



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: January 8, 2020 for January 15, 2020

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Undergraduate Minor Curricular Modifications, Social Sciences

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

- The Centre for Critical Development Studies (Report: Critical Development Studies)
 - 1 new course
 - IDSC20H3
- The Department of Human Geography (Report: Human Geography)
 - 1 program modification
 - SPECIALIST PROGRAM IN CITY STUDIES (ARTS)
 - 4 new courses
 - CITD12H3
 - GGRB18H3
 - GGRC42H3
 - GGRC43H3
 - 2 course changes
 - CITA01H3 – course level change
 - GGRC28H3 – learning outcomes and topics covered change
- Interdisciplinary Centre for Health and Society (Report: Health and Society)
 - 2 new courses
 - HLTB60H3
 - HLTD80H3
- Department of Political Science (Report: Political Science)
 - 5 new courses
 - POLC33H3
 - POLC34H3
 - POLD38H3
 - POLD56H3
 - POLD58H3
 - 1 course change
 - POLC39H3 – learning outcomes, topics covered and method of assessment changed
- Department of Sociology (Report: Sociology)
 - 2 new courses
 - SOCC57H3
 - SOCC70H3
 - 3 course changes
 - SOCD01H3– learning outcomes, and method of assessment changed
 - SOCD05H3– learning outcomes, and method of assessment changed
 - SOCD25H3– learning outcomes, and method of assessment changed

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate Social Sciences academic units, as described in Undergraduate Minor Curriculum Modifications for Approval, Report: Critical Development Studies, Report: Human Geography, Report: Health and Society, Report: Political Science, and Report: Sociology, dated January 15, 2020 and recommended by the Vice-Principal Academic and Dean, r William Gough, be approved effective Fall 2020 for the academic year 2020-21.

DOCUMENTATION PROVIDED:

1. 2020-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Critical Development Studies, dated January 15, 2020.
2. 2020-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Human Geography, dated January 15, 2020.
3. 2020-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Health and Society, dated January 15, 2020.
4. 2020-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Political Science, dated January 15, 2020.
5. 2020-20 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Sociology, dated January 15, 2020.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Critical Development Studies

January 15, 2020

Critical Development Studies (UTSC), Centre for

1 New Course:

IDSC20H3: Critical Approaches to Community Engagement in Development

Description:

This course focuses on critical approaches to community engagement in international development. The first half of the course traces the history of critical and participatory approaches to community engagement in development. In the second half of the course students are trained in critical and ethical approaches to participatory community-engaged research. Student’s learning will be guided by an iterative pedagogical approach aimed at facilitating dialogue between theory, practice and experience. Students taking this course will learn about the challenges faced by communities in their interactions with a range of development actors, including international development agencies, local NGOs, state actors and universities.

Prerequisites: IDSA01H3 and IDSB06H3

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

- Understanding the history of critical community engagement approaches in development;
- Understanding a range of critical perspectives on ethical community engagement in development;
- Familiar with the strengths and limitations of diverse models of critical community engagement
- Familiar with critical approaches to community-based research in development
- Familiar with community organizations’ own descriptions of their practices of engagement

Topics Covered:

- critical perspectives on ethical community engagement in development;
- the history of critical community engagement approaches in development;
- new models of critical community engagement
- new critical approaches to community-based research in development

Methods of Assessment:

Students will be assessed through a combination of written and participatory evaluation. Written assignments include response papers, term papers and blog essays. Participatory assessments include class presentations and reflective group projects in the classroom as a site for participatory learning. The course’s learning outcomes, which include familiarity with

a wide range of critical approaches to community engagement in development, will be supported by participatory assessments that give students the opportunity to explore the classroom as a site for the ethical practices they will be learning about.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being proposed to fill a gap in our current curriculum. In line with the University of Toronto's focus on expanding the range of experiential learning courses for undergraduate students, the department has identified a lack of course content that addresses the issue of community engagement in IDS. The course will act as a preparatory course for 1. Co-op students who embark on an 8-month experiential placement in their 4th year, and 2. Specialist/Major IDS students who enrol in IDSD19H3 which offers hands-on community-based research opportunities with a non-profit organization in Toronto. The course will offer crucial preparatory training necessary for students' global and local placements.

Consultation:

DCC Approval: October 2, 2019

RO Approval: October 1st 2019

Resources:

The course will be taught by regular faculty member Assistant Professor Bettina von Liers as part of her regular teaching load. No TA support or additional resources are required for this course.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Health and Society

January 15, 2020

Health and Society (UTSC), Interdisciplinary Centre for

2 New Courses:

HLTB60H3: Introduction to Interdisciplinary Disability Studies

Description:

An introduction to interdisciplinary disability studies through humanities, social science, and fine arts, with a strong basis in a social justice orientation that understands disability as a relational, social, and historical symbolic category, and ableism as a form of oppression. Students will develop strong critical skills in interpretation and analysis of artworks (i.e., the written word, visual images, performance) and theoretical texts. Topics including representations of disability in media, including literature and film; medicalization and tropes of disability; disability activism; and intersectional analysis of disability in relation to gender, race, sexuality, ethnicity, and class.

Prerequisites: Completion of 2.0 credits with a cGPA of at least 2.7

Enrolment Limits: 220

Note: Students considering a Major program in Health Studies should complete HLTA02H3 and HLTA03H3 prior to enrolling in this course.

Learning Outcomes:

Students who complete the course will be able to:

- Understand and articulate the scope of disability studies as a field, and the social model of disability
- Understand and articulate the value of a holistic, interdisciplinary approach to the study of health, illness, and disability
- Read, recall, and describe critical texts that describe diverse embodiments as desirable
- Analyze how ableism works as a system of oppression in a given social context or creative text
- Interpret popular media (e.g. films, literature, advertisements) from a disability studies perspective
- Understand and articulate the role of healthcare professionals in disrupting and/or reinscribing ableism, and consider issues of health care delivery for people with disabilities as a marginalized community from a disability studies perspective.
- Understand and articulate how interdisciplinary approaches, including qualitative social science, literature, history, and cultural studies, demonstrate that disability is a culturally contingent category
- Explain the purpose of accessible design, and identify common failures of accessible design in daily life in Toronto and at our university
- Describe and take a position in contemporary debates in bioethics from a disability studies perspective

Topics Covered:

- The social and medical models of disability
- The core characteristics of disability studies as an interdisciplinary field
- A cultural studies approach representation and interpretation, including close reading and critical textual analysis

- The disability rights movement and current events related to disability justice in Canada
- Cultural representations of disability in mass media, literature, film, and art
- Accessible design
- Narratives of the lived experience of disability as told by people with disabilities
- Stigma, inequality, and barriers faced by people with disabilities in daily life and in health care settings
- Debates in disability and bioethics
- Intersectional approaches to understanding ableism, such as systems of oppression related to gender, sexuality, ethnicity, racism & colonialism, poverty & social class, and environmental studies.

Methods of Assessment:

- Short critical or personal essays will help students to develop writing skills, learn to write in an interdisciplinary cultural studies genre, and express an original point of view
- Quizzes and a final exam will encourage students to study and recall core concepts from readings and lectures
- Participation in tutorials and online discussion will encourage students to understand the diverse perspectives of their classmates, express complex ideas, and learn by doing through in-class activities

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course speaks to the expertise of the new ICHS faculty member. This course will fill a gap in the existing curriculum by bringing a new substantive area—disability studies—to health studies degree programs. HLTB60H3 will offer the Major program in Health Studies a new B-level option. This course offers focused attention on disability studies as a field, as part of a broader initiative to develop a future Minor program in disability studies minor at UTSC, and it will serve as an anchor for new and existing C- and D-level disability studies offerings.

Consultation:

DCC Approval: Sep 16, 2019

RO Approval: Sept 25, 2019

Resources: The course will be taught by existing ICHS faculty. The course will require additional TA support, this will be covered by the department's existing budget. No other additional resources are required.

HLTD80H3: Critical Health Education

Description:

This course will investigate school- and community-based health education efforts that approach health as a complex social, biological, and cultural experience; critique and challenge prevailing understandings of health; and offer alternative theoretical, pedagogical, and curricular approaches to health and illness. Issues such as sexuality, gender, nation, race, social class, age, ability, and indigeneity will be central concerns in this study of health pedagogy, curriculum, and promotion.

Prerequisites: HLTB41H3 and additional 1.5 credits and minimum cGPA of at least 2.7; or permission of the instructor.

Enrolment Limits: 25

Note: Priority will be given to students enrolled in any program in Health Studies offered by the Interdisciplinary Centre for Health & Society (ICHS)

Learning Outcomes:

- understanding of distinctive characteristics of critical approaches to health education
- ability to critique existing discourses of health and illness and existing models of health education and intervention
- recognition of the range of school- and community-based critical health education efforts, including participatory, liberatory, feminist, indigenous, queer, and anti-racist models
- increased grasp of health as a complex social, biological, and cultural experience shaped by, among other things, sexuality, gender, nation, race, social class, age, ability, and indigeneity
- capacity to imagine, articulate, and enact alternative models of health education

Topics Covered:

- theories of models of critical pedagogy and analysis
- indigeneity, health education, and resistance
- school-based health education and histories of racialized suffering

- feminism, youth, and school-based sexual health education
- HIV/AIDS education and movement for social change
- drug education, harm reduction, and shifting notions of wellness
- community, participation, and possibilities for reimagining health education

Methods of Assessment:

- in-class writing
- reading quizzes
- midterm exam
- final course syllabus project

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course speaks to the expertise of the new ICHS faculty member and director. It will bring new substantive areas—health education—to health studies degree programs thus filling a curriculum gap. This course will be a part of the specialist, major, and minor programs as an additional D-level option. This focus on health education will help prepare students for graduate study and employment in in health promotion and education.

Consultation:

DCC Approval: September 23, 2019.

RO Approval: September 19, 2019.

Resources: This course will be taught by regular faculty and will require library support. This course will not require TA support or additional equipment or infrastructure support.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Human Geography

January 15, 2020

Human Geography (UTSC), Department of

1 Minor Program Modifications:

SPECIALIST PROGRAM IN CITY STUDIES (ARTS)

Completion Requirements:

Program Requirements:

This program requires the completion of 12.0 credits as follows:

1. Introduction to Social Science Thought (1.0 credit from among the following):

ANTA01H3 Introduction to Anthropology: Becoming Human

ANTA02H3 Introduction to Anthropology: Culture, Society and Language

GGRA02H3 The Geography of Global Processes

GGRA03H3 Cities and Environments

[MGEA01H3 Introduction to Microeconomics or MGEA02H3 Introduction to Microeconomics: A Mathematical Approach]

[MGEA05H3 Introduction to Macroeconomics or MGEA06H3 Introduction to Macroeconomics: A Mathematical Approach]

POLA01H3 Critical Issues in Politics I

POLA02H3 Critical Issues in Politics II

SOCA03Y3 Introduction to Sociology

2. Foundations Core courses (0.5 credit ~~2.0 credits~~ as follows):

CITA01H3 / (CITB02H3) Foundations of City Studies

and

3. Core courses (1.5 credits as from the following):

CITB01H3 Canadian Cities and Planning

CITB03H3 Social Planning and Community Development

CITB04H3 City Politics

CITB08H3 Economy of Cities

4 ~~3~~. Research Methods (2.0 credits):

GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning

STAB23H3 Introduction to Statistics for the Social Sciences (or equivalent)

and

1.0 credits from the following :

~~†GGRB30H3 Fundamentals of GIS I †~~
GGRB03H3 Writing Geography †
~~†GGRC32H3 Essential Spatial Analysis †~~
GGRC31H3 Qualitative Geographical Methods: Place and Ethnography†
GGRC42H3 Making Sense of Data : Applied Multivariate Analysis
~~STAB23H3 Introduction to Statistics for the Social Sciences (or equivalent)~~

5 4. City Studies Applications (3.5 credits from among the following):

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

6 5. Approaches to Cities (1.5 credits from among the following)*:

GGRB02H3 The Logic of Geographic Thought
GGRB05H3 Urban Geography
GGRB13H3 Social Geography
GGRC02H3 Population Geography
GGRC10H3 Urbanization and Development
GGRC11H3 Current Topics in Urban Geography
GGRC12H3 Transportation Geography
GGRC13H3 Urban Political Geography
GGRC27H3 Location and Spatial Development
GGRC33H3 The Toronto Region
GGRC40H3 Megacities and Global Urbanization
GGRC43H3 Social Geographies of Street Food
GGRC48H3 Geographies of Urban Poverty
POLB50Y3 Canadian Government and Politics
POLC53H3 Canadian Environmental Policy
PPGC66H3/(POLC66H3) Public Policy Making
PPGC67H3/(POLC67H3) Public Policy in Canada
SOCB44H3 Sociology of Cities and Urban Life

* **Note** : these courses may have prerequisites that are not included in this program

7 6. City Studies Workshop (1.0 credit):

CITD05H3 City Studies Workshop I
CITD06H3 City Studies Workshop II

8 7. Advanced Applications (1.0 credit):

CITD01H3 City Issues and Strategies
CITD10H3 Seminar in Selected Issues in City Studies
CITD12H3 Planning and Building Public Spaces in Toronto
CITD30H3 Supervised Research Project
GGRD14H3 Social Justice and the City

Description of Proposed Changes:

1. Requirement 2: title change. Deletion of CITB01H3, CITB02H3, CITB03H3 CITB04H3 and CITB08H3. Added CITA01H3/(CITB02H3) as a required course.
2. Requirement 3: title change. CITB01H3, CITB03H3, CITB04H3 and CITB08H4 have been added as optional courses.

3. Requirement 4: GGRB30H3 and GGRB03H3 have been removed and replaced with the required STAB32H3 course. GGRC32H3, GGRC31H3, STAB23H3 have been replaced as optional courses with GGRB30H3 and GGRB03H3 optional courses.
4. Requirement 6: Added GGRC43H3 as an optional course
5. Requirement 8: CITD12H3 as an optional course
6. Requirement 4/5/6/7/8: the program requirement numbers have been restructured

Rationale:

1. The requirement title changed to accurately reflect the required CITA02H3 (CITB02H3 is being moved to the A-level) course. This course is now a foundational requirement as it is an introductory/prerequisite course for all B-level courses.
2. The requirement title changed to accurately reflect the list of courses in this program requirement. All B-level courses are now listed in this program requirement as core courses.
3. GGRB30H3 and GGRB03H4 are no longer relevant to this area of the program requirement. Instead, they have been moved down as optional courses for students to take from a list of course options to complete the additional 1.0 credit in this program requirement. STAB32H3 has been moved as an optional course to a required course as this course credit is now necessary for students in this program.
4. GGRC43H3 will provide students with an additional C-level option to complete this program requirement
5. CITD12H3 will provide students with an additional D-level option to complete this program requirement
6. The program has gone through a number restructuring due to the addition of the new CITA01H3 introductory program requirement. Therefore, all program requirement numbers have been shifted down by one.

Impact:

Students in the program can now begin their core city studies offerings in the first year with CITA01H3. Current students can opt to take these new courses towards program requirements via a program exception. Exceptions will be made for students in previous academic calendar sessions to count CITA01H3 in place of CITB02H3 if they have not yet already completed the requirement.

Consultation: DCC Approval: October 3, 2019

Resource Implications: None.

4 New Courses:

CITD12H3: Planning and Building Public Spaces in Toronto

Description:

This course is designed to develop career-related skills such as policy-oriented research analysis, report writing, and presentation and networking skills through experiential learning approaches. The policy focus each year will be on a major current Toronto planning policy issue, from ‘Complete Streets’ to improvements to parks and public space infrastructure, to public transit-related investments. Students work closely in the course with planners and policymakers from the City of Toronto, policy advocates, and community organizers.

Prerequisites: 15.0 credits, including completion of the following requirements of the Major/Major Co-op programs in City Studies: (1) Introduction to Social Science Thought, (2) Core Courses, and (3) Methods

Exclusions: CITD10H3 (if taken in the 2018 Fall Session and 2020 Winter session)

Enrolment Limits: 25

Learning Outcomes:

- Current best practice ideas in public policies for public spaces, including streets, parks, privately owned public spaces, pedestrian spaces, and active transport infrastructure.
- Processes for developing, revising, approving, and implementing new public policies.
- Local government policy processes, and how different types of actors (municipal staff, planners, consultants, advocates, politicians) provide input to public policy decisions.
- Where major policy decisions are made, by who, with what input and decision rules.
- Site analysis, description, and presentation

- Advanced policy report writing skills
- Public presentation skills

Topics Covered:

- Precise content will vary each year depending on the planning project and location to be studied
- Planning policy development, approval, and implementation
- Site analysis and site reporting
- Policy report proposal development and writing

Methods of Assessment:

This is a hands-on research seminar in which students will work in teams to prepare policy proposals with feedback from policy professionals. Individual and team presentations will be a major part of the course. Students will be assessed with the following:

policy-oriented research analysis
report writing
presentation

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

The primary goal of this course is to provide students with hands-on experience of policy development and implementation processes in large municipal governments such as the City of Toronto. The City Studies program currently has one B-level course (CITB01H3) in which students learn about the history and basic framework of city planning in Canada, but no other advanced courses in which students learn about how specific local planning policies are developed and implemented. This course will fill an important gap in the current curriculum by engaging students in an experiential learning project in which they will work in teams to prepare a public policy proposal under the guidance of the City of Toronto planners, public policy advocates, and planning consultants. This experience will help prepare students for careers in local government, or for graduate studies in planning and related policy disciplines. This course is designed primarily for Specialists and Major City Studies students. This course has been offered once as CITD10H3 Seminar in Selected Issues in City Studies in Fall 2018

Consultation:

DCC Approval: October 3, 2019
RO Approval: October 1, 2019

Resources: This course will be taught by regular faculty, Professor Andres Sorensen, as part of his regular teaching load. This course will not require additional resources or additional TA support.

GGRB18H3: Whose Land Is It Anyway? Indigenous Peoples, the Crown, and Land in Canada

Description:

Introduces students to the geography of Indigenous-Crown-Land relations in Canada. Beginning with pre-European contact and the historic Nation-to-Nation relationship, the course will survey major research inquiries from the Royal Commission on Aboriginal Peoples to Missing and Murdered Indigenous Women and Girls. Students will learn how ongoing land and treaty violations impact Indigenous peoples, settler society, and the land in Canada.
Same as ESTB02H3

Prerequisites: 4.0 credits, including at least 0.5 credit in ANT, CIT, GGR, HLT, IDS, POL or SOC

Exclusions: ESTB02H3

Learning Outcomes:

1. Understand the significance of the historic Nation-to-Nation relationship to the formation of Canada, and know-how and why this relationship has shifted over time;
2. Comprehend the link between violence to Indigenous lands, communities, and bodies;
3. Think critically about the institutions that mediate the relationship between Indigenous peoples and lands;
4. Reflect and comment on your relationship to Indigenous lands, peoples, histories, and geographies;
5. Assess current policy frameworks as they relate to Indigenous self-determination; and

6. Develop effective notetaking, organization, and study skills and habits.

Support for program learning outcomes: these learning outcomes equip students to engage directly with a diversity of Indigenous perspectives, i.e. Indigenous voices (including scholarly and non-scholarly literature, policy frameworks, actions) regarding contemporary social science thought and the ways in which location, landscape, and spatial context shape (and are shaped by) social structures, functioning, and behaviour (Human Geography), and regarding the environment, environmental issues, and solutions (Environmental Studies, DPES).

Topics Covered:

- Separate worlds (pre-European contact)
- History of the Nation-to-Nation relationship
- Policies of domination and assimilation
- Land-based conflict
- Grassroots movements
- Aboriginal and treaty rights in Canada
- Land claims
- Self-determination
- Truth and reconciliation

Methods of Assessment:

Student personal reflections will facilitate and track student learning of sometimes difficult historical truths about settler-colonialism and its impact on Indigenous peoples, settler society, and the land.

Short essays will support student syntheses of historical facts, processes, and concepts at work in the shifting nation-to-nation relationship. Students will be asked to articulate and evaluate key processes and frameworks.

Take home quizzes, mid-term exams and a final exam will support study habits and organizational skills needed to understand the broad contours and key moments spanning more than 500 years of history in Canada. Students will be encouraged to articulate and evaluate key processes and frameworks.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being proposed to fill a gap in the current curriculum in both Human Geography and Environmental Studies. It will complement courses in social, political and environmental Geography and courses about environmental conflict, decision-making, and diverse knowledge systems in Environmental Studies. However, this course is also unique in that it centers/prioritizes. No course in geography explicitly prioritizes Indigenous scholarship and perspectives on a breadth of issues on their own terms. Also, no course in environmental studies centers Indigenous relations to the land in a holistic manner, according to Indigenous voices themselves. This B-level course will provide foundational knowledge to equip students to grapple with advanced course content in other courses and units, and subsequent D-level courses in geography and environmental studies. Beyond the classroom, it will also equip students to engage and participate in the work towards truth, reconciliation, and justice in Canada.

Consultation:

Consultation with DPES/Human Geo: Sept 30, 2019

DCC Approval: October 3, 2019

RO Approval: October 1, 2019

Resources: This course will be taught by a regular full-time faculty member, Assistant Professor Nicole Latulippe. Additional TA support will be covered by the department's existing budget. No additional resources are required.

GGRC42H3: Making Sense of Data: Applied Multivariate Analysis

Description:

This course introduces students to the main methods of multivariate analysis in the social sciences, with an emphasis on applications incorporating spatial thinking and geographic data. Students will learn how to evaluate data quality, construct analysis datasets, and perform and interpret multivariate analyses using the R statistical programming language.

Prerequisites: STAB22H3 or equivalent

Exclusions: GGRC41H3 (if taken in the 2019 Fall session)

Learning Outcomes:

- read, modify, and execute R code for handling data and performing statistical analysis
- understand the types of multivariate analyses used in the social sciences in research and practice
- determine which multivariate analysis technique is appropriate for solving common types of problems in the social sciences
- understand how spatial data differs from conventional types of data and know why and how this might impact their multivariate analysis
- estimate, diagnose, and interpret multivariate regression models, principal components analysis, and clustering techniques

Topics Covered:

- Assessing data quality for multivariate analysis
- Editing R code and writing R-Markdown workbooks
- Ordinary Least Squares regression and regression diagnostics
- Principal Components Analysis
- K-Means Clustering
- A brief introduction to other computational and multivariate methods

Methods of Assessment:

Lab assignments: 40% - Lab assignments are important to provide hands-on experience in using software and to ensure that students make the connection between the theoretical and methodological concepts introduced in the lectures and the ways those concepts are implemented in the software.

Independent project: 30% - The independent project will allow students to demonstrate their understanding of how to ask research questions appropriate for multivariate analysis, how to obtain and manage analysis datasets, how to select appropriate methodologies, and how to carry out, assess, and interpret their analyses.

Mid-term exam: 15% - Exams are an appropriate method for assessing students' understanding of core concepts in this course.

Final exam: 15% - Exams are an appropriate method for assessing students' understanding of core concepts in this course.

Mode of Delivery: In Class

Breadth Requirements: Quantitative Reasoning

Rationale:

This new course is designed to give students in Geography, City Studies and GIS programs a deeper understanding of quantitative and computational methods for analyzing multivariate datasets. The course is a complement to the GGRC32H3, which emphasizes the statistical methods specific to univariate spatial datasets. However, GGRC42H3 is an alternative to mathematics-based courses in multivariate statistics offered by statistics departments at UTSC, UTM and UTSG. Its applied nature will not require students to understand the statistical theory underpinning the use of the methods. Thus, this new course will help fill a gap in the current curriculum. GGRC42H3 will be a useful course for students enrolled in Specialist Program in City Studies, Major Program in City Studies but will also be open and applicable to students from across the social sciences.

Consultation:

DCC Approval: October 3, 2019

RO Approval: October 1, 2019

Resources: This course will be taught by a full-time regular faculty member, Assistant Professor Steven Farber, as part of his regular teaching load. TA support will be covered by the department's existing budget. This course does not require any additional resources.

GGRC43H3: Social Geographies of Street Food

Description:

This course uses street food to comparatively assess the production of 'the street', the legitimation of bodies and substances on the street, and contests over the boundaries of, and appropriate use of public and private space. It also considers questions of labour and the culinary infrastructure of contemporary cities around the world.

Same as FSTC43H3

Prerequisites: FSTA01H3 or GGRA02H3 or GGRA03H3

Exclusions: FSTC43H3, GGRC41H3 (if taken in the 2019 Winter and 2020 Winter sessions)

Enrolment Limits: 25**Learning Outcomes:**

- critically analyze the political, socio-economic and philosophical issues raised by urban street food vending.
- investigate the historical and cultural specificities of street food vending and vendors in contemporary cities around the world.
- assess the relationship between municipal regulation and the configuration of legitimate uses of ‘the street’
- appreciate ‘the street’ as a space that is ideologically produced and constantly contested.
- develop critical thinking as well as oral and written presentation skills

This course contributes to the program objective of equipping students with the knowledge and skills needed to understand contemporary social science thought in the context of the communities, societies, and economies formed by human populations. It does so by examining the social, economic and political context of providing street food in contemporary cities and provides a comparative perspective that illustrates how location and spatial context shape, and are shaped by, the social relations, social structures and modes of feeding people on the street.

Topics Covered:

- Producing the “The Street” across Time and Space.
- Histories of Food on the Street
- The Street, Food and Contestation
- Street Food and Development
- Street Food and Crisis
- Street Food and Mobility: Rounding up the Hawkers
- Making and Serving Street Food
- The Labour of Street Food
- Building a Social Movement
- Vendors, Justice and the Right to the City
- Street Vending and Policy
- Street Food Futures

Methods of Assessment:

1. Weekly Commentaries – Students prepare written commentaries on readings for 6 classes. The commentaries synthesize material from readings for each week and provide critical analysis of the readings. This includes identifying: a) provocative or valuable insights are generated by the readings; b) flaws in the analysis presented in the readings (e.g., poorly developed research problem, limited consideration of perspectives, inarticulate presentation of discussion, poor logical argumentation, etc.) c) methodological, theoretical or empirical concerns with the readings. They also develop two specific questions that can be used in the discussion of the readings. The weekly commentaries demonstrate and develop students’ comprehension, critical analysis capacity, and writing skills.

2. Participation – Each class is comprised of lecture and discussion, with occasional classes involving cooking practicums. Students are expected not only to participate in discussion but to come prepared to specify a passage or an idea from the reading that they found interesting or provocative and be able to explain their reasons for selecting this to the class. They are also expected to be prepared to discuss how particular reading aid or confuses their understanding of the issues we have been addressing in the course. Paris of students is also, in conjunction with the instructor, responsible for facilitating discussion for one class session. Participation is meant to enhance students’ oral communication skills and fluency with the substantive material of the course.

3. Case Study Presentation - Working in small groups, students develop and present a case study of market revitalization in different cities. The instructor assigns the market/street space. Students are expected to research the empirical material and to situate it in the context of the theoretical perspectives developed in the early stages of the course. The case studies develop students’ fluency in understanding the political, socio-economic and philosophical issues raised by urban street food vending, the historical and cultural specificities that differentiate street food vending and vendors in cities around the world, the role of regulation in structuring the relative presence or absence of food on the street in different urban spaces; and the street as an ideological as much as a physical space. Case studies also help to develop students’ abilities to work in small groups and their presentation skills.

4. Final written assignment – the major assignment in the course requires students to select a particular street food commonly available in a city, and to provide a historical analysis of the dish that explores the origins of the ingredients, reasons for changes in the dish over time, the cultural significance of the dish and the role the dish plays in social life. They are also expected to describe the social conditions of production, the socio-spatial relations of production, and an assessment of the potential future of the dish that addresses the regulatory apparatus that governs production and provision of the dish, along with an evaluation of the effect of changing tastes and livelihoods. The final assignment addresses the

same learning objectives identified in C above, while also contributing to the development of students' individual research, critical analysis and writing skills.

Mode of Delivery:

In Class

Breadth Requirements:

History, Philosophy & Cultural Studies

Rationale:

The rationale for the course revolves around the continuing, but often overlooked, the importance of street food as a mode of feeding populations in cities around the globe and the way in which it offers a useful lens to understand differentiation in understandings, and uses of, public space around the world. While socially, culturally and biologically important, food and its provisioning are often overlooked aspects of understanding the contemporary configuration of metropolitan areas. Thus GGRC43H3/FSTC43H3 will address this gap in the current curriculum for both departments. Within GGR, the course will enhance offerings in both City Studies and Cultural and Social Geography.

Consultation:

DCC Approval: Oct 3, 2019

RO Approval: October 1, 2019

Consulted with the HCS department (specifically with faculty in the Food Studies program).

Resources:

The course will be taught by regular faculty, Professor Ken McDonald, as part of his regular teaching load. Course will not require TA support.

This course was previously taught under a special topics course code (GGRC41H3) a transfer in ancillary fee request has been submitted. This course will need to be taught in the Culinaria Research Kitchen.

2 Course Modifications:

CITB02H3: Foundations of City Studies

New Course Code: CITA01H3

Prerequisites: ~~Any 4.0 credits.~~

Exclusions: CITB02H3

Rationale:

1. The course code has been revised because the department believes this course should be taken as a foundational introductory level prior to any CIT B-level courses (CITB01H3, CITB03H3, CITB04H3 and CITB08H3). Changing CITB02H3 to CITA01H3 will provide students with a much broader, more foundational introduction to the discipline. Additionally, changing the course code will provide more visibility to the City Studies program to students in their first year rather than their third or fourth year of studies. Lastly, this will also help CIT Co-op students start their program requirements earlier by taking a foundation A-level course. The course content and learning outcomes remain unchanged.
2. The course prerequisite has been revised to provide students with more flexibility in their first year of studies
3. The course exclusion has been revised to include the previous course code since the content remains the same

Consultation:

DCC Approval: October 3, 2019

RO Approval: October 1, 2019

Resources: None.

GGRC28H3: Indigenous Environmental Knowledges

Title: Indigenous Peoples, Environment and Justice ~~Environmental Knowledges~~

Description: Engages ~~Examines~~ Indigenous perspectives on the environment ~~knowledge, world-views, theory, philosophies and values,~~ and ~~their relationship to~~ environmental issues ~~practice~~. Students will ~~think with be introduced to~~ Indigenous concepts, practices, and theoretical frameworks ~~knowledge as it pertains to~~ consider human-environment relations. Pressing challenges and opportunities

with respect to the environment through exposure to Indigenous environmental knowledge, scholarship and innovative governance, law, and justice will be explored practices. With a focus primarily on Canada, the course will include case studies from the US, Australia, and Aotearoa New Zealand

Exclusions: ABS402H

Recommended Preparation: GGRB13H3 GGRB18H3/ESTB02H3

Enrolment Limits: 60

Learning Outcomes:

1. Gain an understanding of diverse Indigenous perspectives regarding environmental knowledge, practices, beliefs, governance, and legal systems;
2. Critically analyze the ongoing discursive and material structures of settler-colonialism in Canada and how these impede Indigenous-land relations;
3. Critically assess current challenges and opportunities with respect to Indigenous natural resource management, environmental governance, and justice in Canada;
4. Recognize and explain regional, national, and international policy contexts, scholarly discourses, and practices that advance Indigenous peoples' claims and interests with respect to land and environment;
5. Build critical reading and clear and effective writing skills.

Topics Covered:

Indigenous origin stories; worldview (Great Lakes region) - Indigenous Knowledge systems - Indigenous governance systems and legal orders - Jurisdiction (including urban areas) - The myth of Canadian 'wilderness' - Resource regulation and environmental governance - Co-management - Planning and Coexistence - Indigenous Environmental justice

Rationale:

1. The course title/description have been revised to better reflect the topics and content covered in this course.
2. Recommended preparation has been revised based on a new course the department is introducing at the B level to support students to meet the demands of GGRC28H3
3. The course exclusion has been eliminated as this course is broader than Indigenous knowledge. ABS402H is now INS402H1, this edit has been made.
4. The enrollment limit has been added to facilitate student engagement, active learning, and small group/class discussions
5. Course learning outcomes and topics covered have been broadened to focus not just on Indigenous environmental knowledge but on Indigenous environments broadly conceived (i.e. through which logics, practices, mechanisms, etc.). Including consideration of challenges pertaining to the colonial context. The learning outcomes are also changing because the department cannot consider indigenous knowledge separately from indigenous governance and law. To do so reproduces the extractive way in which TEK (traditional ecological knowledge) is handled in the dominant resource policy and management spheres. Indigenous knowledge sits within a holistic worldview, a way of being, knowing and doing, within a land-based context. Therefore, by changing the learning outcomes, this course reviews the "environment" from an indigenous perspective, and with the people (nationhood, sovereignty, jurisdiction, etc.).

Consultation: DCC Approval: October 3, 2019

Resources: None.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Political Science

January 15, 2020

Political Science (UTSC), Department of

5 New Courses:

POLC33H3: Politics of International Human Rights

Description:

This course aims to provide students with an overview of the way human rights laws, norms, and institutions have evolved. In the first half of the class, we will examine the legal institutions and human rights regimes around the world, both global and regional. In the second half, we will take a bottom-up view by exploring how human rights become part of contentious politics. Special attention will be given to how human rights law transform with mobilization from below and how it is used to contest, challenge and change hierarchical power relationships. The case studies from the Middle East, Latin America, Europe and the US aim at placing human rights concerns in a broader sociopolitical context.
Area of Focus: Comparative Politics; International Relations.

Prerequisites: POLB30H3

Recommended Preparation: POLB90H3 and POLB91H3

Learning Outcomes:

- Understand the history and structure of international and regional human rights institutions
- Identify and evaluate basic human right concepts such as negative vs. positive rights, civil and political rights vs. socioeconomic rights
- Explain different theories regarding the making of human rights laws and institutions
- Identify the conditions under which human rights law becomes a resource for activists
- Compare and deliberate on the impact of human rights law in different areas of the world
- Critically evaluate the direct and indirect effects of litigation at human rights courts
- Deliberate on the conditions under which states and corporations commit to and comply with human rights law
- Experience completing an independent research essay by incorporating feedback and clearly expressing analysis through written communication

Topics Covered:

- History and concepts of human rights
- Theories on the making of human rights
- Universalism and its critics
- The United Nations human rights system
- Regional human rights systems
- Labour rights and activism
- Mobilizing human rights law: Law, lawyers, and transnational activism
- Corporate social responsibility
- Truth and reconciliation
- Vernacularization of human rights

Methods of Assessment:

- Class participation in tutorials will be required of all students. Students will be expected to make thoughtful contributions based on readings in class discussions.
- In-class writing assignments will ask students to compose a short essay based on their reflections on a discussion question. This exercise will give students an opportunity to synthesize what they have learned in writing.
- In-class tests will evaluate students' ability to learn concepts and theories and apply them to case studies covered in class.
- The writing assignments and class participation will give students an incentive to keep up with class material
- Students will be required to turn in a final research paper and a draft of this paper early in the semester. The paper will allow students to demonstrate the theoretical and analytic tools they learned by analyzing a case study

Mode of Delivery: In Class**Breadth Requirements:** Social & Behavioural Sciences**Rationale:**

This class will focus on human rights which is an essential component of any public law program. POLC33H3 will try to fill this gap in the current curriculum. The public law program attracts an increasing number of students every year. While teaching POLC38 and POLC39, the department has noticed a special interest among students in human rights issues, therefore they expect that this will be a popular class within the public law minor as well as the political science major.

Consultation:

DCC Approval: Oct 2, 2019

RO Approval: Oct 1, 2019

Resources: The course will be taught by regular faculty member Filiz Kahraman. The course will require additional TA support that will be covered by the department's existing budget. No other additional resources are required.

POLC34H3: The Politics of Crime

Description:

This course will explore how the world of criminal justice intersects with the world of politics. Beginning with a history of the "punitive turn" in the criminal justice policy of the late 1970s, this course will look at the major political issues in criminal justice today. Topics studied will include the constitutional context for legislating the criminal and quasi-criminal law, race and class in criminal justice, Canada's Indigenous peoples and the criminal justice system, the growth of restorative justice, drug prohibition and reform, the value of incarceration, and white-collar crime and organizational liability. More broadly, the class aims to cover why crime continues to be a major political issue in Canada and the different approaches to addressing its control

Area of focus: Canadian Government and Politics

Prerequisites: POLB30H3 and POLB50Y3**Learning Outcomes:**

- The course will complement the education of students pursuing the Minor program in Public Law. The learning objective will be to teach students what the criminal law "is," which order of government is responsible for it, and what constitutes the basic elements of a "crime," as opposed to a mere regulatory violation. In this way, students will be able to differentiate this area of public law from other areas of public law they may have studied, such as constitutional law or human rights law.
- The course will be focused on research, writing, and class discussion. Students will be able to develop their critical thinking and research skills, in particular, because it will ask them to draw on resources that are not part of a traditional political science course but overlap heavily with law. This will push them to look at new materials, such as major criminal legislation (the Criminal Code, Controlled Drugs and Substances Act) and material that straddles other social science areas, such as sociology and criminology. In a broad sense, students will get a better perspective of how political science fits with these other disciplines.
- The course will also allow students to gain a better understanding of the substantive content of a major area of political debate and public law in Canada, namely crime and its control. Students will be introduced to the contemporary debates surrounding mass incarceration, the disproportionate impact it has on racialized and other minority groups, the controversies surrounding drug prohibition and legalization (i.e. cannabis, prescription painkillers), as well as some of the basics of organizational liability and white-collar crime. In addition, students will be offered a chance to think about

criminal justice from a long term perspective. How have the philosophies that underpin the punishment of criminal offenders changed over time? Where do these come from, and how effective have they been?

- These kinds of topics are central to Canada's current political debates and are a major distinguishing feature between "left" and "right" wing parties and politics. These topics also generate huge academic literature on their own. However, at the moment the Public Law program offers very little on these subjects as part of the curriculum. This course will help fill that gap and supplement the Public Law program.

Topics Covered:

The course will start with the institutional and constitutional context before diving into the major debates surrounding criminal law in Canada. Topics will include, but will not be limited to, the following:

- Introduction to the constitutional basis and content of the criminal law in Canada (i.e. the difference between "regulatory" and "criminal" offences);
- Modern political and legal philosophies that underpin the criminal justice system (i.e. origins of the "get tough on crime" movement of the 1970s and 1980s and the current political backlash against it);
- The philosophy and objectives of sentencing (i.e. retribution vs. rehabilitation);
- Issues in mass incarceration;
- The politics of drug regulation, prohibition, and legalization;
- Race and gender in criminal justice, particularly the disproportionate impact it has on Indigenous Canadians;
- White-collar crime and organizational liability
- Canada's policy in a comparative context.

Methods of Assessment:

The proposed assessment will take the form of participation in tutorials (20%), a critical reflection paper based on a list of selected topics drawn from the readings (20%), a research paper (25%), and a final exam (35%).

- The critical reflection paper will ask students to explore a debate that has been covered up to that point in class. It will run 5-7 pages, and ask them to think critically about two sides of an argument and explain which one they agree with the most, and why. For example, one of the topics covered will ask students to reflect on the competing values of "rehabilitation" and "retribution" in sentencing law – which value should take priority, and why?
- The research paper will present them with a series of questions that they will have to answer by taking a deep dive into the literature. For example, why did countries in the developed world take a punitive turn in criminal justice policy in the 1970s? How likely is that to endure? What are the proposals for reform?
- The final exam will be a combination of short answer and essay questions. It will take place during the final exam period at the end of the semester.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course represents a new and needed addition to the Political Science Public Law Minor. At the moment UTSC offers many courses on the Constitution and on theories of justice, but the department does not have any courses in the area of criminal law. Other comparator programs to our Public Law program, put much more emphasis on criminal law. To develop fully, the department's major will need to offer a course that covers how the state approaches the area of criminal law as a policy area and the related political debates. As a third-year class, this course will build on the pre-existing program structure.

Consultation:

DCC Approval: Oct 2, 2019

RO Approval: Oct 1, 2019

Resources: This course will be taught by regular faculty; Andrew McDougall. It is expected additional TA support will be required for grading and running tutorials, this additional TA resource will be covered by the department's existing budget. No other resources are required.

POLD38H3: Law and Global Business

Description:

This course examines how law both constitutes and regulates global business. Focusing on Canada and the role of Canadian companies within a global economy, the course introduces foundational concepts of business law, considering how the state makes markets by bestowing legal personality on corporations and facilitating private exchange. The course then turns to examine multinational businesses and the laws that regulate these cross-border actors, including

international law, extra-territorial national law, and private and hybrid governance tools. Using real-world examples from court decisions and business case studies, students will explore some of the “governance gaps” produced by the globalization of business and engage directly with the tensions that can emerge between legal, ethical, and strategic demands on multinational business.

Area of Focus: International Relations

Prerequisites: POLC32H3 and 1.0 credit at the C-level in POL courses

Recommended Preparation: POLB80H3

Enrolment Limits: 25

Learning Outcomes:

After successful completion of the course, students will be able to:

- Articulate the foundational concepts of business law in Canada, including legal personality, corporate governance, and the legal liability of corporations
- Compare the legal framework governing transnational business to purely domestic business
- Describe the key characteristics of the Canadian economy, its international profile, and the “governance gaps” this can present for transnational Canadian businesses
- Explain how the transnationalization of business challenges historic models of international governance
- Critically evaluate law reforms to strengthen the governance of cross-border business
- Conduct research on transnational corporations
- Develop critical and analytical reasoning skills by applying their knowledge of business and governance to real-world examples
- Advance written and oral communication skills

Through this course, students will gain competencies in program learning objectives in the Public Law Minor and Political Science Program. In particular, the course will help to expand knowledge of public law by familiarizing students with the foundational role of the state and public law in governing business. In doing so, the course will equip students to understand and engage with pressing contemporary debates, such as the responsibility of Canadian corporations for human rights violations connected to their business operations abroad. Further, the course will build critical thinking and analytical reasoning skills through the use of case studies, drawn from both business school cases and legal decisions, that require students to apply general principles of law to particular fact patterns. In addition, the course will expand and advance writing and research skills by introducing students to company research and preparing a policy brief.

Topics Covered:

The course will examine the following topics:

- the foundational principle of business law established and maintained by the state, including incorporation, corporate governance, and legal liability of corporations;
- the history of global business and the distinguishing characteristics of contemporary multinational corporations, including the current patterns of foreign investment and trade and their implications for home and host states to transnational business;
- the intersection of global business with traditional notions of international governance, such as state sovereignty and territoriality;
- the current legal framework governing transnational business, including national law, international law, extra-territorial state law, and private and hybrid forms of law-making;
- several pressing issue areas in law and global business, such as the responsibility of parent corporations for violations of human rights abroad and environmental protection in host states; and
- current challenges to the liberal international order and future prospects for reform in the governance of the global business.

Methods of Assessment:

- Students will be assessed through several forms of evaluation:
 - o Class participation and bi-weekly reading responses: active participation in the class discussion will constitute a core portion of the course and support the learning objectives of building oral communication skills and critical and analytical reasoning skills; these learning objectives will be reinforced by bi-weekly reading responses where students will advance writing skills and reasoning skills
 - o Midterm exam: a midterm exam covering basic concepts of business law and characteristics of the multinational corporation and global economy today will help students master the subject-specific foundations of the course and ensure they are prepared to analyze and evaluate the transnational legal framework that governs multinational corporations and its “governance gaps”
 - o Short paper: students will be required to research and write a short paper that profiles a multinational corporation.

Here students will expand their research skills by collecting and analyzing company information. Students will also cement their understanding of multinational corporations and business law by identifying what makes the corporation multinational, its motivations for transnationalizing, and the legal risks that this presents.

o Policy paper and presentation: Students will also research and write a policy paper that builds off their short paper and the legal risk that they have identified. In this policy paper, students will describe the existing legal framework that governs this area and identify and evaluate legal reforms that could strengthen governance. The student will present their policy paper and recommendation to the class to further develop oral communication skills and presentation skills.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course extends the Public Law course offering into a new domain by addressing the role of public law in governing private actors and markets. Doing so helps to fill a gap in the current course offerings in Public Law, which have focused on legal institutions, constitutional law and the experience of individuals with the law. By familiarizing students with the role of public law in constituting corporate persons and governing their actions, this course will expose students, at the D-level, to another important facet of the law in Canada and globally. Further, the course offers an additional seminar for students of international relations. The course will build on courses at the B- and C-level and will offer students an opportunity to examine in-depth a particular area of international relations and cooperation: the governance of multinational corporations and global business.

Consultation:

DCC Approval: Oct 2, 2019

RO Approval: Oct 1, 2019

Resources: This course will be taught by a regular faculty member, Elizabeth Acorn. No additional TA support or resources are required.

POLD56H3: Politics and Computational Social Science

Description:

This course applies tools from computational social science to the collection and analysis of political data, with a particular focus on the computational analysis of text. Students are expected to propose, develop, carry out, and present a research project in the field of computational social science.

Prerequisites: STAB23H3 or equivalent and 1.5 credit at the C-level

Learning Outcomes:

- Implement leading tools for the computational analysis of political text
- Automate the scraping of textual data from relevant sources, including government and social media;
- Structure of political data in a recognized format;
- Analyze and visualize social networks;
- Manage a project workflow involving the extraction and analysis of new political data;
- Prepare a scientific report and poster in LaTeX.

Topics Covered:

- The computational revolution in social science
- Acquiring, cleaning, and curating unstructured data
- Text as data
- Opinion mining
- Social network analysis
- Data visualization

Methods of Assessment:

- Midterm Exam: The exam will cover the application and interpretation of the results from leading tools in the fields of computational social science.
- Research report: Students will prepare a research report based on their analysis of an original source of data. This will assess the totality of skills that the student has acquired over the course of the semester.
- Presentation: Students will prepare and present a poster illustrating the project workflow and key results from their research paper.

Mode of Delivery:

In Class

Breadth Requirements: Quantitative Reasoning**Rationale:**

The addition of this course aims to fill this gap in the department's program for students in the Specialist and Major Programs in Political Science. The proliferation of text and data online and the democratization of computational resources has ushered in a new and rapidly growing field of social science. Despite the growth of this area in American political science and on the downtown campus, and despite the tangible career options that these skills make available for social science students, UTSC has only a few courses devoted to the computational analysis of social science data, and none devoted to the computational analysis of textual data. POLD56H3 will provide more in-depth knowledge in these areas of study.

Consultation:

DCC Approval: Oct 2, 2019

RO Approval: Oct 1, 2019

Resources: This course will be taught by a regular full-time faculty member Christopher Cochrane. No additional TA support or resources required.

POLD58H3: The New Nationalism in Liberal Democracies**Description:**

This course examines the recent rise of ethnic nationalism in western liberal democracies, with a particular focus on the US, Canada, UK and France. It discusses the different perspectives on what is behind the rise of nationalism and populism, including economic inequality, antipathy with government, immigration, the role of political culture and social media.

Areas of Focus: Canadian Government and Politics; Comparative Politics

Prerequisites: POLC58H3 and 1.0 credit at the C-level in POL or PPG courses

Enrolment Limits:

25

Learning Outcomes:

- Clearly distinguish between the core concepts of state, nation and nationalism – and understand the importance of the linkages between them;
- Understand the competing theories that seek to explain the phenomena of nationalism and national identity, as well as the implications of approaching these phenomena from a particular perspective;
- Understand the different theoretical perspectives on the rise of nationalism and populism in the contemporary period, including the role of economic, social, political, technological and cultural factors.
- Apply their theoretical knowledge to better understand the dynamics of ethnic nationalism and populism across a series of countries and liberal democracies, notably the US, Canada, UK and France.
- Engage with and build capacity to utilize cutting-edge methods of data analysis relating to social media and political dynamics (three weeks will explore the role of social media in contemporary nationalist movements)
- Develop their written and oral communication skills through major assignments focused on applying theoretical knowledge to real-world events

Topics Covered:

- The theoretical perspectives on the dynamics of nations and nationalism
- The theoretical perspectives on the rise of the new nationalism
- The historical roots of ethnic nationalism in the US
- The rise of Donald Trump and the role of social media in the new American nationalism
- Quebecois nationalism and prairie populism in Canada
- Is Canada immune from the new nationalism today
- English nationalism and white majorities in the UK
- Brexit and economic nationalism
- Peasants to Frenchmen and the roots of French nationalism
- The rise of Marie Le Pen and the far-right in France.

Methods of Assessment:

- Research Essay Proposal and Paper: Students will create a short research essay proposal, scoping a topic, proposing a research question and identifying linkages to key concepts in the course. Feedback will be provided in advance of the final date to drop the course. This will allow students an opportunity to receive early feedback on their comprehension of key concepts. The students will then complete a research paper on the topic. This evaluation method will allow students to demonstrate their grasp of the literature and their ability to utilize theory and empirical evidence to make an analytical argument.
- Presentation: Students will present their analysis on a week’s readings at least once in the class. This will provide them with an opportunity to develop and refine their oral communication skills and to lead debate among their peers.
- Final Exam: Students will write a final exam, which tests their knowledge of the cumulative material of the entire course. The final exam will allow students to select from a list of essay questions and will be scheduled during the regular exam period.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

An in-depth analysis of the core concepts of “nation” and “nationalism” is essential to understanding modern politics. The rise of ethnic nationalism and populism today are among the most pressing issue of our time. Despite the importance, most students and academics lack a deep knowledge of the historical, comparative and theoretical lenses that can help us unpack the causes and consequences of these recent developments. POLD58H3 seeks to address this gap in the current curriculum by providing students with a conceptual framework of the key theories of the nation, nationalism and national identity (building on knowledge gained in POLC58) paired with more advanced theoretical perspectives on the drivers for the emergence of ethnic nationalism and populist movements today.

Consultation:

DCC Approval: Oct 2, 2019

RO Approval: Oct 1, 2019

Resources: This course will be taught by a regular full-time faculty member Robert Schertzer. No additional TA support or resources requirement.

1 Course Modification:

POLC39H3: Comparative Legal Systems

Title: Comparative Law and Politics ~~Legal Systems~~

Description:

~~This course explores some of the key aspects and issues of public law in modern, democratic systems of government from a comparative perspective. It does this by reviewing and applying theory and empirical analysis to a number of cases to explore five key issues: the institutional separation of power, the structure of the judiciary, the mechanisms (or lack thereof) to distribute power and resources between groups / territories, the mechanisms (or lack thereof) to protect individual and group rights, and how/if the constitutional order can be changed/amended. Cases considered will include: Canada, UK, Spain, Germany, Australia, America, India and South Africa.~~

~~Area of Focus: Comparative Politics~~

This course examines the interaction between law, courts, and politics in countries throughout the world. We begin by critically examining the (alleged) functions of courts: to provide for “order,” resolve disputes, and to enforce legal norms. We then turn to examine the conditions under which high courts have expand their powers by weighing into contentious policy areas and sometimes empower individuals with new rights. We analyze case studies from democracies, transitioning regimes, and authoritarian states.

Learning Outcomes:

- Explain the basic concepts on law and politics such as judicial review, judicialization, and legal mobilization
- Identify social, historical, political, cross-cultural, and other processes that give rise to judicial empowerment;
- Evaluate competing arguments about courts in different contexts, its functions, and limits;
- Critically evaluate theories of comparative law; including the conditions under which courts become empowered, the relationship between judicial empowerment and democratization, and challenges in constructing the rule of law;
- Interpret current events related to law in light of readings, lectures, and discussion.

•Experience completing a significant, independent research essay on the judicialization of politics– including developing the core ideas, incorporating feedback and clearly expressing analysis through written communication

Topics Covered:

- Overview of the function of courts in democratic regimes, differences between the common law and civil law systems
- Introduction of courts as political institutions and a critical evaluation of the judicial policymaking role of courts. Case studies: Canada & the US - Legal mobilization: evaluation of the advantages and drawbacks of using legal mobilization to achieve social justice
- Competing approaches on explaining the conditions under which the judicial authority expands: Strategic approaches, ideational factors and judicial support structures
- Explaining the conditions under which judicial empowerment occurs in democracies, authoritarian regimes, and transitioning regimes. Case Studies: US, Mexico, Chile, Egypt, Turkey - Paradoxes (drawbacks) of judicial empowerment and judicial involvement in policymaking
- Judicialization and regional integration: explaining the rise of the Court of Justice of the European Union

Methods of Assessment:

- Class participation in tutorials will be required of all students. Students will be expected to make thoughtful contributions based on readings in class discussions.
- In-class writing assignments will ask students to compose a short essay based on their reflections on a discussion question. This exercise will give students an opportunity to synthesize what they have learned in writing.
- In-class tests will evaluate students' ability to learn concepts and theories and apply them to case studies covered in class.
- The writing assignments and class participation will give students an incentive to keep up with class material
- Students will be required to turn in a final research paper and a draft of this paper early in the semester. The paper will allow students to demonstrate the theoretical and analytic tools they learned by analyzing a case study

Rationale:

1. The course title and description have been revised to better reflect the topics and content covered in this course.
2. Learning outcomes have been revised to make two necessary changes. First, the revised class will teach students to think critically about the relationship between law and politics, beyond introducing students to different legal systems. Students will use the descriptive knowledge they gain on judicial politics to analyze theoretical questions regarding the conditions under which courts become empowered and weigh in on important policy decisions, the relationship between judicial empowerment and democratization, and the challenges of constructing the rule of law in different regimes. Second, all case studies (except India) are democratic regimes in the current class description. The revised class will teach students how comparative judicial politics work out in different contexts and regime types, i.e. democracies, transitioning regimes, and authoritarian regimes, which will benefit and better prepare students for the upper-level POL courses.
3. Methods of assessment have been revised because several students in the public law tract are interested in pursuing ambitious career paths such as going to law school, working for the government, implementing social justice through NGO work, conducting research in think-tanks, working for international organizations, or going to graduate school. Therefore, the revised method of assessment will better prepare students for these competitive jobs by equipping them with the necessary skills to conduct in-depth research on a specific topic and develop their writing skills.
4. The topics covered in class reflect the revised learning goals for POLC39H3. These themes reinforce the changes in the learning outcomes for the course and to align with the public law program by teaching students to think critically and globally about the relationship between law and politics..

Consultation: DCC Approval: Oct 2, 2019

Resources: TA support is required for the revised method of assessment for this course (now includes tutorials). The new TA support will be covered by the department's existing budget.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Sociology

January 15, 2020

Sociology (UTSC), Department of

2 New Courses:

SOCC57H3: Gender, Race, and Class in Economic Life

Description:

This course examines how the three-axis of social stratification and inequality – race, gender, and class – shape economic activity in different settings – from labour markets to financial markets to consumer markets to dating markets to household economies to intimate economies to informal and illegal economies to markets of human goods.

Prerequisites: [SOCB05H3 or SOCB35H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Enrolment Limits: 60

Learning Outcomes:

First, students will learn sociological accounts of economic activity, specifically, how cultural values and social relations shape economic phenomena. They will also learn how sociological accounts of economic activity differ from dominant approaches in economics, the discipline that is traditionally associated with the study of economic life.

Second, students will learn how paradigmatic three axis of social stratification and inequality – gender, race, and class – shape economic life.

Three, students will learn how gender, race, and class shape a broad range of economic activities in a wide range of socio-economic contexts.

Thus, after completing the course, students will be able to recognize how economic life is social, and how it is shaped by important social factors of race, gender, and class.

Topics Covered:

After introduction to competing accounts of economic life (economics, culture, social structure) and to paradigmatic axis to inequality (race, gender, and class), the course will cover how gender, race, and class shape economic activity in a variety of settings – from labor markets to financial markets to consumer markets to dating markets to household economies to intimate economies to informal and illegal economies to markets of human goods.

Methods of Assessment:

- 1-2. Mid-term and final examination (short essays) to assess how students master major theories and concepts of the course.
3. Short research paper will allow students to develop their own ideas and apply theories and concepts of the course to a topic of their choice.
4. Class participation

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is proposed for the sociology program, and it complements and advances the sociology program curriculum in two ways:

1) Other C-level courses focus on topics such as family, law, education, or culture, SOCC57H3 complements them by focusing specifically on inequality and the economy. 2) This course provides a more in-depth examination of inequality and economy, compared to more introductory coverage of these topics in other courses offered in the department. The distinctive features of this course are that it provides an overarching framework of how the economy and economic life are shaped by sociological processes. As such, it teaches students to integrate sociological material across two sub-fields in sociology (that is, inequality and economic sociology).

Consultation:

DCC Approval: Oct 16, 2019.

RO Approval: October 10, 2019

Resources: The course will be taught by regular faculty (Angelina Grigoryeva, Assistant Professor of Sociology, UTSC). The course will require additional TA support and this will be covered by the departmental budget. The course does not require any additional resources.

SOCC70H3: Models of the Social World

Description:

This course examines how quantitative models can be used to understand the social world with a focus on social inequality and social change. Students will learn the fundamentals of modern computational techniques and data analysis, including how to effectively communicate findings using narratives and visualizations. Topics covered include data wrangling, graphic design, regression analysis, interactive modelling, and categorical data analysis. Methods will be taught using real-world examples in sociology with an emphasis on understanding key concepts rather than mathematical formulas.

Prerequisites: SOCB35H3

Enrolment Limits: 60

Learning Outcomes:

Students will be able to:

- Clean and manipulate messy data sets using R
- Conduct multiple regression analysis with categorical/continuous variables
- Use regression both as a descriptive technique and as a method for causal inference
- Connect model-based results to sociological/political/economic theories

Topics Covered:

- Summarizing numerical data using tables
- Summarizing results using visualization techniques (e.g., dot plots, boxplots, etc.)
- Mathematics of regression analysis
- Regression analysis with multiple input variables (both categorical and continuous)
- Cleaning and loading data using R

Methods of Assessment:

- Completion of missions (“problem sets”) focused on answering one or more real-world questions (e.g., what might explain the gender wage gap?)
- Weekly online quizzes testing knowledge of key concepts
- Midterm and final exams covering course topics

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being proposed because it fills a gap in the current SOC curriculum. It extends and offers more depth in numeracy and quantitative methods dimensions of the program. For the Major program in Sociology, it will connect the numeracy, the analysis of quantitative, and data model-based results to sociological/political/economic theories. This course will serve as a core course for a certificate in computational social science (proposed for Summer 2020). At the department level, the course allows us to fulfill program learning goals by providing students with a diverse set of transferable skills.

Consultation:

DCC Approval: Oct 16,2019

RO Approval: Oct 10, 2019

Resources: The course will be taught by Ethan Fosse, a full-time tenure-stream faculty member. It is part of his normal teaching load. The course will require additional TA support, which will be covered by the existing budget. It does not require any other resources.

3 Course Modifications:

SOCD01H3: Advanced Seminar in Culture and Cities

Description: This course offers an in-depth examination of selected topics in Culture and Cities. Check the department [website](#) for more details at : www.utsc.utoronto.ca/sociology/programs . This course has been designated a Research Skills Course

Learning Outcomes:

Learning outcomes from a Research Intensive designated course will include at least some of the following:

- Demonstrate command of relevant content knowledge, core principles, and practices.
- Obtain, critically evaluate, and synthesize scholarly literature and relevant data.
- Formulate an original research question (s) that integrates fundamental principles and knowledge in a manner appropriate to the discipline.
- Develop and implement an appropriate methodology or systemic approach to address the research question (s) or problem.
- Identify relevant ethical issues and address them in practice.
- Gain communication skills through the dissemination of the research (process and product) in appropriate formats and venues.

Methods of Assessment:

- Research-Intensive courses will involve research projects that span across the full length of the semester.
- Research Intensive project assignments will constitute a substantial portion of the final grade.
- Research Intensive projects will involve at minimum two graded assignments, but preferably more.

Rationale:

1. The course description and note have had editorial changes.
2. The course learning objectives have been revised to reflect the emphasis on cultivating knowledge and skills connected to carrying out original empirical research in Research-Intensive courses. Research-intensive component reflects the program curriculum at the core, which is an emphasis on student's capacity to imagine, design and carry out independent research.
3. The methods of assessment now consider the fact that an empirical research project constitutes the central assignment in Research-Intensive courses.

Consultation: DCC Approval: Oct 17, 2019

Resources: There will be an increased demand on the TA budget, this will be covered by the departments existing budget.

SOCD05H3: Advanced Seminar in Criminology and Sociology of Law

Description: This course offers an in-depth examination of selected topics in Criminology and Sociology of Law. Check the department [website](#) for more details at : www.utsc.utoronto.ca/sociology/programs . This course has been designated a Research Skills Course

Learning Outcomes:

Learning outcomes from a Research Intensive designated course will include at least some of the following:

- Demonstrate command of relevant content knowledge, core principles, and practices.
- Obtain, critically evaluate, and synthesize scholarly literature and relevant data.
- Formulate an original research question (s) that integrates fundamental principles and knowledge in a manner appropriate to the discipline.
- Develop and implement an appropriate methodology or systemic approach to address the research question (s) or

- problem.
- Identify relevant ethical issues and address them in practice.
 - Gain communication skills through the dissemination of the research (process and product) in appropriate formats and venues.

Methods of Assessment:

- Research-Intensive courses will involve research projects that span across the full length of the semester.
- Research Intensive project assignments will constitute a substantial portion of the final grade.
- Research Intensive projects will involve at minimum two graded assignments, but preferably more.

Rationale:

1. The course description has had editorial changes.
2. The course learning objectives have been revised to reflect the emphasis on cultivating knowledge and skills connected to carrying out original empirical research in Research-Intensive courses. Research intensive courses reflect the program curriculum at the core, of which is an emphasis on student's capacity to imagine, design and carry out independent research.
3. The methods of assessment now take into account the fact that an empirical research project constitutes the central assignment in Research-Intensive courses.

Consultation: DCC Approval: Oct 17, 2019

Resources: There will be an increased demand for additional TA support, this will be covered by the department's existing budget.

SOCD25H3: Advanced Seminar in Economy, Politics and Society

Description: This course offers an in-depth examination of selected topics in Economy, Politics and Society. Check the department [website](#) for more details at www.utsc.utoronto.ca/sociology/programs. This course has been designated a Research Skills Course

Learning Outcomes:

Learning outcomes from a Research Intensive designated course will include at least some of the following:

- Demonstrate command of relevant content knowledge, core principles, and practices.
- Obtain, critically evaluate, and synthesize scholarly literature and relevant data.
- Formulate an original research question (s) that integrates fundamental principles and knowledge in a manner appropriate to the discipline.
- Develop and implement an appropriate methodology or systemic approach to address the research question (s) or problem.
- Identify relevant ethical issues and address them in practice.
- Gain communication skills through the dissemination of the research (process and product) in appropriate formats and venues.

Methods of Assessment:

- Research-Intensive courses will involve research projects that span across the full length of the semester.
- Research Intensive project assignments will constitute a substantial portion of the final grade.
- Research Intensive projects will involve at minimum two graded assignments, but preferably more.

Rationale:

1. The course description has had editorial changes
2. The course learning objectives have been revised to reflect the emphasis on cultivating knowledge and skills connected to carrying out original empirical research in Research-Intensive courses. Research intensive courses reflect the program curriculum at the core, of which is an emphasis on student's capacity to imagine, design and carry out independent research.
3. The methods of assessment now take into account the fact that an empirical research project constitutes the central assignment in Research-Intensive courses.

Consultation: DCC Approval: Oct 17, 2019

Resources: There will be an increased demand for additional TA support, this will be covered by the department's existing budget.