



New Programs & Program Deletions

NEW PROGRAMS

DEPARTMENT OF COMPUTER & MATHEMATICAL SCIENCES

Minor Program in Computer Science

Program Description and Rationale

The proposed minor program in Computer Science will expose students to the tools and methodologies of computer science at a basic level. It will require some high school preparation (Grade 12 Calculus & Vectors and Advanced Functions) and may not be combined with a major or specialist program in the Computer and Mathematical Sciences. The annual intake is expected to be 20 to 30.

The purpose of the minor is to provide a coherent introduction to the tools and methodologies of computer science, at a basic level. Computer simulation and modeling have become essential components of research and development in such diverse application areas as risk management, climate modeling and all areas of medicine and the life sciences. Students with a focus and primary interest in doing research or pursuing careers in one of these areas would benefit from a minor in computer science. For example, this program will appeal to students interested in bioinformatics and can complement a specialist program in cell and molecular biology. Other examples of programs where this minor would complement and be of particular value would include the specialist programs in environmental science or in a physical science (where computer simulations are routinely studied); as well as the more quantitative programs in management and the more analytic programs in philosophy or psychology.

The organization and structure of the program is designed to ensure that students gain an appreciation for both the theoretical and practical side of computer science. With the alternative courses students must select to complete the program, they have an opportunity to explore one of these aspects in more detail.

The program provides access to courses that are presently open only to students enrolled in differential-fee programs (CS major and specialist).

The program is not suitable for students aspiring to graduate education or professional careers in computing. For these reasons, it may not be combined with any other major or specialist program in computer and mathematical sciences.

Learning Objectives

- To introduce students to the tools and methodologies of computer science at a basic level. These include programming, algorithmic reasoning, the mathematical underpinnings of computer science, and fundamentals of computer systems.
- To equip students with the knowledge necessary to use these tools and methodologies as they relate to other subjects.

Degree Level Expectations

This program provides a component of breadth that would be particularly relevant to students in quantitative programs in management or the life sciences. It provides a useful component of breadth to students completing a major or specialist program in environmental science or in a physical science. Students will be exposed to the tools and methodologies of computer science at a basic level. Through assignments and course projects, students in this program will be exposed to a variety of interesting and challenging applications. Certain choices of alternative courses in their degree requirements (such as CSCC36H, CSCC63H, CSCC73H) will give students an appreciation of the limitations of simulations and of what can be computed. The programming assignments and projects in the courses in the program will provide a technical writing experience that should result in a precise and clear presentation style.

Program Requirements

This program may not be combined with any Major or a Specialist Program in Computer Science, Mathematics or Statistics. It requires 4.0 full credits as follows:

1. All of: (introductory programming courses)
CSCA20H Computer Science for the Sciences
CSCA48H Introduction to Computer Science
2. One of: (basic mathematical courses)
CSCA65H Mathematical Expression and reasoning for Computer Science
MATA23H Linear Algebra I
MATA30H Calculus I
MATA32H Calculus for Management I
PHLB50H Symbolic Logic I
3. One of: (intermediate programming courses)
CSCB07H Software Design
CSCB09H Software Tools and System Programming
4. One of: (prerequisites for other courses in the program)
CSCB36H Introduction to the Theory of Computation
CSCB58H Computer Organization
5. One of: (courses in theoretical or scientific computing)
CSCB63H Design and Analysis of Data Structures
CSCC36H Numerical Methods
CSCC63H Computability and Computational Complexity
CSCC73H Algorithm Design and Analysis
6. One of: (courses in the practice of computing)
CSCC09H Program the Web
CSCC24H Principles of Programming Languages
CSCC40H Analysis and Design of Information Systems
CSCC43H Introduction to Databases
CSCC69H Operating Systems
CSCC85H Microprocessor Systems
CSCD03H Social Impact of Information Technology
7. One additional course from those listed in Requirements 5 and 6

Requirement 1 note: CSCA08H may be substituted, with the permission of the program supervisor, for CSCA20H.

Requirements 5 & 6 note: CSCC73H, CSCC40H, CSCC43H & CSCC69H may require that you take more than 4.0 credits to complete the program. If you are interested in taking one of them, check the prerequisites carefully before deciding which courses to select from Requirements 2-4.

Minor Program in Statistics

Program Description and Rationale

The program will expose students to the tools and methodologies of statistics and actuarial science at a basic level. It will require some high school preparation (Grade 12 Vectors & Calculus). The annual intake once the program reaches a steady state is expected to be 20 to 30.

The St. George Department of Statistics currently has 117 students enrolled in a STA minor, representing about 30% of the students enrolled in their STA programs. The St. George STA minor is clearly of some interest to students and we believe that UTSC should offer this opportunity.

The primary benefits to offering a minor program are to students who are not enrolled in STA programs but wish to have some indication on their record that have acquired some statistical skills. Many of these will come from MAT or CSC programs but we can also expect some to come from the life and social sciences. The courses selected for the program ensure that students will acquire a basic mathematical and statistical background, via the A and B level courses, while the C level courses ensure that they are introduced to the primary statistical tools and software that are used in applications. The completion of such a program will increase the employment prospects of such students among employers looking for employees with skills in the mathematical sciences.

Learning Objectives

- To introduce students to the tools and techniques of statistics at a basic level. These include the mathematical foundations of the subject, basic probability and statistics, and their applications.
- To equip students with the knowledge necessary to use these tools and techniques as they relate to other subjects.

Degree Level Expectations

The program provides students with a context to acquire basic statistical skills at a rigorous level. In the courses they are taught to understand how statistical methods are developed as part of a theoretical discipline as opposed to just relying on intuition. The ideal student for this program will come from a field such as Psychology, Environmental Science or Economics where statistics plays a key role in their disciplines. The minor will permit such students to broaden their knowledge of statistics while acquiring a more profound understanding of the relevance of statistical methodologies to their disciplines. The program introduces students to the most commonly used statistical methodologies. The courses chosen are aimed at providing students with a solid foundation in the areas of study, e.g., regression analysis and experimental design. Students will learn not just how to use statistics, but the theoretical justifications for these methodologies. Students who follow this program will likely be majoring or specializing in disciplines where a greater depth of knowledge in statistics will prove helpful in their studies, through direct application in the discipline. Overall, the importance of statistics lies in its use as a basic reasoning tool in many real-world applications. A key component of teaching students statistics is to provide a sound understanding of what constitutes a statistical problem. Primarily this will be achieved by demanding clarity of expression in statistical arguments. The courses required are the standard beginning courses for someone progressing to become a professional statistician.

Program Requirements

This program requires 4 full credits:

First Year (2.0 credits)

CSCA08H Introduction to Computer Programming

MATA23H Linear Algebra I

MATA30H Calculus I

MATA36H Calculus II for Physical Sciences or MATA37H Calculus II for Mathematical Sciences

Second Year (1.0 credit)

STAB52H An Introduction to Probability

STAB57H An Introduction to Statistics

Third and Fourth Year (1.0 credit)

STAC67H Regression Analysis

In addition 0.5 credits must be chosen from any C- or D- level STA course but not STAD29H.

Minor Program in African Studies

Program Description and Rationale

This is a Humanities based program with strengths in History and English and only one new course. The annual intake once the program reaches a steady state is expected to be between 40 & 75. The Department of Social Sciences has been consulted.

UTSC is emphasizing internationalism and emerging areas of study. Both are inherent in an African Studies program. A UTSC African Studies program would add value to our programs and courses through greater visibility and coherence. Currently our numerous African and African diaspora related courses are not connected in any clear way. A structured program would add to the distinctiveness of UTSC programs more generally. Given the progress in setting up an Asian Studies program in Humanities (Global Asia Studies) and given that we already have a great IDS program, it would make UTSC very attractive for the study of the global South.

Program Disciplines and Courses. The establishment of an African Studies program at UTSC will begin with a minor. As resources become available in future years we hope to introduce a major. For this program Africa is defined as widely as possible to include North Africa as well as the Caribbean and the African diaspora. At UTSC we have already built up a critical mass of 28 Africa related courses across 6 Humanities disciplines as well as 2 Anthropology courses (see below). We have courses in History; English; French; Art History; Languages and Linguistics, plus Anthropology. A relevant course in Women's Studies is being proposed. We are therefore in a good position to build on our strengths. As students would need only 8 semester length courses for a minor we should not have great problems offering enough courses over a degree cycle.

Program Development. A two-speed process is needed in order to proceed, with new courses and disciplines added as and when possible. The best model is to start with Humanities courses and faculty and the currently listed Anthropology courses and then add further Social Science courses and faculty when available. Other possibilities for expansion in the future include links and cross-credited courses with African Studies and Caribbean Studies on the St. George campus and perhaps at UTM. A UTSC based program should be flexible in order to take into account particular needs, for instance the need for Art History courses to use gallery and museum materials located downtown.

New Introductory Course. We are establishing a new introductory African Studies course, **AFSA01H3 Africa in the World: An Introduction** that would be the foundation of a broadly defined program. AFSA01H3 will be interdisciplinary and will introduce students to the history of the main branches of African Studies and the contributions of Humanities and Social Science disciplines to the study of African and diasporic histories, cultures, cosmologies, societies economies and politics. Systems of thought and knowledge creation drawn from History, English, French, Art History, Women's Studies and perhaps Anthropology will be introduced. Linkages and networks connecting Africa to the wider world will be an important subject area. The course will be team-taught.

Learning Objectives

Program learning objectives can be envisaged as a set of interlocking but progressive outcomes established over four years of study.

1. The Foundation. In the first year the foundation of the program will be the introductory core course AFSA01H3. AFSA01H3 will be interdisciplinary and team taught and will introduce students to the history of African Studies and the contributions of Humanities and Social Science disciplines to the study of African and African diasporic histories, cultures, cosmologies, societies, economies and politics. AFSA01H is a gateway to the disciplines. Students will acquire from AFSA01H the necessary background to advance to discipline specific study of Africa and its peoples. It is expected that a second core course in African Civilizations will be added in 2009-10 and a fourth year capstone within two or three years.

2. Understanding of Methodologies. Students will critically engage throughout the program with the discipline based methodologies and intellectual frameworks that scholars use to examine Africa's past and present. Most of these have been adapted from the methodological toolkit used in other areas of research and study in the Humanities and Social Sciences. Given the specific problems inherent in the study of Africa and its peoples scholars have developed new ways of combining different methodological approaches. Good examples include the analysis of oral traditions in combination with archaeological fieldwork and historical linguistics to document changing political traditions in early periods; the use of aerial photography and the historical study of farming practices using oral history techniques to assess recent environmental change; and the development of new social science models to explain state collapse. Familiarity with the appropriate methodological and conceptual apparatus will assist students to understand the nature of future developments and emerging crises.

3. Interdisciplinarity. An important aim of a multidisciplinary and interdisciplinary program such as African Studies is to enable students to acquire the skills and broad based knowledge necessary to examine intellectual problems from many angles using a range of conceptual and methodological tools. The ensuing acquisition of interdisciplinary literacy enables students to move from the purely intellectual and academic to the realm of applied problem solving. An excellent example of the value of such interdisciplinary training comes from the work of one former IDS and history student at UTSC. This student, with his scientific training in environmental change in combination with knowledge of historical research methodologies, was able to analyse the relationship between changing patterns of land and labour use in a poor Malawian community where access to land and employment opportunities has been dominated by local tea plantations. Another example might involve a study of a corpus of African or Caribbean art or literature in order to understand the long-term cultural impact of the slave trade.

4. A Practical Skill Set. Students will graduate from African Studies with enhanced skills in critical analysis; library, internet and field research; and written and oral communications. There will be opportunities for language study. It is hoped that as the minor program is developed, a major program is introduced, links with the New College African Studies program are pursued, and additional lesser-studied languages are introduced to university programs, students will have the choice of studying an African language (other than French or Arabic) such as Kiswahili, Amharic, Somali or Hausa. As upper level courses are added we aim to further develop skills through an integrated learning experience by introducing all or some of the following: a senior thesis/research project; overseas experience; student exchanges; collaboration with other area studies programs; public presentations by senior students; and group independent studies.

5. Applied Outcomes. Understanding diversity adds enormously to work in any international context including international trade, government to government contacts, and the cultural sector. Some African Studies graduates may be interested in working with African and Caribbean immigrants in Toronto and elsewhere; engaging in business with African or Caribbean partners; building a career in International Development Studies or other NGO work; teaching in multicultural settings, or working for a multilateral organization. It should be noted that roughly half of IDS coop students at UTSC spend a year in Africa. We envisage developing very close links between the IDS and African Studies programs, with the possibility of building links with African institutions such as Makerere University in Kampala, Uganda, where exciting new interdisciplinary and applied programs are linking professors and students with poor communities.

6. An Engagement with the Wider World. African Studies students will develop the ability to think and act cross-culturally and in international contexts whether in the business, government, education, or NGO sectors. Students will acquire a significant body of knowledge of Africa and its diasporas that will enhance their international awareness, broaden career opportunities, and enrich their leisure hours. They will critically analyse preconceived and stereotypical assumptions concerning Africa and Africans. They will have an understanding of the multiple roots of modernity and 20th and 21st century civilization. They will be able to holistically reassess Africa's place in world. They will have some understanding of the roots of poverty and gross inequalities that disfigure our planet. They will carry through life an understanding and respect for diversity and an appreciation of African, Caribbean and other non-western philosophies, aesthetics and cultural products. Finally, and as noted in the program proposal, it is expected that students will develop and carry with them through their lives a critical awareness of the interrelationships between the production and application of knowledge and the wider forces of global change, and a love of intellectual challenges.

Degree Level Expectations

Knowledge of Methodologies

AFSA01H3 will offer a short introduction to the history of African Studies and to the methodologies and main concepts underpinning research in the Humanities and Social Sciences in African contexts, including the African diaspora. Student understanding of the methodological and conceptual frameworks appropriate to each discipline will be developed through the program as students advance.

Application of Knowledge

An important aim of a multidisciplinary and especially interdisciplinary program such as African Studies is to enable students over time to acquire the skills and broad based knowledge necessary to examine intellectual problems from many angles using a range of conceptual and methodological tools. Student learning will embody a hands on approach facilitating the development of complex analytical and research skills that can then be carried over to other areas of study, the workplace, and broader society.

Awareness of Limits of Knowledge

Awareness of the limits of knowledge is absolutely key to the study of African histories, societies, cosmologies, and subjectivities. One of the great challenges that specialists in African Studies have faced in recent decades is overcoming the long shadow of received “knowledge” at both popular and elite levels in western societies deriving from the appalling inheritance of slavery, colonialism and racism. African Studies in various disciplines has made great progress since the 1960s, yet African history, for example, which has been taught in western universities for scarcely 50 years, is often under threat at an institutional level. Unfortunately it is frequently our assumptions as educators and researchers that lead to a lack of awareness of our own limits of knowledge. Too often the legacies and experience of earlier generations of African peoples are deemed to be outside the “universal” categories of western analysis that guide academic enquiry, despite the absolutely pivotal role of Africa and the experience of African peoples to human economic, cultural and social development in both premodern and modern eras. What one African historian calls “paradigmatic silences” intrude. That said, there are serious structural imbalances between western and African based research programs at the level of resources. Throughout the program students will be confronted with these legacies and the continuing impact of global inequalities, as well as the responses of African peoples. Despite the great variety of sophisticated research carried out at disciplinary and interdisciplinary levels, students will also be brought face to face with our ignorance of and indeed silence on many vital questions.

Communication Skills

All the communication skills acquired and practised in typical Humanities programs will be central to African Studies. These include research and writing, oral presentations and tutorial and seminar discussions, and for many students language study in French and/or Arabic. Extensive reading is required in many program courses such as those in History and English.

Autonomy and Professional Capacity

New programs are required to take into account three further goals: “to give students the skills and knowledge they need to become informed, independent and creative thinkers; to instill the awareness that knowledge and its applications are influenced by and contribute to society; and to lay the foundation for learning as a life-long endeavour.” These are discussed above in sections 2, 3 and 4. It is expected that students will develop and carry with them beyond the program and through their lives a critical awareness of the relationship between the production and application of knowledge and the wider forces of global change.

Program Requirements

Students must complete four full credits, as follows:

1. AFSA01H Africa in the World: An Introduction (NEW)
2. 1 credit from the following (students should check course descriptions for prerequisites):
ANTB05H African Cultures and Societies I: Survey
HISB50H Africa in the Nineteenth Century
HISB51H Twentieth Century Africa
3. 2.5 credits from the list below; at least 1.0 credit must be at the C- or D-level (students should check course descriptions for prerequisites):
ANTB05H African Cultures and Societies I: Survey (*if not used in Requirement 2*)
ANTC06H African Cultures and Societies II: Case Studies

ENGB17H Contemporary Literature from the Caribbean
 ENGC72H Contemporary Literature from Sub-Saharan Africa
 ENGD08H South African Literature
 ENGD61H James Baldwin, the African American Experience, and the Liberal Imagination
 ENGD63H Rap Poetics
 FREA01H Language Practice I
 FREA02H Language Practice II
 FREB01H Language Practice III
 FREB02H Language Practice IV
 FREB35H Francophone Literature
 FREC47H Special Topics in Linguistics: Pidgin and Creole Languages
 FRED12H Advanced Topics in Literature: Haitian Migrant Literature in Quebec
 HISB50H Africa in the Nineteenth Century (*if not used in Requirement 2*)
 HISB51H Twentieth Century Africa (*if not used in Requirement 2*)
 HISC52H A History of Ethiopia
 HISC55H War and Society in Modern Africa
 HISD50H Southern Africa, 1652-1910
 HISD51H Southern Africa: Colonial Rule, Apartheid and Liberation
 HISD52H East African Societies in Transition
 LGGA40H Introductory Standard Arabic I
 LGGA40H Introductory Standard Arabic II
 LGGB42H Intermediate Arabic I
 LGGB43H Intermediate Arabic II
 LGGB45H Modern Standard Arabic I for Students with Prior Background (NEW)
 VPHB50H Africa through the Photographic Lens
 VPHB65H Africa in Art: Yesterday and Today
 WSTC13H Women, Gender and Islam (NEW)

Note: Not all courses in #2 and #3 are offered every year

Minor Program in Classical Studies

Program Description and Rationale

The department proposes the reintroduction of a minor program Classical Studies. (A program in this area was last offered in 2003/04.) The annual intake once the program reaches a steady state is expected to be 40.

Learning Objectives

- To provide a comprehensive introduction for students with an academic interest in the Greco-Roman world.
- To provide students with an understanding of the main features of the Greco-Roman world.
- To provide students with the methodological tools necessary to understand and critically-examine sources and issues pertaining to the Greco-Roman world in the broader context of the Humanities.
- To provide the students with multidisciplinary openness.

Degree Level Expectations

Depth and Breadth of Knowledge

In addition to a thorough introduction to the main features of the Greco-Roman world, this program will foster an open and de-compartmentalized conception of this field of study in terms of discipline, space and time. This will be achieved through 6 required CLA courses and 2 elective courses belonging to the main disciplines involved in Classical Studies.

In each of these courses, special attention will be dedicated to issues going beyond the traditional realm of Classical Studies and to the links which existed between the Greco-Roman world and other previous, contemporary or later civilizations. It is in that perspective that some existing CLA courses will be modified in

order to favour openness. Thus the new title of the former Ancient Mediterranean I and II. The periods covered by courses will be expanded to cover the Minoan and early Italic periods as well as Late Antiquity.

In addition to Greco-Roman mythology, a course on Mesopotamian and Egyptian mythologies and another one on the religions of the Mediterranean will be created. We also propose the creation of one multidisciplinary survey course on the Ancient Mediterranean and Near-Eastern worlds and of two courses on Greek and Roman literatures. In all instances, the profound influence of the Classical world on posterior societies and arts will be underlined.

Knowledge of Methodologies

The main object of study of Classical Studies is not a discipline, but rather a roughly delimited spatio-temporal context commonly known as the Greco-Roman world. It is by essence a multidisciplinary, and consequently methodologically diversified field of study. Considering this, the new minor in Classical studies will pursue four methodological goals, namely:

1. To allow the students to understand the heterogeneity, specificities and limits of ancient evidence documenting the Classical World
2. To introduce the students to the main issues and debates existing within the field of Classical Studies and beyond
3. To introduce the students to the methodological specificities of each of the main disciplines involved in the field of classical studies
4. To instil in the students multidisciplinary openness

These goals will be reached through one multidisciplinary survey course as well as a selection of disciplinary focused courses in the conception of which the multidisciplinary essence of Classical Studies will be taken into account.

Application of Knowledge

A diversified range of teaching and learning activities will allow the students to actively use their factual and methodological knowledge within the field of Classics and to understand its applicability to other spheres of their professional and personal lives: Source analysis, critical reading report, essays based on a selected corpus, group discussions on specific topics or issues, oral papers, visit of exhibitions, etc.

Awareness of Limits of Knowledge

The evidence available concerning the Greco-Roman world being *per se* reduced, the students will very soon get the sense of the inevitably limited and unevenly dispatched knowledge we have of Classical Antiquity. Such an awareness will be developed through frequent and rigorous uses of sources, learning activities such as critical source analysis, reading reports or essays, and class discussions on specific nebulous questions.

Communication Skills

Communication skills will be enhanced and evaluated through a mixture of written and oral assignments, the exact nature of which will be adjusted according to the specific subject, level and size of each class. Students in the program are expected and are taught to develop and support solid arguments through well-researched, -analysed and -synthesized information.

Program Requirements

Students must complete four full credits, including at least 1.0 credit at the C- and/or D-level, as follows:

1. Introduction
CLAA04H The Ancient Mediterranean World (NEW)
2. History and Culture
CLAB05H History and Culture of the Greek World
CLAB06H History and Culture of the Roman World
3. Mythology and Religion
CLAA06H Ancient Mythology II: Greece and Rome (NEW)
CLAC22H Religions of the Ancient Mediterranean (NEW)

4. Literature (0.5 credit from the following courses)

- CLAC11H Classical Literature I: Poetry (NEW)
- CLAC12H Classical Literature II: Prose (NEW)

5. Electives (1 full credit from the following courses:

Classical Studies

- CLAA05H Ancient Mythology I: Mesopotamia and Egypt (NEW)
- CLAB10H Greek and Latin for Scientists
- CLAB20H The Classical World in Film
- CLAC01H Selected Topics in Classical Literature
- CLAC02H Selected Topics in Classical Civilization
- CLAC11H Classical Literature I: Poetry (*if not used in Requirement 4*) (NEW)
- CLAC12H Classical Literature II: Prose (*if not used in Requirement 4*) (NEW)
- CLAC24H Multiculturalism and Cultural Identities in the Greek and Roman Worlds (NEW)

Art History

- VPHB41H The Human Figure in Greek Art (8th – 4th cent. B.C.)
- VPHB52H Ancient Art and Architecture (ca 900 B.C. – 300 A.D.)
- VPHC46H Topics in Art of the Ancient World
- VPHC53H The Silk Routes
- VPHC56H Religion in the Arts: The Judeo-Christian Traditions

English

- ENGC16H The Bible and Literature I
- ENGC17H The Bible and Literature II
- ENGC26H Drama: Tragedy
- ENGC27H Drama: Comedy
- ENGC58H Classical Myth and Literature

Languages

- LGGA50H Introductory Latin I
- LGGA51H Introductory Latin II
- LGGA54H Introductory Sanskrit I
- LGGA55H Introductory Sanskrit II

Music

- VPMC93H Orpheus

Philosophy

- PHLB16H Political Philosophy : Ancient Greece and the Middle Age
- PHLB31H Introduction to Ancient Philosophy

Religion

- RLGB01H The 'Holy Book' in Judaism, Christianity and Islam
- RLGC01H The Five Books of Moses
- RLGC02H The Gospels
- RLGC03H Paul and the Invention of Christianity
- RLGC04H Hindu Epic
- RLGC05H The Qu'ran

Anthropology

- ANTB04H Artifacts and Prehistory
- ANTB12H Introduction to World Prehistory: The Rise of Civilization

Specialist, Major and Minor Programs in Global Asia Studies

Program Description and Rationale

Global Asia Studies is an area-focused, inter-disciplinary undergraduate program in the Humanities which is being developed to fill a niche among UTSC students who have shown great interest in an Asia-focused curriculum and in co-curricular offerings. This is a high demand area as found by many instructors who have offered individual courses with Asia content. The program's location and timing are well poised to cater to the needs of the university's diverse, multicultural, and internationalizing student body.

The proposed programs will be area-focused, inter-disciplinary undergraduate programs that place Asia within a dynamic global and diasporic context. They will make use of Humanities methods and goals and include a range of different disciplines and methodologies, with a broad concentration on the societies of East and South Asia and their global ramifications.

This will be a popular program at UTSC. We anticipate that the bulk of the specialists will be Humanities students who are concurrently taking majors in fields such as history or media and see this program as an ideal opportunity to hone their expertise with an additional Asian and interdisciplinary perspective. For instance, UTSC graduates of the Global Asia Studies specialist or major program will be well placed to proceed onto graduate studies with an Asian focus in a single-discipline graduate program such as History or International Relations, or alternatively, to study an interdisciplinary field such as Asian Studies at an advanced level. We expect a large number of Global Asia Studies minors to be drawn to the program from outside the Humanities. The interdisciplinary nature of the program and its Asian perspective will offer a valuable addition to their core expertise for students from programs such as Management, Health Sciences, and International Development. The annual intake once the program reaches a steady state is expected to be 20 for the specialist, 23 for the major and 20 for the minor.

The Chairs of the UTSC Departments have been consulted about this new program and have approved it. Social Sciences has begun consultations with Humanities about cooperation through shared faculty and courses. We anticipate a greater degree of consultation and cooperation with Management in the future, given the importance of a global Asian perspective for the students and faculty in that program.

Specialist Program in Global Asia Studies

Learning Objectives

- To provide a strong foundation for students with an academic interest in Asia through a global lens
- To provide students with an understanding of the dynamic nature of Asian societies and cultures, their global connections and ramifications in both historical and contemporary perspectives, and the interconnectedness of Asia, Asian diasporas, and a rapidly globalizing world
- To provide students with a range of interdisciplinary tools and methodologies drawn from different disciplines such as history, media, religion, gender and women's studies, languages, literature, and visual culture which will allow them to explore a range of different study options at the graduate level

Degree Level Expectations

Depth and Breadth of Knowledge

Global Asia Studies has a cohesive and constantly renewed specialist Humanities-based curriculum that presents an open, interactive, and accessible interpretation of Asia in the World.

The curriculum offers two required A-level foundation courses; Introduction to Global Asia I and II, GASA01H and GASA02H. They both provide a general introduction to the study of Asia in global perspective. GASA01H offers an introduction to historical and political approaches to such a study, while GASA02H offers an introduction to cultural and contemporary approaches. Together, they equip students to move onto more specific single-and multi-discipline oriented courses across this field of study.

Students then study introductory courses at the B level which provide a comprehensive foundation of knowledge in particular areas and fields relevant to the study of Asia. The program offers a choice of 7 B level courses taught by core faculty. In addition, there are 4 elective B levels which are cross-listed from other Humanities disciplines. The B level course on methodologies will be taught across a range of different disciplinary perspectives while most other courses are based within a single discipline. Students are

encouraged to take courses within a number of disciplinary approaches which include history, media, visual culture, literature, gender studies, religion, and language study.

In C level courses, students investigate specific areas and problems pertaining to East and South Asia in greater depth, and within a specific discipline. These courses are framed for smaller class sizes which are conducive to a discussion-oriented lecture and tutorial format. The curriculum offers 7 core and 3 elective C level courses.

Upper level D level courses are conducted as small-group seminars where students make close and thorough studies of particular questions and present their findings in class discussions and research essays. The curriculum offers 5 capstone senior seminars offered by core faculty and 3 cross-listed D level courses. A strong language requirement is an essential part of Global Asia Studies. Languages offered at the university that count towards the Global Asia Studies degree include Arabic, Classical Chinese, Hindi, Japanese, Mandarin, Sanskrit, and Tamil.

Knowledge of Methodologies

Global Asia Studies includes a range of different disciplines and methodologies, which offer a broad concentration on the societies of East and South Asia and their global and diasporic encounters and ramifications. It contrasts with standard area studies programs in that its approach is global, transnational, and interactive, rather than narrowly area based.

The program's multidisciplinary nature makes it a methodologically diversified field of study, where students take a range of courses and acquire knowledge of different disciplinary approaches that include history, media, visual culture, literature, gender studies, religion, and language study. They come together in the 1st year in the A level foundation courses, in the second year in the B level course on methodologies which is taught across a range of different disciplinary perspectives, and in the final year of their university career, in the D level capstone senior seminars.

Application of Knowledge

Global Asia Studies aims to locate the academic study of Asia within the fabric of the community through exciting co- and extra-curricular programming and a commitment to socially responsible and educationally rigorous experiential learning. By making Asian language learning an essential part of the required curriculum, this program enables students not only to better appreciate important Asian cultures and histories, but also develop an essential skill base and tools to facilitate their future academic and professional careers. This is particularly emphasized for those specialists who wish to move onto advanced studies of East or South Asia at university level and to acquire a specialized knowledge base for a range of professional and academic opportunities.

Awareness of Limits of Knowledge

Instructors will communicate to students that Global Asia comprises a vast field of knowledge wherein this program aims at providing them with the tools to begin the learning process and enable them to further this knowledge journey inside as well as outside the classroom, in the community, and in their future careers.

Communication Skills

Students' communication skills in academic matters will be improved and evaluated through written assignments, class discussions, and group tutorials. Curricular, co-curricular, and experiential learning components will also be used to further this objective and equip students for their future careers and lives outside the university. They will be encouraged to meet regularly with instructors during office hours in order to better assess and improve their oral and written skills in this regard.

Program Requirements

Students must complete 12.0 full credits as follows:

1. 1.0 credit must come from:
GASA01H Introduction to Global Asia I (NEW)
&
GASA02H Introduction to Global Asia II (NEW)
2. 4.0 credits should be from any of the GAS core courses below:
GASB01H Methodologies and Issues in Global Asia Studies (NEW)
GASB10H Introduction to South Asian Literatures (NEW)

GASB11H Introduction to Chinese Literature (NEW)
 GASB20H Gender and Social Institutions in Asia (NEW)
 GASB30H Asian Religions and Cultures (NEW)
 HISB57H Sub-continental Histories: South Asia and the World
 HISB58H Modern Chinese History
 GASC20H Gendering Global Asia (NEW)
 GASC40H Chinese Media and Politics (NEW)
 GASC41H Media and Popular Culture in East and Southeast Asia (NEW)
 GASC42H Film and Popular Culture in South Asia (NEW)
 GASC50H Law and Society in East Asia (NEW)
 GASC51H Politics and Culture in Modern South Asia (NEW)
 HISC57H China and the World

3. An additional 2.5 credits can be from the above GAS core courses or from the electives below:

ENGB19H Contemporary Literature from South Asia
 MDSB05H Media and Globalization (formerly HUMB74H)
 RLGB07H Contemporary Engaged Buddhist Movements in Asia
 VPHB67H Buddhist Arts and Cultures
 VPHC53H The Silk Routes
 VPHC55H Religion in the Arts: Hinduism and Jainism
 VPHC58H Religion in the Arts: Seminar in Buddhism and Art

4. 2.0 credits from any of the D-level courses listed below:

GASD01H Senior Seminar: Topics in Global Asian Cultures (NEW)
 GASD02H Senior Seminar: Topics in Global Asian Societies (NEW)
 GASD20H Senior Seminar: Social Change and Gender Relations in Chinese Societies (NEW)
 GASD40H Senior Seminar: Issues in Chinese Media Studies (NEW)
 GASD50H Senior Seminar: Social and Cultural Aspects of South Asian Societies (NEW)
 HISD56H Coolies and Others: Asian Labouring Diasporas in the British Empire
 HISD58H Culture, Politics, and Society in Late Imperial China (NEW)

5. An additional 2.5 full credits should be from Asian language courses taught at the university, of which at least 1.5 credits should be from such courses taken at the B, C, or D levels. Preferably, these language courses will be taken in sequence as far as is practicable. The aim is for students to acquire linguistic competence in one or more Asian languages to aid in his or her future professional development. The LGG coordinator will guide students in choosing from the Asian language courses offered at the university.

Major Program in Global Asia Studies

Learning Objectives

- To provide a strong foundation for students with an academic interest in Asia through a global lens
- To provide students with an understanding of the dynamic nature of Asian societies and cultures, their global connections and ramifications in both historical and contemporary perspectives, and the interconnectedness of Asia, Asian diasporas, and a rapidly globalizing world
- To provide students with a range of interdisciplinary tools and methodologies drawn from different disciplines such as history, media, religion, gender and women's studies, languages, literature, and visual culture which will allow them to explore a range of different study options at the graduate level

Degree Level Expectations:

See the degree level expectations for the specialist program above.

Program Requirements

Students must complete 7.5 full credits as follows:

1. 1.0 credit must come from:
 GASA01H Introduction to Global Asia I (NEW)

&

GASA02H Introduction to Global Asia II (NEW)

2. 2.5 credits should be from any of the GAS core courses below:

GASB01H Methodologies and Issues in Global Asia Studies (NEW)
GASB10H Introduction to South Asian Literatures (NEW)
GASB11H Introduction to Chinese Literature (NEW)
GASB20H Gender and Social Institutions in Asia (NEW)
GASB30H Asian Religions and Cultures (NEW)
HISB57H Sub-continental Histories: South Asia and the World
HISB58H Modern Chinese History
GASC20H Gendering Global Asia (NEW)
GASC40H Chinese Media and Politics (NEW)
GASC41H Media and Popular Culture in East and Southeast Asia (NEW)
GASC42H Film and Popular Culture in South Asia (NEW)
GASC50H Law and Society in East Asia (NEW)
GASC51H Politics and Culture in Modern South Asia (NEW)
HISC57H China and the World

3. An additional 1.0 credits can be from the above GAS core courses or from the electives below:

MDSB05H Media and Globalization (formerly HUMB74H)
RLGB07H Contemporary Engaged Buddhist Movements in Asia
ENGB19H Contemporary Literature from South Asia
VPHB67H Buddhist Arts and Cultures
VPHC53H The Silk Routes
VPHC55H Religion in the Arts: Hinduism and Jainism
VPHC58H Religion in the Arts: Seminar in Buddhism and Art

4. At least 1.0 credits from any of the D-level courses listed below:

GASD01H Senior Seminar: Topics in Global Asian Cultures (NEW)
GASD02H Senior Seminar: Topics in Global Asian Societies (NEW)
GASD20H Senior Seminar: Social Change and Gender Relations in Chinese Societies (NEW)
GASD40H Senior Seminar: Issues in Chinese Media Studies (NEW)
GASD50H Senior Seminar: Social and Cultural Aspects of South Asian Societies (NEW)
HISD56H Coolies and Others: Asian Labouring Diasporas in the British Empire
HISD58H Culture, Politics, and Society in Late Imperial China (NEW)

5. An additional 2.0 full credits should be from Asian language courses taught at the university, of which at least 1.5 credits should be from such courses taken at the B, C, or D levels. Preferably, these language courses will be taken in sequence as far as is practicable. The aim is for students to acquire linguistic competence in one or more Asian languages to aid in his or her future professional development. The LGG coordinator will guide students in choosing from the Asian language courses offered at the university.

Minor Program in Global Asia Studies

Learning Objectives

- To provide a comprehensive introduction to students with an academic interest in Asia through a global lens
- To provide students with an introduction to the dynamic nature of Asian societies and cultures, their global connections and ramifications in both historical and contemporary perspectives, and the interconnectedness of Asia, Asian diasporas, and a rapidly globalizing world which they can develop in their future professional and personal trajectories
- To introduce students to a range of interdisciplinary tools and methodologies drawn from different Humanities disciplines such as history, media, religion, gender and women's studies, languages, literature, and visual culture
- To provide students with basic skills and an introductory knowledge of global Asia which will serve as a useful adjunct to their core fields of study and expertise such as Social Sciences or Management

Degree Level Expectations

Depth and Breadth of Knowledge

Global Asia Studies has a cohesive and constantly renewed Humanities-based curriculum for minors that introduces to them an open, interactive, and accessible interpretation of Asia in the World.

The curriculum offers two required A-level foundation courses; Introduction to Global Asia I and II, GASA01H and GASA02H. They both provide minors with a general introduction to the study of Asia in global perspective. GASA01H introduces historical and political approaches to such a study, while GASA02H introduces cultural and contemporary approaches.

A language requirement is an essential part of Global Asia Studies. Languages offered at the university that count towards the Global Asia Studies degree include Arabic, Classical Chinese, Hindi, Japanese, Mandarin, Sanskrit, and Tamil. The expectation is that minors will acquire an introductory knowledge and basic competence in at least one of these languages, within the program requirements.

Minors are also required to take a number of B, C, or D level courses within various disciplinary approaches which investigate specific areas and problems pertaining to East and South Asia.

Knowledge of Methodologies

Global Asia Studies includes a range of different disciplines and methodologies, which offer a broad concentration on the societies of East and South Asia and their global and diasporic encounters and ramifications. It contrasts with standard area studies programs in that its approach is global, transnational, and interactive, rather than narrowly area based.

The program's multidisciplinary nature makes it a methodologically diversified field of study, where minors take a range of courses and are able to acquire a working knowledge of different disciplinary approaches that include history, media, visual culture, literature, gender studies, religion, and language study.

Application of Knowledge

Global Asia Studies aims to locate the academic study of Asia within the fabric of the community through exciting co- and extra-curricular programming and a commitment to socially responsible and educationally rigorous experiential learning. Minors will gain a sound foundation in the study of Asia which will be a significant asset to them in their future professional and personal development, and which will aid them in making fullest use of their other areas of study.

Awareness of Limits of Knowledge

Instructors will communicate to students that Global Asia comprises a vast field of knowledge wherein this program aims at providing them with the introductory tools to begin the learning process and enable them to further this knowledge journey inside as well as outside the classroom, in the community, and in their future careers.

Communication Skills

Students' communication skills in academic matters will be improved and evaluated through written assignments, class discussions, and group tutorials. Curricular, co-curricular, and experiential learning components will also be used to further this objective and equip students for their future careers and lives outside the university. They will be encouraged to meet regularly with instructors during office hours in order to better assess and improve their oral and written skills in this regard.

Program Requirements

Students must complete 4.0 full credits as follows:

1. 1.0 credit must come from:
GASA01H Introduction to Global Asia I (NEW)
&
GASA02H Introduction to Global Asia II (NEW)
2. 2.0 credits should be from any of the courses below, of which at least 1.0 credit should be from C- or D-levels:
GASB01H Methodologies and Issues in Global Asia Studies (NEW)

GASB10H Introduction to South Asian Literatures (NEW)
GASB11H Introduction to Chinese Literature (NEW)
GASB20H Gender and Social Institutions in Asia (NEW)
GASB30H Asian Religions and Cultures (NEW)
HISB57H Sub-continental Histories: South Asia and the World
HISB58H Modern Chinese History

GASC20H Gendering Global Asia (NEW)
GASC40H Chinese Media and Politics (NEW)
GASC41H Media and Popular Culture in East and Southeast Asia (NEW)
GASC42H Film and Popular Culture in South Asia (NEW)
GASC50H Law and Society in East Asia (NEW)
GASC51H Politics and Culture in Modern South Asia (NEW)
HISC57H China and the World

RLGB07H Contemporary Engaged Buddhist Movements in Asia
ENGB19H Contemporary Literature from South Asia
VPHB67H Buddhist Arts and Cultures
VPHC53H The Silk Routes
VPHC55H Religion in the Arts: Hinduism and Jainism
VPHC58H Religion in the Arts: Seminar in Buddhism and Art

GASD01H Senior Seminar: Topics in Global Asian Cultures
GASD02H Senior Seminar: Topics in Global Asian Societies
GASD20H Senior Seminar: Social Change and Gender Relations in Chinese Societies
GASD40H Senior Seminar: Issues in Chinese Media Studies
GASD50H Senior Seminar: Social and Cultural Aspects of South Asian Societies
HISD56H Coolies and Others: Asian Labouring Diasporas in the British Empire
HISD58H Culture, Politics, and Society in Late Imperial China

3. An additional 1.0 credit should be from Asian language courses taught at the university. Preferably, these language courses will be taken in sequence as far as is practicable. The aim is for students to acquire linguistic competence in one or more Asian languages to aid in his or her future professional development. The LGG coordinator will guide students in choosing from the Asian language courses offered at the university.

Major Program in Intersections, Exchanges, Encounters in the Humanities (IEE)

One of the most exciting discoveries that students make early into their university experience is that the texts that they are thinking about in one class cross over and inform their understanding of those that they are studying in another. Such discoveries spark a tremendous amount of intellectual curiosity in students, yet these curiosities are often neglected as courses rarely have the opportunity to explicitly address their intersections with other courses or invite sustained comparison with other disciplines across the Humanities. IEE provides students with methodologies that will enable them to explore their cross-disciplinary intuitions and insights. It aims to fuel and provide structure for the curiosity and intellectual energy that develops when students begin to connect the dots across their curricula.

In moving through the B-level core curriculum of IEE, students will be exposed to some of the shared questions, texts, and methods that link the Humanities as a whole. Through a combination of intensive case study and exposure to and practice with key conceptual frameworks, students will be encouraged to identify connections across disciplines. In the B-level, a cohort of IEE students will focus on particular topic-based case studies. Students will be offered the critical tools necessary for investigating the intersections between disciplines that they often intuit but are rarely offered the opportunity to explore in depth. In other words, the B-level core will lay the conceptual and methodological foundation for students' more specialized coursework at the C- and D-level. The B-level core will model cross-disciplinary inquiry, provide students with a shared critical lexicon that will be expanded in their C- and D-level coursework, and will foster a sense of intellectual dialogue between students and faculty and among students themselves.

As IEE students advance into the C-level curriculum, they will delve more deeply into and gain practice with the conceptual and methodological tools that are shared across Humanities disciplines. An important goal of the IEE curriculum is to demystify the often unspoken critical assumptions of how we engage texts and other sociocultural objects of inquiry. For example, students majoring in French, English, History, or Visual and Performing Arts will learn why it is that their history courses attend so closely to language and why their literature courses attend so closely to cultural history. The IEE C-level curriculum aims to make explicit the shared theories and trends in critical practice that often inform our teaching but are less often unveiled to our students. The IEE C-level curriculum aims to bring to the classroom thematic and methodological foci of inquiry (including faculty's extensive interdisciplinary and cross-disciplinary research) that are at the forefront of scholarship.

Because the IEE curriculum unites cross-disciplinary methods and conceptual tools, it encourages students to explore sociocultural processes comparatively and in relation to one another. Rather than focusing on individual rarefied and reified objects of a culture's "greatness," it allows students to understand the relational nature of all sociocultural production by emphasizing throughout all levels of the program the extent to which cultures and societies are not bounded, self-contained and historically-stable universes, but the products of ongoing engagement and interaction with others.

Companion Structure

The mission of IEE depends on students developing a strong sense of the questions, methods, and disciplinary conventions within an existing discipline. IEE's companion structure is essential to the mission of IEE because when a student feels grounded in a discipline and has developed a sense of intellectual ownership of the materials she encounters in that discipline, then she can begin to explore the ways in which her discipline intersects with others.

The companion structure of IEE is key to the various ways in which the program provides both depth and breadth. In moving through the curriculum and into the D-level IEE seminar, students will have opportunities to work closely with a broad array of materials essential to the fields of history, literatures and languages, music, visual and performing arts, philosophy and linguistics. The IEE program provides a framework in which students are constructively guided through and encouraged to work with the connections they draw between disciplines (rather than leaving them to "sample" courses across the Humanities curriculum).

IEE and the Humanities Department

As a multi-disciplinary department, Humanities at UTSC is ideally positioned to offer programs that cross traditional disciplinary divides and allow students to explore the cross-disciplinary richness of current Humanities scholarship. IEE will further provide a platform for greater faculty synergy through structured co-teaching and curriculum building, and will thus benefit all programs in the department and ensure greater cohesion.

Experiential Learning

One of the most important questions that students in the Humanities face today is how to apply their classroom learning, either as independent scholars or as global citizens confronting difficult social problems. In our classes, Humanities scholars encourage students to express complex ideas. IEE enables students to think about the intersection and the application of Humanities methods by requiring students to enroll in an experiential learning course. In this course, students, in coordination with IEE faculty mentors and the course instructor, will design an individualized experiential learning program that reflects their own future intellectual and career goals. Students will also be part of a classroom course that will require students to complete a set of assigned readings on the different applications of Humanities methods and to prepare a substantial research paper linked directly to their experience. The length of this paper would follow the standards of D-Level seminars across the Humanities Department.

The experiential learning seminar is both individualized and collective. Students will meet regularly in their course in order to measure progress while they also continue to pursue the objectives of their individualized program. This component of the IEE program provides students a superb opportunity to evaluate their future goals, to receive a unique set of credentials, and to test Humanities methods in the 'real world' while in the mentoring surroundings of university. For example:

- A student pursuing a companion major in English and interested in pursuing a graduate degree might propose a research project directly related to the research of a faculty mentor. This student would

receive close, supervised training in research methods, would have the opportunity to present their scholarly results as a contribution to current scholarship in the making, and would learn about the challenges and standards of scholarly production. Their final paper would be a lengthy research paper and would reflect this student's practical experience of academic work. Such a research-based project would provide the student with a strong writing sample for applications to graduate programs.

- A student interested in a career in community work and pursuing a companion major in Linguistics might propose to volunteer for 5-10 hours a week with a local community organization, such as an immigrant aid organization where this student might take advantage of their language training. For their final paper, the student might examine the ways their particular scholarly methods apply to the challenges faced by their organization.
- A student interested in entering teachers' college and pursuing a companion specialist in history might volunteer to conduct oral histories for a local archive. This students' paper might explore ways of incorporating memory into publically-accessible history.

Administratively, this course depends on the close system of mentoring inherent to IEE. Students will develop their program and complete progress reports in consultation with the course instructor. The course instructor will also suggest and identify opportunities for students who will rely on the IEE faculty for ideas, support, and research opportunities.

Some IEE students will be able to substitute a term-abroad as an alternative to the experiential learning course, with the permission of the program supervisor. During these programs, students will be encouraged to advance their language proficiency and identify ways in which the Humanities are organized, practiced, and applied in other surroundings.

Program Description and Rationale

The major program will introduce students to themes and approaches arising from where the different humanities programs meet, connect, and cross over one another. It will be a limited enrolment with admission at the end of 1st year. Stringent application requirements will help foster cohesion among the IEE cohort and attract stronger students; limited enrolment will also ensure as much as possible that IEE students will have something to offer each other and the program as a whole. Because of the selective and multi-disciplinary nature of this program, students will be expected to complete a major or specialist in a complementary program. Such programs would usually be based in the Humanities. The annual intake once the IEE program reaches a steady state is expected to be 25.

Learning Objectives

- To provide a foundation for students with an interest in questions, issues, and methodologies that overlap or intersect with a broad variety of humanities disciplines.
- To provide students with a unique breath and depth of humanistic knowledge that complements their major and significantly expands upon it.
- To provide a platform that fosters unique and innovative thinking as applied to common issues confronting the humanities.
- To provide students with the critical theory and methodological tools necessary to engage a wide variety of humanistic disciplines and lines of inquiry.
- To provide our students with a significant competitive advantage when applying to graduate or professional programs that require mastery of a broad variety of methodological and research approaches.

Degree Level Expectations:

Depth and Breadth of Knowledge

IEE offers a cohesive program of study that familiarizes students with current, cutting-edge research from across the humanities. Proceeding through a program of integrated courses in combination with a required companion major, students in IEE will develop a non-compartmentalized understanding of the key concepts, themes, and approaches that overlap and intersect throughout the fields of humanistic inquiry, and topics that are shared by multiple disciplines, such as connected histories, the in-betweens, the liminal, and borders. In addition to courses taken in conjunction with their companion major this will be achieved through a combination of 3 required IEE B-level and a combination 6 dedicated IEE C- and D-level courses, as well as required 2 full credits of non-English language courses. Students are also required to take at least one experiential learning course.

In each of the dedicated IEE courses emphasis will be placed on themes and methodologies that form common points of contact and links between different fields of inquiry. As such, IEE courses will foreground the subjects and topics that exist between humanistic disciplines and that are concerned with forms of meeting and relation—as in between cultures, art forms, identities, etc. It will give students an opportunity to engage in intense explorations of the moments, places, and traditions of contact and interaction—across space, time, genre, and discipline.

All 3 B-level courses will be team-taught by core faculty and will be limited to IEE students. These courses will provide comprehensive conceptual and methodological foundations relevant to humanities inquiry, and offer rigorous training in academic reading and writing.

A series of C-level courses are thematically organized, and will offer students a focused, cross-disciplinary look at particular topics or problems. These courses could be cross-listed with faculty's home programs. C-level courses will be research-intensive, and will encourage students to examine the questions at hand through a range of analytical lenses.

Finally, the required D-level capstone seminar and experiential learning course will unite the overarching concerns of the program and provide the opportunity for substantive original research and application of analytical concepts and methods outside the classroom.

An advanced language requirement is an essential part of IEE. Languages offered at the university that count towards the IEE degree include Arabic, Classical Chinese, French, Hindi, Japanese, Latin, Mandarin, Sanskrit, Spanish, and Tamil.

Knowledge of Methodologies

Students will be introduced to and tested on their knowledge, comprehension and practical application of numerous methodological approaches to humanistic inquiry including phenomenology, ethnography, and discourse analysis, as well as critical methodologies such as deconstruction, Marxist theory, feminism, semiotics, queer theory, post modernism and post colonialism. Since the emphasis in IEE is on the overlap and exchange of methodologies within and between different disciplines the concentration on methodological approaches will be at the center of many courses. IEE aims not simply to introduce students to a variety of methodologies, but to engage them in deep and critical methodological conversations that reflect the long tradition of cross-disciplinary humanities Inquiry.

Application of Knowledge

A diversified range of teaching and learning activities, including experiential learning, will allow the students to actively apply their factual and methodological knowledge within various humanistic fields and as a complement to their companion major. IEE's emphasis on disciplinary exchange and encounter along with language competency and experiential knowledge will ensure that students will be uniquely equipped to cope with a broad array of humanistic practices and well prepared for future scholarly and professional endeavours. Application of knowledge will occur through critical reading, research, essays, oral presentations, group projects, group discussions, student symposia and in experiential learning situations.

Awareness of Limits of Knowledge

Instructors will communicate to students that the Humanities comprise a vast field of knowledge wherein this program aims to provide them with the tools to begin the learning process and enable them to further this knowledge journey inside as well as outside the classroom, in the community, and in their future careers.

Communication Skills

Students' communication skills in academic matters will be improved and evaluated through written assignments, class discussions, and group tutorials. Curricular, co-curricular, and experiential learning components will also be used to further this objective and equip students for their future careers and lives outside the university. They will be encouraged to meet regularly with instructors during office hours in order better to assess and improve their oral and written skills in this regard.

Program Requirements

Students must complete 8.0 full credits as follows:

1. Core curriculum

Students are required to complete for a total of 1.5 credits:

IEEB01H Human, Inhuman, and Non-Human (NEW)

IEEB02H Senses, Sensibility, Sensuality (NEW)

IEEB03H Time, Story, Perspective (NEW)

2. Themes, Perspectives and Exchanges

Students may choose from the following courses and must complete at least 3.5 credits:

(Note: Many C-level IEE courses are offered as I & II. This is not meant to suggest a chronology, and students are welcome to take both to gain a breadth of perspective on key topics, which will vary with instructor.)

IEEC01H Theories and Methods in the Study of Society and Culture (NEW)

IEEC03H Defining the Human I (NEW)

IEEC04H Defining the Human II (NEW)

IEEC11H Perspectives on Language and Culture I (NEW)

IEEC12H Perspectives on Language and Culture II (NEW)

IEEC21H Perspectives on the Globalized and the Transnational I (NEW)

IEEC22H Perspectives on the Globalized and the Transnational II (NEW)

IEEC31H Perspectives on Science and Humanities I (NEW)

IEEC32H Perspectives on Science and Humanities II (NEW)

IEEC41H Themes in Translation and Cultural Mediation I (NEW)

IEEC42H Themes in Translation and Cultural Mediation II (NEW)

IEEC51H Themes in Travel and Encounter I (NEW)

IEEC52H Themes in Travel and Encounter II (NEW)

IEEC61H Themes in Consumption and Material Culture I (NEW)

IEEC62H Themes in Consumption and Material Culture II (NEW)

IEEC71H Exchanges in Performance and the Arts I (NEW)

IEEC72H Exchanges in Performance and the Arts II (NEW)

IEEC81H Exchanges in Music and Media I (NEW)

IEEC82H Exchanges in Music and Media II (NEW)

3. Advanced Seminars in IEE

All IEE students must fulfill at least 1.0 credit at the D-level. They must complete the capstone seminar, normally in the final year:

IEED01H Capstone Seminar in Intersections, Exchanges, Encounters in the Humanities (NEW)

Students must also pursue a .5 experiential learning credit. The experiential learning credit will be fulfilled in an IEE seminar and may include: an internship, community fieldwork, or applied arts. Some students may fulfill this requirement with a term abroad. Most students, however, will enrol in:

IEED02H Experiential Learning Seminar in Intersections, Exchanges, Encounters in the Humanities (NEW)

4. Language Requirements

Students must complete 2.0 credits in a non-English language.

Major Program in Media Studies

Program Description and Rationale

This is an interdisciplinary program that combines media theories with critical practices in culture and journalism. It is engaged with the creative analysis, production, and research into traditional and emerging forms of media. Students in the media studies program explore the origins, structures and implications of contemporary media in light of general concerns about technology, culture, society and politics. As part of the Department of Humanities, it is committed to stimulating fruitful conversations with other disciplines and considers how media shapes knowledge from philosophical, historical, literary, and artistic perspectives.

Media Studies has a strong core curriculum that unifies its three concentrations: Critical Journalism, Cinema and Visual Culture, and New Media. It grounds the study of journalism, cinema and visual culture, and new media in the media studies framework, thereby giving a solid theoretical foundation to the three areas of inquiry. Within the Media Studies program, the Department will strengthen the theoretical and reinforce the professional components of both Journalism and New Media. Students will have a greater choice of media courses which will enable them to create their own paths towards careers in the media field.

The annual intake once the program reaches a steady state is expected to be 60.

Learning Objectives

- To provide a foundation for students with an interest in the study of media as means of communication in modern human societies;
- To provide students with an understanding about modern media as sources of news and information and as cultural practices;
- To provide students with theoretical tools to analyze diverse media practices in the context of new media technologies and globalizing forces;
- To prepare students for graduate studies in media and communication, cinema studies, cultural studies, and traditional disciplines in humanities and to some extent social sciences;
- To equip students with knowledge and perspectives for entry into the highly competitive media industries.

Degree Level Expectations

Depth and Breadth of Knowledge

The curriculum offers two required A-level foundation courses: MDSA01 “Introduction to Media Studies” and MDSA02 “From Print to Digital: History of Media and Technology.” Students learn the key concepts and terms in media studies and the history of media from printing press to film, radio, television, and the Internet. The students are required to take at least one course under the Theory/Methodology rubric, and one course under the Media and Digital Technologies rubric, as indicated later in the Program Requirements. In addition, the core curriculum provides a wide range of courses in the following areas: media and representation, political economy of media, and global media. Students have ample freedom to choose a combination of courses that fit their individual needs and interests.

Aside from taking 4 full credits from MDS core, Media Studies majors will take 4 full credits from courses of Levels A – D in the chosen concentration. Of these 4 credits, 1 comes from the A level, and 3 from the B, C, and D levels. These courses will offer in-depth knowledge and skills specific to that concentration. Overall, Media Studies aims to achieve a combination of depth and breadth of knowledge.

Knowledge of Methodologies

As an interdisciplinary program, Media Studies is committed to helping students understand the political, economic, and organizational conditions of media industries and cultural practices, and to helping them think across media forms (oral, print, electronic and digital media), methodologies (humanities vs. social sciences) and national borders. It teaches students to analyze media as institution, text, and cultural practice, and thus introduces students to a variety of methodologies drawn from English, history, philosophy, sociology and anthropology, in addition to media theories and methods developed over the fifty years. This holistic perspective is largely missing in the existing journalism, digital media or cinema studies departments or programs in North America.

Media Studies aims to provide strong theoretical and methodological foundations for students. In addition to stream-specific theory courses, Media Studies offers three theory/methodology courses, from which students are required to take at least one. At the B level, MDSB02 introduces a multi-perspectival approach to the study of media. Students will study how media production is organized and regulated, how media texts can be interpreted and analyzed using insights from feminism, critical race theory, genre theory, and semiotics, and how meanings arise as a result of interplay between media texts and audiences. At the C level, advanced methodology courses will be offered with varying disciplinary focuses (cinema, new media, visual culture, etc.) under the same rubric.

Students are encouraged to take courses from streams other than the one chosen, in order to get exposure to the study of various media forms. Journalism and cinema and visual culture students will benefit tremendously from taking new media courses, for new media is changing the way news and films are produced and distributed. Students will be able to gain a transnational perspective in this program. By taking global media courses in the MDS core as well as cross-listed courses with Global Asia Studies, students will learn how well media theories and methodologies developed in the West can be adapted to non-Western contexts.

Application of Knowledge

In conjunction with the Joint Specialist in Journalism, the Joint Major in New Media Studies, and the studio component of the new media stream, Media Studies provides a wide range of knowledge, critical thinking and analytical skills, and practical skills that prepare students as future journalists, artist, media producers, managers, entrepreneurs, activists, and media scholars. Students in Humanities, natural sciences, psychology, and management will find a major in Media Studies highly beneficial as digital media technologies are increasingly applied to and make their impact felt in these disciplines.

Awareness of Limits of Knowledge

As the national and global media landscapes change at a dizzying rate due to advances in media and information technologies, teachers and researchers in media studies must work hard to catch up with and make sense of these changes. As new phenomena or events occur practically on a daily basis, teaching media often means learning with the students. Instructors are clearly aware of the limits of our knowledge about the media. It is exactly this awareness that makes teaching contemporary media so exhilarating. Part of the instructors' job is to instill a sense of historicity in students so that they can place the contemporary excitement in a larger historical context – people were equally if not more fascinated by print, telegraph, radio or television in history, and to give students theoretical toolkits to make sense of the changes.

Communication Skills

Importance will be attached to improving students' communication skills through writing-intensive assignments, research presentations, class discussions, and group tutorials. Instructors will help students assess and improve their oral and written communication skills on individual basis if necessary.

Autonomy and Professional Capacity

Active learning is emphasized. Lectures are complemented by class discussions and group projects. Teamwork is encouraged so that students learn how to lead and coordinate group efforts and become a good, mature, and responsible team player.

Program Requirements

Students must complete 8.0 full credits, including at least 1.0 credit at the D-level, as follows:

1. 1.0 credit must come from:
MDSA01H Introduction to Media Studies (formerly NMEA20H)
MDSA02H From Print to Digital: History of Media and Technology (1450 - Present) (NEW)
2. At least 0.5 credit must be from the following theory/methodology courses:
MDSC01H Theories and Methods in Media Studies (NEW)
SOCB58H Sociology of Culture
VPAB05H Introduction to Contemporary Cultural Theory
3. At least 0.5 credit must be from the following media and digital technologies courses:
MDSB24H Journalism in the Age of New Media (formerly JOUB04H)

MDSB61H Digital Media and Cyberspace (NEW)
MDSB62H Design in Visual Culture (formerly NMEB20H)
MDSC63H Legal and Ethical Issues in New Media (NEW)
VPAA06H Visual and Performing Arts in the Digital Age

4. 2.0 credits must be from the Media Studies core courses below, of which at least 0.5 credit should be from the C level and at least 0.5 credit should be from the D level:

B-level:

MDSB02H Language and Media (NEW)
MDSB03H Advertising and Consumer Culture (NEW)
MDSB04H Ethical Issues in Media Studies (NEW)
MDSB25H Media Ownership and Journalism (NEW)
MDSB26H New Perspectives on Journalism, Migration and Transnationalism (formerly JOUB01H)
MDSB27H Critical Journalism (formerly JOUB02H)
ENGB70H Introduction to Cinema
ENGB75H Cinema and Modernity I
ENGB76H Cinema and Modernity II
ISTB01H3 International Studies and International Communications
VPAB06H Challenging Normative Values in Social, Political and Cultural Institutions
VPHB68H Art and the Everyday: Mass Culture and the Visual Arts
WSTB13H Women and Media

C-level:

MDSC02H Media and Democracy (NEW)
MDSC04H Media and Globalization (NEW)
MDSC07H Gender, Race and Ethnicity in Advertising (NEW)
MDSC08H Old Media, New: Film and New Technology (NEW)
ENGC77H The Body in Contemporary Culture: Theories and Representations
GASC41H Media and Popular Culture in East and Southeast Asia (NEW)
GASC42H Film and Popular Culture in South Asia (NEW)
GASC40H Chinese Media and Politics (NEW)
IDSC12H Media and Development
SOCC44H Media and Society

D-level:

MDSD01H Senior Seminar: Topics in Digital Media and Arts (NEW)
MDSD02H Senior Seminar: Topics in Digital Media and Society (NEW)
MDSD03H Senior Seminar: Issues in Contemporary Media, Representation, and Culture (NEW)
MDSD04H Senior Seminar: Topics in Media, Politics, and Democracy/Democratisation (NEW)

5. In addition to the 4 FCEs from the MDS core, 4 full credits must come from the student's chosen stream. Below is a list of stream-specific courses.

Critical Journalism:

This stream is offered to students who are interested in issues concerning news media, journalism, and democracy. It does not provide systematic practical training that qualifies one as journalist. Students who want to pursue a professional career in journalism after graduation should consider applying to the Specialist (Joint) Program in Journalism.

MDSA21H Introduction to Journalism I (formerly JOUA01H)
MDSA22H Introduction to Journalism II (formerly JOUA02H)
MDSB02H Language and Media (*if not used in Requirement 4*)
MDSB04H Ethical Issues in Media Studies (*if not used in Requirement 4*)
MDSB24H Journalism in the Age of New Media (*if not used in Requirement 3*)
MDSB25H Media Ownership and Journalism (*if not used in Requirement 4*)
MDSB26H New Perspectives on Journalism, Migration & Transnationalism (*if not used in Requirement 4*)
MDSB27H Critical Journalism (*if not used in Requirement 4*)
MDSB39H Fundamentals of Journalistic Writing (formerly JOUB06H)

MDSC02H Media and Democracy *(if not used in Requirement 4)*
SOCC44H Media and Society *(if not used in Requirement 4)*

Cinema and Visual Culture

This stream is designed for students who are interested in the study of contemporary cinema.

CLAB20H The Classical World in Film
ENGB62H Creative Writing: Scripts and Drama
ENGC56H Literature and Media: From Page to Screen
ENGC78H Dystopian Visions in Fiction and Film
ENGC82H Cinema Studies: Themes and Theories
ENGC83H The Imperial Imaginary in Cinema
ENGD91H Avant-Garde Cinema
ENGD92H The Film Musical
ENGD93H Cinema and Spectatorship
ENGD94H Stranger Than Fiction: The Documentary Film
FREB70H Cinema of the Francophone World
HISB18H History on Film
PHLC03H Topics in the Philosophy of Art
VPAA10H Introduction to Arts Management
VPHA46H Ways of Seeing: Introduction to Art Histories
VPHB70H Topics in Global Visual Culture
VPHB58H Modern Art and Culture
VPHC45H Seminar in Twentieth Century Art
VPMB97H Film Music
WSTC16H Criminal Women: Gender, Justice and the Media

New Media

This stream is focused on theoretical issues. Students who hope to be well-versed in the application of digital media technologies such as interface design should consider applying to the Major (Joint) Program in New Media Studies.

The following courses are required of students in the New Media stream:

MDSB61H Digital Media and Cyberspace *(if not used in Requirement 3)*
MDSB62H Design in Visual Culture *(if not used in Requirement 3)*
MDSC63H Legal and Ethical Issues in New Media *(if not used in Requirement 3)*

The additional credits must come from:

MDSB24H Journalism in the Age of New Media *(if not used in Requirement 3)*
MDSC08H Old Media, New: Film and New Technology *(if not used in Requirement 4)*
VPAA06H Visual and Performing Arts in the Digital Age *(if not used in Requirement 3)*
VPSA62H Foundation Studies in Studio
VPSA63H But Why is it Art?
VPSA72H Introduction to Photography
VPSA74H Introduction to Digital Studio Practice
VPSA73H Introduction to Video
VPSB75H Photo-based Work
VPSB76H Intermediate Video
VPSB80H Digital Studio Practice
VPSB82H Introduction to Web-based work
VPSC58H Advanced Photo Concepts
VPSC60H Advanced Video
VPSC61H Performing with Cameras
VPSC66H Theory and Practice: Two-Dimensional Work
VPSC68H Theory and Practice: Time-Based Media
VPSC70H Theory and Practice: New Media
VPSC74H Advanced Web-based Projects

VPSC75H Audio work for artists
VPSC76H 3-D Computer Aided design
VPSC77H Machine in Art
VPSD60H Advanced Seminar: Time-Based Media

Major Program in Religion

The annual intake once the program reaches a steady state is expected to be 30.

Learning Objectives

- The program introduces students to the academic study of religion. In addition to fostering an understanding of religion as a historically powerful force in the shaping of culture and society, the program seeks to develop a student's skills in critical thinking about religion.
- The program introduces students to classic theoretical explanations of religion as a human phenomenon, and to offer students the opportunity to apply this knowledge to the comparative study of religious artifacts, texts, institutions, and communities.
- The program establishes a solid foundation for all other religion courses students may take.
- The program encourages students to approach the study of religion from an interdisciplinary perspective. Students have the opportunity to bring their studies in other departments into conversation with the study of religion, and to continue their studies in other disciplines with a uniquely critical and analytical perspective on religion.

Degree Level Expectations

Depth and Breadth of Knowledge

The program in Religion aims at fostering a student's understanding of religion as one of the primary expressions of the human condition and as a historically power force in the shaping of human cultures and societies. The program introduces students to a broad range of understanding of the history, beliefs, practices and writings of major religions such as Hinduism, Jainism, Buddhism, Sikhism, Confucianism, Taoism, Shinto, Judaism, Christianity, and Islam.

Knowledge of Methodologies

Students will be introduced to the study of religions from a comparative perspective. With its special attention to methodological and theoretical issues currently at the center of debate within the discipline, the course "Introduction to the Study of Religion" will be foundational for all other courses students may take. Other courses in the program offer them both ancient-textual and contemporary study of the religious traditions from an interdisciplinary approach, with cross-listed courses from Anthropology, Classics, History, English, Philosophy, Sociology, and Visual Arts to provide students with the opportunity to examine religious artefacts, texts, institutions, and communities within particular cultural and historical contexts and in the context of comparable manifestations within the general history of religions.

Application of Knowledge

Through the study of religion from an interdisciplinary approach, students not only understand the thoughts, beliefs, and cultures of various nations in a different light, but realize the fact that in order to better understand the modern world we need to take into account the meanings that its tradition religions have for their adherents. It seeks to develop a student's appreciation of the difficulties and possibilities inherent in undertaking a critical, disciplined study of religion.

Awareness of Limits of Knowledge

Writing experience is an important component in all religion courses. Through the writing assignments, students are led to refine their critical way of reading and thinking, as well as communicate their own insights through written presentations. In some of the religion courses, such as the introductory RLGA01H3 (World Religions I), students are asked to visit the local temples to conduct interviews on how these religious traditions were introduced and developed in Canada, thereby developing communication and understanding of people from a different cultures.

Communication Skills

Students will understand that neither the study of religion nor its data are the privileged possession of a single discipline. Students have writing-specific learning outcomes within each course. Students are expected and

taught to develop and support solid arguments through well-researched, -analysed and -synthesized information.

Autonomy and Professional Capacity

The program provides the preparation for further studies in religion at the graduate school level, as well as a sense of the religious motifs behind visual art and politics, with a deeper understanding of Anthropological and Classical Studies.

Program Requirements

Students must complete 8.0 full credits as follows:

1. RLGB01H The 'Holy Book' in Judaism, Christianity and Islam
2. RLGB02H Comparative Study of the Indian Traditions
3. RLGB10H Introduction to the Study of Religion (NEW)
4. RLGD02H Seminar in Religion (NEW)
5. 5.0 additional full credits from the following list, which must include 3 RLG courses on different religious traditions
 - ANTB30H Conceptualizing Religion
 - ANTC31H Ritual and Religious Action
 - CLAA05H Ancient Mythology I: Mesopotamia and Egypt (NEW)
 - CLAA06H Ancient Mythology II: Greece and Rome (NEW)
 - CLAC22H Religions of the Ancient Mediterranean (NEW)
 - ENGC16H The Bible and Literature I
 - ENGC17H The Bible and Literature II
 - HISD63H The Crusades: I
 - HISD64H The Crusades: II
 - RLGA01H World Religions I
 - RLGA02H World Religions II
 - RLGB03H Introduction to Chinese Philosophy
 - RLGB06H Theravada Buddhism (NEW)
 - RLGB07H Contemporary Engaged Buddhist Movements in Asia
 - RLGC01H The Five Books of Moses
 - RLGC02H The Gospels
 - RLGC03H Paul and the Invention of Christianity
 - RLGC04H Hindu Epic
 - RLGC05H The Qur'an
 - RLGC06H Mahayana Buddhism
 - RLGC07H Topics in Buddhist Philosophy: Buddhist Ethics
 - RLGC08H Topics in Chinese Philosophy: Confucianism
 - RLGC09H Islam in Asia (NEW)
 - RLGC10H Hinduism in South Asia and the Diaspora (NEW)
 - RLGC40H Selected Topics in the Study of Religion I
 - RLGC41H Selected Topics in the Study of Religion II
 - RLGD01H Supervised Readings in the Study of Religion
 - SOCC21H Sociology of Religion
 - VPHB66H Representing Religions: The Rise of States, World Religions, and Patronage
 - VPHB67H Buddhist Arts and Cultures
 - VPHC55H Religion in the Arts: Hinduism and Buddhism
 - VPHC56H Religion in the Arts: Judeo-Christian Traditions
 - VPHC58H Religion in the Arts: Seminar in Buddhism and Art
 - VPMB77H Music in Religion and Ritual
6. 1.0 full credit in Languages (FRE or LGG) with at least 0.5 at the B-level.

Guidelines for 1st year course selection: First-year students should take both RLGB01H and/or RLGB02H to provide them with the foundation for further comparative studies. Students should also take RLGB10H early in their program, either in the first or the second year, so as to learn about the methods and theories in the study of religion, which are currently at the center of debate within the discipline.

DEPARTMENT OF MANAGEMENT

The department proposes introducing several new specialist programs in Management which are expanded versions of the streams in the existing Specialist Program in Management. Management is a limited enrolment area at UTSC with direct entry from high school or admission at the end of 1st year. It requires some high school preparation in Mathematics. All programs will include the 12.0 core credits (11.5 in certain instances) in Management which form Requirements 1 to 4 of the existing program and will have a co-op option.

Specialist Program in Management and Accounting

This program is designed for the individual who is interested in acquiring a concentrated core of accounting and related knowledge required to become a professional accountant. The annual intake once the program reaches a steady state is expected to be between 150 & 200.

Learning Objectives

- To provide a thorough theoretical foundation for students with an academic interest in accounting.
- To provide students with an understanding of the practical applications of accounting.
- To provide students with the tools necessary to understand and critically examine accounting related issues in the broader context of management studies.
- To provide a competitive advantage amongst our students when applying to professional programs or graduate school.

Degree Level Expectations

Depth and Breadth of Knowledge

The Accounting Specialist program is designed for students interested in a program that emphasizes a concentrated core of accounting and related knowledge required in the pursuit of obtaining a professional accounting designation. The Accounting Specialist program will simply add to the BBA degree's 11 core course requirements which provide broad coverage of Management sub-disciplines and Economics. Further, the depth of knowledge is enhanced since students wishing to pursue any of the three accounting designations, namely Chartered Accountants (CA), Certified Management Accountants (CMA) and Certified General Accountants (CGA) after graduation, are required to take specific C and D level courses noted below. These courses are recognized for the CA, CMA and CGA qualifications.

Knowledge of Methodologies

Students are already required to take introductory courses in financial and managerial accounting as part of the core course requirements in the BBA. Accounting Specialist students are introduced to more advanced and field-specific theories and methodologies and must take the following courses regardless of their choice of professional accounting designation: MGTC06, MGTC07, MGTC08, MGTC11, MGTC16, MGTC31 and MGTD60 plus at least one additional D-level course in the field. The requirement of taking 6 of 7 courses offered at the C-level ensures that students have exposure to the necessary processes for studying and working within the field. To complete their degree studies, students can select various additional C and D level courses depending on their choice of professional accounting designation.

Following are the courses that the three professions separately specify above and beyond the core courses listed above.

CA

MGTD61H

MGTD62H

MGTC17H

MGTD50H

One of: MGTD54H, MGTD55H, MGTD56H

CMA

MGTD50H or

MGTD55H

MGTC41H

MGTC44H

MGTC75H

MGTD54H

CGA

MGTC17H

MGTD50H

MGTD54H

MGTD55H

Application of Knowledge

Efforts are made throughout all Accounting courses to ensure the practical relevance of the concepts being taught. The majority of the accounting courses at the C and D-Level require that students apply the theory and knowledge to specific problems relevant to organizations. As a result, the approach to the C and D level courses is to simulate real life corporate situations through the use of case studies whereby students are asked to apply the technical theory learned to real life examples. The intent is for students to get an appreciation of what kinds of situations they will be exposed to when they are in the workplace and what is expected from a designated professional accountant. For example, they will be expected to be able to respond to case situations through providing solutions and recommendations in an appropriate and logical manner. Students must demonstrate the ability to communicate orally and in writing at a level necessary for successful employment in the accounting field.

The Program is taught by a team of academics and professional accountants, with leading edge expertise and strong connections to the accounting profession.

Awareness of Limits of Knowledge

Accounting requires a level of professional judgement. As such, students must be made aware of the fact that although there are accounting guidelines (CICA, FASB, IFRS) that all professional accountants use as a frame of reference, for many situations, there is likely more than one acceptable solution or recommendation to a problem. Furthermore, there are many areas subject to interpretation, in particular, where accounting guidelines are silent and therefore, some research on the student's part may be necessary to, say, investigate what practices are followed by other countries. In addition, students will learn that for some cases, there is no one "right answer" and therefore, following a critical analysis, viable alternatives and solutions will be expected from them.

Communication Skills

The majority of intermediate and advanced level courses in the Accounting area have a heavy emphasis on written assignments. Furthermore, there are many group discussions and projects that will require interaction within an assigned group and in class. As a result, the Specialist program will emphasize the importance of both written and oral communication skills and will therefore allow students to practice and develop these skills. All courses at the C and D level require that students submit written reports and case analysis written either in a group or individually. Also, the B level course, MGTB06H has two group assignments and a second midterm focusing on case analysis.

Autonomy and Professional Capacity

Professional ethics is critical for professional accountants. As such, the Specialist program will allow students to understand and practice professional work habits expected in the accounting field, including, among others, confidentiality, duty of care, avoidance of conflict of interest, along with appropriate communication skills required at all levels. There will be some group assignments that will require the ability to work along with others and contribute in a group setting, but most assignments will be submitted on an individual basis. In either case, students will be expected to be accountable for their own work on an individual and group basis.

Program Requirements

The program requires 16.0 credits as follows:

1. Requirements 1 to 4 of the Specialist Program in Management
2. MGTC06H Intermediate Management Accounting
MGTC07H & MGTC08H Intermediate Financial Accounting I & II
MGTC11H Management Information Systems
MGTC16H Canadian Income Tax I
MGTC31H The Legal Environment of Business I
MGTD60H Auditing
3. At least one D-level course from:
MGTD50H Advanced Financial Accounting
MGTD54H Management Control Systems (formerly MGTC10H)
MGTD55H Controversial Issues in Accounting
MGTD56H Advanced Accounting Case Analysis
MGTD61H Advanced Auditing
MGTD62H Auditing in a Computer Environment

Specialist Program in Management and Finance

Program Description and Rationale

This program will equip students with a comprehensive understanding of financial issues and concepts, and with a firm mastery of methodologies and problem solving skills required in modern-day finance. The annual intake once the program reaches a steady state is expected to be 150.

Learning Objectives

- To provide a thorough theoretical foundation for students with an interest in finance.
- To provide students with an understanding of the practical applications of finance.
- To provide students with the tools necessary to understand and critically examine finance related issues in the broader context of management studies.
- To provide a competitive advantage amongst our students when applying to professional programs or graduate school.

Degree Level Expectations

Depth and Breadth of Knowledge

To ensure breadth of the program, we require students to fulfil the requirements for the Specialist Program in Management whereby students must take at least 3.5 credits from departments other than Management and out of the 3.5 credits, one full credit must be from the Department of Humanities. Students will have exposure to not only other functional areas in management but also other disciplines.

To ensure depth of the program, we require six upper level Finance / Economics courses in addition to the two compulsory Finance courses for all BBA students. The Eight-course portfolio in Finance will provide an in-depth treatment of Finance topics so that students are ready to embark on an entry-level job in most fields of Finance.

Knowledge of Methodologies

In their early exposure to Finance in the two degree-required courses (MGTB09H and MGTC09H), students are already introduced to the basic valuation frameworks (such as the Discount Cash Flow framework) and valuation methodologies (such as the Arbitrage Pricing Theory). In the program-required Finance courses, students are introduced to the more advanced and field-specific theories and methodologies. Below is a partial list of the specific frameworks and methodologies: Personal Financial Planning, Analysis of Mergers and Acquisition, Fundamental and Technical Analyses of Stocks, Derivatives Valuation, and Corporate Risk Management.

Application of Knowledge

Efforts are made throughout all Finance courses to ensure the practical relevance of teaching. Blessed with the advantage that a direct link exists between real life and almost all Finance theories, we structure the courses so that real world applications are emphasized and weaved into teaching. This goes from undertaking a task as simple as calculating a monthly mortgage payment to carrying out extensive financial analysis as complicated as retirement planning. Whenever possible, we also use financial simulations involving real world data (such as StockTrak investment simulations) to instil practice to classroom teaching.

Awareness of Limits of Knowledge

While emphasizing the power and usefulness of financial theories in decision making, we also warn students that all theories are built from abstraction and therefore subject to errors if applied without proper judgment. One of the ways in which we remind students of limitations of knowledge is to discuss empirical studies in class. For instance, when teaching the Capital Asset Pricing Model, we would tell students when the model works well and when it doesn't.

Communication Skills

Insofar as financial decision making involves interactions with all levels / units of the organization, effective communication is part of the skill set for a successful financial manager. Keenly aware of this reality, we strive to weave communication elements into all Finance courses, especially the upper level courses. We coach students in making coherent arguments supported by relevant evidence. We pay attention to both oral / visual communication skills (via presentations) and written skills (via case reports and project reports). In terms of

writing skills, within one of the elective courses (MGTD71), students will analyse cases and write case reports. Other upper level Finance courses (e.g., MGTD72 and MGTD75) have report-writing components.

Autonomy and Professional Capacity

Similar to other fields, Finance sees new problems and challenges on a daily basis; yet the approaches to solving these problems, though evolving slowly, do not change radically. We emphasize the way of thinking in teaching Finance. For instance, when introducing a theory (e.g., the Black-Scholes option pricing model), we don't dwell on the technical aspect of the model, though one can enjoyably and justifiably do so; instead, we lecture on the ideas and the thinking process behind the development of the model. Having acquired the way of thinking in Finance, students will be ready to embark on advanced studies or professional duties that require life-long learning.

Program Requirements

The program requires 17.5 credits as follows:

1. Requirements 1 to 4 of the Specialist Program in Management
2. MGTC71H Introduction to Derivatives Markets
MGTD75H Investments
3. At least 2.0 full credits from:
MGTC70H Personal Financial Management
MGTD71H Advanced Financial Management
MGTD72H Mergers & Acquisitions: Theory & Practice
MGTD78H Risk Management
ECMC48H Money & Banking
ECMC61H International Economics: Finance
4. 2.5 additional credits from courses other than MGT/ECM, to include at least 1 full credit from courses within the Department of Humanities.

Specialist Program in Management and Human Resources

Program Description and Rationale

This program will prepare students well for work in any area of Human Resource Management, to take a graduate degree in HRM (potentially with advance standing) for the CHRP certification exam required by many organizations for upper-level HR positions. The annual intake once the program reaches a steady state is expected to be between 40 & 60.

Learning Objectives

- To provide a thorough theoretical foundation for students with an academic interest in human resource management.
- To provide students with an understanding of the practical applications of human resource management.
- To provide students with the tools necessary to understand and critically examine human resource management related issues in the broader context of management studies.
- To provide a competitive advantage amongst our students when applying to professional programs or graduate school.

Degree Level Expectations

Depth and Breadth of Knowledge

The specialist program will simply add to the BBA degree's core requirements. Further, the depth of knowledge is enhanced because it guarantees that students wishing to specialize and go on to work or study in the area of HR will have advanced knowledge of all relevant content areas. This is new because in the past although students might have taken a stream within the BBA the number of required courses in a particular field of management were not sufficient to guarantee a high depth of knowledge in that area.

Knowledge of Methodologies

The requirement of taking 5 of our 6 courses offered at the D-level ensures that students have exposure to the necessary processes for studying and working within the field. Specifically, students are introduced to and assessed on their knowledge of how to carry out specific procedures related to Human Resources. Thus, they will be aware of how to question whether the methodologies used in the working world are acceptable and they will have sufficient content knowledge of how HR procedures should be conducted in order to use the correct methodology in a particular situation.

Application of Knowledge

The majority of the HR at the D-Level require that students apply the knowledge to specific problems relevant to organizations. Thus, students become familiar with the process of framing the questions to ask when faced with organizational problems, applying specific methodologies to answer those questions, and then using content knowledge to test potential solutions to the problems. Thus, the students graduating from this specialist program will have the ability to apply HR knowledge to organizations.

Awareness of Limits of Knowledge

Through assignments requiring that our students use research from peer-reviewed journals throughout second, third, and fourth year, we introduce them to the fact that each new piece of research leads to further questions. In class we acknowledge what is known about the field of HR, but also, what is not yet established, thus graduates of the program would be aware that although they have gained a great deal of knowledge, there are gaps and therefore some questions will require answers that have not yet been proven.

Communication Skills

The courses in the OBHR area have a heavy emphasis on written and oral assignments. Thus, every course minimally requires a group written project, but at the senior level (D-level) virtually all require an individual paper in addition to an oral presentation. Our specialist program provides many opportunities for students to practice and develop both their written and oral communication skills. The feedback provided, particularly for individual work should enhance the likelihood that the students graduate with improved communication skills. All courses at the C and D level require that students submit written papers, and the D level courses require that these papers are written individually.

Autonomy and Professional Capacity

The guidelines for professional behaviour are outlined in the C-level Human Resources course, and all D-level courses that follow it. Further, the D-level courses may offer more specific knowledge of the policies required in each area of Human Resources. The management faculty have high expectations of our students and consistently demand professional behaviour from them. The requirements of the program teach each student that he or she must learn to work in groups, and therefore treat others with respect.

Program Requirements

The program requires 18.0 credits as follows:

1. Requirements 1 to 4 of the Specialist Program in Management
2. MGTC22H Human Resource Management
MGTC53H Introduction to Industrial Relations
MGTD24H Occupational Health & Safety
MGTD25H Recruitment & Selection in Organization
MGTD26H Training & Development
MGTD27H HR Planning & Strategy
MGTD28H Compensation
3. 2.5 additional credits from courses other than MGT/ECM, to include at least 1 full credit from courses within the Department of Humanities

Specialist Program in Management and Marketing

Program Description and Rationale

This program will prepare the students well for pursuing a marketing career in a broad variety of organizations with an entry-level job as a Brand Manager, or other specific openings in Advertising, Sales, Strategy, or Market Research. The annual intake once the program reaches a steady state is expected to be between 80 & 100. It will fulfill the UTSC writing policy because all courses require that students submit written papers which are individual and/or group assignments. In fact, for the capstone course, there are weekly case assignments that require between 8-10 individual written case analysis from the students. Over the course of the program, students will have ample opportunity and experience in writing focused arguments relating to specific marketing decisions.

Learning Objectives

- To provide a thorough theoretical foundation for students with an academic interest in marketing.
- To provide students with an understanding of the practical applications of marketing.
- To provide students with the tools necessary to understand and critically examine marketing related issues in the broader context of management studies.
- To provide a competitive advantage amongst our students when applying to professional programs or graduate school.

Degree Level Expectations

Depth and Breadth of Knowledge

The specialist program in Marketing will add to the BBA degree's core requirements. More importantly, the depth of knowledge is enhanced because students who wish to specialize in Marketing for the purpose of working or further study in Marketing will have an advanced knowledge and a comprehensive understanding of the variety of issues involved having taken courses in all the major sub-areas of marketing.

The Specialist Program in Marketing will require students to take seven upper level Marketing courses in addition to the one mandatory course in Marketing required of all BBA students. The eight-course portfolio in Marketing will prepare the students well for their future marketing career.

Knowledge of Methodologies

In their first exposure to Marketing in the introductory course – MGTB04 – students are already introduced to the basic 3C-4P framework (Company, Competition, Consumer, Product, Price, Promotion, and Place). The subsequent courses take an in-depth look at issues related to Consumer Behaviour, Product and Branding, Pricing, Advertising and Promotion, Sales and Distribution, and Market Research. Each of these courses cover a large variety of specific tools and frameworks, but more importantly, allow students to take a unique consumer-oriented perspective to marketing. In addition, the capstone course – Marketing Management – expects students to take a boardroom-oriented rather than a classroom-oriented perspective and simultaneously integrates the learning from the many other distinct topic-focused courses.

Application of Knowledge

Although all courses are based on strong theoretical frameworks, it is crucial that the focus of these courses is to ensure that the knowledge imparted is applicable, practical and translated for relevant managerial decision-making. Real world examples, applications and relevance is emphasized in each and every course; students are encouraged to take the perspective of managers rather than students. Independent thinking is encouraged rather than rote memorization of textbook definitions. Classroom discussion and participation is an integral part of learning – mirroring the real-world of marketing. Case-studies, guest lectures, simulations and projects based on real companies and brands are incorporated in almost every course. Students are expected to apply the learning from the course in a major project exercise in almost every course which is intended to simulate real-world marketing issues and problems to give students a hands-on experience in managing brands and taking on the perspective of a marketing manager.

Awareness of Limits of Knowledge

The importance of good thorough research, meticulous and detailed work, insightful thinking and the value of consistency in the application of different marketing tools are emphasized. While considering the power and usefulness of marketing theories in helping managerial decision making, it is stressed that theories are useful to the extent they are used as guidelines rather than being blindly followed to get the 'right' answer. There is

no one “right answer” and therefore, following a critical analysis, viable alternatives and solutions will be expected.

Communication Skills

Nowhere would communication skills be more important and more crucial for the success of the manager's decisions than in marketing. In fact, one of the courses, Advertising, is based around the very idea of effective communication to consumers of what the brand or the organization should stand for. All courses offered in marketing prepare students in effective written and oral communication. There are frequent written assignments where students have to argue and explain a particular marketing strategy, as well in-class presentations. Most importantly, there are group-oriented work situations which prepare students for the real-world that requires managers to work in and with teams.

Autonomy and Professional Capacity

Unlike most other fields, Marketing is akin more to a way-of-thinking, a new perspective. The focus taken is one of getting the right process rather than trying to get the right answer. Students are encouraged to take a managerial orientation and think independently. Students are expected to bring in real-world examples and learning into class. Students are required to go beyond the textbook and in-class learning. Students are driven to apply the knowledge from the class to actual marketing issues and problems. Students take on the shoes of a marketing manager when in the classroom. While knowing the specifics of a particular model or a framework is a given, it is crucial for the students to be able to go beyond the framework to understand that in the end all these are mere tools to aid their decision-making skills. That is, eventually, the decision has to come from them, and that is what they need to be focusing on. Marketing emphasizes the *how to think about issues* rather than what the answer should be.

Program Requirements

The program requires 18.0 credits as follows:

1. Requirements 1 to 4 of the Specialist Program in Management
2. MGTC12H Advertising from Theory to Practice
MGTC13H Pricing Strategy (NEW)
MGTC14H Sales & Distribution Management (NEW)
MGTC21H Branding & Product Management (NEW)
MGTD07H Market Research
MGTD13H Consumer Behaviour
MGTD20H Marketing Management
3. 2.5 additional credits from courses other than MGT/ECM, to include at least 1 full credit from courses within the Department of Humanities

Specialist Program in Strategic Management

Program Description and Rationale

This program covers the direction and coordination of private sector, public sector, or non-profit sector organizations. It requires a grounding in strategic management while providing a variety of elective courses to appeal to students interested in any one of the three sectors as well as electives that appeal to all three. The annual intake once the program reaches a steady state is expected to be 20.

Learning Objectives

- To provide a thorough theoretical foundation for students with an academic interest in strategy.
- To provide students with an understanding of the practical applications of strategy.
- To provide students with the tools necessary to understand and critically examine strategy related issues in the broader context of management studies.
- To provide a competitive advantage amongst our students when applying to professional programs or graduate school.

Degree Level Expectations

Depth and Breadth of Knowledge

This specialist program includes the entire core of the Management Program as well as 2.0 fce of courses in strategic management, chosen from a set of applicable courses. Thus it enables students who are interested

in the overall direction and coordination of private sector, public sector, or non-profit sector organizations to deepen their understanding beyond that already achieved in the core of the Management program. The strategic management courses include two of Management Policy and Strategy (MGTC41), Public Management (MGTC42), or Business-Government Relations (MGTC45); a senior seminar in Strategic Management (MGTD47); and .5 fce from a large selection of other strategic management courses. The required strategic management courses provide breadth by including both the private and public sectors and depth in terms of knowledge of strategic management. The senior seminar will involve a detailed study of contemporary issues in strategic management, applying academic knowledge to conceptually, and practically, challenging problems.

Knowledge of Methodologies

It includes all the methodologies in the core (e.g., economic analysis, accounting, finance, marketing, organizational behaviour, statistics, operations management) and supplements them with strategic analysis. Strategic analysis has a number of components including organizational visioning, environmental scanning, competitor analysis, and analysis of an organization's strategic business units in terms of both their synergies and their competition for common resources.

Application of Knowledge

Knowledge would be applied to the strategic management of private sector, public sector, or non-profit sector organizations. Students who complete the program in strategic management would be prepared to work in corporate planning functions, policy and planning units in government, and in entrepreneurial start-ups and new ventures.

Awareness of Limits of Knowledge

The senior seminar in strategic management will examine complicated, messy, and perhaps intractable problems from both public and private sector standpoints. It will thus demonstrate the limits of knowledge and analytical technique in dealing with these problems. In addition, strategic management is generally the responsibility of senior leaders of organizations. The specialist program in strategic management prepares people for roles assisting senior leaders, such as corporate planners or public sector policy analysts. To aspire to the leadership roles themselves requires lifelong learning while in managerial careers. Students may choose to go on to graduate degrees such as the MBA as part of their lifelong learning.

Communication Skills

Basic communications skills are included in the common core of the Management program. The strategic management courses, particularly the senior seminar, emphasize analysis and presentation of cases, management simulations, group work, and presentations. Thus, the specialist in Strategic Management provides practice in written and oral communication skills from the outset through to the final requirement. As a consequence, we expect the students' communication skills to continually improve throughout the program, as they deal with ever more challenging assignments in their upper years.

Autonomy and Professional Capacity

The program develops the student's capacity to work autonomously as a corporate or policy analyst, applying conceptual tools to the strategic challenges faced by the organization in which he or she is employed. The program works on developing skills in communications and group work. It develops the student's professionalism in terms of both individual work at the conceptual level and collaborative work in an organizational context.

Program Requirements

The program requires 16.5 credits as follows. A single course may only be used once to fulfill program requirements:

1. Requirements 1 to 4 of the Specialist Program in Management
2. One full credit from:
 - MGTC41H Management Policy & Strategy
 - MGTC42H Public Management
 - MGTC45H The Changing World of Business – Government Relations
3. 0.5 credit from:
 - MGTC19H News Ways of Work: Consulting, Contracting & Freelancing
 - MGTC31H The Legal Environment of Business I

- MGTC32H The Legal Environment of Business II
- MGTC33H Event & Sponsorship Management
- MGTC35H Narratives on Management & Organization
- MGTC38H Entrepreneurship
- MGTC39H New Venture Creation & Planning
- MGTC41H Management Policy & Strategy
- MGTC42H Public Management
- MGTC45H The Changing World of Business – Government Relations
- MGTC55H Planning & Budgeting for Public Institutions
- MGTC56H Educational Finance & Economics
- MGTC59H Management Ethics
- MGTD40H Knowledge Management
- MGTD45H Intellectual Property Law
- MGTD54H Management Control Systems (formerly MGTC10H)
- ECMB36H Economic Aspects of Public Policy
- ECMC31H Economics of the Public Sector: Taxation
- ECMC32H Economics of the Public Sector: Expenditures
- ECMC43H Organization Strategies
- POLC66H Public Policy Making
- 4. MGTD47H Senior Seminar in Strategic
- 5. 2.5 additional credits from courses other than MGT/ECM, to include at least 1 full credit from courses within the Department of Humanities

DEPARTMENT OF PSYCHOLOGY

Specialist and Major Program in Mental Health Studies

The Department of Psychology is well aware of the challenge posed by the promotion of mental health in society and is perfectly positioned to address it with effective programs of study. The science of psychology is built on a foundation composed of three elements: 1) A body of scientifically derived knowledge; 2) Statistical procedures for the analysis of quantitative data and 3) A set of methodologies for observing and measuring human phenomena. Successful undergraduate education in psychology imparts knowledge and skills in these three areas and at the same time as it instils values that represent the best of what the science and application of psychology has to offer. In addition to the core courses that provide the foundation for all studies in scientific psychology, several specific courses relevant to this program are already offered by the Department in the subject area of “abnormal psychology”, an area that has traditionally proven extremely popular with our students. With this backdrop, the Department feels that there is much to be gained by reframing its courses in abnormal psychology so as to provide them with a thematic focus as well as a recognizable label that will orient students to an area of study that is of great interest to them.

The Specialist in Mental Health Studies relies on a broad base of existing Psychology courses, necessitating the creation of only three new courses (Psychotherapy, Psychological Assessment and Clinical Psychopharmacology) to gain its programmatic coherence. The annual intake once the program reaches a steady state is expected to be 150.

The most popular pairing of the current Major Program in Psychology is with the Major Program in Health Studies. We expect many students who would have otherwise enrolled in the Psychology Major to opt for the Major in Mental Health Studies, making the pairing with the Health Studies Program that much more attractive. Students who take this major program in combination with other programs at UTSC will be able to follow a number of career paths after they graduate. The annual intake once the program reaches a steady state is expected to be 400.

Specialist Program in Mental Health Studies

Degree Level Expectations:

Depth and Breadth of Knowledge

The Mental Health Studies Specialist Program ensures depth by first establishing this foundation with: 1. Introductory Courses in Psychology (PSYA01 and PSYA02) and in various subdisciplines (e.g. PSYB30 and PSYB32); 2. Two statistics courses (PSYB07 and PSYC08) that provide students with the skills necessary to understand published research reports, and to produce their own from original data; 3. Two methods courses (PSYB01 and a C-level course in a more focused area of enquiry) that familiarize students with a range of methodologies and design issues in the conduct of psychological research. Having laid this foundation, students are brought in increasing contact with primary literature. Two D-level courses that meet in small seminars to discuss published papers and by the opportunity to take supervised study courses (PSYC90/93, PSYD98) that involve students in projects where they can contribute to knowledge production with original data.

Knowledge of Methodologies

The Program requires that students take two statistics and two methodology courses.

Application of Knowledge

Psychology is a science that is actively “lived” by those who study it. Opportunities to apply knowledge acquired in the Program abound in everyday life, although the Program focuses primarily on applications under guided and controlled conditions where students engage in observational and analytic exercises in the course of their studies. A striking example of this is in the course in Psychotherapy (PSYC36) where students engage in a variety of observational and interactive exercises that deepen their insights about intra- and inter-personal dynamics.

Awareness of Limits of Knowledge

As in any evidence-based discipline, students are perpetually challenged to support their beliefs and to be aware of the limits of the evidence on which they base them. This way of thinking is a central outcome of the analytic and inquisitive orientations towards information fostered by all our courses.

Communication Skills

Communication skills are enhanced in a wide range of courses. Through innovative web-based technology developed by members of the Department, students in the largest courses on campus (PSYA01 and PSYA02) write critiques of published works and engage in grading each other’s critiques. PSYC02 (Scientific Communication in Psychology), a course that is required of all students in the Program, is entirely dedicated to providing students with skills in written and oral scientific communication. Beyond this, all upper level courses comprise written assignments, often in the form of term papers. Students who engage in supervised research have the additional benefit of producing research reports under close supervision by a member of the faculty.

Autonomy and Professional Capacity

The progression from the Introductory Courses to the upper level seminars is defined by increased autonomy for the student. This autonomy takes the form of growing inquisitiveness and independence of thought and action in the field of psychology. By the time they complete their last credits for the Program, students are able to analyze situations on their own, to infer from them the psychological processes being manifested, and to think of ways to research these processes in a way that can advance scientific knowledge about them.

Program Requirements

The program requires 12.5 credits as follows:

a) 10.5 credits in Psychology:

1. PSYA01H Introductory Psychology: Part I
&
PSYA02H Introductory Psychology: Part II
(1.0 credit)
2. Statistical Methods (1.0 credit)
PSYB07H Data Analysis in Psychology

- PSYC08H Advances Data Analysis in Psychology
3. PSYB01H Psychological Research Laboratory
&
PSYC37H Psychological Assessment (NEW)
(1.0 credit)
 4. PSYC02H Scientific Communication in Psychology
(0.5 credit)
 5. History & Approaches (0.5 credit)
PSYC84H Psychology & the Scientific Mind
Or
PSYC85H History of Psychology
 6. PSYB30H Personality
&
PSYB32H Abnormal Psychology
(1.0 credit)
 7. Students are required to take 2.0 credits from either the psycho-social grouping or the psycho-biology grouping listed below, as well as 1.0 credit from the other (3.0 credits):
 - a. **Psycho-Social Grouping**
PSYB45H Behaviour Modification
PSYC18H The Psychology of Emotion
PSYC35H Advanced Personality Psychology
PSYC36H Psychotherapy (NEW)
PSYC39H Psychology and the Law (formerly PSYC53H)
 - b. **Psycho-Biological Grouping**
PSYB64H Physiological Psychology
PSYB65H Human Brain & Behaviour
PSYC31H Clinical Neuropsychology
PSYC33H Neuropsychological Rehabilitation
PSYC62H Drugs and the Brain
 8. Students are required to take 1.0 D-level credit, with at least 0.5 from the following list (1.0 credit)
PSYD30H Current topics in Personality Psychology
PSYD33H Current topics in Abnormal Psychology
PSYD35H Clinical Psychopharmacology (NEW)
 9. Additional credits in Psychology (1.5 credits)
- b) Other disciplines (2.0 credits)**
Students must select 2.0 credits from the following courses:
HLTB01H Health, Aging, and the Life Cycle
HLTB02H Issues in Child Health and Development
HLTB03H Foundations in Health Studies
HLTC02H Women and Health: Past and Present
LINB20H Sociolinguistics
SOCA01H Introduction to Sociology I
SOCA02H Introduction to Sociology II
SOCB48H Family and Society
SOCB50H Deviance and Normality I
SOCB51H Deviance and Normality II
SOCC30H Criminal Behaviour

Major Program in Mental Health Studies

Degree Level Expectations:

Depth and Breadth of Knowledge

The Major Program in Mental Health Studies ensures depth by first establishing this foundation with: 1. Introductory Courses in Psychology (PSYA01 and PSYA02) and in various subdisciplines (e.g. PSYB30 and PSYB32); 2. One statistics courses (PSYB07) that provide students with the skills necessary to understand published research reports; 3. A method course (PSYB01) that familiarizes students with a range of

methodologies and design issues relevant to research in psychology. Having laid this foundation, students are brought in increasing contact with primary literature. This is achieved by one D-level course that meets in a small seminar to discuss published papers and by the opportunity to take supervised study courses (PSYC90/93) that involve students in projects where they can contribute to knowledge production with original data.

Knowledge of Methodologies

The Program requires that students take a statistics and a methodology course

Application of Knowledge

Opportunities to apply knowledge acquired in the Program abound in everyday life, although the Program focuses primarily on applications under guided and controlled conditions where students engage in observational and analytic exercises in the course of their studies. A striking example of this is in the course in Psychotherapy (PSYC36) where students engage in a variety of observational and interactive exercises that deepen their insights about intra- and inter-personal dynamics.

Awareness of Limits of Knowledge

As in any evidence-based discipline, students are perpetually challenged to support their beliefs and to be aware of the limits of the evidence on which they base them. This way of thinking is a central outcome of the analytic and inquisitive orientations towards information fostered by all our courses.

Communication Skills

Communication skills are enhanced in a wide range of courses. Through innovative web-based technology developed by members of the Department, students in the largest courses on campus (PSYA01 and PSYA02) write critiques of published works and engage in grading each other's critiques. Beyond this, all upper level courses comprise written assignments, often in the form of term papers. Students who engage in supervised research have the additional benefit of producing research reports under close supervision by a member of the faculty.

Autonomy and Professional Capacity

The progression from the Introductory Courses to the upper level seminars is defined by increased autonomy for the student. This autonomy takes the form of growing inquisitiveness and independence of thought and action in the field of psychology. By the time they complete their last credits for the Program, students are able to analyze situations on their own, to infer from them the psychological processes being manifested, and to think of ways to research these processes in a way that can advance scientific knowledge about them.

Program Requirements

The program requires 7.0 credits as follows:

1. PSYA01H Introductory Psychology: Part I
&
PSYA02H Introductory Psychology: Part II
(1.0 credit)
2. PSYB07H Data Analysis in Psychology
(0.5 credit)
3. PSYB01H Psychological Research Laboratory
&
PSYC37H Psychological Assessment (NEW)
(1.0 credit)
4. PSYB30H Personality
&
PSYB32H Abnormal Psychology
(1.0 credit)
5. Students are required to take 1.0 credit from either the psycho-social grouping or the psycho-biology grouping listed below, as well as 0.5 credit from the other (1.5 credits):
 - a. **Psycho-Social Grouping**
PSYB45H Behaviour Modification
PSYC18H The Psychology of Emotion
PSYC35H Advanced Personality Psychology
PSYC36H Psychotherapy (NEW)

PSYC39H Psychology and the Law (formerly PSYC53H)

b. Psycho-Biological Grouping

PSYB64H Physiological Psychology

PSYB65H Human Brain & Behaviour

PSYC31H Clinical Neuropsychology

PSYC33H Neuropsychological Rehabilitation

PSYC62H Drugs and the Brain

6. Credits at the D-level (0.5 credit)

7. Additional credits in Psychology (1.5 credits)

Co-operative Programs in Psychology

The Department is proposing a realignment of co-operative programs in Psychology with the Specialist (Co-operative) Program in Psychology and its Applications being withdrawn (see “Program Deletions” below) and being replaced by a Specialist (Co-operative) Program in Mental Health Studies and a Specialist (Co-operative) Program in Psychology. The new programs will require eight four-month study terms plus two four-month work terms over a four-year period as does the co-operative program they are replacing. As with all other co-op programs, enrolment will be limited and students will be required to maintain a cumulative grade point average of at least 2.5 to be in good standing in the program.

Specialist (Co-operative) Program in Mental Health Studies

Program Description and Rationale

The course requirements are similar but not the same as the requirements for the non co-operative version of the Specialist Program in Mental Health Studies with the laboratory version of a C-level course becoming a requirement rather than an option and with one course in “Additional credits in Psychology” being specified. The annual intake once the program reaches a steady state is expected to be 15.

Degree Level Expectations:

Depth and Breadth of Knowledge

The science of psychology is built on a foundation composed of three elements: 1) A body of scientifically derived knowledge; 2) Statistical procedures for the analysis of quantitative data and 3) A set of methodologies for observing and measuring human phenomena.

The Mental Health Studies Specialist Program ensures depth by first establishing this foundation with: 1. Introductory Courses in Psychology (PSYA01 and PSYA02) and in various subdisciplines (e.g. PSYB30 and PSYB32); 2. Two statistics courses (PSYB07 and PSYC08) that provide students with the skills necessary to understand published research reports, and to produce their own from original data; 3. Two methods courses (PSYB01 and a C-level course in a more focused area of enquiry) that familiarize students with a range of methodologies and design issues in the conduct of psychological research. Having laid this foundation, students are brought in increasing contact with primary literature. This is achieved by two D-level courses that meet in small seminars to discuss published papers and by the opportunity to take supervised study courses (PSYC90/93, PSYD98) that involve students in projects where they can contribute to knowledge production with original data.

Knowledge of Methodologies

The Program requires that students take two statistics and two methodology courses.

Application of Knowledge

Two work placement terms where students work in a setting where they apply their knowledge are included in this Co-op program.

Psychology is a science that is actively “lived” by those who study it. Opportunities to apply knowledge acquired in the Program abound in everyday life, although the Program focuses primarily on applications under guided and controlled conditions where students engage in observational and analytic exercises in the course of their studies. A striking example of this is in the course in Psychotherapy (PSYC36) where students

engage in a variety of observational and interactive exercises that deepen their insights about intra- and inter-personal dynamics.

Awareness of Limits of Knowledge

As in any evidence-based discipline, students are perpetually challenged to support their beliefs and to be aware of the limits of the evidence on which they base them. This way of thinking is a central outcome of the analytic and inquisitive orientations towards information fostered by all our courses.

Communication Skills

Communication skills are enhanced in a wide range of courses. Through innovative web-based technology developed by members of the Department, students in the largest courses on campus (PSYA01 and PSYA02) write critiques of published works and engage in grading each other's critiques. PSYC02 (Scientific Communication in Psychology), a course that is required of all students in the Program, is entirely dedicated to providing students with skills in written and oral scientific communication. Beyond this, all upper level courses comprise written assignments, often in the form of term papers. Students who engage in supervised research have the additional benefit of producing research reports under close supervision by a member of the faculty.

Autonomy and Professional Capacity

The progression from the Introductory Courses to the upper level seminars of is defined by increased autonomy for the student. This autonomy takes the form of growing inquisitiveness and independence of thought and action in the field of psychology. By the time they complete their last credits for the Program, students are able to analyze situations on their own, to infer from them the psychological processes being manifested, and to think of ways to research these processes in a way that can advance scientific knowledge about them.

Program Requirements

The program requires 13.0 credits as follows:

a) 11.0 credits in Psychology:

1. PSYA01H Introductory Psychology: Part I
&
PSYA02H Introductory Psychology: Part II
(1.0 credit)
2. Statistical Methods (1.0 credit)
PSYB07H Data Analysis in Psychology
&
PSYC08H Advances Data Analysis in Psychology
3. PSYB01H Psychological Research Laboratory
&
PSYC32H Clinical Neuropsychology Laboratory
&
PSYC37H Psychological Assessment (NEW)
(1.5 credit)
4. PSYC02H Scientific Communication in Psychology
(0.5 credit)
5. History & Approaches (0.5 credit)
PSYC84H Psychology & the Scientific Mind
Or
PSYC85H History of Psychology
6. PSYB30H Personality
&
PSYB32H Abnormal Psychology
(1.0 credit)
7. Students are required to take 2.0 credits from either the psycho-social grouping or the psycho-biology grouping listed below, as well as 1.0 credit from the other (3.0 credits):
 - a. **Psycho-Social Grouping**
PSYB45H Behaviour Modification
PSYC18H The Psychology of Emotion

PSYC35H Advanced Personality Psychology
PSYC36H Psychotherapy (NEW)
PSYC39H Psychology and the Law (formerly PSYC53H)

b. **Psycho-Biological Grouping**

PSYB64H Physiological Psychology
PSYB65H Human Brain & Behaviour
PSYC33H Neuropsychological Rehabilitation
PSYC62H Drugs and the Brain

8. Students are required to take 1.0 D-level credit, with at least 0.5 from the following list (1.0 credit)
PSYD30H Current topics in Personality Psychology
PSYD33H Current topics in Abnormal Psychology
PSYD35H Clinical Psychopharmacology (NEW)
9. Additional credits in Psychology (1.5 credits)
- a. PSYD95H Psychology and Its Applications: Advanced Seminar
&
- b. Students must choose 1.0 further credit from any of the remaining courses in Psychology

b) **Other disciplines (2.0 credits)**

Students must select 2.0 credits from the following courses:

HLTB01H Health, Aging, and the Life Cycle
HLTB02H Issues in Child Health and Development
HLTB03H Foundations in Health Studies
HLTC02H Women and Health: Past and Present
LINB20H Sociolinguistics
SOCA01H Introduction to Sociology I
SOCA02H Introduction to Sociology II
SOCB48H Family and Society
SOCB50H Deviance and Normality I
SOCB51H Deviance and Normality II
SOCC30H Criminal Behaviour

Specialist (Co-operative) Program in Psychology

Program Description and Rationale

The course requirements are the same as the requirements for the non co-operative version of the Specialist Program in Psychology except that one course in "Additional credits in Psychology" is specified. The annual intake once the program reaches a steady state is expected to be 5. This program is proposed to be replacing an existing Specialist Co-op in Psychology and its Applications.

Degree Level Expectations:

Depth and Breadth of Knowledge

The Psychology Specialist Program ensures depth by first establishing this foundation with: 1. Introductory Courses in Psychology (PSYA01 and PSYA02; Requirement 1) and in various subdisciplines (e.g. PSYB10 and PSYB20); 2. Two statistics courses (PSYB07 and PSYC08) that provide students with the skills necessary to understand published research reports, and to produce their own from original data; 3. Two methods courses (PSYB01 and a C-level course in a more focused area of enquiry, Requirement 3) that familiarize students with a range of methodologies and design issues in the conduct of psychological research. Having laid this foundation, students are brought in increasing contact with primary literature. This is achieved by Requirement 8 (two D-level courses that meet in small seminar to discuss published papers) and by the opportunity to take supervised study courses (PSYC90/93, PSYD98) that involve students in projects where they can contribute to knowledge production with original data.

Knowledge of Methodologies

The Program requires that students take two statistics and two methodology courses.

Application of Knowledge

Two work placement terms where students work in a setting where they apply their knowledge are included in this Co-op program

Psychology is a science that is actively “lived” by those who study it. Opportunities to apply knowledge acquired in the Program abound in everyday life, although the Program focuses primarily on applications under guided and controlled conditions where students engage in observational and analytic exercises in the course of their studies. A striking example of this is in the course in Psychotherapy (PSYC36) where students engage in a variety of observational and interactive exercises that deepen their insights about intra- and inter-personal dynamics.

Awareness of Limits of Knowledge

As in any evidence-based discipline, students are perpetually challenged to support their beliefs and to be aware of the limits of the evidence on which they base them. This way of thinking is a central outcome of the analytic and inquisitive orientations towards information fostered by all our courses.

Communication Skills

Communication skills are enhanced in a wide range of courses. Through innovative web-based technology developed by members of the Department, students in the largest courses on campus (PSYA01 and PSYA02) write critiques of published works and engage in grading each other’s critiques. PSYC02 (Scientific Communication in Psychology), a course that is required of all students in the Program, is entirely dedicated to providing students with skills in written and oral scientific communication. Beyond this, all upper level courses comprise written assignments, often in the form of term papers. Students who engage in supervised research have the additional benefit of producing research reports under close supervision by a member of the faculty.

Autonomy and Professional Capacity

The progression from the Introductory Courses to the upper level seminars is defined by increased autonomy for the student. This autonomy takes the form of growing inquisitiveness and independence of thought and action in the field of psychology. By the time they complete their last credits for the Program, students are able to analyze situations on their own, to infer from them the psychological processes being manifested, and to think of ways to research these processes in a way that can advance scientific knowledge about them.

Program Requirements

The program requires 12.5 credits as follows:

a) 10.5 credits in Psychology

1. PSYA01H Introductory Psychology: Part I
and
PSYA02H Introductory Psychology: Part II
(1.0 credit)
2. Statistical Methods (1.0 credit)
PSYB07H Data Analysis in Psychology
&
PSYC08H Advanced Data Analysis in Psychology
3. Laboratory Methods (1.0 credit)
PSYB01H Psychological Research Laboratory
&
0.5 credit from among the following:
PSYC11H Social Psychology Laboratory
PSYC26H Developmental Psychology Laboratory
PSYC58H Cognitive Psychology Laboratory
NROC63H Neuroscience Laboratory
4. PSYC02H Scientific Communication in Psychology (0.5 credit)
5. History and Approaches (0.5 credit)
PSYC84H Psychology and the Scientific Mind
Or
PSYC85H History of Psychology
6. Credits at the B-level and C-level (3.0 credits)
Students are required to take 1.5 credits at the B-level or C-level from each of the two content groups listed below:
 - a. Social and Developmental (courses listed in the 10- and 20- series);
 - b. Perception, Cognition and Physiology (courses listed in the 50- and 60-series);

7. Credits at the D-level (1.0 credit)
Students must take a 0.5 credit from each of the groupings listed below:
- a. Group One
 - PSYD15H Current Topics in Social Psychology
 - PSYD16H Critical Analysis in Social Psychology
 - PSYD18H Psychology of Gender
 - PSYD20H Current Topics in Developmental Psychology
 - PSYD22H Socialization Processes
 - PSYD34H Human Intelligence
 - PSYD57H Cognition, Health, Culture and Decision Making
 - b. Group Two
 - PSYD25H The Bilingual Brain
 - PSYD26H Genes, Brain, and the Development of Mind
 - PSYD34H Human Intelligence
 - PSYD50H Current Topics in Memory and Cognition
 - PSYD51H Current Topics in Perception
 - PSYD56H Creativity, Reasoning and Problem Solving
 - PSYD58H The Scientific Study of Conscious and Unconscious Influences
 - PSYD66H Current Topics in Human Brain and Behaviour
 - PSYD90H Seminar in Computational Cognitive Neuroscience
8. Additional credits in Psychology (2.5 credits)
- a. PSYD95H Psychology and Its Applications: Advanced Seminar &
 b. Students must choose 2.0 further credits from any of the remaining courses in psychology. In selecting the 2.0 credits, 1.0 credit must be at the C- or D-level
- b) **Other Disciplines (2.0 credits)**
Students must select at least 2.0 credits at the B-level or higher in a discipline or disciplines other than Psychology

PROGRAM DELETIONS

DEPARTMENT OF BIOLOGICAL SCIENCES

BIOLOGY (Indefinite program suspension)

Program	Department's rationale
Conservation Biology – Specialist (Co-operative) <ul style="list-style-type: none"> ▪ Current enrolment: 3 	Conservation Biology (both the specialist and the co-op programs) has not been successful. Enrolment is very low in both programs. We wish to suspend this program until such time as: a) the specialist program is more successful or b) we decide delete the program (possibly to be replaced with an Ecology Specialist and or major program).

DEPARTMENT OF HUMANITIES

FRENCH

Program	Department's rationale
Education of Teachers in French – Specialist <ul style="list-style-type: none"> ▪ Current enrolment: 22 	Students have not been admitted to the program since 2006/07 because it has been replaced by the Concurrent Teacher Education Program (CTEP) in French. Every effort is being made to ensure that students already in the program are able to complete it as described in the 2008/09 <i>Calendar</i> . In addition to the courses listed in Requirement a.2 of the program, students will be allowed to add a new course FREC45H (French Morphology) as an option.

DEPARTMENT OF MANAGEMENT

ECONOMICS FOR MANAGEMENT STUDIES

Program	Department's rationale

Program	Department's rationale
Political science & Economics for Management Studies – Specialist ▪ Current enrolment: 42	The program is essentially a joint program. Thus it seems simpler to allow students to register in 2 majors. The program attracts very few students. Students currently enrolled in the program will be able to complete it.

MANAGEMENT

Program	Department's rationale
<ul style="list-style-type: none"> ▪ Management & Humanities – Specialist ▪ Management & Language – Specialist ▪ Management & Life Sciences – Specialist ▪ Management & Sciences – Specialist ▪ Management & Social Sciences – Specialist Current total enrolment: 34	<ul style="list-style-type: none"> ▪ The programs are too generic and do not draw many students. The few students who are admitted to the program often transfer out of the programs and into the Specialist in Management. The program does not provide “home” to the students who are trying to complete their management requirements, along with a major program in other areas. They must seek advice from two supervisors of studies. There are overlaps in courses and scheduling conflicts which cannot be easily resolved. Students can continue to combine a Specialist in Management with a Major in any other departments and receive appropriate recognition of this in their transcript. ▪ The students who are currently enrolled in the program may complete it. New students may combine a specialist in MGT with a Major in any other department and receive appropriate recognition of this on their transcripts

DEPARTMENT OF PSYCHOLOGY

PSYCHOLOGY

Program	Department's rationale
Psychology & Its Applications – Specialist (Co-op) ▪ Current enrolment: 41	To be replaced with new programs, Specialist (Co-op) Program in Psychology & Specialist (Co-op) in Mental Health Studies. Students currently enrolled in the program will be able to complete it.
Cognitive Science – Specialist ▪ Current enrolment: 4	Low enrolment. Students currently enrolled in the program will be able to complete it.
Cognitive Science – Major ▪ Current enrolment: 11	Low enrolment. Students currently enrolled in the program will be able to complete it.

DEPARTMENT OF SOCIAL SCIENCES

SOCIETY & ENVIRONMENT

Program	Department's rationale
Society & Environment – Major ▪ Current enrolment: 24	This program was introduced as an interdisciplinary replacement for Geography in about 1998 because there were insufficient faculty to mount a GGR program. It was never a very popular program and in only two years since 2000 have there been more than 30 students enrolled. Geography faculty complement has grown and the GGR program has over 120 students. Since the program is comprised of courses in other disciplines which will continue to be offered, the students currently enrolled can continue to take courses to complete their programs.