[MGEA01H3/(ECMA01H3) Introduction to Microeconomics or MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach]
[MGEA05H3/(ECMA05H3) Introduction to Macroeconomics or MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach]
POLA01H3 Critical Issues in Politics I
POLA02H3 Critical Issues in Politics II
SOCA03Y3 Introduction to Sociology

2. Core courses (2.0 credits as follows):
CITB02H3 Foundations of City Studies
and 1.5 credits from among the following:
- CITB01H3 Canadian Cities and Planning
- CITB03H3 Social Planning and Community Development
- CITB04H3 City Politics
- CITB08H3 Economy of Cities

3. Research Methods (2.0 credits):
STAB23H3 Introduction to Statistics for the Social Sciences (or equivalent)
GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning
[GGRB30H3 Fundamentals of GIS I or GGRB03H3 Writing Geography]
[GGRC32H3 Essential Spatial Analysis or GGRC31H3 Qualitative Geographical Methods: Place and Ethnography]

4. City Studies Applications (3.5 credits from among the following):
CITC01H3 Urban Communities and Neighbourhoods Case Study
CITC02H3 Learning in Community Service
CITC03H3 Real Estate and the City
CITC04H3 Current Municipal and Planning Policy and Practice in Toronto
CITC07H3 Urban Social Policy
CITC08H3 Cities and Community Development
CITC09H3 Introduction to Planning History: Toronto and Its Region
CITC12H3 City Structures and City Choices: Local Government, Management, and Policymaking
CITC14H3 Environmental Planning
CITC15H3 Taxing and Spending: Public Finance in Canadian Cities
CITC16H3 Planning and Governing the Metropolis
CITC17H3 Civic Engagement in Urban Politics
CITC18H3 Transportation Policy Analysis

5. Approaches to Cities (1.5 credits from among the following)*:
GGRB02H3 The Logic of Geographic Thought
GGRB05H3 Urban Geography
GGRB13H3 Social Geography
POLB50Y3 Canadian Government and Politics
SOCB44H3 Sociology of Cities and Urban Life
GGRC02H3 Population Geography
GGRC10H3 Urbanization and Development
GGRC11H3 Current Topics in Urban Geography
GGRC12H3 Transportation Geography
GGRC13H3 Urban Political Geography
GGRC27H3 Location and Spatial Development
GGRC33H3 The Toronto Region
GGRC40H3 Megacities and Global Urbanization
GGRC48H3 Geographies of Urban Poverty
POLC53H3 Canadian Environmental Policy
PPGC66H3/(POLC66H3) Public Policy Making
PPGC67H3/(POLC67H3) Public Policy in Canada
* **Note** : these courses may have prerequisites that are not included in this program

6. City Studies Workshop (1.0 credit):
CITD05H3 City Studies Workshop I
CITD06H3 City Studies Workshop II

7. Advanced Applications (1.0 credit):
CITD01H3 City Issues and Strategies
CITD10H3 Seminar in Selected Issues in City Studies
CITD30H3 Supervised Research Project
GGRD14H3 Social Justice and the City

Description of Proposed Changes:
1. Changes to the enrolment requirements, the CGPA requirement is now being stated as a minimum of 2.5;
2. Editorial changes to the completion requirements - component 2

Rationale:
1. The current description of the enrolment requirements notes that, "Admission will be determined on the basis of a student's overall Grade Point Average (GPA) and grades in the courses in Requirement 1 of the program. " This has been revised to explicitly state that students must achieve an overall CGPA of 2.5 for entry into the program, which is the criterion in practice.
2. The changes to the completion requirements are editorial only, and clarify the Calendar copy for students.

Impact:
None. The current enrolment requirements have been made more transparent for continuing and new students.

Consultation:
DCC approved: Friday October 12th

Resource Implications:
There are no implications to resources with this change in enrolment requirements.

2019-20 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Department of Political Science
January 17, 2019

Political Science (UTSC), Department of

2 New Courses:

POLD43H3: Writing about Politics

Contact Hours:	
Description:	
Some of the most powerful political texts employ literary techniques such as narrative, character, and setting. This class will examine political themes in texts drawn from a range of literary genres (memoire, literary non-fiction, science fiction). Students will learn about the conventions of these genres, and they will also have the opportunity to write an original piece of political writing in one of the genres. This course combines the academic analysis of political writing with the workshop method employed in creative writing courses.	

Prerequisites:
[1.5 credits at the C-level in POL, CIT, PPG, GGR, ANT, SOC, IDS, HLT courses] and [JOUB39H3 or ENGB63H3]

Corequisites:

Exclusions:

Recommended Preparation:
At least one course in creative writing at the high school or university level.

Enrolment Limits:
25

Note:

Learning Outcomes:
This course is designed to achieve four key learning outcomes:
1)   the ability to understand the conventions of different genres of political writing, and the trade-offs involved in different approaches
2)   the ability to read and interpret narrative writing about politics and justice
3)   the ability to craft an effective piece of political writing in one of these genres
4)   a deeper appreciation of the way that particular political conflicts may reflect broader structural injustices or historical legacies
This course is most directly related to the program learning outcome in Communication: "At the highest level, students should produce a paper, in an appropriate style, that increases the knowledge, insight, or understanding of the reader.

Students should draw on wide-ranging understanding and show a depth of knowledge and intelligent creativity." This course achieves this outcome by focusing on writing directly, rather than approaching it indirectly in a course with a primary focus on disciplinary knowledge.

Topics Covered:
1.Literary genre (memoire, literary non-fiction, science fiction)
2.Writing technique
3.Revision and workshop method
4.Analysis of works by Orwell, Baldwin, Coates, George Saunders, Mike Davis, Joan Didion, and Kafka
5.Critical analysis and interpretation of political texts

Methods of Assessment:
The method of assessment will be the following:
1. three short writing exercises,
2. three critiques of the assigned readings, and
3. a final essay (including a required first draft and revisions)

Mode of Delivery:
In Class

Breadth Requirements:
History, Philosophy & Cultural Studies

Rationale:
Many of the Department's courses provide training in a wide range of skills (research design, oral presentations, writing, critical thinking) while also conveying in-depth level disciplinary knowledge. This course focuses on the skill of writing about politics which is currently missing from the curriculum. This pedagogical approach is employed with great success in creative writing classes, but it is seldom used in Political Science courses due to time constraints. Therefore, this course will use the workshop method, which fosters participation and collaboration among students.

Consultation:
DCC approved: Tuesday October 2nd 2018
RO course code approved on: October 15th 2018

Resources:
The course will be taught by existing faculty and rotated as part of her regular teaching load. TA support is not required for the course. The course does not require space or infrastructure support.

POLD44H3: Comparative Law and Social Change

Impacts on Programs: This proposal triggers modifications in the unit's program(s)

Contact Hours:

Description:

This seminar based course examines how legal institutions and legal ideologies influence efforts to produce or prevent social change. The course will analyze court-initiated action as well as social actions "from below" (social movements) with comparative case studies.

Area of Focus: Comparative Politics

Prerequisites:
POLB30H3 and [POLC39H3 or POLC38H3] and [0.5 credit in Comparative Politics]

Corequisites:

Exclusions:
POL492H1

Recommended Preparation:

Enrolment Limits:
25

Note:
Priority will be given to students enrolled in the Minor in Public Law.

Learning Outcomes:
• Experience completing a significant, independent research essay – including developing the core ideas, incorporating feedback and clearly expressing analysis through written communication
 • Gain experience and confidence speaking in seminars, developing oral communication skills
 • Explain how law is constitutive of social and political interactions
 • Define individual and collective legal mobilization
 • Compare and deliberate on the factors that facilitate or deter effective rights-based mobilization in liberal democracies and in authoritarian settings
 • Identify the factors that facilitate or deter mobilization for human rights at international courts
 • Critically evaluate the direct and indirect effects of litigation at domestic and international courts

Topics Covered:
• Individual and collective legal mobilization
 • Critical approaches to rights and litigation
 • The role of legal support structures in legal mobilization and judicial change
 • The impact and success of litigation campaigns in liberal democracies
 • The impact and success of litigation campaigns in authoritarian settings
 • The impact and success of litigation campaigns at international courts

Methods of Assessment:
• Weekly papers will allow students to reflect on the assigned readings before coming to class.
 • Class participation will be required of all students and discussions will constitute the core element of the seminar.
 • Deconstruction assignment is designed to help students prepare for their final paper. The students will pick a scholarly article and deconstruct its core structure, method and ideas to help them understand how academic papers are written.
 • Final Paper : Students will provide an original analysis in response to a theoretical question related to law and social change. A list of possible research questions and recommended readings will be provided by the instructor.
 • Students will be required to turn in paper proposals to get early feedback on their plans for the final paper.

Mode of Delivery:
In Class

Breadth Requirements:
Social & Behavioural Sciences

Rationale:
This course will build on POLC39H3 Comparative Legal Systems and POLC38H3 International Law. These two classes provide overviews on comparative law and politics and international law and politics, respectively. The proposed course examines how law is mobilized for social change from international and comparative perspectives. The proposed course fits well into the popular Minor in Public Law and it also expands the program's offerings in comparative politics.

Consultation:
DCC approval: Tuesday October 2 2018
RO approved new course code: Monday October 15 2018

Resources:
The course will be taught by existing faculty and rotated as part of her regular teaching load. TA support is not required for the course. The course does not require space or infrastructure support.

2019-20 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Department of Sociology
January 17, 2019

Sociology (UTSC), Department of

2 New Courses:

SOCB28H3: Sociological Evidence for Everyday Life

Contact Hours:	
Description:	
This course will engage evidence-based sociological findings that are often related to how individuals make decisions in everyday life. Special attention will be paid to how empirical findings in sociology are used as evidence in different social contexts and decision making processes. The course should enable students to make direct connections between the insights of sociology and their own lives.	
Prerequisites: SOCA03Y3	
Corequisites:	
Exclusions:	
Recommended Preparation:	
Enrolment Limits: 120	
Note:	
Learning Outcomes: • Across a range of topic students will know, be able to recall, and apply empirical finds from sociology to decisions in their lives. • Students will develop their ability to question methodological assumptions and decisions in empirical social scientific work. • Students will develop a toolkit for evaluating and critiquing decisions in data visualization. • Students will develop critical thinking and writing skills through reflection essays.	
Topics Covered: • Happiness • Building a community	

- Finding a job
- The role of culture and cognition in decision making
- Where good ideas come from
- Adjudicating between experts
- Critically analyzing empirical claims and the visualization of data

Methods of Assessment:
Two page reading summary/methodological critique (x4)
Midterm exam (multiple choice; fill in the blank; short answer; graph/table analysis)
Final exam (multiple choice; fill in the blank; short answer; graph/table analysis; short essay (project proposal critique)

Mode of Delivery:
In Class

Breadth Requirements:
Social & Behavioural Sciences

Rationale:
This course uniquely compliments the strong empirical and theoretical themes of the Sociology curriculum by exposing students to findings from Sociological study that directly relates to their own lives. It will contribute to the breadth requirement of the Major program in Sociology. This course will allow students to gain in-depth knowledge on critical consideration to methodological procedures and the decisions in evaluating both the veracity and generalizability of empirical findings.

Consultation:
DCC Approved: October 10, 2018
Course code approved by the RO: September 24, 2018

Resources:
The course will be taught by a full-time regular faculty member at UTSC as part of his regular teaching load.
The course will require TA Support, which will be covered by the unit's existing budget.
The course does not require any new space or infrastructure.

SOCD12H3: Sociology of Art

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:

Description:

An examination of sociological approaches to the study of visual art. Topics include the social arrangements and institutional processes involved in producing, consecrating, distributing, and marketing art as well as artistic consumption practices.

Prerequisites:
[10.0 credits including: SOCB05H3, and [0.5 credit from the following: SOCB58H3, SOCC44H3, or SOCC47H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, or SOCB44H3]] or [any 10.0 credits including: SOCB58H3 and enrolment in the Minor program in Culture, Creativity and Cities].

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:
20

Note:

Learning Outcomes:

After successfully completing the course, students will have:
• Knowledge of key sociological approaches to the study of art
• Knowledge about current empirical research addressing key questions in this field
• Knowledge of social arrangements and institutional processes related to the production, mediation, and consumption of art
• Increased ability to participate in class discussions
• Increased ability to deliver verbal presentations in front of an audience of peers

Topics Covered:

• sociological approaches to the study of the sociology of art
• current empirical research addressing key questions in this field, including: the social arrangements and institutional processes related to the production, mediation, and consumption of art (including museums and art dealers)

Methods of Assessment:

Because this is a seminar course, part of the assessment will consist of class participation. To aid students in preparing, weekly discussion questions will be posted on Quercus. Two short exams will reinforce key theoretical concepts. Presentations will provide students the opportunity to verbally present their ideas and work in front of their peers. A final paper will allow students to develop their own emerging analyses of the field.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course will build on the department's focus in the Sociology of Culture subfield. There are courses both at the B-level (new SOCB28H3 course) and the C-level (SOCC44H3 or SOCC47H3) that cover this topic. This D-level seminar course will allow students to deepen their understanding of core issues within this area of study.

Consultation:

DCC Approval: September 25/2018
RO Course Approval: September 24/2018

Resources:

This course will be taught by an existing faculty member as part of her regular teaching load, and will be cycled every other year. No TA support is required.