

Report from the Faculty of Arts and Science to the Committee on Academic Policy and Programs

New Programs

1. *Department of Anthropology: Biological Anthropology Specialist*

Academic Relevance

The new Specialist program in Biological Anthropology replaces our existing Specialist in Anthropological Sciences. The Specialist in Anthropological Sciences was originally designed to accommodate two fields within the Department of Anthropology: Archaeology and Biological Anthropology. However, several years ago two new Archaeology specialist programs were created, eliminating the need for a catch-all Specialist in Anthropological Sciences. Therefore, the Specialist in Biological Anthropology was created to allow a better fit with current international expectations of this discipline, and with current faculty expertise. This specialist program fits well with Anthropology's Stepping UP academic plan for 2004-2010 in three primary ways. First, on the most general level, in that plan we expressed commitment to maintaining the quality of our undergraduate program in the face of high enrolments. This new specialist allows students to concentrate much more fully on biological anthropology (as opposed to anthropological science generally) by removing irrelevant course options, increasing the proportion of required courses in biological anthropology, and also increasing the possibility of interdisciplinarity by adding optional courses in other Departments and Programs. Furthermore, by creating a distinct biological anthropology stream, we can control enrolments through entry barriers (minimum GPAs) more effectively; this was also defined in Stepping UP. Second, a key initiative in Anthropology's "Stepping UP" plan is increasing intellectual integration with and contribution to interdisciplinary programs throughout the University. Through this new specialist program, we intend to increase our integration with related programs, such as Human Biology and various streams in the Biological Sciences. Third, the Department of Anthropology is committed to development of three primary research themes which cross-cut the traditional "fields" within Anthropology. Biological Anthropology is a key player in two of these themes: *Health and Ecology and Evolution*. The new specialist program allows the undergraduate teaching of our biological anthropologists to be better integrated with these themes, again by reducing irrelevant course options and adding more choice in allied Departments and Programs.

Learning Outcomes

The Specialist in Biological Anthropology is intended to educate undergraduate students to the highest international standards in the discipline. Biological Anthropology is the study of the biological diversity of modern humans, the history of this diversity especially as expressed through human evolution, and the biological relationships between humans and non-human primates. The new specialist degree allows students to concentrate more fully on these interrelated areas of knowledge, by removing irrelevant courses. In this way, the new program will prepare students much better for biological anthropology in graduate school, and also for employment in related areas (e.g., forensic science and Cultural Resource Management). Furthermore, a number of undergraduate students have expressed support for the fact that their transcripts will now refer, appropriately, to "biological anthropology" rather than the unclear "anthropological science". Through their participation in this specialist program, students will achieve both breadth and depth of knowledge. Breadth is achieved through required introductory courses, and by the variety of courses from which students must choose at upper levels, including many in allied Departments such as zoology and geology. Depth in at least one area of biological anthropology (e.g., human biological anthropology; primatology; human skeletal biology) is ensured by requirements at the

3rd and 4th year levels. By completing this specialist program, students will develop skills in critical thinking, writing, the scientific method, and effective presentation of arguments. Furthermore, an array of methodologies will be learned, including comparative anatomy, microscopy, analysis of paleopathology (evidence of past diseases), and ecosystem analysis.

Requirements:

(11.5 full courses or their equivalent, including at least one 400-series course)

First Year

1. ANT 203Y
2. BIO 150Y
3. One of: MAT 135Y / 137Y / 157Y / (CHM 138H, CHM 139H) / PHY 110Y / 138Y / 140Y / GGR 100Y / GLG 110Y.

Higher Years

1. One full course equivalent from: BIO 250Y/ 260H/ BOT 251Y/ CHM 220H/ 247H/ ENV 234Y/ 235Y/ GGR 201H/ GLG 217H/ HMB 200H/ 201H/ 202H/ 265H/ NFS 284H/ NRS 201H/ 202H/ PSL 201Y/ ZOO 214Y/ 215H/ 252Y/ 263Y/ 265Y
2. One of: STA 220H/ 221H/ JBS 229H/ GGR 271H/ PSY 201H/ 202H
3. Two of ANT 326Y / 333Y/ 334Y / 337Y
4. Two additional 300+ series full course equivalents from group C, with at least one full course at the 400 level.
5. One additional full course equivalent from another ANT group.
6. Two full courses or their equivalent from the following:
ANA 300Y; ANT 311Y, 330Y, 406H, 410H, 415Y, 419H; BIO 319H, 321H, 323H, 328H, 324H, 365H, 428H; GGR 272H, 273H; GLG 206H, 216H, 217H, 360H, 436H; HMB 300H, 302H, 310H, 420H; MGY 312H; NFS 382H, PSL 302Y; ZOO 332H, 362H, 462H.

Estimated Enrolment: 40

2. *Department of Economics: Financial Economics Specialist*

Academic Relevance

Financial Economics has become one of the most popular fields within economics, both at the undergraduate and at the graduate levels (as evidenced by the recent addition of the MFE program). There is a considerable demand for training in finance, largely reflecting the expansion of the financial sector and employment in that sector. While we have added courses in this field in recent years, we now believe that we can package these courses as a meaningful separate subject POST that will attract students with a strong quantitative background. Students completing this program are also likely to stand an excellent chance of admission to graduate programs in Economics or Finance. NOTE: This program has been approved by UTM (ERSPE2722)

In our Stepping Up submission to the Dean dated April 30, 2004, we stated that “We also want to offer the best undergraduate programs in Canada in Economics and in Commerce and to better integrate the research of our faculty with our undergraduate teaching.” The proposed new Specialist program in Financial Economics is an important step in achieving this objective. Financial Economics is a rapidly developing field within our discipline and an increasing number of doctoral students are specializing in this subfield. The fact that the financial sector is experiencing enormous growth is one of the reasons for this interest. Several of our recently hired faculty (along with some of our more established colleagues) conduct their research in financial economics and this has led to the introduction of several new courses at the third and fourth year levels. This increase in “supply” was matched by an equally vigorous increase in demand by graduate and undergraduate students for training in financial economics. On the graduate side, this has led to the addition of a Master in Financial Economics, jointly offered by

the department of Economics and the Rotman School of Management. At the undergraduate level, we felt that we had reached the point where we could “package” courses introduced in the past few years into a consistent and well-planned program that would be in high demand. In order to maintain the integrity and the high quality of this program, we have set admission requirements at high levels and will ensure that enrolment in the program and in the fourth year seminars remain at appropriately low levels. As well, by cooperating with our UTM colleagues and jointly offering this program with UTM, we will be able to better serve the students by fully exploiting the teaching resources available on the two campuses.

Learning Outcomes

- Understanding the underlying principles (concepts and methodologies) of financial economic
- Understand the different elements of financial economics (including security pricing and efficiency of financial markets)
- Acquire knowledge of how the fields of finance and economic analysis interact
- Acquire sufficient theoretical and practical knowledge of the area and relevant skills to continue learning at more advanced levels and/or enter professional avenues that flow from study in this area.

Requirements:

(13 full courses or their equivalent, including at least one 400-series full course or its equivalent)

Enrolment in this program is limited to students with 70% in ECO100Y1/100Y5, 63% in MAT133Y1/133Y5 or 60% in MAT134Y5/135Y1/135Y5 or 55% in MAT137Y1/138Y5, 63% in ECO206Y1/206Y5, 63% in ECO208Y1/208Y5, 63% in ECO227Y1/227Y5/STA(257H1,261H1)/STA(257H5,261H5). There will be a limited number of spaces available for which students can apply after completion of at least 8 full credits (including prerequisites listed above) and achievement of a CGPA to be determined annually by the Department of Economics. Students enrolled in this program cannot simultaneously be enrolled in any other Economics specialist, joint specialist, major or minor program in Economics or in the Commerce and Finance program.

NOTE – Some required courses may be offered only on the St. George or on the UTM campus in any given year. Students registered in this program at either campus may have to attend lectures on the other campus in such cases.

First Year:

ECO100Y1/100Y5, MAT132Y5/133Y1/133Y5/134Y5/135Y1/135Y5/137Y1/138Y5

Higher Years:

1. ECO206Y1/206Y5
2. ECO208Y1/208Y5
3. ECO227Y1/227Y5/STA(257H1,261H1)/(257H5,258H5/261H5)
4. ECO325H1/325H5, ECO326H1/326H5
5. ECO327Y1*/327Y5*
6. ECO358H1/358H5, ECO359H1/359H5
7. 5 additional 300+ ECO credits or their equivalent, of which at least 1.5 must be chosen from ECO329H1/349H5, ECO460H5, ECO461H1/461H5, ECO462H1, ECO463H5

* MAT222H5/223H1/248Y5 is strongly recommended as preparation for ECO327Y1/327Y5. Students taking one of these MAT courses can have that course count in lieu of one half or a full 300+ ECO credit required for this program.

Estimated Enrolment: We plan to admit approximately 10 students each year on the St. George campus with a total program enrolment of 20. The same number will be admitted by UTM.

3. *Human Biology Program: Global Health Specialist*

Academic Relevance

The Specialist Program in Global Health provides an interdisciplinary undergraduate program of study that includes courses from the various medical departments, life sciences, social sciences and humanities leading to an honours B.Sc. degree. The emphasis of this program is to integrate the study of health sciences with select courses in the social sciences and humanities. The Global Health program is intended for a specific cohort of students who are interested in applying their experiences in health sciences and related disciplines to assist with health issues particularly in developing countries. For example, knowledge of several science-related disciplines, including ecology, environmental issues and resource management will assist with the logistics of foreign aid to developing countries to help deal with natural disasters. The Global Health program is designed as a multi-disciplinary program to allow students to integrate courses in sciences, political science, resource management, ecology and the environment, in addition to courses from the humanities and social sciences. The first year of the program sets up a biology and physical science core and establishes an environment or resource management stream, complemented by a social science or humanities course. The second and third year of the program will include a half year core course tailored to meet the specific needs of its students. These courses will emphasize the interdisciplinary nature of the program theme with topics on primary health care and integrative health care. In addition, the second year of the program requires a statistics course and a course from each of the three distinct streams: biological science, environmental or resource management, social, cultural, or political science. In the third and fourth years, students will be able to choose from a range of options within distinct streams, depending on their interests and academic background. There will also be a required selection of a laboratory half-course illustrating some practical aspects of the program theme reflecting the area of student interest, and an opportunity to take an advanced seminar course in the area.

This new program fits perfectly with the Human Biology Program's Stepping UP vision. It provides another "alternative to the discipline-oriented programs offered by life-science departments in the Faculties of Arts and Science (FAS) and Medicine (FoM)." It is interdisciplinary with an emphasis on the biology of *Homo sapiens*. It will "provide an education substantially broader than that provided by single discipline programs" and it will: "Encourage integration of ideas across disciplines; extend beyond traditional sciences to include relevant concepts and ways of thinking and acquiring new knowledge from the social sciences and humanities; prepare students for careers demanding an ability to think creatively across disciplines; include significant exposure to important cutting-edge research topics and methodologies; significantly enhance U of T's reputation as a premier research and teaching university." It is also consistent with our enumerated principles for program design, including: a size that allows students to develop a sense of *intellectual community*, of "belonging" to the program; access to a half-year *core course* in the beginning two years of the program, specifically designed to establish and develop the interdisciplinary theme of the program as well as provide the sense of "cohort"; a half-year *laboratory course* at the 3rd-year level; access to appropriate *research/project courses* at the 4th-year level.

Learning Outcomes

The Global Health program is intended for a specific cohort of students who are interested in applying their experiences in health sciences and related disciplines to assist with health issues particularly in developing countries. The program addresses the fact that solutions to global health problems such as AIDS, tuberculosis and malaria will depend on interdisciplinary and non-conventional thinking. Only students with a CGPA of at least 2.6 will be admitted and enrolment in the program will be small enough (40 students max per cohort) to ensure collegiality and opportunities for group interaction. The

program will foster an understanding of major fields in several related disciplines, with an emphasis on their interdisciplinary connections. The non-science components will train students to think more broadly than a conventional science education, and experience multiple ways of gathering, reviewing, and evaluating information. By combining these components with their science training, students will be able to examine alternative creative ways of solving problems and compare alternative ideas and hypotheses. The required 400-series courses include ample opportunity to learn first-hand about the cutting edge of research in related disciplines, including various applicable methodologies and use of primary and secondary scholarly publications. The majority of courses will be pre-existing courses serving multiple programs; the core HMB courses will be designed specifically for this program, and will be taught by professors in the Faculty of Medicine, including the director of the Centre for International Health (David Zakus).

Requirements:

(15.5 to 16 full courses or their equivalent, including at least two 400-series courses)

Enrolment in this program is limited, and will be based on CGPA. Enrolment requires completion of four courses including the first year prerequisite courses.

First Year:

1. BIO 150Y1
2. 1.0 FCE from: CHM 138H1, 139H1/MAT135Y1/136Y1/137Y1/157Y1 /PHY110Y1/138Y1/140Y1
3. 1.0 FCE from: ANT 100Y1; GGR 100Y/GGR107Y1/GGR124Y1
4. 0.5 to 1.0 FCE from: PHL100Y1; PSY 100H1; SOC 101Y1; TRN150Y/TRN151Y; VIC170Y1/171Y1; NEW150Y; POL105Y/POL108Y

Second Year:

1. HMB 203H1, BIO 250Y1, STA220H,
2. 1.0 FCE from Environment or Resource Management: ENV 200Y1, 222Y1; FOR201H; GGR 201H/203H/206H/233Y; JEG 221Y1; ZOO215H
3. 1.0 FCE from Social, Cultural or Political Science: ANT 204Y1; GGR 220Y1/256H1; NEW 261Y1; PHL 273H1/275H1/281Y1; POL 201Y/208Y; PSY 220H1; SOC205Y1/210Y1/214Y1 /242Y1/246H1/247H1

Second Year and Higher Years:

1. 1.0 FCE from Biological Sciences: ANT 203Y1/BOT252Y1/HMB265H1/ ENV 234Y1/ ENV236Y1/ ZOO252Y1/ZOO263Y1/ZOO265Y1/BCH 210H1/PSL302Y1 /STA221H /JBS229H
2. HMB303H– Global Health and Human Rights
3. 0.5 FCE in Laboratory Sciences: HMB312H1, BCH 370H1, MGY 376H1, PSL 372H1, ZOO 330H1.
4. 1.0 FCE from Basic Medical Sciences: LMP363H1/NFS284H1/MGY377H1/388H1/ BIO351Y1
5. 1.0 FCE from Ecology/Evolution: BIO319H/321H/323H/324H/328H/349H/365H/ Z00357H/362H/375H FOR302H/303H
7. 1.0 FCE from Social Sciences or Humanities: ANT 342H1/348Y1/349H1/364Y1, ENV 35-H1; GGR 334H1/338H1/393H1; INI 320Y1, 332H1, 341H1, 335H1; JIE 307Y1; NEW 367H1, 372H1; PHL 373H1/380H1/381H/382H1/383H1/384H1, POL 301Y1/317Y1/343Y1/ 346H1/350H1; PSY 333H1, 335H1; SOC 309Y1/312Y1/327Y1/381Y1
8. 1.0 FCE from 400 Science/Env/Eco series:; HMB 420H1, 438H1; BOT 452H1, 458H1; BIO 428H/440H/459H/465H/469H/471H/495Y; GGR 403H1, 409H1; LMP 402H1, 406H1, 436H; MGY 434H1, 440H1, 485H1; NFS 486H1, 487H1, 490H1; PSL 420H1, 421H1, 470H1, 472H1; ZOO 433H1, 462H
9. 1.0 FCE from 400 Soc/Hum/Proj series: HMB 420H1, 438H1, 498Y1, 499Y1; ANT 427H, 440Y, 448H, 450H, 452H, 455Y; ENV 423H1, 441H1; GGR 415H, 418H, 439H, 450H, 451H1, JFG 475H; INI 422H1, 446H1, NEW 425Y1, 465H1; POL 401H1, 412Y1, 417Y1, 418Y1, ; PHL 415H, 482H1; TRN 410Y/411Y/419Y/421Y, UNI 464H1

Estimated Enrolment: 40 students

4. *Innis College: Urban Studies Minor*

Academic Relevance

Urban issues are becoming ever more important and students from a wide variety of disciplines are expressing an interest in fine-tuning their degrees to urban issues. By creating a minor in Urban Studies, more students will be able to get this small but significant amount of exposure to prevailing thought regarding the socioeconomics of urban areas (through INI235Y and one of INI306Y or INI430Y).

The academic plan “*Stepping UP*” articulates the University’s vision of becoming a leader amongst the world’s best public universities. Through this planning exercise, the Office of the Vice President and Provost at the University of Toronto has outlined five priority objectives aimed at allowing the University to realize its vision. One of the five priority objectives of the University, based on all divisional plans submitted, is to bring “...*scholars and students from diverse disciplines together to meet scholarly challenges through interdisciplinary, interdepartmental, interdivisional...*” collaboration.¹ The Urban Studies Program (USP) at Innis College has, since its inception in 1974, embraced the notion of interdisciplinarity and has made this a pedagogic pillar of the program (along with experiential learning) ever since.

As if to underscore the relevance of the USP generally, and the proposed Minor Program specifically, the “*Stepping UP – Synthesis*” document points to urban issues as an area targeted by scholars in many Divisions across the University. Indeed, the Provost notes that a number of Divisions “...*have identified issues that deal with our urban community...*” and that “...*we should ensure that the various existing groups remain in contact, and where possible foster any opportunities for synergy. The coordination of our activities in outreach will be an important tool to ensure that the University is having the greatest possible impact on the development of communities in the Greater Toronto Area.*”² The USP has distinguished itself via its focus on interdisciplinarity and by its continual and multifaceted outreach to the various communities in the Greater Toronto Area (e.g., several public lecture series, instances of collaboration with city departments and organizations, and the placement of our students in the offices of municipal councilors and other social organizations within the city). It would appear that the USP is more in keeping with broader University objectives today than ever before.

The Minor Program in Urban Studies represents the most recent attempt by the USP to promote the use of an interdisciplinary perspective in the identification and study of urban issues and challenges, and to broaden the disciplinary focus of its student body. Currently, the USP offers Specialist and Major programs of study. However, students in many disciplines, especially those taking Specialist or Double Major programs, do not have the time or space in their schedules to enroll in a Specialist or Major program in the USP. The proposed Minor in Urban Studies has been designed to make the valuable interdisciplinary approach and decidedly urban focus of the USP available to these students.

Learning Outcomes

The Specialist and Major programs in the USP represent slightly different levels of focus on urban issues. Students in these programs have as their central focus, the city. While these students use a variety

¹ See “*Stepping UP – A Synthesis*”, Office of the Vice President and Provost, University of Toronto, November 2004. (http://www.provost.utoronto.ca/userfiles/page_attachments/library/6/Stepping_Up_Synthesis_11704_3509506.pdf)

² *Ibid*, pp. 8.

of disciplinary lenses to identify and understand urban issues and challenges, their primary interest is the city. That said, given the interdisciplinary focus of the USP, even our Specialists and Majors are well versed in the theoretical and methodological aspects of several disciplines (e.g., urban economic theory, urban sociology, urban geography etc.). The proposed Minor program represents a more complete extension of this idea. Specifically, students can specialize in another discipline (e.g., transportation engineering, economics, environmental chemistry etc.) and tailor their studies in that discipline to urban issues. As such, an engineer or an economist or an environmental chemist (people who are completely conversant and competent with the theories, methods, and modes of analysis in their host disciplines, and who would not have room to pursue a Specialist or Major in Urban Studies) will be able to ‘tailor’ their specific degrees to ‘things urban’. By doing so, such students will gain an appreciation for how their skill sets can be applied to the understanding, analysis and possible solution of urban problems. As such, students of the Minor program in the USP will in many cases, not be conversant with the full range of theoretical and empirical debates in Urban Studies, but will be cognizant of them. Indeed, the rationale behind the proposed Minor is to increase the degree to which professionals of all sorts appreciate the urban realm, and specifically the degree to which their specialization relates to it.

In terms of employment opportunities, public and private sector employers are becoming increasingly demanding in terms of the degree to which they expect new employees to ‘hit the ground running’ and succeed in an environment which demands the ability to appreciate the interdisciplinary nature (and urban dimension) of most socially relevant problems. Civil Engineering consulting firms, for example, are now (and have been for some time) looking for graduates who not only have the requisite engineering skills but also have an understanding of the relationships between engineering problems and the broader social (largely urban) system. The relationships between urban form and transportation demand, between the physical design of streets and city blocks and the propensity for violence and illegal activities, and between the physical configuration of buildings and neighbourhoods and the magnitude of the ‘environmental footprint’, are a few examples. Likewise, city planning departments are looking less frequently for individuals who can draft subdivision plans, and more frequently for individuals who can devise broad policies and programs. For example, in an effort to combat inner-city decline, many cities are now attempting to promote the redevelopment (residential and commercial) of former industrial sites (i.e., brownfields). Planners capable of designing and implementing a policy framework to address this problem must be aware of the scientific (i.e., the nature of contaminants and the risks posed), legal (i.e., the degree to which current property owners will be liable for contamination found on the site in the future if a site is sold and redeveloped for another use), social (e.g., should these sites be used for affordable housing projects?), and economic (i.e., to what degree and how should municipalities provide incentives to stimulate this redevelopment?) etc., dimensions of the problem. A UofT graduate with a specialist degree in economics or geography or engineering with a Minor in Urban Studies would be very well positioned to undertake/contribute to a project of this magnitude. While the current Specialist and Major programs in the USP do offer the potential to create these types of multi-faceted urban professionals, the proposed Minor offers the possibility of greatly expanding the rate at which such socially beneficial professionals can be produced at the University of Toronto.

Requirements:

(4 full courses or their equivalent, including at least one 300+ series course)

For admission to the Minor program, generally a minimum CGPA of 2.3 is required.

First Year:

One of ECO100Y1/ECO105Y1, GGR124Y1, a 100-level POL course or POL214Y1, SOC101Y1

Higher Years:

1. INI235Y1

2. INI306Y1 or INI430Y1

3. One full course equivalent from Groups A through G.

Group A: Architecture

FAH 261H1, 274H1, 279H1, 281H1, 282H1, 316H1, 324H1, 325Y1, 339H1, 375H1, 376H1, 377H1, 380H1, 382H1, 405H1, 410H1, 413H1, 442H1

Group B: Economics

ECO 303Y1, 236H1, 333Y1, 334Y1; GGR 220Y1, 326H1

Group C: Geography

JGI346H1; GGR 252H1, 254H1, 323H1, 324H1, 339H1, 357H1, 362H1, 364H1, 455H1, 459H1

Group D: History

GGR 336H1, 366H1; HIS 312H1, 313Y1, 322Y1, 332H1, 339Y1, 355H1, 360Y1, 362H1, 370H1, 373Y1, 385Y1, 395Y1, 474Y1, 478Y1; INI428H1; VIC440Y1

Group E: Politics

JPF455Y1; POL 209Y1, 221H1, 317Y1, 321Y1, 333Y1, 336H1, 349H1, 418Y1, 436Y1, 472H1, 473H1, 474H1, 475H1; INI308H1

Group F: Sociology

SOC 205Y1, 210Y1, 220Y1, 260Y1, 330Y1, 369Y1, 385Y1, 386Y1

Group G: Environment:

GGR 314H1, 323H1, 435H1; INI307Y1, INI309H1, JGI222Y1

Estimated Enrolment: 50

5. *Latin American Studies Program: Latin American Studies Major*

Academic Relevance

Latin American Studies at the University of Toronto replaces Ibero-American Studies. The new program emerged in the late summer of 2005. The Stepping UP plan of 30 April 2004 began its process of fruition. The plan proposed the reformulation of the program, requesting both new resources and a distinct centre of gravity for the study of Latin America at the UofT. Our goal was and remains the realization of a vast potential for leadership in the study of this culturally diverse neighbour-region in the hemisphere that Canada shares. The new program looks to become a vibrant multi-disciplinary unit at the very heart of the University's international future.

Fulfilling this mission begins with our academic objectives. The guiding premise of Latin American Studies is that a student's given disciplinary focus is complemented by a broader interdisciplinary framework and experience of Latin American cultures. We seek to provide welcome and width. In addition to a revised, cross-disciplinary "gateway" course for second-year students enrolled in or considering the Major, the program is mounting two new seminars for upper-level undergraduates, one in the Social Sciences and another in the Humanities. All three courses will be offered as part of an innovative package in the 2006-07, and a new set of program requirements. The LAS signature courses join a broad array of offerings across the disciplines and three campuses; a number of these courses are being made available to Majors for the first time. The pedagogical aims set out in "Stepping Up" and on tap for 2006-07 flow into our interdependent task of creating an extra-curricular research program that excites and consistently gathers a broad constituency of faculty, undergraduate and graduate students and members of the Latin American communities in the Greater Toronto area. Reactions to a robust period of activity since September 2005 have been highly encouraging and provide a foundation on which to build. The program is becoming a confident centre of activity, and a reliable home for many kinds of learning. A LAS@UofT Luncheon Series, our on-going Speaker Series, and a variety of

engagements and co-sponsorships with other units and initiatives have fast become regular parts of the landscape. Time is now finally on our side in terms of planning, and new dimensions which centre upon an enhancement of students' research experience in the regions are in gestation.

Learning Outcomes

The learning outcomes we expect include the continued creation of innovative curricula that will change the face of Latin American studies at the U of T, and that will endure in the calendar; we also look to stimulate extra-curricular opportunities for students' and faculty discussions and research; to create the space for deepening collaborative relationships between regional specialists and working groups across our departments and campuses; to inject new ideas into our community through regular events and visitors from and about the Latin American regions; and to establish a robust Latin American program which not only connects with complementary units at the U of T but which turns heads internationally as a new blueprint for what an integral, area-based initiative can be at a great university.

Requirements:

1. **Course work:** Students must successfully complete seven full courses or their equivalents sponsored or approved by LAS@UofT, as well as satisfy the requirements of their departmental specialization. The requirement is six full courses for students who begin their language study in PRT 220Y1 or SPA 220Y1/SPA 319Y1, or who demonstrate language proficiency by exam. Of the required courses:

- One course must be LAS 200Y1
- At least one course must be LAS 300 or LAS 301. Note that if the subject matter and/or instructor has changed, it will be possible to take, and be credited for, LAS 300 or LAS 301 more than once.
- At least two courses in total must be taken at the 300 level or above.

* Please note that some of the courses may have pre-requisites: in all cases, check on departmental requirements.

* Courses eligible for programme credit includes those appearing below. Check for updates at individual department websites.

Latin American Studies

LAS 200Y Latin American History, Civilization and Culture

LAS 300Y Topics in the Social Sciences

LAS 301Y Topics in the Humanities

Anthropology

ANT 340H Anthropology of Latin America

Geography

GGR 240Y Historical Geography of the Americas

History

HIS 291Y Latin America: The Colonial Period

HIS 292Y Latin America: The National Period

HIS 301Y Imperial Spain

HIS 333Y Revolution in 20th Century Latin America

HIS 390Y Latin America in the Age of Revolution

HIS 402H Indigenous Colonial Cultures in the Spanish and Portuguese Americas

HIS 441H Conversion & Christianities in the Early Modern Spanish World

HIS 456Y Black Slavery in Latin America

Political Science

POL 305Y Politics and Society in Latin America

POL 442H Topics in Latin American Politics

Portuguese

PRT 100Y	Beginners Portuguese
PRT 110Y	Elementary Portuguese
PRT 220Y	Intermediate Portuguese
PRT 255H	The Brazilian Puzzle: Culture and Identity
PRT 258H	Introduction to Luso-Brazilian Studies
PRT 355H	Topics in Brazilian Studies
PRT 357H	Modern and Contemporary Brazilian Literature
PRT 365H	The Rise of Modern Identity
PRT 454Y	The Luso-Brazilian Identity
PRT 455Y	Machado de Assis and Eça de Queiroz
PRT 458H	The Luso-Brazilian Short Story

Spanish

SPA 100Y	Spanish for Beginners
SPA 220Y	Intermediate Spanish
SPA 259H	Introduction to Hispanic Cultural Studies
SPA 375H	Latin American Cinema
SPA 380H	Colonial Literature and Cultures
SPA 381H	Nation, Identity and Literary Modernism in Spanish-America
SPA 382H	Spanish American Women in Art, Film and Literature
SPA 384H	Avant-Garde Movements in Spanish America
SPA 385H	Literature and Social Change in Spanish America
SPA 467H	Topics in Spanish-American Culture
SPA 468H	Topics in Modern Spanish-American Literature
SPA 471H	The Historical Novel in Spanish America
SPA 480H	Theories of Culture in Latin America
SPA 482H	20 th Century Spanish American Narrative
SPA 486H	Contemporary Caribbean Literatures and Identities
SPA 487H	The Culture of Revolution

UTM Courses

HIS 290H	Intro to Latin American History
HIS 345H	Popular Culture in Latin America
HIS 390H	Revolutions and Nations in Latin America
HIS 391H	Modern Mexico
HIS 454H	Race, Gender and Nation in Modern Latin America
HIS 490H	Religion and Society in Latin America
POL 201Y	Politics of the Third World
POL 361H	After Regime Change: The Quality of Democracy in Latin America

UTSC Courses

POL B90H	Comparative Development in International Perspective
POL B91H	Comparative Development in Political Perspective
POL C91H	Development Studies: Political and Historical Perspectives
POL C99H	Latin America: The Politics of the Dispossessed
SOC C25H	Comparative Ethnic and Race Relations

- Language:** Students must successfully complete (with a grade of at least 65%) the first two levels of instruction in the Spanish or Portuguese language by the end of the third year of study (SPA 100Y1 then SPA 220Y1; or SPA 319 [for heritage-speakers, and viewed by the programme as an equivalent of SPA 220Y1]; PRT 100Y1/PRT 110Y1 then PRT 220Y1), or demonstrate equivalent proficiency in the given language through examination by LAS@UofT before the end of the second year.

Estimated Enrolment: 25 – 50

6. Department of Philosophy: Philosophy of Science Specialist

Academic Relevance

The University of Toronto has a very strong faculty in the Philosophy of Science, some of whom teach in the Philosophy Department, others in the Institute for the History and Philosophy of Science and Technology. This program allows undergraduate students to take advantage of the full resources in this important area of contemporary philosophical research by drawing on course offerings in both HPS and PHL. Between the two departments, we are able to offer not only basic Philosophy of Science courses, but also more specialized courses in Philosophy of Biology, Physics, and Mathematics. The program differs from those offered by the IHPST by focusing exclusively on the **philosophy** of science rather than on the history of science and technology.

The proposed Philosophy of Science Specialist program provides students with in-depth knowledge in an important area within the discipline and is consistent with the broader goals and initiatives to improve undergraduate education set forth in the Department's *Stepping Up* plan. Drawing upon extensive faculty resources in the IHPST (Institute for the History and Philosophy of Science and Technology) and the Department of Philosophy, the program supports and encourages interdisciplinary teaching (priority 7) and will further the Department's initiative to work with the IHPST in maintaining its strength in the philosophy of science (faculty who specialize in the philosophy of science are recognized in the most reputable survey of English-language philosophy departments). The program will utilize existing human and financial resources; no new courses will need to be mounted and no additional TA support will be required beyond the current complement. The Philosophy Department has collaborated with the IHPST in constructing this program and has received a guarantee from the Director that spaces in the required HPS courses will be made available to students enrolled in this program.

Learning Outcomes

The structure and academic requirements conform to the Faculty's specialist program guidelines of 9 and 17.5 courses in one or more disciplines, including at least four 300+ courses, one of which must be a 400-series course. Students in the program will have the opportunity to take specialized courses such as the Philosophy of Physics, Philosophy of Natural Science, Philosophy of Math, and Philosophy of Biology in addition to basic Philosophy of Science courses. The program fosters breadth of knowledge through the study of epistemology and metaphysics, two important areas within philosophy that deal with the nature of knowledge and reality. Students will also gain an interdisciplinary perspective by taking courses from the IHPST and will be exposed to contrasting approaches in the philosophy of science. Studies in philosophy provide students with an understanding of the major intellectual traditions of the West and help them to closely examine the underlying assumptions, beliefs and values they hold about the world; the philosophical underpinning of the curriculum will develop students' critical analysis skills and enable them to comment intelligently on important issues—primary educational goals outlined by the Ontario Council of Academic Vice Presidents in their Guidelines for University Undergraduate Degree Level Expectations.

Requirements:

(10 full courses or their equivalent, at least four of which must be at the 300 level or above, including at least one full 400-series PHL course)

First Year:

Required: One full science course, normally at the 100-level, from, CHM, CSC, GLG, BIO, JMB, PSY, MAT, PHY, STA

Note: Courses listed under "Science Courses for Humanities and Social Science Students" (see pp. 24-25) **cannot** be counted toward this requirement.

Recommended: PHL 100Y1, HPS 100H1

Higher Years:

1. HPS 250H1, PHL232H1, PHL 245H1, HPS 350H1, PHL 355H1
2. One of HPS 322H1/PHL 346H1/356H1/PHL 357H1
3. One of PHL 331H1/PHL 332H1
4. 4 to 5.5 additional full courses in Philosophy (depending on whether PHL 100Y1 and HPS 100H1 are taken in first year). It is highly recommended that these courses include the following: HPS 210H1, HPS 211H1, PHL 210Y1, PHL 246H1, one of PHL 415H1 or 482H1. (For the purposes of this requirement, HPS 210H1 and HPS 211H1 are counted as Philosophy courses.)

Estimated Enrolment: 15

7. *Centre for the Study of Religion: Buddhist Studies Specialist and Major*

Academic Relevance

These are programs that existed in the dept. of East Asian Studies and have been transferred to the Department for the Study of Religion with the approval of EAS. The 'new' program is consistent with our Stepping Up plan, which called for a new hire in Asian Buddhism (a search is currently in progress). This hire will bring our complement in Buddhism to 2 FTE positions, which are supplemented both by a new hire in Buddhism at UTM Historical Studies (whose Graduate appointment is at the Centre for the Study of Religion), and by the strengths of EAS in the languages and cultures of predominantly Buddhist areas of the Far East.

The Stepping Up plan called for increased attention to internationalization and globalization. The Department for the Study of Religion is ideally located to address such concerns, and the two new programs in Buddhist studies add a non-western emphasis to our program, which up to now had a major program in Religion, a Specialist in Religion, a Specialist in Christian Origins, and a joint specialist program in Religion and Philosophy, the latter two specialist programs focusing on western religious and philosophical traditions.

Learning Outcomes

Both the Major and the Specialist programs are designed to:

- acquaint the student with a variety of methods (historical, social scientific, philosophical) used in the analysis of religions;
- expose the student to non-eastern religion as well as intensively to eastern religions (Buddhism and Hinduism);
- develop critical the skills of reading and interpreting primary texts of Buddhism; developing bibliographical and writing skills; the fostering the ability to construct good research papers;
- the specialist program requires two years of work in one of the primary textual languages of Buddhist scriptures (Chinese; Tibetan; Sanskrit or Korean);
- the specialist program requires participation in a research seminar at the 400 level, typically cross-listed with a course in our graduate division. This requirement is designed to bring senior undergraduate specialists into contact with graduate students in a setting that treats current research topics in the study of Buddhism.

Student Demand

According to a recent (2005) survey of graduate programs in the U.S. by the American Academy of Religion, programs in Buddhism have the highest demand of any non-western religion. This matches our experience at the undergraduate level, where our introduction to Buddhism (RLG 206Y) and our 300

and 400 level courses in Buddhism and in the Tibetan language have had consistently strong enrolments. We expect this pattern to continue and with the availability of additional courses in Buddhism the overall enrolment in Buddhism and related courses will likely increase. This will also undoubtedly have a positive effect on the number of graduate admissions to Religion in the area of Buddhism.

When the programs were transferred from EAS the major and specialist enrolments were quite small (fewer than 10); we expect these numbers to increase significantly.

Consultation with Other Divisions

The transfer of the program has been undertaken in consultation with and with the approval of EAS. The curriculum committee already has a copy of Andre Schmidt's email approving the transfer.

Appropriateness of Designation

"Buddhist Studies" is the standard nomenclature for such programs in North America. The requirements for both the major (7 FCE, including 2 FCEs at the 300 level or higher) and specialist programs (10 FCEs, including 3 FCEs at the 300 or higher level and 1 FCE at the 400 level) are consistent with other major and specialist programs in the Department for the Study of Religion and in other humanities departments.

Requirements – Buddhist Studies Specialist

(10 full courses or their equivalent with three courses at the 300+level, including one course at the 400-level).

1. RLG100Y World Religions *or* RLG 280Y World Religions
2. RLG 206Y: Buddhist Religious Traditions
3. Two (2) consecutive (FCE) language courses in one of: Chinese, Japanese, Korean, Sanskrit or Tibetan.
4. Either one full course in Judaism, Christianity or Islam, *or* one of: RLG 210Y, 211Y, 212Y.
5. A total of FIVE FCE chosen from the following list. No fewer than 3 FCEs must be taken at the 300 level or higher, including at least 1 FCE at the 400 level.

RLG205Y	Hindu Religious Tradition
RLG236H	Women and Asian Religions
RLG274H	Chinese Religions
RLG275H	Japanese and Korean Religions
EAS269Y	Tibetan Buddhism in the West
HIS280Y	History of China
HIS281Y	History of Modern Japan
HIS283Y	History of South East Asia from the earliest time to the Present
NEW214Y	Socially Engaged Buddhism
PHL237H	History of Chinese Philosophy
RLG361H	Hindu Myth
RLG363H	Hindu Ritual
RLG266H	Classical Hindu Philosophy
RLG371H	East Asian Buddhism
RLG372H	Tibetan Buddhism
RLG376H	Death and Rebirth in Buddhist Traditions
RLG375H	Buddhist Thought
EAS331Y	Buddhist Arts of Inner & East Asia
EAS 368Y	The Philosophy of the Buddha
EAS369Y	Transformation of Buddhist Practice in the Contemporary World
EAS389Y	History of Korean Religion

HIS380Y Late Imperial China
 HIS381Y Classical Indian History from Indus Valley to Gupta
 PHL337H Topics in Chinese Philosophy

RLG464H Historiography in Buddhism
 RLG466H Buddhism in East Asia
 RLG490Y Independent Studies (with permission of instructor)
 EAS468Y Mahayana Buddhist Philosophy
 EAS 469Y Chinese Sectarian Buddhism
 NEW402Y Theories and Influences of Buddhist Psychology

Requirements – Buddhist Studies Major

(7 full courses or their equivalent with two courses at the 300+level).

1. RLG100Y World Religions *or* RLG 280Y World Religions
2. RLG 206Y: Buddhist Religious Traditions
3. Five full courses or their equivalent chosen from the following list. At least two FCEs must be at the 300 level or higher:

RLG205Y Hindu Religious Tradition
 RLG236H Women and Asian Religions
 RLG274H Chinese Religions
 RLG275H Japanese and Korean Religions
 EAS269Y Tibetan Buddhism in the West
 HIS280Y History of China
 HIS281Y History of Modern Japan
 HIS283Y History of South East Asia from the earliest time to the Present
 NEW214Y Socially Engaged Buddhism
 PHL237H History of Chinese Philosophy

RLG361H Hindu Myth
 RLG363H Hindu Ritual
 RLG266H Classical Hindu Philosophy
 RLG371H East Asian Buddhism
 RLG372H Tibetan Buddhism
 RLG376H Death and Rebirth in Buddhist Traditions
 RLG375H Buddhist Thought
 EAS331Y Buddhist Arts of Inner & East Asia
 EAS 368Y The Philosophy of the Buddha
 EAS369Y Transformation of Buddhist Practice in the Contemporary World
 EAS389Y History of Korean Religion
 HIS380Y Late Imperial China
 HIS381Y Classical Indian History from Indus Valley to Gupta
 PHL337H Topics in Chinese Philosophy

RLG464H Historiography in Buddhism
 RLG466H Buddhism in East Asia
 RLG490Y Independent Studies (with permission of instructor)
 EAS468Y Mahayana Buddhist Philosophy
 EAS 469Y Chinese Sectarian Buddhism
 NEW402Y Theories and Influences of Buddhist Psychology

8. *Victoria College – Renaissance Studies Specialist*

Academic Relevance

The proposed Specialist program is designed to prepare students for graduate work. It builds on the current Major and adds two elements that would give our students some training in the skills required for advanced work: language training and experience in original research. Students would normally fulfill their language requirement with courses drawn from one of the current contributing departments (French, Italian, Spanish & Portuguese), though they could also choose another language relevant to Renaissance Studies (e.g., Latin, Greek, German). The requirement for a Research Course builds on the broad range of Research Opportunities courses (i.e., 299Y & 399Y) and Independent Studies courses offered at the University of Toronto. Students would fulfill this requirement in consultation with the Program Coordinator, who would assist in the choice of an ROP or Independent Studies course.

The Victoria College plan signaled the area of renaissance and reformation studies as one of the academic priorities. The undergraduate program coupled with the Centre for Renaissance and Reformation Studies is an area of strength at the College. The plan indicated the development of a collaborated graduate program in early modern studies. The Specialist program is part of providing a more focused program that would allow students to study in programs beyond U. of T.

Learning Outcomes

The Specialist program is intended to prepare students for further work in early modern studies. By providing the opportunity to establish the program provides grounding in languages and renaissance studies that will allow students to have the skills to do graduate work. The Specialist program is designed for a small number of students and builds on the strength at Victoria College in renaissance and reformation studies.

Requirements:

Specialist Program (10 full courses or their equivalent, including at least three 300+ series courses and one 400-level course):

1. VIC 240Y
2. Six additional full course equivalents from the Major program.
3. One Research Course (a 299Y, 399Y, or Independent Studies course on a topic in Renaissance studies approved by Program Coordinator)
4. Two full course equivalents in a language (only one may be at the introductory level).

Estimated Enrolment: 3

Deleted Programs

1. *Department of Anthropology: Anthropological Sciences Specialist*

Rationale for Deletion: The Anthropological Sciences Specialist was initially intended to serve students in both biological anthropology and archaeology. Archaeology now has its own programs. We have added a Specialist in Biological Anthropology (in addition to the Major in Anthropology (Biological) program). Therefore, the Specialist in Anthropological Sciences is a redundant program and no longer serves our students' needs.

2. *Architectural Studies: Architectural Studies Specialist*

Rationale for Deletion:

- 1) The recommendation, made in the report authored by the External Review Committee and described above, that either *al&d* devote the resources necessary to transforming the Specialist degree into a pre-professional degree (presumably in tandem with the Faculty of Arts and Science) or absorb it into the currently existing Design Major degree.
- 2) The current absence of resources necessary to effecting such a transformation of the Specialist Degree into a properly pre-professional degree.
- 3) The disappointment, owing to OCGS regulations, of the expectation that *al&d* could make efficient use of its resources by launching courses that would serve both the final year of the Specialist Concentration and the first year of the M. Arch. and M.L.A. Programs.
- 4) The apparent inability, given *al&d*'s current resource limitations, to up-grade the Specialist Concentration in ways that would make advanced standing into our own Master of Architecture the normal outcome (see advanced standing figures from 2000-2001 to 2005-2006 in A Brief Overview of the Genesis of the Architectural Studies Program and the Role Played by the Specialist Concentration within it).
- 5) The observation that students entering the Master of Architecture from the Major Concentration may be as well, if not better, prepared for the intellectual challenges they face in the M. Arch than their specialist counterparts (see Appendix 3).
The conviction, implicit in our own admissions policy, that a broad liberal arts education is the appropriate prelude to our own first professional Master, viz. Architecture and Landscape, Programs.

3. *Department of East Asian Studies: Buddhism and Asian Religions Specialist and Major*

Rationale for Deletion: The Department of EAS has agreed that these programs will be offered through the Department of Religion.

4. *Ibero-American Studies Program: Ibero-American Studies Major*

Rationale for Deletion: LAS@UofT builds significantly upon what IAS had become -- a mostly language-based program for students attached to the Department of Spanish and Portuguese. Literature and languages remain vital to LAS, but a truly multi-disciplinary unit which will bring a wider constituency of faculty, students and visitors together is now envisioned. The widening is sought in terms of course offerings, extra-curricular programming and connections to other units and across social science and humanities departments. The new LAS program is committed to the belief that for students, as well as for scholars and teachers, a strong disciplinary focus is complemented by a broader interdisciplinary framework and experience of Latin American cultures. Through our array of sponsored and eligible courses, our various series and events, we seek to inspire interdisciplinary exploration among students who commit themselves to the study of Spanish and Portuguese America.

6. *Victoria College: Semiotics Specialist*

Rational for Deletion: Victoria College does not have the faculty or staff to offer the necessary courses for a Specialist program.