



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: William Gough, Vice-Principal Academic and Dean
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PRESENTER: Mark Schmuckler, Vice-Dean Undergraduate
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DATE: March 20, 2019 for March 27, 2019

AGENDA ITEM: 7

ITEM IDENTIFICATION:

Minor Undergraduate Modifications- Humanities 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] (March 27, 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 Humanities 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 Department of English (Report: Department of English)
 - 1 program change
 - Minor in Creative Writing
 - 3 new courses
 - ENGC75H3
 - ENGC92H3
 - ENGD05H3
- The Centre for French and Linguistics (Report: Centre for French and Linguistics)
 - 1 program change
 - Minor in English and Chinese Translation
 - 1 new course
 - FREC10H3
 - 8 course changes – adding a CGPA requirement
 - LIND01H3
 - LIND02H3
 - LIND03H3
 - LIND07Y3
 - PLID01H3
 - PLID02H3
 - PLID03H3
 - PLID07Y3
- The Department of Historical and Cultural Studies
 - 6 program changes
 - Major (Co-operative) in History
 - Major in Global Asia Studies
 - Major in Women's and Gender Studies
 - Minor in Women's and Gender Studies
 - Specialist (Co-operative) in History
 - Specialist in Global Asia Studies
 - 14 new courses
 - AFSD53H3
 - FSTD05H3
 - FSTC37H3
 - FSTC54H3
 - GASC51H3
 - GASC54H3
 - GASD53H3
 - HISA09H3
 - HISC02H3
 - HISC37H3
 - HISC51H3
 - HISC54H3

- HISD09H3
- HISD53H3

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 Humanities academic units, as described in Undergraduate Minor Curriculum Modifications for Approval, Report: Department of English, dated March 12, 2019, and Undergraduate Minor Curriculum Modifications for Approval, Report: Centre for French and Linguistics, dated March 12, 2019, and Undergraduate Minor Curriculum Modifications for Approval, Report: Department of Historical and Cultural Studies, dated March 12, 2019, and recommended by the Vice-Principal Academic and Dean, William Gough, be approved effective Fall 2019 for the academic year 2019-20.

DOCUMENTATION PROVIDED:

1. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Department of English, dated March 12, 2019.
2. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Centre for French and Linguistics, dated March 12, 2019.
3. 2019-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Department of Historical and Cultural Studies, dated March 12, 2019.



2019-20 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of English

March 12, 2019

English (UTSC), Department of

1 Minor Program Modification:

MINOR PROGRAM IN CREATIVE WRITING (ARTS)

Enrolment Requirements:

Previous:

New:

Students will be able to apply to the program after they have completed a minimum of 4.0 credits, including 0.5 credit in Creative Writing courses.

Completion Requirements:

Program Requirements:

Students must complete 4.0 credits as follows. A maximum of 1.0 credit in creative writing courses may be taken at another campus.

1. 1.0 credit credits as follows:

ENGA01H3 What is Literature?

[ENGB60H3 Creative Writing: Poetry I *or* ENGB61H3 Creative Writing: Fiction I]

2. 3.0 credits to be selected from the following:

ENGB60H3 Creative Writing: Poetry I (if not already counted as a required course)

ENGB61H3 Creative Writing: Fiction I (if not already counted as a required course)

ENGB63H3 Creative Writing: Creative Nonfiction I

ENGC04H3 Creative Writing: Screenwriting

ENGC05H3 Creative Writing: Poetry, Experimentation, and Activism New Media

ENGC06H3 Creative Writing: Writing for Comics

ENGC24H3 Creative Writing: The Art of the Personal Essay

ENGC08H3 Special Topics in Creative Writing I

ENGC86H3 Creative Writing: Poetry II

ENGC87H3 Creative Writing: Fiction II

ENGC88H3 Creative Writing: Creative Nonfiction II

ENGC89H3 Creative Writing and Performance

ENGD22H3 Special Topics in Creative Writing II

ENGD26Y3 Independent Studies in Creative Writing: Poetry

ENGD27Y3 Independent Studies in Creative Writing: Prose
ENGD28Y3 Independent Studies in Creative Writing: Special Topics
ENGD95H3 Creative Writing as a Profession

Description of Proposed Changes:

1. Enrolment requirements are being added for the first time. Students will be able to apply to the program after completing at least 4.0 credits, including 0.5 credit in Creative Writing courses.
2. Title change for ENGC05H3 in requirement 2.

Rationale:

1. Courses in Creative Writing require students to submit a portfolio of their work before they are accepted. However, the Minor in Creative Writing is currently an unlimited program. It is therefore possible for students to select the Minor as a Subject POST, but not be able to gain entry into the Creative Writing course requirements. Introducing this modest enrolment requirement helps to ensure that students selecting the program are able to complete it. These changes will also align the existing Minor in Creative Writing with a proposed new Major in Creative Writing.
2. Revisions to the course title for ENGC05H3 are editorial and reflect changes to the course.

Impact: New students must now meet the nominal enrolment requirements to apply to the program.

Consultation: DCC Approval: Sept 27, 2018 (course title change) and January 10, 2019 (enrolment requirements)

Resource Implications: None

3 New Courses:

ENGC75H3: Freaks and Geeks: Children in Contemporary Film and Media

Description:

This course will look at the depiction of childhood and youth in contemporary film and television, especially focusing on films that feature exceptional, difficult, or magical children. The course will explore how popular culture represents children and teens, and how these films reflect cultural anxieties about parenting, childhood, technology, reproduction, disability and generational change. Films and television shows may include: Mommy, The Babadook, Boyhood, Girlhood, A Quiet Place, We Need to Talk About Kevin, The Shining, Looper, Elephant, Ready Player One, Stranger Things, Chappie, Take Shelter, and Moonlight.

Prerequisites: Any 6.0 credits

Corequisites:

Exclusions:

Recommended Preparation: ENGA01H3 and ENGA02H3

Enrolment Limits: 45

Note:

Learning Outcomes:

- Students will learn how to use formal and contextual tools for analyzing film. In addition to stylistic analysis, contextual approaches will include genre analysis, cultural studies, media studies, and reception studies approaches.
- Students will learn how to research and utilize both popular and scholarly film criticism, and how to work with periodicals and historical resources to place films in historical and cultural contexts. Research skills and tools will include film review indexes, periodical databases, film-oriented bibliographies and article databases, and film industry-related tools.
- Students will be introduced to theoretical approaches to media and representation, especially as relates to the central issue of the course: the representation of childhood and youth. Students will gain an understanding of various approaches to this issue, including disability studies, gender studies, queer theory, and theories of race and representation.
- Students will be able to apply the above tools in writing essays to create contextualized arguments about films. They will learn how to combine close textual analysis with explorations of larger theoretical questions or social/cultural issues. They will be able to situate media representation within a larger context.

- Through watching a number of contemporary films from around the world, students will gain a cross-cultural understanding of the representation of childhood, adolescence, and the “coming-of-age” genre.

Topics Covered:

- Representation of youth in contemporary film
- Representation of childhood and parenting in contemporary film
- Representation of disabilities in contemporary film
- Representation of race, gender, and sexuality in films about childhood
- Relation of media representation to larger social, cultural, and historical contexts
- How a topic or theme (such as childhood in film) relates to genre

Methods of Assessment:

- Analytical Essays
- Research exercises (working with reviews and other sources to gauge response to and impact of films)
- Viewing Responses (responding to sets of questions about each film)
- Essay-based exam

These tools will allow students to gain experience in analyzing films closely while also teaching them the methods for analyzing films in context – learning how to assess, for example, audience reception and cultural impact of films. These methods will also assess their ability to read and understand film criticism.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This course will give students an opportunity to work with contemporary film to explore a topic that is current and relevant to their own lives. Within the department's Minor in Literature and Film Studies, this course will be useful because it is topic-based, rather than looking at film from a historical or genre perspective, which many of the department's courses already do. This course is contextual, teaching students how to think about films in the cultural context. Also, this course will give students an opportunity to engage with contemporary media and to be introduced to critical tools (including disability studies) that are not covered in other courses.

Consultation: DCC Approval: Sept 27, 2018

RO Course Code Approval: Sept 25, 2018

Resources: The course will be taught by existing faculty as part of their regular teaching load. No additional resources are required for this course.

ENGC92H3: Film Theory

Description:

An introduction to the major theorists and schools of thought in the history of film theory, from the early 20th century to our contemporary moment. What is our relationship to the screen? How do movies affect our self-image? How can we think about the power and politics of the moving image? We will think about these questions and others by watching movies in conjunction with theoretical texts touching on the major approaches to film theory over the last century.

Prerequisites: Any 6.0 credits

Corequisites:

Exclusions: CIN301Y

Recommended Preparation: ENGA01H3 and ENGA02H3 and [ENGB70H3 or one prior film course]

Enrolment Limits: 45

Note:

Learning Outcomes:

- Become familiar with the major figures and schools of thought in the field of Film Theory
- Learn the vocabulary associated with film theory
- Learn how to incorporate theoretical arguments within their analytical essays on film

Topics Covered:

- Major film theorists from the early 20th century to the present
- Topics/schools of thought may include: formalism, classical film theory, psychoanalysis, apparatus theory, phenomenology, ideological critique, semiotics, feminist film theory, race and representation, postcolonial critique, affect theory, screen theory, and digital media theory

Methods of Assessment:

- Analytical Essays (analyzing films and incorporating theoretical texts)
- “Theoretical” writing exercises (The goal of these will be to explore what we mean by “theory” and to give students the opportunity to theorize how they interact with visual media.)
- Reading Responses (to give students the opportunity to engage with difficult texts in a less high-stakes way than in an analytical essay)
- Exam(s)

Mode of Delivery: In Class**Breadth Requirements:** Arts, Literature & Language

Rationale: This course will introduce students to the major topics and writers in film theory. At present, students may read some film theory in other film courses, but there is currently no other course which provides a general overview of film theory, situating the terms and ideas in context. This course would bring this information together for students and prepare them for D-level courses. Currently, students enrolling in D-level courses have little to no understanding of what is meant by “film theory” and the texts tend to be very difficult for them.

Consultation: DCC Approval: Sept 27, 2018

RO Course Code Approval: Sept 25, 2018

Resources: This course will be taught by a full-time faculty member (Alice Maurice) as part of her regular teaching load; no additional resources are required.

ENGD05H3: Diasporic-Indigenous Relations on Turtle Island

Description:

In this course we consider the possibilities opened up by literature for thinking about the historical and ongoing relations between Indigenous and non-Indigenous people on the northern part of Turtle Island (the Iroquois, Anishinabek and Lenape name for North America). How does literature written by both diasporic and Indigenous writers call upon readers to act, identify, empathize and become responsible to history, to relating, and to what effect? Students will have the opportunity to consider how literature can help address histories of colonial violence by helping us to think differently about questions about land, justice, memory, community, the environment, and the future of living together, in greater balance, on Turtle Island.

Prerequisites: 1.0 credit at the C-level in ENG courses

Corequisites:**Exclusions:**

Recommended Preparation: ENGB06H3 and ENGC01H3

Enrolment Limits: 22

Note:**Learning Outcomes:**

Students in this course will have an opportunity to read important works of literature by black, Asian, South Asian, Muslim, and other racialized writers, along with work by Indigenous writers in order to learn:

- About contemporary Indigenous and diasporic literature written in the northern part of Turtle Island.
- About the complex affective relationships and intimacies that have arisen between Indigenous and racialized peoples a result of ongoing contact.
- About linked but also uneven histories of racism and colonialism on Turtle Island.
- About contemporary resurgence and decolonization movements like Idle No More and #Black Lives Matter, and the possible connections between these and other decolonial movements.

- About the challenges that arise when thinking about intertwining decolonizing struggles.
- About the creative experiments undertaken by Indigenous and non-Indigenous writers to imagine alternate futures and ways of being together on Turtle Island.

Above all, students will learn about the power of literature to help open up opportunities for connection and relation that can potentially transform colonial and capitalist modes of exchange.

Students in this course will also have an opportunity to continue to develop their research, writing and critical thinking skills, including:

- Development of their critical voice and skills at argumentation, both oral and written.
- Development visual literacy skills by reading and analyzing visual art (documentary film; painting; art installation).
- Hone their research skills by researching histories of contact and treaty where they live.
- Develop their skills at argumentation (both oral and written)
- Develop an analytical essay.

Topics Covered:

- Turtle Island
- Contact zones
- Colonization: residential schools, language loss; cultural resurgence and healing
- Relation, kinship, solidarity and affect
- Treaties and treaty citizenship
- Indigenous cultural aesthetics; Indigenous literary theory
- Diaspora theory
- Decolonization

Methods of Assessment:

- Report- Where are You? An assignment to research the history of contact and the treaty (if any) that governs the land on which students live and work.
- Talking Circle Participation. Class discussions in small groups will allow students to work through some of the challenging issues raised by the literature.
- Reading Report. A reading journal to give students an opportunity to practice their interpretive skills in a relatively low-stakes assignment.
- Substantial Research Essay. An argumentative close reading of one or more texts under study.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This D-level course will provide students an opportunity to build on explorations of Indigenous literature that take place at the B-level (ENGB01H3) and C-level (ENGC01H3), and an opportunity for more in-depth exploration of issues related to colonization, relation, and decolonization. This proposed course will further the department's course offerings in Indigenous literature, and responds to the English Department's TRC mandate.

Consultation: DCC Approval: Sept 27, 2018,
RO Course Code Approval: October 11, 2018

Resources: The course will be taught by existing faculty as part of their regular teaching load. No additional resources are required for this course.



2019-20 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Centre for French and Linguistics
March 12, 2019

French and Linguistics (UTSC), Centre for

1 Minor Program Modification:

MINOR PROGRAM IN ENGLISH AND CHINESE TRANSLATION (ARTS)

Title:

MINOR PROGRAM IN ENGLISH AND ~~TO~~ CHINESE TRANSLATION(ARTS)

Description:

This program is designed for students, fluent in both English and Chinese, who are interested in English and ~~to~~ Chinese translation. It will equip students with the fundamental theoretical knowledge and practical skills required in this profession.

Students are required to undergo a fluency interview held at UTSC, and must present their original documents (TOFEL or IELTS or HSK scores or four-year transcripts at high school and/or university in designated English-speaking countries). Interview dates and a questionnaire will be posted to the [Centre for French and Linguistics website](#).

Completion Requirements:

Program Requirements

Students are required to complete a total of 4.0 credits.

1. 2.0 credits as follows:

LINA01H3 Introduction to Linguistics

LINB06H3 Syntax

LINB60H3 **Comparative Study Structure** of English and Chinese

ECTB61H3 English and ~~to~~ Chinese Translation: Theory and Practice

2. 1.0 credit from the following:

ECTB60H3 Food, Cultures, and Translation

ECTC61H3 Translation Studies in Literature

ECTD68H3 Translation for Business and Media

ECTD69H3 Translation for Government and Public Administration

3. 1.0 credit from the following:

LGGC64H3 Reading Chinese and English: China from the Inside Out
LGGC65H3 Reading Chinese and English: Global Perspectives
LGGC66H3 Classical Chinese
LGGC67H3 Literary Chinese

Description of Proposed Changes:

1. Program title has been changed from "Minor Program in English to Chinese Translation" to "Minor Program in English and Chinese Translation"
2. The program description has been updated to remove the statement regarding the fluency interview.
3. Course title changes have been implemented for: ECTB61H3, LGGC64H3, LGGC65H3

Rationale:

1. Since the program's inception, the material taught to students has been bidirectional (English to Chinese and Chinese to English); changing the title to say English AND Chinese Translation, rather than English to Chinese Translation, will make it clear to students that translation is bidirectional, not unidirectional.
2. The program description has been revised to remove the statement regarding fluency interview because this interview is no longer required.
3. Course titles have been changed for ECTB61H3, LGGC64H3, LGGC65H3 in the program to reflect changes to the courses.

Impact: None.

Consultation: DCC Approval: Sept 28, 2018

Resource Implications: None

1 New Course:

FREC10H3: Community-Based Learning in the Francophone Community

Description:

In this Community-Engaged course, students will have opportunities to strengthen their French skills (such as communication, interpersonal, intercultural skills) in the classroom in order to effectively complete a placement in the GTA's Francophone community. By connecting the course content and their practical professional experience, students will gain a deeper understanding of the principles of experiential education: respect, reciprocity, relevance and reflection; they will enhance and apply their knowledge and problem-solving skills; they will develop their critical thinking skills to create new knowledge and products beneficial to the Francophone community partners.

Prerequisites: FREC01H3 or equivalent. For students who have not taken FRE courses at UTSC, or students who have advanced French proficiency, they must pass the international B1 level of a CEFR-based proficiency exam.

Corequisites: FREC02H3

Exclusions: CTLB03H3

Recommended Preparation:

Enrolment Limits: 20

Note: Ideally, students will complete FREC02H3 concurrently with FREC10H3, rather than prior to FREC10H3.

Learning Outcomes:

By the end of this course, students will be able to:

- demonstrate an understanding of the principles of community-engaged learning: respect, reciprocity, relevance, reflection
- demonstrate awareness of teamwork, facilitation, communication, learning styles and goals, professionalism, and information research, as important academic skills/activities
- strengthen their communication skills (written and oral skills)- transfer their communication skills to a practical and professional environment
- become better acquainted with the francophone community
- communicate effectively in a professional environment in the francophone community

- identify some of the needs of the francophone community
- identify resources to work with partners in the francophone community
- develop and use their critical thinking skills to effectively complete tasks assigned in the francophone community
- create new knowledge and products beneficial to the francophone community

Topics Covered:

Community-Engaged Learning and Experiential Learning

- Communications skills
- Professional Etiquette
- Interpersonal skills
- Cultural Awareness and intercultural communication
- Presentation Strategies
- Leading a Discussion
- Leadership Skills
- Teamwork

Methods of Assessment:

- Defining Learning Objectives
- Student Individual Profile Assignment
- Reflective Journal Entries
- Oral Presentation of Placement Experience
- Participation (in-class and on-site)

Mode of Delivery:

In Class

Breadth Requirements:

Arts, Literature & Language

Rationale:

The course aligns with the Ministry's new mandate to offer students experiential learning opportunities. It will be an opportunity to better prepare students for a professional environment as well as to immerse them in a francophone environment, thus showing these students the relevance of French in their academic training and professional development. It will also be a great opportunity to better connect with the GTA's francophone community and address their professional expectations and needs. Also, by opening new channels of communication with francophone community partners, the CFL will be in a better position to train students for the many professional positions available in the francophone community.

Consultation:

DCC- October 15, 2018

Consultation with the Coop office at UTSC- various times throughout the year

Consultation with the Centre for Community Partnerships at UTSG at various times throughout the year

Consultation with Karen McCrindle, Kamini Persaud, and Amelia Seto-Hung from CTL at UTSC

Course Code approved by the RO: October 16, 2018

Resources:

With the second iteration of the course, most of the groundwork will have been completed.

The course will be taught by existing faculty as part of her regular teaching load; the instructor will have more administrative work as the placements require coordination (insurance forms, for example), but other instructors are currently teaching experiential courses and have managed to work within a supportive framework (the Centre for Community Partnership).

At UTSC, 2 Co-op staff members have recently been hired to work on short-term placements, such as the ones needed for this course. Therefore, no further resources will be needed.

8 Course Modifications:

LIND01H3: Independent Study in Linguistics

Prerequisites: At least 1.0 credit at the C-level in LIN courses; and a CGPA of 3.3; ~~courses~~ and permission of the supervising ~~instructor.~~ ~~instructor.~~

<p>Note: Previous: New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.</p>
<p>Credit/No Credit Option: Previous: No New: Yes</p>
<p>Rationale: 1. Course prerequisites have been revised to include a CGPA to be consistent with other LIN courses and to better prepare students for this course. 2. Additional note has been added to inform student of important enrolment information.</p>
<p>Consultation: DCC Approval: Aug 28, 2018</p>
<p>Resources: None</p>

LIND02H3: Independent Study in Linguistics

<p>Prerequisites: At least 1.0 credit at the C-level in LIN courses; and a CGPA of 3.3; courses and permission of the supervising instructor.</p>
<p>Note: Previous: New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.</p>
<p>Rationale: 1. The course prerequisites have been revised to include a CGPA to be consistent with other LIN courses and to better prepare students for the course. 2. Additional note has been added to inform student of important enrolment information.</p>
<p>Consultation: DCC Approval: Sept 28, 2018</p>
<p>Resources: None</p>

LIND03H3: Independent Study in Linguistics

<p>Prerequisites: At least 1.0 credit at the C-level in LIN courses; and a CGPA of 3.3; courses and permission of the supervising instructor. instructor.</p>
<p>Note: Previous: New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.</p>
<p>Credit/No Credit Option: Previous: No New: Yes</p>
<p>Rationale: 1. The course prerequisites have been revised to include a CGPA to be consistent with other LIN courses and to better prepare students for the course. 2. Additional note has been added to inform student of important enrolment information.</p>
<p>Consultation: DCC Approval: Sept 28, 2018</p>

Resources: None

LIND07Y3: Independent Study in Linguistics

Prerequisites:

At least 1.0 credit at the C-level in LIN courses; and a CGPA of 3.3; ~~courses~~ and permission of the supervising instructor.

Note:

Previous:

New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.

Rationale:

1. Course prerequisites have been revised to include a CGPA to be consistent with other LIN courses and to better prepare students for the course.
2. Additional note has been added to inform student of important enrolment information.

Consultation: DCC Approval: Sept 28, 2018

Resources: None

PLID01H3: Independent Study in Psycholinguistics

Prerequisites:

At least 1.0 credit at the C-level in PLI courses; and a CGPA of 3.3; ~~courses~~ and permission of the supervising ~~instructor.~~
~~instructor.~~

Note:

Previous:

New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.

Credit/No Credit Option:

Previous: ~~No~~

New: Yes

Rationale:

1. The course prerequisites have been revised to include a CGPA to be consistent with other LIN and PLI courses and to better prepare students for the course.
2. Additional note has been added to inform student of important enrolment information.

Consultation: DCC Approval: Sept 28, 2018

Resources: None

PLID02H3: Independent Study in Psycholinguistics

Prerequisites:

At least 1.0 credit at the C-level in PLI courses; and a CGPA of 3.3; ~~courses~~ and permission of the supervising ~~instructor.~~
~~instructor.~~

Note:

Previous:

New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.

Credit/No Credit Option:

Previous: ~~No~~

New: Yes

Rationale:

1. The course prerequisites have been revised to include a CGPA to be consistent with other LIN and PLI courses and to better prepare students for the course.
2. Additional note has been added to inform student of important enrolment information.

Consultation: DCC Approval: Sept 28, 2018

Resources: None

PLID03H3: Independent Study in Psycholinguistics

Prerequisites:

At least 1.0 credit at the C-level in PLI courses; and a CGPA of 3.3; ~~courses~~ and permission of the supervising instructor.

Note:**Previous:**

New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.

Credit/No Credit Option:

Previous: ~~No~~

New: Yes

Rationale:

1. The course prerequisites have been revised to include a CGPA to be consistent with other LIN and PLI courses and to better prepare students for the course.
2. Additional note has been added to inform student of important enrolment information.

Consultation: DCC Approval: Sept 28, 2018

Resources: None

PLID07Y3: Independent Study in Psycholinguistics

Prerequisites:

At least 1.0 credit at the C-level in PLI courses; and a CGPA of 3.3; ~~courses~~ and permission of the supervising instructor.

Note:**Previous:**

New: Students must complete and submit a Supervised Study Form available at the Office of the Registrar.

Rationale:

1. The course prerequisites have been revised to include a CGPA to be consistent with other LIN and PLI courses and to better prepare students for the course.
2. Additional note has been added to inform student of important enrolment information.

Consultation: DCC Approval: Sept 28, 2018

Resources: None



2019-20 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Historical and Cultural Studies

March 12, 2019

Historical & Cultural Studies (UTSC), Department of

6 Minor Program Modifications:

MAJOR (CO-OPERATIVE) PROGRAM IN HISTORY (ARTS)

Enrolment Requirements:

Enrolment Requirements

The minimum qualifications for entry are 4.0 credits, including 0.5 credit from: ~~one of~~ HISA04H3, HISA05H3, HISA06H3/GASA01H3, HISA07H3/CLAA04H3, ~~or~~ HISA08H3/AFSA01H3 ~~or~~ HISA09H3, plus a cumulative GPA of at least 2.5.

Current Co-op Students:

Students admitted to a Co-op Degree POST in their first year of study must request a Co-op Subject POST on ACORN upon completion of 4.0 credits and must meet the minimum qualifications for entry as noted above.

Prospective Co-op Students:

In addition to requesting the program on ACORN, prospective Co-op students (i.e., those not yet admitted to a Co-op Degree POST) must also submit a Co-op Supplementary Application Form, which is available from the Arts & Science Co-op Office (<http://www.utsc.utoronto.ca/askcoop/future-co-op-students>). Submission deadlines follow the Limited Enrolment Program Application Deadlines set by the Office of the Registrar each year. Failure to submit both the Supplementary Application Form and the program request on ACORN will result in that student's application not being considered.

Completion Requirements:

Program Requirements

Students must complete the program requirements as described in the Major Program in History.

Co-op Work Term Requirements

Students must satisfactorily complete two Co-op work terms, each of four-months duration. To be eligible for their first work term, students must be enrolled in the Major (Co-op) Program in History and have completed at least 10.0 credits,

including two of [HISA04H3, HISA05H3, HISA06H3/GASA01H3, HISA07H3/CLAA04H3, ~~HISA08H3/AFSA01H3~~ or HISA09H3] as well as HISB03H3.

In addition to their academic program requirements, Co-op students complete up to four Co-op specific courses. These courses are designed to prepare students for their job search and work term experience, and to maximize the benefits of their Co-op work terms. They cover a variety of topics intended to assist students in developing the skills and tools required to secure work terms that are appropriate to their program of study, and to perform professionally in the workplace. These courses must be completed in sequence, and are taken in addition to a full course load. They are recorded on transcripts as credit/no credit (CR/NCR) and are considered to be additive credit to the 20.0 required degree credits. No additional course fee is assessed as registration is included in the Co-op Program fee.

Co-op Preparation Course Requirements:

1. COPD01H3 – Foundations for Success in Arts & Science Co-op
 - Students entering Co-op from outside of UTSC (high school or other postsecondary) will complete this course in fall of their first year at UTSC
 - Current UTSC students entering Co-op in April/May will complete this course in the summer term
 - Current UTSC students entering Co-op in July/August will complete this course in the fall term

2. COPD03H3 – Preparing to Compete for your Co-op Work Term
 - Prerequisite: COPD01H3
 - This course will be completed eight months in advance of the first scheduled work term

3. COPD11H3 – Managing your Work Term Search & Transition to Work
 - Prerequisite: COPD03H3
 - This course will be completed four months in advance of the first work scheduled work term

4. COPD12H3 – Integrating Your Work Term Experience Part I
 - Prerequisite: COPD11H3 and one Co-op work term
 - This course will be completed four months in advance of the second scheduled work term

For information on fees, status in Co-op programs, and certification of completion of Co-op programs, see Section 6B.5 of the *UTSC Calendar*.

Description of Proposed Changes:

Adding HISA09H3 as an optional course to the enrolment requirements and work-term requirements

Rationale:

The proposed change is in response to the addition of a new A-level course HISA09H3 which further diversifies the program roster of introductory global history courses and ensures that students will have further variety of introductory courses to choose from.

Impact: None

Consultation: DCC Approval: Oct 12, 2018

Resource Implications: None

MAJOR PROGRAM IN GLOBAL ASIA STUDIES (ARTS)

Completion Requirements:

Program Requirements

Students must complete 7.0 credits.

1. 0.5 credit as follows:

GASA01H3/HISA06H3 Introducing Global Asia and its Histories

or

GASA02H3 Introduction to Global Asia Studies

2. 5.5 ~~4.5~~ credits in GAS courses, of which at least 1.5 credits must be at the C-level and 1.0 credit at the D-level (students should check course description for prerequisites)

3. 1.0 credit ~~2.0 credits~~ from Asian language courses taught at the university, of which at least 1.0 credit should be at the B, C, or D-levels.

~~Preferably, these language courses will be taken in sequence. Major students who do not qualify for existing upper-level language courses at the university can (with prior written permission of the Program Supervisor) make up any necessary credits with other GAS courses.~~

Description of Proposed Changes:

1. Increasing requirement 2 by 1.0 credit

2. Reducing requirement 3 by 1.0 credit

Rationale:

1. The increase of 1.0 credit to requirement 2 is necessary to maintain the total 7.0 credits to complete the program.

2. The reduction of 1.0 credit in language courses in requirement 3 will make it easier for students to complete the language requirement for the program. There is no impact on the program learning outcomes.

Impact:

Future students will follow the new requirements proposed. Continuing students may switch to new requirements or seek exemptions to language courses if they find it difficult to complete the language requirement.

Consultation: DCC Approval: Oct 12, 2018

Resource Implications: None

MAJOR PROGRAM IN WOMEN'S AND GENDER STUDIES (ARTS)

Completion Requirements:

Program Requirements

Students must complete 7.0 credits as follows:

1. WSTA01H3 Introduction to Women's and Gender Studies

and

WSTA03H3 Introduction to Feminist ~~Theories~~ ~~Theory~~ and Thought

2. WSTB05H3 Power and Knowledge in Approaches to Research

3. WSTB11H3 Intersections of Inequality

4. WSTC02H3 Feminist Qualitative Research in Action

5. ~~1.0 further credit in WST courses~~ 2.5 additional credits in WST courses from the list below, of which at least 0.5 credit must be at the C-level, and a further 1.0 credit must be at the D-level (including 0.5 credit from WSTD03H3 or WSTD04H3 or WSTD10H3)

~~WSTB06H3 Women students are cautioned that these courses may have prerequisites that are not included in Diaspora~~

WSTB10H3 Women, Power and Protest

WSTB12H3 Women, Violence and Resistance

WSTB13H3 Gender, Media and Culture

WSTB25H3 LGBTQ History, Theory and Activism

WSTC10H3 Gender and Critical Development

WSTC12H3 Writing the Self: Global Women's Autobiographies
 WSTC13H3 Women ~~program~~, Gender and Islam ~~are advised to check course descriptions in advance~~);
 WSTC14H3 Women, Community and Policy Change
 WSTC16H3 Criminalized Women ~~Note : Gender To complete requirement #6, Justice and students must choose from the~~
 Law
 WSTC20H3 Women, Gender and Environmental (In) Justice
 WSTC22H3 Gender and Film
 WSTC23H3 Community Engagement Practicum
 WSTC24H3 Gender ~~courses identified~~ in the Kitchen
 WSTC25H3 Transnational Sexuality
 WSTC28H3 Language and Gender
 WSTC30H3 Special Topics in Women's and Gender Studies
 WSTC31H3 Special Topics in Women's and Gender Studies
 WSTC40H3 Gender and Disability
 WSTD01H3 Independent Project in Women's and Gender Studies
 WSTD03H3 Senior Seminar in Sex ~~Concentrations table, Gender and shown above (students are reminded they must have~~
 the Body
 WSTD04H3 Senior Seminar ~~pre-requisites): The concentrations are organized into themes to assist students~~ in Gender,
 Equity and Human Rights
 WSTD07H3 Themes in ~~identifying their interests: There are no program requirements related to~~ the History of Childhood
 and Culture
 WSTD10H3 Advanced Methods: Story Telling and Social Change
 WSTD11H3 Special Topics in Women's and Gender Studies
 WSTD16H3 Socialist Feminism in Global Context
 WSTD30H3 Gender and Techno-Orientalism
 WSTD46H3 Selected Topics in Canadian Women's History

~~6. 3.5 credits chosen from the courses identified in the Concentrations table shown in the introduction to the Women's and Gender Studies section of the Calendar, or any WST Special Topics/Independent Senior Project courses, of which at least 1.0 credit must be at the C- or D-level, and a further 0.5 credit must be at the D-level (students are cautioned that these courses may have prerequisites that are not included in the program, and are advised to check course descriptions in advance).~~

6. 2.0 credits from the courses list below:

AFSC97H3/HISC97H3 Women and Power in Africa
 ANTC14H3 Feminism and Anthropology
 ANTC15H3 Genders and Sexualities
 ANTD01H3 The Body in Culture and Society
 ENGB50H3 Women and Literature: Forging a Tradition
 [(ENGB51H3) or ENGC54H3] Gender and Genre
 ENGB74H3 The Body in Literature and Film
 (ENGC77H3)/(VPAC48H3) The Body in Contemporary Culture: Theories and Representations
 ENGC34H3 Early Modern Women and Literature: 1500-1700
 ENGC51H3 Contemporary Arab Women Writers
 ENGD80H3 Women and Canadian Writing
 GASB20H3 Gender and Social Institutions in Asia
 GASC20H3 Gendering Global Asia
 GASD20H3 Advanced Seminar: Social Change and Gender Relations in Chinese Societies
 GGRD09H3 Feminist Geographies
 GGRD10H3 Health and Sexuality
 HISC45H3 Immigrant and Race Relations in Canadian History
 HISD30H3 Gendering America
 HISD56H3 'Coolies' and Others: Asian Labouring Diasporas in the British Empire
 HLTC02H3 Women and Health: Past and Present
 HLTC46H3 Gender, Health and Society
 IDSD06H3 Feminist and Postcolonial Perspectives in Development Studies
 MGHC23H3/(MGTC23H3) Diversity in the Workplace
 PHLB13H3 Philosophy and Feminism

POLC94H3 Globalization, Gender and Development

PSYD18H3 Psychology of Gender

SOCB22H3 Sociology of Gender

SOCB49H3 Sociology of Family

SOCC09H3 Sociology of Gender and Work

SOCC24H3 Special Topics in Gender and Family

SOCC29H3 Family and Gender in the Middle East

SOCC38H3 Gender and Education

(VPHB57H3) Women in the Arts: Hot Mamas, Amazons and Madonnas

~~Note: To complete requirement #6, students must choose from the courses identified in the Concentrations table, shown above (students are reminded they must have the pre-requisites). The concentrations are organized into themes to assist students in identifying their interests. There are no program requirements related to the concentrations. Students may also choose from the following special topics or independent senior project courses to fulfill this requirement: WSTC30H3, WSTC31H3, WSTC32H3, WSTD01H3, WSTD11H3, WSTD46H3. Not all courses are offered every year. Please check the Timetable for availability.~~

Description of Proposed Changes:

1. Requirement 1: WSTA03H3 course title has been updated.
2. The courses listed in the concentration table: Women's and Gender Studies introduction courses has been divided into program requirement 5 and 6.
3. Requirement 5: is being increased to 2.5 additional credits in WST of which at least 0.5 credit must be at the C -level, and a further 1.0 credit must be at the D-level (at least 0.5 credit of which must be either WSTD03H3, or WSTD04H3, or WSTD10H3).
4. Requirement 6: is being reduced to 2.0 credits and will only include a list of non-WST courses.

Rationale:

1. To ensure consistency within the Calendar, all course title changes need to be updated in impacted programs.
2. This division of courses in the concentration table: Women's and Gender Studies introduction courses will provide students clear directions on how to satisfy program requirement 5 and 6.
3. More WST courses are now available to students and therefore this change will ensure students are taking the required C- and D-level courses to satisfy program requirement 5.
4. This change will allow students flexibility and diversity in non-WST course options that are still relevant to this program.

Impact:

The changes will have a positive impact on students because it will be clearer to navigate through their requirements. Students who are choosing the program as a subject POSt for the first time will be required to complete more WST courses and 0.5 credit more at the D-level as compared to students who selected the subject POSt prior to 2019-2020. In addition, it will be mandatory for them to complete courses from other departments (which were previously listed in the concentrations table). Continuing students will continue according to the requirements in the Calendar version they are following but may switch to follow the new Calendar.

Consultation: DCC Approval: Oct 12, 2018

Resource Implications: None

MINOR PROGRAM IN WOMEN'S AND GENDER STUDIES (ARTS)

Completion Requirements:

Program Requirements

Students must complete 4.0 credits as follows:

1. 1.0 credit from the following

WSTA01H3 Introduction to Women's and Gender Studies

and

WSTA03H3 Introduction to Feminist Theories Theory and Thought

2. WSTB05H3 Power and Knowledge in Approaches to Research

3. WSTB11H3 Intersections of Inequality

~~4. 2.0 additional credits in Women's and Gender Studies at the B, C, or D-level from the courses identified in the Concentrations Table shown in the introduction to the Women's and Gender Studies section of the Calendar; at least 1.0 credit must be at the C or D-level.~~

4. 2.0 additional credits as follows, including 0.5 credit at the C-level and 0.5 credit at the D-level:

1.0 credit in WST courses taken from the list in requirement 5 of the Major program in Women's and Gender Studies, and

1.0 credit in courses taken from the list in requirement 6 of the Major program in Women's and Gender Studies.

Description of Proposed Changes:

1. Requirement 1: WSTA03H3 course title has been updated
2. Requirement 4: has been changed so that students must complete 0.5 credit at the C-level and a further 0.5 credit at the D-level. Additionally, 1.0 credit must be from WST courses listed under requirement 5 of the Major program in Women's and Gender Studies and 1.0 credit must be from the courses listed under requirement 6 of the Major program in Women's and Gender Studies.

Rationale:

1. To ensure consistency throughout the Calendar, all course title changes need to be updated in all programs impacted.
2. The changes to requirement 4 have been in response to the increased course offerings within WST. Since more courses are being offered in the program, there is less need for cross-listed courses. This will also require students to take credits at both the C- and D-level. In addition, the program offerings have been streamlined in order to help students navigate through this program easily.

Impact:

The changes will have a positive impact on students because it will be clearer to navigate through their requirements. Students who are choosing the program as a subject POST for the first time will be required to complete more WST courses and 0.5 credit more at the D-level as compared to students who selected the subject POST prior to 2019-2020. In addition, it will be mandatory for them to complete courses from other departments (which were previously listed in the concentrations table). Continuing students will continue according to the requirements in the Calendar version they are following or may switch to follow the new requirements.

Consultation: DCC Approval: Oct 12, 2018

Resource Implications: None

SPECIALIST (CO-OPERATIVE) PROGRAM IN HISTORY (ARTS)

Enrolment Requirements:

The minimum qualifications for entry are 4.0 credits, including 0.5 credits from: ~~one of~~ HISA04H3, HISA05H3, HISA06H3/GASA01H3, HISA07H3/CLAA04H3, ~~or~~ HISA08H3/AFSA01H3 **or** HISA09H3, plus a cumulative GPA of at least 2.5.

Current Co-op Students:

Students admitted to a Co-op Degree POST in their first year of study must request a Co-op Subject POST on ACORN upon completion of 4.0 credits and must meet the minimum qualifications for entry as noted above.

Prospective Co-op Students:

In addition to requesting the program on ACORN, prospective Co-op students (i.e., those not yet admitted to a Co-op Degree POST) must also submit a Co-op Supplementary Application Form, which is available from the Arts & Science Co-op Office (<http://www.utoronto.ca/askcoop/future-co-op-students>). Submission deadlines follow the Limited Enrolment Program Application Deadlines set by the Office of the Registrar each year. Failure to submit both the Supplementary Application Form and the program request on ACORN will result in that student's application not being considered.

Completion Requirements:**Program Requirements**

Students must complete the program requirements as described in the Specialist Program in History.

Co-op Work Term Requirements

Students must satisfactorily complete two Co-op work terms, each of four-months duration. To be eligible for their first work term, students must be enrolled in the Specialist (Co-op) Program in History and have completed at least 10.0 credits, including two of [HISA04H3, HISA05H3, HISA06H3/GASA01H3, HISA07H3/CLAA04H3, ~~HISA08H3/AFSA01H3~~ or HISA09H3] as well as HISB03H3.

In addition to their academic program requirements, Co-op students complete up to four Co-op specific courses. These courses are designed to prepare students for their job search and work term experience, and to maximize the benefits of their Co-op work terms. They cover a variety of topics intended to assist students in developing the skills and tools required to secure work terms that are appropriate to their program of study, and to perform professionally in the workplace. These courses must be completed in sequence, and are taken in addition to a full course load. They are recorded on transcripts as credit/no credit (CR/NCR) and are considered to be additive credit to the 20.0 required degree credits. No additional course fee is assessed as registration is included in the Co-op Program fee.

Co-op Preparation Course Requirements:

1. COPD01H3 – Foundations for Success in Arts & Science Co-op
 - Students entering Co-op from outside of UTSC (high school or other postsecondary) will complete this course in fall of their first year at UTSC
 - Current UTSC students entering Co-op in April/May will complete this course in the summer term
 - Current UTSC students entering Co-op in July/August will complete this course in the fall term
2. COPD03H3 – Preparing to Compete for your Co-op Work Term
 - Prerequisite: COPD01H3
 - This course will be completed eight months in advance of the first scheduled work term
3. COPD11H3 – Managing your Work Term Search & Transition to Work
 - Prerequisite: COPD03H3
 - This course will be completed four months in advance of the first work scheduled work term
4. COPD12H3 – Integrating Your Work Term Experience Part I
 - Prerequisite: COPD11H3 and one Co-op work term
 - This course will be completed four months in advance of the second scheduled work term

For information on fees, status in Co-op programs, and certification of completion of Co-op programs, see Section 6B.5 of the UTSC *Calendar*.

Description of Proposed Changes:

Adding HISA09H3 as an optional course to the enrolment requirements and the work term requirements.

Rationale:

The proposed change is in response to the new course HISA09H3 which further diversifies the roster of introductory global history courses and ensures that students have a greater variety of introductory courses to choose from.

Impact: None

Consultation: DCC Approval: Oct 12, 2018

Resource Implications: None

SPECIALIST PROGRAM IN GLOBAL ASIA STUDIES (ARTS)

Completion Requirements:

Program Requirements

Students must complete 12.0 credits, of which at least 4.0 credits must be at the C- or D-level, including at least 1.0 credit at the D-level:

1. 0.5 credit as follows:

GASA01H3/HISA06H3 Introducing Global Asia and its Histories

or

GASA02H3 Introduction to Global Asia Studies

2. ~~8.0~~ **9.5** credits at the B- or C-level in GAS courses, of which 3.0 credits should be at the C-level (students should check course descriptions for prerequisites)

3. At least 1.0 credit at the D-level in GAS courses (students should check course description for prerequisites)

~~4. 2.5 credits from Asian language courses taught at the university, of which at least 1.5 credits should be from courses taken at the B, C, or D-levels.~~

~~Preferably, these language courses will be taken in sequence. Specialist students who do not qualify for existing upper-level language courses at the university can (with prior written permission from the Program Supervisor) make up any necessary credits with other GAS courses.~~

4. 1.0 credit from Asian language courses taught at the university.

Description of Proposed Changes:

1. Increasing 1.0 credit to requirement 2.
2. Reducing 1.0 credit from requirement 4.

Rationale:

1. The increase of 1.0 credit to requirement 2 is necessary to maintain the total 12.0 credits to complete the program.
2. The reduction of 1.0 credit in language courses in requirement 4 will make it easier for students to complete the language requirement for the program. There is no impact on the program learning outcomes.

Impact:

Future students will follow the new requirements proposed. Continuing students may switch to new requirements or seek exemptions to language courses if they find it difficult to complete the language requirement.

Consultation: DCC Approval: Oct 12, 2018

Resource Implications: None

14 New Courses:

AFSD53H3: Africa and Asia in the First World War

Description:

This seminar course examines the First World War in its imperial and colonial context in Africa and Asia. Topics include forgotten fronts in Africa, the Middle East, Asia and the Pacific, colonial armies and civilians, imperial economies and resources, the collapse of empires and the remaking of the colonial world.

Same as GASD53H3 and HISD53H3

Prerequisites: 8.0 credits, including: 1.0 credit in AFS, GAS, or Africa and Asia area HIS courses

Corequisites:

Exclusions: GASD53H3, HISD53H3

Recommended Preparation:
Enrolment Limits: 15
Note:
<p>Learning Outcomes:</p> <p>Knowledge related outcomes include the following:</p> <ol style="list-style-type: none"> 1. An understanding of the place of Africa and Asia in the “globalizing” world dominated by the colonial empires and the transformation of that world as a result of the First World War. 2. An appreciation of the roles of African and Asian peoples in the war effort and the impact of the war on them. 3. A critical understanding of the relationships between and among imperialism, nationalism in the colonies, racial theories, local dynamics, and present day conflicts in parts of Africa and Asia. 4. An awareness of the complex and diverse responses of African and Asian people to experiences of rapid change and crisis during the early twentieth century. 5. Specific analytical ability in at least one major case study or course theme. <p>Skills related outcomes include the following:</p> <ol style="list-style-type: none"> 1. The ability to read, understand, interrogate and analyse primary and secondary sources 2. The development of independent library and internet research skills 3. The development of written and oral communication skills, including essay writing (both short and long forms), oral presentations and group discussions. 4. The development of the ability to think historiographically about historical issues and controversies. 5. The development of the necessary skills to plan, formulate and implement a significant research project.
<p>Topics Covered:</p> <p>The role of the great colonial empires in the First World War; the war in Africa, the Middle East, Asia and the Pacific; colonial armies and civilian contributions; the impact of the war on colonial economies; the reshaping of the colonial world at the end of the war; the impact of the war on rising national and identity consciousness in Africa, the Middle East and Asia.</p>
<p>Methods of Assessment:</p> <p>Oral participation; oral presentation; primary source analysis; book/film review; major research or historiographical paper.</p>
Mode of Delivery: In Class
Breadth Requirements: History, Philosophy & Cultural Studies
<p>Rationale:</p> <p>This course will be of interest to a wide range of AFS, GAS, and HIS students. The AFS and GAS programs situate African and Asian history and cultures within the wider world. The HIS program emphasizes a transnational approach. The course will also strengthen D-level offerings and will in turn expand D-level enrolments to satisfy requirements in AFS, GAS and HIS programs.</p>
<p>Consultation: DCC Approval: Oct 12, 2018 RO Course Code Approval: Oct 15, 2018</p>
Resources: HCS full-time faculty will teach the course. No TA support is needed. No impact on resources.

FSTC05H3: Feeding the City: Food Systems in Historical Perspective

<p>Description:</p> <p>This course puts urban food systems in world historical perspective using case studies from around the world and throughout time. Topics include provisioning, food preparation and sale, and cultures of consumption in courts, restaurants, street vendors, and domestic settings. Students will practice historical and geographical methodologies to map and interpret foodways.</p> <p>Same as HISC05H3</p>
Prerequisites: Any 4.0 credits, including 0.5 credit at the A or B-level in AFS, CLA, FST, GAS HIS or WST courses
Corequisites:
Exclusions: HISC05H3

Recommended Preparation:
Enrolment Limits: 50
Note:
<p>Learning Outcomes: Students will develop depth and breadth of knowledge about urban food systems by exploring the history of provisioning and urban development in world historical perspective as well as experiential knowledge through work in the kitchen laboratory and the campus farm. Students will learn methodologies of Food Studies and Humanistic scholarship more generally by conducting research to find appropriate documentary evidence and critically evaluating these sources by situating them in social context and in relationship to scholarly interpretations. Students will learn to apply knowledge through comparing historical provisioning systems with Toronto’s contemporary supplies and by developing persuasive arguments with clear thesis statements, supporting evidence, and logical organization. Students will also practice editing their written work. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach and how the availability of our sources limit the questions that we can ask. Students will practice important communication skills such as listening and reading comprehension, note taking, class discussion, and writing persuasive arguments. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time and participating in class.</p>
<p>Topics Covered: Infrastructural requirements needed to provision cities. Historically and culturally determined foodways. Relationships between town and country. Urban agriculture and food production. Sociological analysis of cooking, cuisine, and class. Cross-cultural comparison of food cultures. Street vendors, marketplaces, and urban regulations.</p>
<p>Methods of Assessment: To assess their knowledge of content on food systems, students will take weekly quizzes on readings as well as written examinations, both at midterm and at the end of term. The skills of textual and spatial analysis will be assessed through the semester project, which will consist of a term paper including historical and ethnographic data as well as mapping of urban food systems and cultures drawn from a selection of possible case studies.</p>
Mode of Delivery: In Class
Breadth Requirements: History, Philosophy & Cultural Studies
<p>Rationale: The class is a double-numbered course with the existing course HISC05H3. This is intended to expand offerings in food systems and global cities within the Minor program in Food Studies. The existing C-level courses that contribute to FST do not have the same degree of focus on urban development. Therefore, this course will allow students to explore an in depth understanding and detail at a micro-level of issues and areas that are covered at the A- and B-level food-themed courses (such as FSTB01H3).</p>
<p>Consultation: DCC Approval: Oct 12, 2018 RO Course Code Approval: Oct 15, 2018</p>
<p>Resources: This course will be taught by Jeffrey Pilcher. The course will follow departmental rules regarding TA support and will be covered accordingly by the unit’s existing budget. No additional space or infrastructure is required.</p>

FSTC37H3: Eating and Drinking Across the Americas

<p>Description:</p> <p>Students in this course will examine the development of regional cuisines in North and South America. Topics will include indigenous foodways, the role of commodity production and alcohol trade in the rise of colonialism, the formation of national cuisines, industrialization, migration, and contemporary globalization. Tutorials will be conducted in the Culinaria Kitchen Laboratory.</p> <p>Same as HISC37H3</p>
Prerequisites: Any 4.0 credits, including 0.5 credit at the A- or B-level in AFS, CLA, FST, GAS, HIS or WST courses
Corequisites:

Exclusions: HISC37H3
Recommended Preparation:
Enrolment Limits:
Note:
<p>Learning Outcomes: Students will develop depth and breadth of knowledge about food and society across the Americas as well as experiential knowledge through work in the kitchen laboratory and the campus farm. Students will learn methodologies of Food Studies and Humanistic scholarship more generally by conducting research to find appropriate documentary evidence and critically evaluating these sources by situating them in social context and in relationship to scholarly interpretations. Students will learn to apply knowledge through assignments dedicated to developing a persuasive argument with a clear thesis statement, supporting evidence, and logical organization. Students will also practice editing their written work. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach and how the availability of our sources limit the questions that we can ask. Students will practice important communication skills such as listening and reading comprehension, note taking, class discussion, and writing persuasive arguments. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time and participating in class.</p>
<p>Topics Covered: Indigenous foodways and drinking cultures of the Americas Colonialism, food production, alcohol trade, and land dispossession National cuisines, inclusion and exclusion Industrialization of foodways Migration and culinary exchange Contemporary globalization</p>
<p>Methods of Assessment: To assess their depth and breadth of knowledge of food systems, students will take weekly quizzes on readings as well as written examinations, both at midterm and at the end of term. A major paper will assess their ability to work within Food Studies and Humanistic methodologies and application of knowledge, formulating sustained research and communication skills. Students will be assessed on their understanding of the limits of knowledge through in-class and out-of-class writing assignments. Students will be assessed on autonomy and professional capacity by the ability to complete assignments on time, through participation grades, and by learning community engagement through responsible peer editing.</p>
Mode of Delivery: In Class
Breadth Requirements: History, Philosophy & Cultural Studies
<p>Rationale: The class is intended to expand offerings in the FST minor by giving students in-depth attention to regional culinary cultures. The coverage of indigenous foodways is particularly innovative. This course will help fill a gap in the current curriculum by advancing students at a C-level on these topics.</p>
<p>Consultation: DCC Approval: Oct 12, 2018 RO Course Approval: Oct 15, 2018</p>
<p>Resources: This course will be taught by Jeffrey Pilcher. The course will follow departmental rules regarding TA support and will be covered accordingly by the unit's existing budget. No additional space or infrastructure is required.</p>

FSTC54H3: Eating and Drinking Across Global Asia

<p>Description: Students examine historical themes for local and regional cuisines across Global Asia, including but not limited to Anglo-Indian, Arab, Bengali, Chinese, Himalayan, Goan, Punjabi, Japanese, Persian, Tamil, and Indo-Caribbean. Themes include religious rituals, indigenous foodways; colonialism, industrialization, labour, gender, class, migration, globalization, and media. Tutorials are in the Culinaria Kitchen Lab.</p> <p>Same as GASC54H3 and HISC54H3</p>
Prerequisites: Any 4.0 credits, including 0.5 credit at the A- or B-level from AFS, CLA, FST, GAS, HIS or WST courses
Corequisites:

Exclusions: GASC54H3, HISC54H3

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

Students will develop depth and breadth of historical as well as interdisciplinary food studies knowledge about foodways and societies across Asia as well as experiential knowledge through hands-on tutorials and work assignments in the kitchen laboratory and the campus farm. Students will learn methodologies of humanities and social science scholarship more generally by conducting historical and contemporary research to find appropriate documentary evidence and critically evaluating these sources by situating them in historical, cultural, political and social contexts, and in relationship to both scholarly interpretations and social attitudes that have changed over time. Students will learn to apply knowledge more generally through assignments dedicated to developing a persuasive and historicized argument with a clear thesis statement, supporting evidence, logical organization, attention to chronology, periodization, and about best practices in public and scholarly discussions about foodways. Students will also practice editing their written work and that of peers, especially in tutorials and assignments. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach, how scholarly and public attitudes to foodways have changed over time, how the availability of our sources limit the questions that we can ask, and how to evaluate public and scholarly sources of information. Students will practice important communication skills such as listening and reading comprehension, note taking, class discussion, and writing persuasive arguments, especially in tutorials and assignments. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time, team discussions, and actively participating in class and tutorials.

Topics Covered:

Indigenous & local foodways and drinking cultures and the historical changes and continuities connected to them across Global Asian societies, cultures & related diasporas (specific cases will be chosen each time the course is offered, as for example, how the development of a commercial market in rice in colonial India adversely affected the brewing of rice liquors by indigenous and rural groups)

Religious rituals, family, household and gender, their links to agrarian economies and how those change over time and space, locating hierarchies, inclusions and exclusions

Gendered and classed kitchens, the economies of fields & gardens, especially as connected to regional state-systems from the early modern era onward, the impact of colonialism on food & beverage production & production as well as the impact of global commodity capitalism on local societies, locating hierarchies, inclusions and exclusions

Rural-urban migrations, comparing local, regional & national cuisines & diasporic transformations from the early modern to contemporary eras with examples such as the global spread of 'tea', 'curry', 'noodles' & 'soya', and the emergence of Indo-Caribbean, Chinese Canadian, or Singaporean cuisines

Food media transformations, comparing older and newer forms of cultural & economic globalization affecting Global Asia foodways, using primary sources such as cookbooks, newspapers, advertisements, food TV and blogs

Methods of Assessment:

To assess their knowledge of content on historical food systems & cultures across Global Asia, students will take weekly quizzes on readings, more complex versions of what they have done in lower-level B courses.

There will be two essay-style assessments, one at midterm and at the end of term, in addition to periodic writing submissions that will assess their ability to formulate and develop a historically based argument, critically read and evaluate primary and secondary sources, and hone classic humanistic communication skills. A thematic paper with optional digital and/or audio-visual components will be researched and submitted by the end of the term.

All these assessments will prepare students to be conducting & presenting original research papers & conduct methodologically sophisticated projects in the D level seminars and for graduate school.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is intended to expand offerings in the Minor program in Food Studies, and programs in HIS and GAS. This course will give students an in-depth understanding of the historical study of local, regional & national culinary cultures pertaining to Global Asia (Asia & its diasporas, as defined in the GAS program). It expands on topics in FSTB01H3 and allows students to explore in more detail and at a micro-level, historically defined themes around Asian food ways,

geographic and cultural areas. FSTC54H3 is different than existing C-level courses, and will be taught by an Asian specialist faculty.

Consultation: FST, GAS and HIS Program Coordinators and HCS DCC Approval: Oct 12, 2018
RO Course Code Approval: Oct 15, 2018

Resources:

This course will be taught by Jayeeta Sharma. The course will follow departmental rules regarding TA support and will be covered accordingly by the unit's existing budget. No additional space or infrastructure is required.

GASC51H3: From Opium to Maximum City: Narrating Political Economy in China and India

Description:

This course addresses literary, historical, ethnographic, and filmic representations of the political economy of China and the Indian subcontinent from the early 19th century to the present day. We will look at such topics as the role and imagination of the colonial-era opium trade that bound together India, China and Britain in the 19th century, anticolonial conceptions of the Indian and Chinese economies, representations of national physical health, as well as critiques of mass-consumption and capitalism in the era of the 'liberalization' and India and China's rise as major world economies. Students will acquire a grounding in these subjects from a range of interdisciplinary perspectives.

Same as HISC51H3

Prerequisites: Any 4.0 credits, including 0.5 credit at the A-level and 0.5 credit at the B-level in HIS, GAS or other Humanities and Social Sciences courses

Corequisites:

Exclusions: HISC51H3

Recommended Preparation: GASA01H3/HISA06H3 or GASA02H3

Enrolment Limits:

Note:

Learning Outcomes:

1. Students will deepen or be introduced to key themes of modern Chinese and South Asian History, through the perspective of literary and other cultural representations of political economy
2. Develop a critical comparative perspective of questions of colonialism, nationalism, socialism, capitalism and globalisation, from the perspective of China and India.
3. Understand how cultural productions and the politics of representation can be studied historically
4. Create critical interdisciplinary conversations between perspectives from Area Studies, Comparative Literary Studies, and History.

Topics Covered:

- The role and imagination of opium in the British colonial trade that bound together India, China and Britain in the 19th century
- The politics of cotton in anticolonial conceptions of the Indian and Chinese economies
- Representations of the physical health of the new national citizenry
- Critiques of mass-consumption and capitalism through images of eating, drinking, and cannibalism
- Narrations and dramatizations of the 'liberalization' of the political economies of China and India and their rise as major world economies

Methods of Assessment:

- Participation, in lecture, and in tutorials for the course. Discussions and tutorials will help students advance their interdisciplinary skills and bring their own perspectives on the primary material together with the perspectives provided in the lectures.
- Weekly short reading responses and literary/film analysis to engage with complex literary and visual material and foster discussion
- Take-home midterm exam and final exam, 2 essays for each, questions that will foster comparative analysis of at least two texts.

- Research project developing a set of core themes of the course, assignment will be a proposal and annotated bibliography. The aim is to foster independent research and exploration.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course contributes to objectives in the GAS program, which centralizes studies of Asia within different global historical or methodological frames. This course is unique in taking questions of the political economy in India and China together, while also looking at the political economy through its literary, other textual and visual dramatizations. This course also contributes to the HIS program by adding to the cluster of courses offered on Asian histories. It makes contribution unique by focusing on the realm of cultural production in narrating the political economy through such themes as colonialism, commodities like opium, nationalism, socialism, mass-marketization and global capitalism. For both units, this course contributes to interdisciplinary approaches.

Consultation: DCC Approval: January 18, 2019.

RO Course Code Approval: January 22, 2019.

Resources:

Dr. Anup Grewal, Assistant Professor in the HCS Department will teach the course. It will not have an impact on her current teaching load, as this falls within her 2-2 teaching load at UTSC.

The course will need T.A. support if the number of students enrolled meets the requirements for such support. This will be covered by the unit's existing budget.

No extra-budgetary or space needs are expected.

GASC54H3: Eating and Drinking Across Global Asia

Description:

Students examine historical themes for local and regional cuisines across Global Asia, including but not limited to Anglo-Indian, Arab, Bengali, Chinese, Himalayan, Goan, Punjabi, Japanese, Persian, Tamil, and Indo-Caribbean. Themes include religious rituals, indigenous foodways; colonialism, industrialization, labour, gender, class, migration, globalization, and media. Tutorials are in the Culinaria Kitchen Lab.

Same as FSTC54H3 and HISC54H3

Prerequisites: Any 4.0 credits, including 0.5 credit at the A- or B-level from AFS, CLA, FST, GAS, HIS or WST courses

Corequisites:

Exclusions: FSTC54H3, HISC54H3

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

Students will develop depth and breadth of historical as well as interdisciplinary food studies knowledge about foodways and societies across Asia as well as experiential knowledge through hands-on tutorials and work assignments in the kitchen laboratory and the campus farm. Students will learn methodologies of humanities and social science scholarship more generally by conducting historical and contemporary research to find appropriate documentary evidence and critically evaluating these sources by situating them in historical, cultural, political and social contexts, and in relationship to both scholarly interpretations and social attitudes that have changed over time. Students will learn to apply knowledge more generally through assignments dedicated to developing a persuasive and historicized argument with a clear thesis statement, supporting evidence, logical organization, attention to chronology, periodization, and about best practices in public and scholarly discussions about foodways. Students will also practice editing their written work and that of peers, especially in tutorials and assignments. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach, how scholarly and public attitudes to foodways have changed over time, how the availability of our sources limit the questions that we can ask, and how to evaluate public and scholarly sources of information. Students will practice important communication skills such as listening and reading comprehension, note

taking, class discussion, and writing persuasive arguments, especially in tutorials and assignments. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time, team discussions, and actively participating in class and tutorials.

Topics Covered:

Indigenous & local foodways and drinking cultures and the historical changes and continuities connected to them across Global Asian societies, cultures & related diasporas (specific cases will be chosen each time the course is offered, as for example, how the development of a commercial market in rice in colonial India adversely affected the brewing of rice liquors by indigenous and rural groups)

Religious rituals, family, household and gender, their links to agrarian economies and how those change over time and space, locating hierarchies, inclusions and exclusions

Gendered and classed kitchens, the economies of fields & gardens, especially as connected to regional state-systems from the early modern era onward, the impact of colonialism on food & beverage production & production as well as the impact of global commodity capitalism on local societies, locating hierarchies, inclusions and exclusions

Rural-urban migrations, comparing local, regional & national cuisines & diasporic transformations from the early modern to contemporary eras with examples such as the global spread of ‘tea’, ‘curry’, ‘noodles’ & ‘soya’, and the emergence of Indo-Caribbean, Chinese Canadian, or Singaporean cuisines

Food media transformations, comparing older and newer forms of cultural & economic globalization affecting Global Asia foodways, using primary sources such as cookbooks, newspapers, advertisements, food TV and blogs

Methods of Assessment:

To assess their knowledge of content on historical food systems & cultures across Global Asia, students will take weekly quizzes on readings, more complex versions of what they have done in lower-level B courses.

There will be two essay-style assessments, one at midterm and at the end of term, in addition to periodic writing submissions that will assess their ability to formulate and develop a historically based argument, critically read and evaluate primary and secondary sources, and hone classic humanistic communication skills. A thematic paper with optional digital and/or audio-visual components will be researched and submitted by the end of the term.

All these assessments will prepare students to be conducting & presenting original research papers & conduct methodologically sophisticated projects in the D level seminars and for graduate school.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is intended to expand offerings in the Minor program in Food Studies, and programs in HIS and GAS. This course will give students an in-depth understanding of the historical study of local, regional & national culinary cultures pertaining to Global Asia (Asia & its diasporas, as defined in the GAS program). It expands on topics in FSTB01H3 and allows students to explore in more detail and at a micro-level, historically defined themes around Asian food ways, geographic and cultural areas. FSTC54H3 is different than existing C-level courses, and will be taught by an Asian specialist faculty.

Consultation: DCC Approval: Oct 12, 2018

RO Course Code Approval: Oct 15, 2018

Resources:

This course will be taught by Jayeeta Sharma. The course will follow departmental rules regarding TA support and will be covered accordingly by the unit’s existing budget. No additional space or infrastructure is required.

GASD53H3: Africa and Asia in the First World War

Description:

This seminar course examines the First World War in its imperial and colonial context in Africa and Asia. Topics include forgotten fronts in Africa, the Middle East, Asia and the Pacific, colonial armies and civilians, imperial economies and resources, the collapse of empires and the remaking of the colonial world.

Same as AFSD53H3 and HISD53H3

Prerequisites: 8.0 credits, including: 1.0 credit in AFS, GAS or Africa and Asia area HIS courses

Corequisites:

Exclusions: AFSD53H3, HISD53H3
Recommended Preparation:
Enrolment Limits: 15
Note:
<p>Learning Outcomes: Knowledge related outcomes include the following:</p> <ol style="list-style-type: none"> 1. An understanding of the place of Africa and Asia in the “globalizing” world dominated by the colonial empires and the transformation of that world as a result of the First World War. 2. An appreciation of the roles of African and Asian peoples in the war effort and the impact of the war on them. 3. A critical understanding of the relationships between and among imperialism, nationalism in the colonies, racial theories, local dynamics, and present day conflicts in parts of Africa and Asia. 4. An awareness of the complex and diverse responses of African and Asian people to experiences of rapid change and crisis during the early twentieth century. 5. Specific analytical ability in at least one major case study or course theme. <p>Skills related outcomes include the following:</p> <ol style="list-style-type: none"> 1. The ability to read, understand, interrogate and analyse primary and secondary sources 2. The development of independent library and internet research skills 3. The development of written and oral communication skills, including essay writing (both short and long forms), oral presentations and group discussions. 4. The development of the ability to think historiographically about historical issues and controversies. 5. The development of the necessary skills to plan, formulate and implement a significant research project.
<p>Topics Covered: The role of the great colonial empires in the First World War; the war in Africa, the Middle East, Asia and the Pacific; colonial armies and civilian contributions; the impact of the war on colonial economies; the reshaping of the colonial world at the end of the war; the impact of the war on rising national and identity consciousness in Africa, the Middle East and Asia.</p>
<p>Methods of Assessment: Oral participation; oral presentation; primary source analysis; book/film review; major research or historiographical paper.</p>
Mode of Delivery: In Class
Breadth Requirements: History, Philosophy & Cultural Studies
<p>Rationale: This course will be of interest to a wide range of AFS, GAS, and HIS students. The AFS and GAS programs situate African and Asian history and cultures within the wider world. The HIS program emphasizes a transnational approach. GASD53H3 will also strengthen D-level offerings and in turn will expand D-level enrolments in AFS, GAS and HIS programs.</p>
<p>Consultation: DCC Approval: Oct 12, 2018 RO Course Code Approval: Oct 15, 2018</p>
<p>Resources: HCS full-time faculty will teach this course as part of their regular teaching load. No TA support is required. No impact on resources.</p>

HISA09H3: Capitalism: A Global History

<p>Description:</p> <p>This course explores the rise of capitalism – understood not simply as an economic system but as a political and cultural one as well – from roughly the 14th century to the present day. It aims to acquaint students with many of the more important socio-economic changes of the past seven hundred years and informing the way they think about some of the problems of the present time: globalization, growing disparities of wealth and poverty, and the continuing exploitation of the planet’s natural resources.</p>
Prerequisites:
Corequisites:

Exclusions: [HISA04H3 if taught in the Fall 2018 and Summer 2018 semesters]

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

- * Understanding key concepts in historical understanding and analysis
- * Understanding important concepts in economic history
- * Understanding the relationship between different parts of the world in a globalizing economy
- * Understanding the relationship between political thought and economic life
- * Familiarity with liberal, Marxian, Weberian, and neo-liberal analyses of capitalism
- * Develop note taking and study skills through on-line learning communities and shared Google documents
- * Develop a critical understanding of historiography through a guided book review assignment
- * Develop writing skills that allow clear communication and cogent analysis through weekly response assignments

Topics Covered:

- * Why An Historical Approach to Capitalism? Why a Global Frame?
- * The Transition from Feudalism to Capitalism
- * The Role of Merchant Capital * The State and Imperial Expansion
- * Classes and Class Formation: Bourgeoisie and Proletariat
- * The Logic of Capital: Commodities, and the Division of Labour
- * Capitalism and Politics: Liberal Democratic Revolutions
- * The Persistence of Unfree Labour * Alternative Paths to Capitalism
- * The Managerial Revolution and the Rise of ‘Big Business’
- * The Global Assembly Line

Methods of Assessment:

- * Attendance at the weekly lectures and participation orally and via digital tools will be worth 15 per cent of the final grade
 - * A mid-term examination covering the first five weeks of the course will be worth 15 per cent of the final grade.
 - * Weekly responses evaluated on an ongoing basis are worth a further 15 per cent of the final grade.
 - * A book review is worth 22 per cent of the final grade.
 - * A final exam covering the entire course is worth 33 per cent of the final grade
- Attendance and participation informs critical, reflective thinking and is essential to forging the community of the classroom. The weekly responses push students in the direction of self-conscious and reflective learning, as well as underscoring learning as a process. The book review prompts students to think hard about historiography. The two exams test not simply factual knowledge but conceptual understanding.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course would serve the general function of the A-level courses in the History curriculum. It will introduce students to the study of history and history from a global perspective – the basic foundation for further study in the History program. This course has been structured in a way to help first year students understand the discipline of History while, at the same time, introducing them (via short video “blasts”) to colleagues in HCS. HISA09H3 will now serve as a building block for upper-level courses that expand on the many analytical frameworks such as the new HISC02H3 course.

Consultation: DCC Approval: Oct 12, 2018

RO Course Code Approval: Oct 15, 2018

Resources:

The course will be taught by an existing faculty member (Halpern), as part of his regular undergraduate teaching load. There is no requirement for additional teaching staff. No TA support is required. No special infrastructure is needed

HISC02H3: Marx and History

Description:

This is an intensive reading course that explores the Marxist historical tradition in critical perspective. It builds upon HISA09H3, and aims to help students acquire a theoretical and practical appreciation of the contributions, limitations, and ambiguities of Marxian approaches to history. Readings include classical philosophers and social critics, contemporary historians, and critics of Marxism.

Prerequisites: Any 4.0 credits, including 0.5 credit at the A- or B-level in HIS courses

Corequisites:

Exclusions:

Recommended Preparation: HISA09H3

Enrolment Limits: 20

Note:

Learning Outcomes:

- * Understanding key analytical concepts in the Marxist tradition and an appreciation of how different scholars have deployed them.
- * Understanding both the strengths and weaknesses of Marxian historical analysis, as well as its silences and ambiguities.
- * Understanding the relationship between the discipline of History and other social sciences and humanities with regard to applying Marxian concepts to the study of the past.
- * Understanding different ways of theorizing capital and the social relations of modernity.
- * Develop a critical understanding of English language Marxist and Marxian historiography
- * Develop writing skills that allow clear communication and cogent analysis through weekly response assignments
- * Develop oral presentation skills

Topics Covered:

- * Marx as Historian
- * Marx as Philosopher
- * Marx as Theorist of Capital
- * Debate on Capitalist Transition and Evolution
- * Capitalism in Colonial and Neo-colonial settings
- * State and Revolution (Lenin)
- * Class Rule and Education (Gramsci)
- * Class Conflict and Political Trajectories (Barrington Moore, Jr.)
- * Class Formation as Historical Experience (E.P. Thompson)
- * Class and Culture (Raymond Williams)
- * Beyond the Prism of Class: Gender-Based Critiques

Methods of Assessment:

- * Regular attendance and informed participation in class discussion will count for 20 per cent of the final grade.
 - * Weekly response papers will count for 20 per cent
 - * A theoretical essay will count for 30 per cent
 - * Historiographical review essay will count for 30 per cent
- Attendance and participation informs critical, reflective thinking and is essential to forging the community of the classroom. The weekly responses push students in the direction of self-conscious and reflective learning, as well as underscoring learning as a process. The written submissions allow students to both pursue their own interests and apply the key concepts of the course to historical analysis.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course is designed as a follow-up to the new course HISA09H3. This course will allow students the opportunity to further learn about themes and conceptual tools sketched in HISA09H3 in greater depth. In addition, “Marx and History” fills a gap in the History curriculum. HISC02H3 is being proposed as a C-level offering so that students can utilize the skills and knowledge taught in this course towards other upper-level History courses.

Consultation: DCC Approval: Oct 12, 2018
RO Course Code Approval: Oct 15, 2018.

Resources:

The course will be taught by an existing faculty member (Halpern), as part of his regular undergraduate teaching load. There is no requirement for additional teaching staff. No TA support is required. No special infrastructure is needed

HISC37H3: Eating and Drinking Across the Americas

Description:

Students in this course will examine the development of regional cuisines in North and South America. Topics will include indigenous foodways, the role of commodity production and alcohol trade in the rise of colonialism, the formation of national cuisines, industrialization, migration, and contemporary globalization. Tutorials will be conducted in the Culinaria Kitchen Laboratory.

Same as FSTC37H3

United States and Latin America Area

Prerequisites: Any 4.0 credits, including 0.5 credit at the A- or B-level in AFS, CLA, FST, GAS, HIS or WST courses

Corequisites:

Exclusions: FSTC37H3

Recommended Preparation:**Enrolment Limits:****Note:****Learning Outcomes:**

Students will develop depth and breadth of knowledge about food and society across the Americas as well as experiential knowledge through work in the kitchen laboratory and the campus farm. Students will learn methodologies of Food Studies and Humanistic scholarship more generally by conducting research to find appropriate documentary evidence and critically evaluating these sources by situating them in social context and in relationship to scholarly interpretations. Students will learn to apply knowledge through assignments dedicated to developing a persuasive argument with a clear thesis statement, supporting evidence, and logical organization. Students will also practice editing their written work. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach and how the availability of our sources limit the questions that we can ask. Students will practice important communication skills such as listening and reading comprehension, note taking, class discussion, and writing persuasive arguments. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time and participating in class.

Topics Covered:

Indigenous foodways and drinking cultures of the Americas Colonialism, food production, alcohol trade, and land dispossession National cuisines, inclusion and exclusion Industrialization of foodways Migration and culinary exchange Contemporary globalization

Methods of Assessment:

To assess their depth and breadth of knowledge of food systems, students will take weekly quizzes on readings as well as written examinations, both at midterm and at the end of term. A major paper will assess their ability to work within Food Studies and Humanistic methodologies and application of knowledge, formulating sustained research and communication skills. Students will be assessed on their understanding of the limits of knowledge through in-class and out-of-class writing assignments. Students will be assessed on autonomy and professional capacity by the ability to complete assignments on time, through participation grades, and by learning community engagement through responsible peer editing.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

The class is intended to expand offerings in the FST minor by giving students in-depth attention to regional culinary cultures. The coverage of indigenous foodways is particularly innovative. This course will help fill a gap in the current curriculum by advancing students at a C-level on these topics.

Consultation: DCC Approval: Oct 12, 2018

RO Approval: Oct 15, 2018

Resources:

This course will be taught by Jeffrey Pilcher. The course will follow departmental rules regarding TA support and will be covered accordingly by the unit's existing budget. No additional space or infrastructure is required.

HISC51H3: From Opium to Maximum City: Narrating Political Economy in China and India

Description:

This course addresses literary, historical, ethnographic, and filmic representations of the political economy of China and the Indian subcontinent from the early 19th century to the present day. We will look at such topics as the role and imagination of the colonial-era opium trade that bound together India, China and Britain in the 19th century, anticolonial conceptions of the Indian and Chinese economies, representations of national physical health, as well as critiques of mass-consumption and capitalism in the era of the 'liberalization' and India and China's rise as major world economies. Students will acquire a grounding in these subjects from a range of interdisciplinary perspectives.

Same as GASC51H3

Prerequisites: Any 4.0 credits, including 0.5 credit at the A-level and 0.5 credit at the B-level in HIS, GAS or other Humanities and Social Sciences courses

Corequisites:

Exclusions: GASC51H3

Recommended Preparation: GASA01H3/HISA06H3 or GASA02H3

Enrolment Limits:

Note:

Learning Outcomes:

1. Students will deepen or be introduced to key themes of modern Chinese and South Asian History, through the perspective of literary and other cultural representations of political economy
2. Develop a critical comparative perspective of questions of colonialism, nationalism, socialism, capitalism and globalisation, from the perspective of China and India.
- 3 Understand how cultural productions and the politics of representation can be studied historically
4. Create critical interdisciplinary conversations between perspectives from Area Studies, Comparative Literary Studies, and History.

Topics Covered:

- The role and imagination of opium in the British colonial trade that bound together India, China and Britain in the 19th century
- The politics of cotton in anticolonial conceptions of the Indian and Chinese economies
- Representations of the physical health of the new national citizenry
- Critiques of mass-consumption and capitalism through images of eating, drinking, and cannibalism
- Narrations and dramatizations of the 'liberalization' of the political economies of China and India and their rise as major world economies

Methods of Assessment:

- Participation, in lecture, and in tutorials for the course. Discussions and tutorials will help students advance their interdisciplinary skills and bring their own perspectives on the primary material together with the perspectives provided in the lectures.
- Weekly short reading responses and literary/film analysis to engage with complex literary and visual material and foster discussion
- Take-home midterm exam and final exam , 2 essays for each, questions that will foster comparative analysis of at least two texts.
- Research project developing a set of core themes of the course, assignment will be a proposal and annotated bibliography. The aim is to foster independent research and exploration.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course contributes to objectives in the GAS program, which centralizes studies of Asia within different global historical or methodological frames. This course is unique in taking questions of the political economy in India and China together, while also looking at the political economy through its literary, other textual and visual dramatizations. This course also contributes to the HIS program by adding to the cluster of courses offered on Asian histories. It makes contribution unique by focusing on the realm of cultural production in narrating the political economy through such themes as colonialism, commodities like opium, nationalism, socialism, mass-marketization and global capitalism. For both units, this course contributes to interdisciplinary approaches.

Consultation: DCC Approval: January 18, 2019.
RO Course Code Approval: January 22, 2019.

Resources:

Dr. Anup Grewal, Assistant Professor in the HCS Department will teach the course. It will not have an impact on her current teaching load, as this falls within her 2-2 teaching load at UTSC.
The course will need T.A. support if the number of students enrolled meets the requirements for such support. This will be covered by the unit's existing budget.
No extra-budgetary or space needs are expected.

HISC54H3: Eating and Drinking Across Global Asia

Description:

Students examine historical themes for local and regional cuisines across Global Asia, including but not limited to Anglo-Indian, Arab, Bengali, Chinese, Himalayan, Goan, Punjabi, Japanese, Persian, Tamil, and Indo-Caribbean. Themes include religious rituals, indigenous foodways; colonialism, industrialization, labour, gender, class, migration, globalization, and media. Tutorials are in the Culinaria Kitchen Lab.

Same as FSTC54H3 and GASC54H3

Africa and Asia Area

Prerequisites: Any 4.0 credits, including 0.5 credit at the A- or B-level from AFS, CLA, FST, GAS, HIS or WST courses

Corequisites:

Exclusions: FSTC54H3, GASC54H3

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

Students will develop depth and breadth of historical as well as interdisciplinary food studies knowledge about foodways and societies across Asia as well as experiential knowledge through hands-on tutorials and work assignments in the kitchen laboratory and the campus farm. Students will learn methodologies of humanities and social science scholarship more generally by conducting historical and contemporary research to find appropriate documentary evidence and critically evaluating these sources by situating them in historical, cultural, political and social contexts, and in relationship to both

scholarly interpretations and social attitudes that have changed over time. Students will learn to apply knowledge more generally through assignments dedicated to developing a persuasive and historicized argument with a clear thesis statement, supporting evidence, logical organization, attention to chronology, periodization, and about best practices in public and scholarly discussions about foodways. Students will also practice editing their written work and that of peers, especially in tutorials and assignments. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach, how scholarly and public attitudes to foodways have changed over time, how the availability of our sources limit the questions that we can ask, and how to evaluate public and scholarly sources of information. Students will practice important communication skills such as listening and reading comprehension, note taking, class discussion, and writing persuasive arguments, especially in tutorials and assignments. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time, team discussions, and actively participating in class and tutorials.

Topics Covered:

Indigenous & local foodways and drinking cultures and the historical changes and continuities connected to them across Global Asian societies, cultures & related diasporas (specific cases will be chosen each time the course is offered, as for example, how the development of a commercial market in rice in colonial India adversely affected the brewing of rice liquors by indigenous and rural groups)

Religious rituals, family, household and gender, their links to agrarian economies and how those change over time and space, locating hierarchies, inclusions and exclusions

Gendered and classed kitchens, the economies of fields & gardens, especially as connected to regional state-systems from the early modern era onward, the impact of colonialism on food & beverage production & production as well as the impact of global commodity capitalism on local societies, locating hierarchies, inclusions and exclusions

Rural-urban migrations, comparing local, regional & national cuisines & diasporic transformations from the early modern to contemporary eras with examples such as the global spread of 'tea', 'curry', 'noodles' & 'soya', and the emergence of Indo-Caribbean, Chinese Canadian, or Singaporean cuisines

Food media transformations, comparing older and newer forms of cultural & economic globalization affecting Global Asia foodways, using primary sources such as cookbooks, newspapers, advertisements, food TV and blogs

Methods of Assessment:

To assess their knowledge of content on historical food systems & cultures across Global Asia, students will take weekly quizzes on readings, more complex versions of what they have done in lower-level B courses.

There will be two essay-style assessments, one at midterm and at the end of term, in addition to periodic writing submissions that will assess their ability to formulate and develop a historically based argument, critically read and evaluate primary and secondary sources, and hone classic humanistic communication skills. A thematic paper with optional digital and/or audio-visual components will be researched and submitted by the end of the term.

All these assessments will prepare students to be conducting & presenting original research papers & conduct methodologically sophisticated projects in the D level seminars and for graduate school.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is intended to expand offerings in the Minor program in Food Studies, and programs in HIS and GAS. This course will give students an in-depth understanding of the historical study of local, regional & national culinary cultures pertaining to Global Asia (Asia & its diasporas, as defined in the GAS program). It expands on topics in FSTB01H3 and allows students to explore in more detail and at a micro-level, historically defined themes around Asian food ways, geographic and cultural areas. FSTC54H3 is different than existing C-level courses, and will be taught by an Asian specialist faculty.

Consultation: DCC Approval: Oct 12, 2018

RO Course Code Approval: Oct 15, 2018

Resources:

This course will be taught by Jayeeta Sharma. The course will follow departmental rules regarding TA support and will be covered accordingly by the unit's existing budget. No additional space or infrastructure is required.

HISD09H3: Senior Seminar: Topics in Global Asian Migrations

Description:

This course offers an in-depth and historicized study of important issues in historical and contemporary Asian, diasporic, and borderland societies such as migration, mobility, and circulation. It is conducted in seminar format with emphasis on discussion, critical reading and writing, digital skills, and primary research.

Same as GASD01H3

Prerequisites: Any 8.0 credits, including [0.5 at the A- or B-level in AFS, CLA, FST, GAS, HIS or WST courses] and [0.5 credit at the C-level in AFS, CLA, FST, GAS, HIS or WST courses]

Corequisites:

Exclusions: GASD01H3

Recommended Preparation:

Enrolment Limits: 15

Note: Topics vary from year to year. Check the website: www.utsc.utoronto.ca/~hcs/programs/global-asia-studies.html for current offerings.

Learning Outcomes:

1. Students will develop depth and breadth of knowledge about migrations from Asia into different parts of the globe as well as intra-Asian migrations, forced movement, and voluntary migrations.
2. Students will hone their skills in historical study and research in the larger context of Global Asia and the methodologies of Humanistic scholarship more generally by conducting research to find appropriate documentary evidence in historical archives and critically evaluating these sources by situating them in social context and in relationship to scholarly interpretations, particularly the historiographical shifts in how migration histories and Asian peoples have been studied in the discipline of history. They will be encouraged to use their skills in languages other than English to widen the scope of research in such topics. They will receive training in and employ cutting-edge methodologies such as oral history and digital research to conduct and present their research.
3. Students will learn to apply knowledge through assignments dedicated to developing a persuasive and historicized argument with a clear thesis statement, supporting evidence, and logical organization. Students will also practice editing their written work.
4. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach and how the availability of our sources limit the questions that we can ask and answer.
5. Students will practice important communication skills such as listening and reading comprehension, note taking, class discussion, and writing persuasive arguments.
6. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class conduct, including completing assignments on time, team discussions, and actively participating in class.

Topics Covered:

1. What do we mean by Global Asia?
2. How has the historical perspectives and historiographies of Asian migrations changed over the last few decades?
3. What impact have theoretical models such as the study of mobility and circulation had on the study of Asian peoples and places?
4. Discuss some specific histories of Asian migration that have affected the classroom and the city where we are located? How would you place those histories in the context of some key global events and processes over the last hundred years?
5. How would you proceed to research and write the migration history of an Asian person or institution whom you know here in Canada. What are the research objectives of such a study? What types of sources would you try to find and use for such a specific study of Global Asian migration? Where and how would you find and use such sources?
6. How would you convey your research findings to the subject/s you have studied? How might such a study have differed

if you were living in the original country to which your subject/s histories connected? How might it have differed if you were in a classroom fifty years ago?

Methods of Assessment:

To assess their knowledge of content and to prepare them for research, students will present weekly written and oral responses on readings, that are expected to be more complex versions of what they have done in lower-level B courses.

A thematic and historicized original long essay will be researched and submitted by the end of the term using a mix of primary and secondary archival sources. If they are interviewing human subjects, they will have already prepared and submitted an ethics form and consent letters.

Before that, by mid-semester each student will have submitted a detailed research outline and brief draft of their research questions and created a detailed annotated bibliography of the sources they have found and propose to mine for their research essay. They are required to present and defend their research outline at that point.

In lieu of a final exams, students will take part in a presentation open to the department at large and to their human subjects, if any.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course has been designed to fit into the History program of the HCS department. This course provides a D-level option that complements several of the lower-level courses offered by HIS department with migration themes.

The lower level courses it complements are all offered at the A, B and C-level in History with large student enrolments.

These courses thus lack personal research opportunities and instructor guidance that a D level seminar course will provide to students. These lower-level HIS courses also do not specialize in global migrations and the connected histories of Asian peoples, local and global spaces, movements and circulations.

This course is will be double-numbered with the existing GASD01H3 course. The instructor of GASD01H3 Professor Jayeeta Sharma has noted over the years the demand for a seminar course on the historical scope of Asian migrations from students in the History program. The instructor is a historian and the course has included a few History students that has caused more staff work to accommodate these students. By double numbering GASD01H3 with HISD09H3, it will be more accessible to HIS students and it will be less cumbersome for staff to assist HIS students on an individual case as they have been doing.

Consultation: DCC Approval: January 18, 2019.

RO Course Code Approval: December 19, 2019.

Resources:

Professor Sharma is an Associate Professor and will teach this as part of her regular load. No TA support is needed as it is a D level course that is limited to 15 enrolments to allow the instructor to provide individualized research support for each student. No extra costs will have an impact on the department budget. It does not require any extra space or infrastructure support.

HISD53H3: Africa and Asia in the First World War

Description:

This seminar course examines the First World War in its imperial and colonial context in Africa and Asia. Topics include forgotten fronts in Africa, the Middle East, Asia and the Pacific, colonial armies and civilians, imperial economies and resources, the collapse of empires and the remaking of the colonial world.

Same as AFSD53H3 and GASD53H3

Africa and Asia Area

Prerequisites: 8.0 credits, including: 1.0 credit in AFS, GAS, or Africa and Asia area HIS courses

Corequisites:

Exclusions: AFSD53H3, GASD53H3

Recommended Preparation:

Enrolment Limits: 15

Note:**Learning Outcomes:**

Knowledge related outcomes include the following:

1. An understanding of the place of Africa and Asia in the “globalizing” world dominated by the colonial empires and the transformation of that world as a result of the First World War.
2. An appreciation of the roles of African and Asian peoples in the war effort and the impact of the war on them.
3. A critical understanding of the relationships between and among imperialism, nationalism in the colonies, racial theories, local dynamics, and present day conflicts in parts of Africa and Asia.
4. An awareness of the complex and diverse responses of African and Asian people to experiences of rapid change and crisis during the early twentieth century.
5. Specific analytical ability in at least one major case study or course theme.

Skills related outcomes include the following:

1. The ability to read, understand, interrogate and analyse primary and secondary sources
2. The development of independent library and internet research skills
3. The development of written and oral communication skills, including essay writing (both short and long forms), oral presentations and group discussions.
4. The development of the ability to think historiographically about historical issues and controversies.
5. The development of the necessary skills to plan, formulate and implement a significant research project.

Topics Covered:

The role of the great colonial empires in the First World War; the war in Africa, the Middle East, Asia and the Pacific; colonial armies and civilian contributions; the impact of the war on colonial economies; the reshaping of the colonial world at the end of the war; the impact of the war on rising national and identity consciousness in Africa, the Middle East and Asia.

Methods of Assessment:

Oral participation; oral presentation; primary source analysis; book/film review; major research or historiographical paper.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course will be of interest to a wide range of AFS, GAS, and HIS students. The AFS and GAS programs situate African and Asian history and cultures within the wider world. The HIS program emphasizes a transnational approach. The course will also strengthen D-level offerings and will in turn expand D-level enrolments to satisfy requirements in AFS, GAS and HIS programs.

Consultation: DCC Approval: Oct 12, 2018.

RO Course Code Approval: Oct 15, 2018

Resources:

HCS full-time faculty will teach this course. No TA support required. No impact on resources.