



**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** William Gough, Vice-Principal Academic and Dean  
**CONTACT INFO:** 416-208-7027, vpdean@utsc.utoronto.ca

**PRESENTER:** Mark Schmuckler, Vice-Dean Undergraduate  
**CONTACT INFO:** 416-208-2978, vdundergrad@utsc.utoronto.ca

**DATE:** January 8, 2020 for January 15, 2020

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

Undergraduate Minor Curricular Modifications, Humanities

**JURISDICTIONAL INFORMATION:**

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

**GOVERNANCE PATH:**

- 1. UTSC Academic Affairs Committee [For Approval] (January 15, 2020)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

This package includes minor modifications to undergraduate curriculum, submitted by the Humanities academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Philosophy (Report: Philosophy)
  - 2 new courses
    - PHLD85H3
    - PHLD86H3

**FINANCIAL IMPLICATIONS:**

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

**RECOMMENDATION:**

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate Humanities academic units, as described in Undergraduate Minor Curriculum Modifications for Approval, Report: Philosophy, dated January 15, 2020, and recommended by the Vice-Principal Academic and Dean, William Gough, be approved effective Fall 2020 for the academic year 2020-21.

**DOCUMENTATION PROVIDED:**

1. 2020-21 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Department of Philosophy, dated January 15, 2020.



## 2020-21 Curriculum Cycle

### Undergraduate Minor Curriculum Modifications for Approval

#### Report: Philosophy

January 15, 2020

Philosophy (UTSC), Department of

## 2 New Courses:

### PHLD85H3: Advanced Seminar in Philosophy: Socrates Project Mentorship

#### Description:

The Socrates Project Mentorship Seminar is a half-year seminar course that provides experiential learning in philosophy in conjunction with a teaching assignment to lead tutorials and mark assignments in PHLA10H3. This course is designed for a select number of returning Socrates Project participants chosen to mentor new Project participants. These students will solidify their teaching/grading skills and advise new participants in the Project. The seminar course will further enhance their philosophical abilities in an extension of PHLD88Y3. Roughly 75% of the seminar will be devoted to a more in-depth study of the topics taken up in the PHLA10H3 Reason and Truth. Students will write a seminar paper on one of these topics under the supervision of a UTSC Philosophy faculty member working in the relevant area, and they will give an oral presentation on their research topic each semester. The remaining 25% of the seminar will focus on the further exploration of the methods and challenges of teaching philosophy, benchmark grading, and grading generally and, most distinctively, issues of mentorship of new participants to the Socrates Project.

**Note:** The teaching component of the Socrates Project will consist of the following components. Students will optionally attend two 1-hour PHLA10H3 lectures each week, and teach one tutorial of approximately 25 students, meeting with them for 1 hour every other week. Students will grade papers, hold office hours, and meet with the relevant professor as needed as well as provide mentorship to new participants in the Socrates Project.

**Prerequisites:** PHLD88Y3

**Exclusions:** PHL489Y1, PHL489Y5

**Enrolment Limits:** 5

#### Learning Outcomes:

The primary learning outcomes in philosophy:

- (i) the ability to write clear, focused argumentative essays that develop an extended logical argument for a position as well as criticism of opposing positions;
- (ii) the ability to engage in oral argumentation that develops a sustained position clearly.
- (iii) students in the Mentorship seminar will acquire skills in leading new participants towards outcomes (i) and (ii), as they advise and instruct the new participants about grading and teaching in a tutorial setting.

This course will develop learning outcomes and through the independent research project that students will carry out; through the extensive training, they will receive to explain course materials and lead a discussion in tutorials for PHLA10H3. Their mentorship role will generate an outcome.

**Topics Covered:**

- The academic topics will vary with the materials taught each year in PHLA10 Reason and Truth and PHLA11 Introduction to Ethics – these range over selections from canonical works such as Descartes’ Meditations or Plato’s Republic as well as contemporary explorations of core issues in philosophy in Reasoning, Metaphysics, Epistemology and Value Theory.
- Each student will put together an individual research topic that may vary across any of the subject areas of philosophy.
- Pedagogical skills pertaining to leading tutorials, presenting material effectively, leading a discussion, marking assignments, providing constructive comments on written work.
- Mentorship skills pertaining to advising and instructing new participants to the Socrates Project.

**Methods of Assessment:**

Methods of assessment will include:

Seminar participation; major research paper; 2 oral presentations of a research project, evaluation of mentorship role.

**Mode of Delivery:** In Class

**Breadth Requirements:** History, Philosophy & Cultural Studies

**Rationale:**

The course is being proposed as an experiential learning component typically in students' final year of study in philosophy. It will provide a further in-depth study of core topics and canonical texts in philosophy. It will also provide further pedagogical instruction that will enhance students' ability to teach tutorials and mark assignments for the two introductory first-year courses in philosophy and the acquisition of mentorship skills involved in advising and to some extent supervising new participants to the Socrates Project. PHLD85H3 also provides year-to-year continuity at the student level which will aid the long term success of the Project. PHLD85H3 and PHLD86H3 are being proposed independently so that returning students have the option of participating in the Fall and Winter terms.

**Consultation:**

DCC Approval Date: May 21, 2019

RO Approval: October 30, 2019

**Resources:** Teaching assignments depend on availability, these courses will be taught either by a P/T lecturer or appointed faculty member. No additional TA support or resources are required.

## **PHLD86H3: Advanced Seminar in Philosophy: Socrates Project Mentorship**

**Description:**

The Socrates Project Mentorship Seminar is a half-year seminar course that provides experiential learning in philosophy in conjunction with a teaching assignment to lead tutorials and mark assignments in PHLA11H3. This course is designed for a select number of returning Socrates Project participants chosen to mentor new Project participants. These students will solidify their teaching/grading skills and advise new participants in the Project. The seminar course will further enhance their philosophical abilities in an extension of PHLD88Y3. Roughly 75% of the seminar will be devoted to a more in-depth study of the topics taken up in the PHLA11H3 Introduction to Ethics. Students will write a seminar paper on one of these topics under the supervision of a UTSC Philosophy faculty member working in the relevant area, and they will give an oral presentation on their research topic each semester. The remaining 25% of the seminar will focus on the further exploration of the methods and challenges of teaching philosophy, benchmark grading, and grading generally and, most distinctively, issues of mentorship of new participants to the Socrates Project.

**Note:** The teaching component of the Socrates Project will consist of the following components. Students will optionally attend two 1-hour PHLA11H3 lectures each week, and teach one tutorial of approximately 25 students, meeting with them for 1 hour every other week. Students will grade papers, hold office hours, and meet with the relevant professor as needed as well as provide mentorship to new participants in the Socrates Project.

**Prerequisites:** PHLD88Y3

**Exclusions:** PHL489Y1, PHL489Y5

**Enrolment Limits:** 5

**Learning Outcomes:**

The primary learning outcomes in philosophy:

(i) the ability to write clear, focused argumentative essays that develop an extended logical argument for a position as well as criticism of opposing positions;

(ii) the ability to engage in oral argumentation that develops a sustained position clearly.  
(iii) students in the Mentorship seminar will acquire skills in leading new participants towards outcomes (i) and (ii), as they advise and instruct the new participants about grading and teaching in a tutorial setting.  
This course will develop learning outcomes and through the independent research project that students will carry out; and through the extensive training, they will receive to explain course materials and lead a discussion in tutorials for PHLA11H3. Their mentorship role will generate an outcome

**Topics Covered:**

- The academic topics will vary with the materials taught each year in PHLA10 Reason and Truth and PHLA11 Introduction to Ethics – these range over selections from canonical works such as Descartes’ Meditations or Plato’s Republic as well as contemporary explorations of core issues in philosophy in Reasoning, Metaphysics, Epistemology and Value Theory.
- Each student will put together an individual research topic that may vary across any of the subject areas of philosophy.
- Pedagogical skills pertaining to leading tutorials, presenting material effectively, leading the discussion, marking assignments, providing constructive comments on written work.
- Mentorship skills pertaining to advising and instructing new participants to the Socrates Project.

**Methods of Assessment:**

Methods of assessment will include:

Seminar participation; major research paper; 2 oral presentations of the research project, evaluation of mentorship role.

**Mode of Delivery:** In Class

**Breadth Requirements:** History, Philosophy & Cultural Studies

**Rationale:**

The course is being proposed as an experiential learning component typically in students' final year of study in philosophy. It will provide a further in-depth study of core topics and canonical texts in philosophy. It will also provide further pedagogical instruction that will enhance students' ability to teach tutorials and mark assignments for the two introductory first-year courses in philosophy and the acquisition of mentorship skills involved in advising and to some extent supervising new participants to the Socrates Project. PHLD86H3 also provides year-to-year continuity at the student level which will aid the long term success of the Project. PHLD85H3 and PHLD86H3 are being proposed independently so that returning students have the option of participating in the Fall and Winter terms. PHLD86H3 will be offered in the winter term.

**Consultation:**

DCC Approval: May 21, 2019

RO Approval: October 30, 2019

**Resources:**

Teaching assignments depend on availability, these courses will be taught either by a P/T lecturer or appointed faculty member. No additional TA support or resources are required.