



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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DATE: February 3, 2020 for Monday, February 10, 2020

AGENDA ITEM: 8

ITEM IDENTIFICATION:

Minor Curricular Modifications, Undergraduate for (for approval)*

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] (February 10, 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 Centre for French and Linguistics (Report: French and Linguistics)
 - 3 new courses
 - ECTB58H3
 - FRED28H3
 - LINC10H3
 - 2 course changes
 - LGGC67H3 – course level change from C to D-level
 - LINB18H3 – mode of delivery changed (in class to hybrid)

- The Department of English (Report: English)
 - 1 program change
 - MINOR PROGRAM IN CREATIVE WRITING
 - 8 new courses
 - ENGA03H3
 - ENGB71H3
 - ENGC14H3
 - ENGC28H3
 - ENGC41H3
 - ENGC45H3
 - ENGC46H3
 - ENGD02Y3

- The Department of Historical and Cultural Studies (Report: Historical and Cultural Studies)
 - 9 new courses
 - FSTC24H3
 - FSTC43H3
 - GASD54H3
 - HCSC01H3
 - HISC06H3
 - HISD54H3
 - WSTB09H3
 - WSTC26H3
 - WSTD09H3
 - 1 course change
 - WSTC20H3 – course level change from C to D-level and new topics covered/method of assessment

FINANCIAL IMPLICATIONS:

There are no net 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: French and Linguistics, Report: English, and Report: Historical and Cultural studies, all dated February 10, 2020, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved to be effective as of Fall 2020 for the academic year 2020-21.

DOCUMENTATION PROVIDED:

1. 2020-21 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: French and Linguistics, dated February 10, 2020.
2. 2020-21 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: English, dated February 10, 2020.
3. 2020-21 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Historical and Cultural Studies, dated February 10, 2020.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: French and Linguistics

February 10, 2020

French and Linguistics (UTSC), Centre for

3 New Courses:

ECTB58H3: Foundations of Translation

Description:

This course is a gateway to translation. After dealing with essential skills necessary in translation such as logical thinking, reading proficiency, and precision and clarity in writing, it focuses on fundamental aspects of translation at the conceptual, lexical, syntactic, grammatical, and stylistic levels. It also discusses the practical issues encountered by translators. A variety of real-world documents will be used for practice.

Learning Outcomes:

- To know how to think logically
- To know how to approach a translation text strategically
- To realize the fundamental importance of clarity and precision
- To know how to use paper and electronic tools of reference
- To improve students' lexical, syntactic, and grammatical knowledge in English
- To better students' awareness of differences between English and Chinese
- To apply information learned and logical skills learned to other courses or programs at the university

This course supplies basic instruction in language and communication competence; in analytical, critical, and research competency; in-depth and breadth of knowledge; and at a beginning level of professional translation. It is designed for use in the ECT major program as the beginning of a sequence of scaffolding in which it is followed by ECTB61H3 English and Chinese Translation: Theory and Practice.

Topics Covered:

- Reading texts in English and Chinese critically
- Building adequate knowledge of both paper and electronic tools of linguistic reference
- Identifying lexical, syntactic, and grammatical differences in English and Chinese, including idioms
- Producing simple translations on topics of a general nature
- Developing cultural awareness in translation practice

Methods of Assessment:

- Three assignments/projects of ascending difficulty at 5%, 10%, 10% for a total of 25%

To help students consolidate the topics covered

- One or two presentations for a total of 10%

To provide a venue for exchanges of ideas and opinions

- Mid-term test, 20%

To measure students' grasp of the course content covered so far and identify areas that need improvement

- Final exam, 35%:

To make a final review of the topics covered and assessment of every student's mastery of the course content.

- Active participation, 10%

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

The course is being proposed to better ground the English and Chinese Translation (ECT) major program. This course deals with practical fundamentals of translation not covered by ECTB61H3, which until now has been the most fundamental course under the existing ECT minor program. This course will also serve all ECT students as well as students in Management – International Business Stream, Specialist (Co-op and Non-Co-op) in Linguistics, Major (Co-op and Non-Co-op) in Linguistics, Global Asia Studies programs, and Specialist (Co-op) in International Development Studies (both arts and science streams). ECTB58H3 gives all ECT program students a better understanding of the importance of logic in translation, but providing native Chinese speakers with a more solid grounding in English before taking ECTB61H3.

Consultation:

DCC Approval: Oct 21, 2019

RO Approval: Oct 21, 2019

Resources: This course will be taught by regular ECT faculty and also can be taught by a CFL faculty member. No additional TA support or resources will be required.

FRED28H3: Special Topics in Translation

Description:

A continuation of FREB08H3 and FREC18H3 involving translation of real-world documents and practical exercises as well as a theoretical component. Students will use a variety of conceptual and practical tools to examine problems that arise from lexical, syntactic and stylistic differences and hone skills in accessing and evaluating both documentary resources and specific professional terminology. The course includes two field trips. Different translation fields (e.g. Translation for Government and Public Administration, or Translation for Medicine and Health Sciences) will be chosen from year to year.

Prerequisites: FREC18H3 or equivalent

Learning Outcomes:

Upon completing this course students will be able to :

Easily use both conceptual and practical (including electronic) tools to aid them in translating

Possess increased inductive, deductive and cultural skills applicable to translating

Read texts in English or French analytically

Recognize and competently analyze lexical, syntactic or stylistic difficulties in French, including idiomatic expressions

Produce clear, detailed translations exhibiting enhanced linguistic range and accuracy as well as sensitivity to tone, register and other characteristics

Understand the skills required of a professional translator and what is meant by “translation competence”

Transfer logical and comparative skills to other useful contexts such as other university courses taken, a specific professional workplace etc.

Support for Program Learning Outcomes

Specialist and Major program learning outcomes in French list detailed requirements in terms of language and communication skills; analytical, critical and research skills; depth and breadth of knowledge; and professional capacity.

The proposed course will support all four areas as they are presently outlined. Second, since like most French language courses offered at UTSC it is designed to follow the approach and learning objectives of the Common European Framework (CEF), in terms of level it will complement existing D-level courses such as FRED01H3 Language Practice VII: Written French and FRED06H3 Language Practice VIII: Oral French. Third, since like FRED01H3 it aims to bring anglophone students closer to attaining the European level B2 (Independent User), it will support identical official learning outcome levels, in particular in the twin categories of reading and writing production.

Topics Covered:

Translation practice in order to improve linguistic range and accuracy and increase avoidance of linguistic interference (i.e. avoiding the influence of and application of knowledge from the original language on and to the target language) when translating

Training in the use of logical tools (e.g. comparison, idea comprehension and synthesis, argument), stylistic tools (e.g. vocabulary honing, awareness of style and register, terminology research) and practical tools (e.g. computer aids, methods of documentation, self-revision)

Integrating non-linguistic knowledge when translating

Increasing sociolinguistic competence through a comparative analysis of culturally relevant texts in French and English.

Relevant theories surrounding linguistic equivalence

Note: Terminology, knowledge base and writing conventions learned will depend on the yearly choice of a professional field where the translation is applied.

Methods of Assessment:

Since this is a practical course, evaluation will be based on :

3 progressively more challenging in-class tests worth 15% each (total 45%), spaced in order to gauge progress and interspaced with

3 progressively more challenging translation-related hand-in exercises worth 10% each (total 30%)

1 group report/research activity worth 10%

1 individual final report/research activity worth 10%

Participation (including field trips) worth 5%

These assessment methods support the course learning outcomes by offering steady practice, balanced by analysis, revision, explanation and example, in the related fields of lexical, syntactical, stylistic and cultural competency.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

The course has been designed to provide students with advanced translation skills beyond existing B and C-levels. It strengthens and complements French's overall language curriculum at the D-level since it adds a unique component to what students learn in FRED01H3 and FRED06H3. Unlike these courses, FRED28H3 is based on the constant comparison of English and French as the basis for learning and self-improvement. As such, it is intended to prepare students for the same European B2 Level as FRED06H3. Its addition creates a suite of practically-based translation courses that offers students an additional avenue towards completion of their desired French program, something of particular importance in French at UTSC since the closure of the CTEP program several years ago. It will build competency in specific areas of translation knowledge for students preparing for career fields that include government and public policy, medicine and health sciences, (inter)national business, (inter)national teaching, language-based fields, international development etc. The two field trips included in the course represent an experiential component.

Consultation:

DCC Approval: October 21, 2019

RO Approval: October 21, 2019

Resources: Taught by regular faculty; no TA support or any additional resources required.

LINC10H3: Linguistic Analysis and Argumentation

Description:

In this course, students will develop skills that are needed in academic writing by reading and analyzing articles regarding classic and current issues in Linguistics. They will also learn skills including summarizing, paraphrasing, making logical arguments, and critically evaluating linguistic texts. They will also learn how to make references in their wiring using the APA style.

Prerequisites: LINA02H3 and LINB04H3 and LINB06H3 and LINB10H3

Exclusions: LIN410H5, LIN481H1

Note: Priority will be given to students enrolled in any Linguistics programs.

Learning Outcomes:

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

1. Summarize a variety of linguistic texts to demonstrate comprehension.
 - Apply pre-reading, during-reading, and post-reading strategies to understand the text
 - Identify the author, title, and publication information of the source

- Paraphrase the main ideas and selected supporting details
 - Organize the main ideas and selected supporting details into a coherent text
2. Analyze a variety of texts to determine the credibility of those sources.
 - Describe how a text employs the core concepts of communication
 - Assess the strengths and weaknesses of how a text employs core concepts of communication
 - Recommend improvements to a text's employment of core concepts of communication
 3. Create informed arguments in response to a variety of texts (both oral and written)
 - Select appropriate sources to support and develop their argument
 - Describe the strengths and weaknesses of their sources as a means of strengthening their argument
 - Integrate their sources into the logic, organization, and grammar of their own writing
 - Cite their sources using APA style
 - Construct their argument using communication strategies that align with their purpose and audience
 4. Revise writing for clarity, coherence, and grammatical correctness.
 - Use feedback from instructor and peers to assess the strengths and weaknesses of their own writing, considering both form and content
 - Manipulate their own work through additions, deletions, changes, and reorganization
 - Proofread their own work for correct grammar and mechanics

Topics Covered:

Each topic covers two weeks:

1. Techniques for summarizing and paraphrasing linguistics texts
2. How to write a response to a linguistic article
3. Research techniques in linguistics
4. How to create a bibliography for your linguistic research
5. Citation formats in Humanities
6. How to create an informed argument for a linguistic issue

Methods of Assessment:

There will be different methods of assessments:

1. Summary assignments 25%
2. Argument and analysis (oral) 25%
3. Research Paper (scaffolded). 50%

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

The learning outcomes of this course align with some of the objectives of the Linguistics program, in particular, critical thinking. This course will enable students to prepare for academic presentations and to understand different viewpoints in linguistics and make their own judgements. These skills are necessary for students planning to attend graduate school or any professional program where they may be required to read, write, and analyze linguistic texts. Throughout this course, students will learn different research techniques on how to complete linguistic-based research which will help enhance research skills before attending graduate school. This course also provides students with an additional C-level option to complete program requirements in Linguistics.

Consultation:

DCC Approval: October 15, 2018

RO Approval: Oct 15, 2018 Course code was approved Oct 15, 2018

Resources: Safieh Moghaddam, a full time faculty member will teach this course and it will be rotated with her other upper year courses. No additional TA support or resources required.

2 Course Modifications:

LGGC67H3: Literary Chinese

New Course Code: LGGD66H3

Title: Literary Chinese and English Translations

Description:

This course continues ~~Examines representative literary Chinese texts in Imperial China up~~ to examine Chinese literary masterpieces of the pre-modern era and their ~~early 20th century with~~ English translations. They include the prose and poetry of many dynasties as well as examples in Literary Chinese; ~~poetry of Tang (618-907) and Song (960-1297); and~~ other genres ~~in literary Chinese~~ that are still very much alive in Chinese language and society today. ~~An in-depth review of the English translations will be strongly emphasized.~~

Prerequisites: ~~A working knowledge of Modern Chinese and English~~ LGGC66H3

Exclusions: ~~(EAS206Y), EAS218H1,~~(EAS306Y), EAS358Y1, EAS455H1, EAS458H1, CHI311H5, CHI408H5, CHI409H5

Note:

1. Priority will be given to students enrolled in the Minor in English and Chinese Translation.
2. ~~This course may be taken before or after: LGGC64H3, LGGC65H3, or LGGC66H3.~~
3. Students who have taken this course ~~should~~ ~~may~~ not subsequently take LGGC60H3, LGGC61H3, LGGC62H3, ~~or~~ LGGC63H3, LGGC64H3, LGGC65H3, LGGC66H3 for credit.

Rationale:

1. The course level has been changed from C to D to better reflect the topics and content covered in this course. This change is aligned with a change in the UTSG Department of East Asian Studies; a similar course, EAS306Y1 was recently changed to EAS458H1. Course level change does not impact the course's overall learning outcomes.
2. The course title and description have been updated to ensure accuracy and to better reflect the content covered in this course.
3. The course prerequisites have been updated to better prepare students for this course.
4. The course exclusions have been revised to only identify courses with similar or overlapping content.

Consultation:

DCC Approval: Oct 21, 2019

RO Approval: Oct 21, 2019

Resources: None

LINB18H3: English Grammar

Mode of Delivery: ~~In-Class; Online~~

Hybrid

Rationale:

The course's method of delivery is being corrected. LINB18H3 has always been a hybrid course offering but was listed online in error. Thus, this correction is necessary to ensure students are provided accurate method of delivery course information.

Consultation: DCC Approval October 21, 2019

Resources: None.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: English

February 10, 2020

English (UTSC), Department of

1 Minor Program Modification:

MINOR PROGRAM IN CREATIVE WRITING (ARTS)

Description:

Program Advisor :D. Tysdal(416-287-7161)

Email : creative-writing@utsc.utoronto.ca dtysdal@utsc.utoronto.ca

Enrolment Requirements:

Enrolment is limited and admission is by portfolio . Students will be able to apply to the program after they have completed a minimum of 4.0 credits, including ENGA03H3 .

Applicants must submit a portfolio of 15-20 pages representing their best writing in poetry , fiction (either short stories or selections from a longer work) , and / or creative non-fiction; portfolios may include work completed prior to admission to UTSC . The portfolio must be accompanied by a brief letter of application (1-2 pages) addressed to the Program Advisor ~~0.5~~ credit in Creative Writing . The letter should discuss the applicant's experience as a writer , their future goals in the creative writing program , and a work of literature that has inspired them .

Portfolios should be submitted to creative-writing@utsc.utoronto.ca by the application deadlines for limited enrolment programs – normally March / April for students applying at the end of the Winter session and June / July for students applying at the end of the Summer session . Students should visit the [Office of the Registrar website](#) for exact dates .

Students who are not successful in their first attempt at applying for the program , will be eligible to apply again . By the deadlines outlined above , these students must submit a new portfolio of 15-20 pages representing their best writing in poetry , fiction (either short stories or selections from a longer work) , and / or creative non-fiction . The portfolio must be accompanied by a brief letter of application (1-2 pages) addressed to the Program Advisor in Creative Writing . The letter should discuss the applicant's experience as a writer , their future goals in the creative writing program , and a work of literature that has inspired them ~~in~~ courses .

Completion Requirements:

Program Requirements:

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

1. 1.0 credit as follows:

ENGA03H3 Introduction to Creative Writing ~~ENGA01H3 What is Literature?~~
[ENGB60H3 Creative Writing: Poetry I or ENGB61H3 Creative Writing: Fiction I]

2. 3.0 credits to be selected from the following:

ENGB60H3 Creative Writing: Poetry I (if not already counted as a required course)
ENGB61H3 Creative Writing: Fiction I (if not already counted as a required course)
ENGB63H3 Creative Writing: Creative Nonfiction I
ENGC04H3 Creative Writing: Screenwriting
ENGC05H3 Creative Writing: Poetry, Experimentation, and Activism
ENGC06H3 Creative Writing: Writing for Comics
ENGC08H3 Special Topics in Creative Writing I
ENGC24H3 Creative Writing: The Art of the Personal Essay
ENGC86H3 Creative Writing: Poetry II
ENGC87H3 Creative Writing: Fiction II
ENGC88H3 Creative Writing: Creative Nonfiction II
ENGC89H3 Creative Writing and Performance
ENGD22H3 Special Topics in Creative Writing II
ENGD26Y3 Independent Studies in Creative Writing: Poetry
ENGD27Y3 Independent Studies in Creative Writing: Prose
ENGD28Y3 Independent Studies in Creative Writing: ~~Open Genre Special Topics~~
ENGD95H3 Creative Writing as a Profession

Description of Proposed Changes:

1. The enrolment requirements have been revised to add the submission of a portfolio and the completion of ENGA03H3.
2. ENGA03H3 replaces ENGA01H3 in component 1 of the program requirements.
3. The course title for ENGD28Y3 has been revised.

Rationale:

1. The enrolment requirements for the Minor are being revised to be aligned with those of the new Major. The Department is introducing a new Major in Creative Writing, which will be available as of Fall 2020, for the 2020-21 academic year. The admission requirements for the Major include the submission of a portfolio, and the completion of ENGA03H3, which is a new course that has been created as a gateway for all Creative Writing programs. Aligning the enrolment requirements for the two offerings will ensure fairness, reduce student confusion, and make it easier for students to switch from the Minor to the Major, and vice-versa.
2. ENGA03H3 is a new course that has been created specifically to function as a gateway to all Creative Writing programs. It will replace ENGA01H3 because ENGA01H3 is not a creative writing course and is therefore not core to the program.
3. The course title for ENGD28Y3 has been updated to reflect changes in the course submitted for 2020-21.

Impact:

Students who are already enrolled in the Minor will be grandfathered and will not be impacted by the changes. New students who are interested in the Minor must meet the new enrolment requirements. However, there is no real substantive change since, previously, students were required to submit a portfolio to apply to each course individually. Now they will submit a single portfolio to apply to the program.

Consultation:

There has been extensive consultation within the Department of English regarding these changes. The Department has also consulted with the Registrar's Office and with the Dean's Office.
Approved by the DCC: October 30, 2019

Resource Implications: There are no resource implications.

8 New Courses:

ENGA03H3: Introduction to Creative Writing

Description:

An introduction to the fundamentals of creative writing, both as practice and as a profession. Students will engage in reading, analyzing, and creating writing in multiple genres, including fiction, poetry, nonfiction, and drama.

Prerequisites: High school English or Creative Writing

Exclusions: ENG289H1

Enrolment Limits: 120

Note: Priority will be given to students who have declared, or are considering, a Major or Minor program in Creative Writing.

Learning Outcomes:

- Understand the basic elements and modes of a variety of genres
- Become familiar with a range of exceptional works in a variety of genres
- Produce several short original pieces
- Understand the tools of critique and constructive feedback
- Incorporate feedback into individual creative practice
- Develop a basic understanding of the writing practice and profession, including through exposure to active writers

Topics Covered:

- Reading literature in a variety of genres
- Foundational concepts and vocabulary related to creative writing practise and critique
- How to critique other works in progress by peers
- How to approach student's own creative writing using and implementing techniques and vocabulary learned in class
- How to incorporate peer and teacher feedback into a revision of student's own creative writing
- Foundational knowledge of the current state of the publishing industry in a variety of genres

Methods of Assessment:

- Quizzes in the tutorial, discussion, and participation mark □ to access the understanding of basic elements of genres
- Reading quizzes (or alternative reading responses) in the tutorial, discussion, and participation marks □ to access familiarity with a range of published work read for class, and to access participation in-class visits from professional writers
- Writing short submissions marked by the instructor or TA to access student's own creative writing
- Short response papers as peer feedback, plus participation marks for workshop discussion to access peer feedback for other students' writing
- Final portfolio to access the incorporation of feedback into individual creative practice

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This course will function as the gateway/introductory course for the existing Minor and new Major in Creative Writing. Students will be exposed to a wide range of creative writing, as well as foundational concepts, and at the same time be able to experience the more intimate environments of workshops through tutorials.

Consultation:

DCC Approval: September 25, 2019

RO Approval: October 30, 2019

Resources: The course will be primarily developed and taught by S. Sathiyaseelan as part of her regular teaching load. The course will require 250 hours of TA support; additional resources have been approved by the Dean's Office, as part of the new program proposal for the Major in Creative Writing. No other additional resources are required.

ENGB71H3: Writing About Movies**Description:**

In this course, students will learn to write critically about movies. We will watch movies and read film criticism, learning to write about film for various audiences and purposes. Forms of writing covered will include movie reviews, blogs, analytical essays, and research-based essays. This is a writing-intensive course that will include revision and peer

review. Students will learn how to write academic essays about movies, while also learning about the goals and tools for writing about film for other audiences and venues

Exclusions: CIN369H1

Recommended Preparation: ENGB70H3

Enrolment Limits: 20

Learning Outcomes:

- Students will learn specialized vocabulary for analyzing film - Students will learn how to read various forms of film criticism and identify their intended audiences and goals - Students will learn close viewing practices for analyzing film - Students will learn how to write academic, analytical essays about film - Students will also learn to write about film for different audiences and venues - Students will learn to revise their own work and to practice peer review - Students will learn how to find and use research resources for film studies

Topics Covered:

- Film vocabulary
- Film Criticism
- Critical Viewing and Writing Practices

Methods of Assessment:

This will be a writing-intensive course. There will be multiple writing assignments focusing on different forms of writing about film. Writing assignments and assessment will include revision, as well as smaller writing assignments and exercises leading up to longer analytical essays.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This course will help fill a gap in the curriculum by teaching students how to write analytically about film which is an important skill required for upper-level film courses in the department. Currently, the department has ENGA02H3 that teaches students about analytical writing in literature but does not have a counterpart for film. This is an important skill for students who are interested in English courses in Film. This course will be a good addition to the Minor program in English.

Consultation:

DCC Approval: September 25, 2019
RO Approval: October 4, 2019

Resources: Alice Maurice will be teaching this course as part of her regular teaching load. No additional resources required.

ENGC14H3: Black Canadian Literature

Description:

A study of the diverse and vibrant forms of literary expression that give voice to the Black experience in Canada, with changing emphasis on authors, time periods, Black geographies, politics and aesthetics. The range of genres considered may include the slave narrative, memoir, historical novel, Afrofuturism and “retrospeculative” fiction, poetry, drama, as well as the performance cultures of spoken word, dub, rap, DJing and turntablism.

Prerequisites: Any 6.0 credits

Recommended Preparation: ENGA01H3 and ENGA02H3 and ENGB06H3 and ENGB07H3

Enrolment Limits: 45

Learning Outcomes:

· Become familiar with a selection of major black Canadian authors (depth and breadth of knowledge); · Understand historical and cultural contexts and how they are represented, reimagined and reworked in black literature (depth and breadth of knowledge);
· Engage with and analyze a range of aesthetic modes and genres of black cultural expression in Canada, including the slave narrative, memoir, historical novel, Afrofuturism and “retrospeculative” fiction, poetry, drama, as well as the

performance cultures of spoken word, dub, rap, DJing/turntablism (depth and breadth of knowledge); · Acquire knowledge of the key concepts, theoretical issues, and debates in current critical race theory and Black studies (depth and breadth of knowledge); · Gain advanced insight into textual meaning by employing advanced theoretical concepts in relation to a body of black Canadian literature (application of knowledge); · Practice confident collaboration, oral dissemination of research, and peer review (communication skills); · Build on research skills, including information literacy, effective use of technology, and evaluation of sources (application of knowledge) · Develop strong and sustained lines of argument by incorporating research in mid-length essays (application of knowledge) Program Learning Outcomes Depth and Breadth of Knowledge · Achieve a sophisticated working knowledge of how history, culture and geography influence and are influenced by literature · Develop a strong understanding of literature as a local endeavour, through sustained engagement with Canadian literature. Students will engage with the diverse, multinational, and multiethnic perspectives that characterize our own community. Communication Skills · Write persuasive arguments supported by evidence in the genre and style appropriate for the context and audience · Read written, visual and oral texts closely, accurately and critically, identifying main ideas and themes, supporting ideas, underlying assumptions, intended audience, assumptions, biases, rhetorical devices Application of Knowledge · Engage with, analyze, and produce effective writing and argumentation. · Present, challenge and refine specific ideas and arguments through in-class discussion and debate. · Develop library and research skills, including information literacy, effective use of available technologies, and the evaluation of sources. · Learn how to transport knowledge across texts, categories, and courses. Limits of Knowledge · Evaluate and challenge the power relations that shape traditional literary canons, including their gaps and silences

Topics Covered:

· History of transatlantic slavery, including in Canada; · Canada’s connection to black diasporic routes, networks and communities; · Black aesthetics and literary forms, including the historical novel, Afrofuturism and “retrospective” fiction, poetry, drama, as well as the performance cultures of spoken word, dub, rap, DJing/turntablism; · Anti-blackness both past and present, as well as resistance to it; · Intersectional perspectives on black life, including gendered and queer · Black liberation and Black futures

Methods of Assessment:

1. Mini Essay (10%): An 800-word mini-essay to give students an opportunity to practice their writing and analytical skills and to receive early feedback. (Application of knowledge).
2. Mini Research Project (15%): Students will be asked to choose any location (i.e., a city or town) in Canada and research the black history of the area and to offer a short bibliography of black writing (if any) in that location. (Depth and breadth of knowledge; application of knowledge).
3. Talking Circle Presentation (15%): Students will present their research findings for the above assignment within their talking circles (groups of 6-8 students). (Communication skills).
4. Reader Response Journal (25%): Students will be asked to focus on an aspect of the text under study that week that is in some way difficult or troublesome. Students can use their journals (10 in total over the course of the term) as a place to work out their readings of texts; ask questions and receive private feedback; work out the limits of their knowledge; and/or practice writing. (Limits of knowledge; communication skills; application of knowledge).
5. Final Exam (35%) (essays): Provides students an opportunity to synthesize and apply knowledge; textual analysis; and crafting a sustained and original argument. (Application of knowledge; communication skills).

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This will be the first course at UTSC focusing traditions of black writers in Canada. The literature program at UTSC English offers students a strong grounding in traditional canons of literature, but also endeavours to teach students how to question, challenge and expand the boundaries of traditional canons in light of new knowledge and diverse perspectives. This course expands and enriches the department curriculum by adding an important and growing corpus of black Canadian literature as a fertile area of study within the program. Students enrolled in all three UTSC English programs – literature; creative writing and film – will benefit from a course focused closely on local experience and creative expression.

Consultation:

DCC Approval: September 25, 2019
RO Approval: October 4, 2019

Resources: Karina Vernon will be teaching this course as part of her regular teaching load. No additional resources are required

ENGC28H3: The Fairy Tale

Description:

A study of fairy tales in English since the eighteenth century. Fairy tales have been a staple of children's literature for three centuries, though they were originally created for adults. In this course, we will look at some of the best-known tales that exist in multiple versions, and represent shifting views of gender, race, class, and nationality over time. The course will emphasize the environmental vision of fairy tales, in particular, the uses of natural magic, wilderness adventures, animal transformations, and encounters with other-than-human characters.

Prerequisites: Any 6.0 credits

Recommended Preparation: ENGA01H3 and ENGA02H3

Enrolment Limits: 45

Learning Outcomes:

- Achieve a sophisticated working knowledge of how history, culture and geography influence and are influenced a familiar form of storytelling, the fairy tale;
- Identify and analyze individual tales, collections, and retellings, the emergence and ongoing evolution of fairy tales in response to history, audience, and technology;
- Explore emerging trends and texts within the literature, including the re-evaluation of "old" texts using "new" modes of understanding;
- Consider distinctions between stories addressed to children and those addressed to adults; understand how the collection, presentation, and transmission of fairy tales are mediated by material contexts;
- Consider the environmental vision of the fairy tale, particularly in regard to representations of nature and non-human others; transport this knowledge across texts, categories, and courses. English encourages truly interdisciplinary thinking and allows — even demands — that students carry their knowledge into other classrooms; apply this analytical framework to "real world" texts and contexts, such as the importance of literary forms in understanding our relationship to non-human nature.
- Communicate an understanding of narrative revision through literary analysis or creative retellings, producing original materials that demonstrate active engagement with the course materials.

Topics Covered:

- The entry of fairy tales into the English language; major authors and collections
- The co-optation of fairy tales for newly emergent children's publishing
- Retellings of major fairy tales in anglophone cultures; literary fairy tales · Fairy tales across media: print, illustrated editions, anthologization, picture books, films, comic books, games

Methods of Assessment:

Students will be tested on their understanding of course concepts and content (midterm and final exams); they will be asked to write one paper on a tale and a single variant, and a second paper that takes a broader view of a story type, either a researched literary analysis or the production of a new variant.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

Currently, there is no course to follow the popular B-level Children's Literature course. This new course would allow students to continue their study of children's literature and to deepen it through the study of a particular aspect of the broader field at the C-level. The course would also attract students interested in other popular genre courses such as the B-level courses in film and the graphic novel, as well as the C-level in fantasy.

Consultation:

DCC Approval: September 25th, 2019

RO Approval: October 4, 2019

Resources: Christine Bolus Reichert will be teaching this course. No additional resources are required.

ENGC41H3: Video Games: Exploring the Virtual Narrative

Description:

How do video games connect to English literature? In what ways can they be “read” and assessed as storytelling texts? How do video game narratives reflect historical, cultural, and social concerns? Although active playing will be a required part of the course, students of all video game experience levels are welcome.

Prerequisites: Any 6.0 credits

Recommended Preparation: ENGA01H3 and ENGA02H3

Enrolment Limits: 60

Learning Outcomes:

- 1) Identify major historical and technological developments in video games and the causes for these developments.
- 2) Understand the evolution of video games into the present gaming phenomenon, and the consequent effects on the world of English literature.
- 3) Identify narrative themes and concepts in video games, including character development (and how players connect to characters in-game), plotting, space/time, genre, collaborative authorship, and the nature of “reading” in an interactive storytelling mode.
- 4) Using the components above, produce critical interpretations of video games.
- 5) Construct a close reading of a video game or games, in order to shape an argument about the effects of different narrative styles and techniques.
- 6) Create an original game narrative that showcases the elements of video game storytelling encountered in the course, and provide a rationale explaining their creative decisions.

Topics Covered:

- The history and evolution of video games
- Narrative styles and structures within video games
- Decision-based gaming and interactive narrative modes
- Identity and representation in gaming (e.g., gender, sexuality)
- Genre representation (e.g., apocalyptic, dystopian, horror, fantasy, “real life”, etc.)
- Structural and thematic tropes (e.g., Bildungsroman, good vs. evil, hero’s journey, etc.)
- Writing in/for video games
- Gaming culture and communities, including the problems and debates generated over recent years (especially around diversity and representation, but also regarding the relationship between video games and violence)

Methods of Assessment:

- In-class participation. Class discussions will allow students to express and experiment with critical interpretations of video games (for instance, exercises such as structured debates on the talking points and controversies in gaming communities)
 - “Playgroup” participation (on the model of Facilitated Learning Groups). These groups will be constructed with the intention of giving all students the opportunity to play and discuss games, regardless of skill level. They will also be a more efficient way of using any campus gaming resources. Finally, the self/peer evaluation structure will help develop students’ interpersonal and collaborative abilities.
 - Quizzes. These low-stakes tests will evaluate students’ knowledge of video game history, technological developments, vocabulary, and narrative concepts.
 - Essay. This will be an argumentative close reading essay creating a game (or games) as a literary text available to our discipline’s modes of analysis.
 - Group project assignment. The goal of the final project will be to produce a video game narrative (and, based on student interests and abilities, possibly some basic game construction or visual storyboarding).

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

Given that the video game is one of the most prolific and popular modes of entertainment in today’s world, it is essential that the department offers a course on how to view these works with a critical lens, and hold them accountable for their reflection of (and impact on) the society that produces and plays these games. This is especially vital given the often toxic atmosphere around discussions of identity, diversity, and representation in video gaming culture. Treating games like any other texts available to literary analysis is an important step in this direction. The course’s culminating project (constructing a video game narrative) will also be resonant with department’s Creative Writing program and offer a clear link between the creative and critical streams in the department.

Consultation:

DCC Approval: September 24th, 2019

RO Approval: October 18, 2019

Resources: This course will be taught Sonja Nikkila, a continually appointed faculty as part of her teaching load. Additional TA support may be needed for this course, this will be covered by the departments existing budget. No other additional resources are required.

ENGC45H3: Queer Literature and Theory**Description:**

This course focuses on queer studies in a transhistorical context. It serves as an introduction to queer theory and culture, putting queer theory into conversation with a range of literary texts as well as other forms of media and culture. This course might explore contemporary LGBTQ2+ literature, media and popular culture; the history of queer theory; and literary work from early periods to recover queer literary histories.

Prerequisites: Any 6.0 credits

Exclusions: ENG273Y1, ENG295H5

Enrolment Limits: 45

Learning Outcomes:

- Students will be conversant with the history of queer theory and queer studies
- Students will be familiar with a number of queer critical perspectives in intersectional contexts
- Students will be able to place queer theory in conversation with a range of literary and cultural texts and media
- Students will be able to generate critical analyses of literary and cultural texts using a range of queer theoretical frameworks

Topics Covered:

- The literary histories of queer literature
- Queer theory and its genealogies
- How to analyze, speak and write with facility about a range of queer theoretical perspectives
- How to analyze, speak and write with facility about a range of literary and cultural texts
- which represent queer perspectives and experiences

Methods of Assessment:

A range of written forms of assessment. These written assignments will assess students' ability to analyze literary and cultural texts critically and to think with and analyze queer theoretical perspectives clearly. Written assignments will also incorporate student research (theoretical, literary, observational, critical, etc.), synthesizing the importance of the research and connecting it to current queer academic and/or activist discourse.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

Students in English have a strong interest in queer theory, literature and culture, but currently, there are no courses that focus on queer studies. Thus, ENGC45H3 will help in filling this gap in the current departmental curriculum. This C-level course will have the flexibility to be taught by different instructors, allowing each instructor to bring their own unique perspectives.

Consultation:

DCC Approval: September 25, 2019

RO Approval: October 4, 2019.

Resources: This course will be taught by continuing appointed faculty members, no additional resources are required.

ENGC46H3: Law and Literature**Description:**

An examination of how the law and legal practices have been imagined in literature, including the foundations of law, state constitutions, rule of law, rights, trials and judgments, ideas of justice, natural law, enforcement, and punishment. We will examine Western and non-Western experiences of the law, legal documents and works of literature. Authors may include Sophocles, Aeschylus, Shakespeare, Melville, Dostoyevsky, Kafka, Achebe, Soyinka, Borges, Shamsie, R. Wright, Silko.

Prerequisites: Any 6.0 credits

Enrolment Limits: 45

Learning Outcomes:

1. To understand literature better by looking at a common theme across centuries and across cultures
2. To understand the philosophy and theory of law, including its foundations.
3. To think of law as something that needs to be questioned and examined.
4. To understand the colonial underpinnings of Western law.

Topics Covered:

1. The foundations of law
2. The violence of the law
3. The nature of criminal guilt
4. The making of the law-abiding citizen
5. The justice system
6. Natural vs legal justice
7. Alternative forms of law
8. Human rights law

Methods of Assessment:

1. Essays so students will have a chance to work out what they themselves think.
2. Exam so students will have a chance to synthesize everything they learned.
3. Weekly assignments to make sure students are engaged with the reading.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

Law and Literature complements courses such as Science and Literature as well as broader interdisciplinary programs at UTSC like Health Humanities. Many Humanities students consider law as a career option and this course will introduce them to topics in this field. ENGC46H3 also allows for the study of literature outside a historical or national framework, allowing students to think about larger questions, including what is literature and what is law. Such abstract questions are not possible in courses that focus on period or nation. The course will deliberately consider non-European texts alongside Western ones in order to consider different attitudes to the law and different systems of law.

Consultation:

DCC Approval: September 25th, 2016
RO Approval: October 4, 2019

Resources: Neil ten Kortenaar will be teaching this course as an appointed faculty member. No additional resources are required.

ENGD02Y3: Teaching Academic Writing: Theories, Methods and Service Learning

Description:

This course explores the theories and practices of teaching academic writing, mostly in middle and secondary school contexts as well as university writing instruction and/or tutoring in writing. Through its 60-hour service-learning component, the course also provides student educators with the practical opportunities for the planning and delivering of these instruction techniques in different teaching contexts.

Prerequisites: Any 5.0 credits and [ENGA01H3 and ENGA02H3]

Enrolment Limits: 22

Learning Outcomes:

- Become familiar with major trends and challenges in the teaching of writing; understand and respond to current research and issues in the teaching of English Language Arts
- Understand, interrogate, transfer, and apply theoretical components of writing pedagogies to various teaching environments · Develop a philosophy of teaching writing
- Articulate approaches and possible activities used to support the development of student writing
- Practice designing/approaching writing assignments and scaffolding activities
- Experiment with the response and evaluation strategies
- Cooperate with classmates on lesson planning and other tasks
- Achieve a sophisticated working knowledge of reflective practice both at the pre-service and in-service levels of teaching
- Recognize the importance of teamwork, facilitation, communication, self-awareness and professionalism, as transferable life/work skills

Topics Covered:

- Writing pedagogies;
- Writing and mental health;
- Writing and multilingual learners;
- Lesson planning;
- Assessment, testing and evaluation;
- Classroom management (tutoring, online teaching, classroom teaching);
- Service Learning;
- Reflection

Methods of Assessment:

1. Praxis Report (25% of the overall grade/Fall Term): Based on class discussions and readings, students will write a rhetorical summary and application of 3 scholarly articles from academic journals related to writing studies. In the second half of the report, students will build on this rhetorical reading and analysis to design a classroom practice, activity or assignment, along with a short rationale articulating their decision-making.
2. Primary Research: Observation and Interview (25% of the overall grade/Fall Term): After studying the practice of observation, student educators conduct an observation of a classroom teacher, tutor, or other space with a specific question or interest in mind that is related to the teaching of writing. They will submit their “raw” observational notes as well as 2-3 pages evidence-based reflection asserting what they learned and what questions remain. In the next part of this project, they will conduct an interview with the same individual they observed or another writing teaching-practitioner, focusing on a question or area of interest related to the teaching of writing. They will submit their interview transcript, along with a corresponding video or audio, followed by a second 2-3 page evidence-based reflection addressing some of the findings reported in the first reflection. In compiling these reports, for each, student educators will produce a one-page rationale narrative that explains their reasons for choosing the methods, sites, people, and their motivating questions.
3. Service-Learning Field Notes and Reflections (30% of the overall grade/Winter Term) Once student educators start their actual placement in winter, they are expected to keep and submit a record of their work with their learners. These records are descriptive in nature and should focus on the “what”, “how”, “why”, “so what”, and “then what” of the learning process. They should also submit weekly reflections--evidence of their ability to assess, reflect, teach, and re-teach based on their observations and experiences.
4. A mini-case Study (10% of the overall grade/Winter Term) For this assignment, student educators are expected to write a 5-page description of one learner in the service-learning context. The study should include the learner's learning styles and strategies; the student educator’s initial assessment of the learner’s writing own strengths and weaknesses as teacher/tutor in working with this particular learner; a needs analysis of this learner; and recommendations about further writing instruction.
5. Symposium Presentation (10% of the overall grade/Winter Term) Student educator will deliver a 15-minute power point presentation of their respective learning-service experiences to a larger campus audience, re-visiting some of the observations, reflections and questions they posited in the Primary Research assignment in the fall.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This course aims at teaching students different theories that govern writing practices and decisions which is a foundation skill required. This new course will be the first the English Department, in its integrated approach to teaching and learning, based on the service-learning model. It proposes the writing-teacher-researcher model as an approach to teaching practice that emphasizes inquiry, reflection, observation, revision and redesign, and ongoing development through immersion in the professional field. The course will appeal to many of the department's students who are looking for (1) practical

applications to theoretical concepts; (2) teaching-related opportunities, in Canada and abroad; and (3) courses aligned with our upcoming joint program in English and Teaching (2020-2021).

Consultation:

DCC Approval: Sept 27, 2019.

RO Approval: Oct 15, 2019

Resources: Maria Assif will teach this course. No additional TA support or resources are required for this course.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Historical and Cultural Studies

February 10, 2020

Historical & Cultural Studies (UTSC), Department of

9 New Courses:

FSTC24H3: Gender in the Kitchen

Description:

Across cultures, women are the main preparers and servers of food in domestic settings; in commercial food production and in restaurants, and especially in elite dining establishments, males dominate. Using agricultural histories, recipes, cookbooks, memoirs, and restaurant reviews and through the exploration of students' own domestic culinary knowledge, students will analyze the origins, practices, and consequences of such deeply gendered patterns of food labour and consumption.

Same as WSTC24H3

Prerequisites: 8.0 credits, including [0.5 credit at the A- or B-level in WST courses] and [0.5 credit at the A or B-level in FST courses]

Exclusions: WSTC24H3

Learning Outcomes:

1. By the end of the semester students will understand the differences of and appropriate use of quantitative and qualitative (observational, archival, ethnographic, life writing) methods of analyzing diverse forms of evidence that document how gender relations shape production, preparation, and consumption of food.
2. Students will be able to read, summarize, analyze and integrate into a short narrative diverse sources such as labour market data, memoirs, interviews, diet diaries, ethnographic films, cookbooks, and recipes.
3. Students will develop depth and breadth of knowledge about food, gendered work, family foodways, and the gendered character of food knowledge and praxis. They will acquire experiential knowledge of course themes through structured tasks and visits to the kitchen laboratory, farmers' markets, the campus farm, and other culinary spaces.
4. Students will learn methodologies of Food Studies and Humanistic scholarship more generally by conducting classroom and field research to find appropriate documentary evidence and critically evaluating these sources by situating them in social context and in relation to scholarly interpretations.
5. Students will learn to apply knowledge through assignments dedicated to developing a persuasive argument with a clear thesis statement, supporting evidence, and logical organization. Students will also practice editing their written work.
6. Students will learn to recognize the limits of knowledge through a critical understanding of how the questions we ask shape the answers we reach and how the availability and positionality of our sources limit and shapes the questions that we ask and often the answers we obtain.
7. Students will practice important communication skills such as listening and reading comprehension, note-taking, class discussion, writing persuasive arguments and team discussions.
8. Students will develop autonomy and professional capacity by taking responsibility for their study habits and class

conduct, including completing assignments on time, teamwork, field assignments, and actively participating in class and experiential learning.

Topics Covered:

1. Food and food preparation among early humans;
2. Cross-cultural and experiential gender practices in the home kitchen and family dinner table;
3. the division of labour in court cuisines;
4. Gendered labour in subsistence and commercial production of foodstuffs;
5. Case studies of commercial dining and restaurants from the 19th and 20th centuries;
6. How gender shapes the business of buying and selling food: gendered kitchen labour; the Restaurant: a male domain?;
7. Gender in immigrant restaurants;
8. Fast food restaurants;
9. Gender and “fine dining”
10. Culinary Labour, Kitchen Work, & Gendered Perspectives: Overview
11. How people eat, how & why. How has this changed over time? How has it changed over three generations of your family? How might movements, migration & mobilities change these for a society in general?
12. When, what & why do people think and feel about their food and their bodies? Discuss individual and collective examples keeping race, class, and gender specificities in mind.
13. How do gender roles and social location shape everyday and festive eating experiences and habits? How might gendered expectations of eating and drinking be resisted or changed?
14. How do people of different genders and/or ages relate to different types of culinary provisioning spaces? Eggs, kitchens, supermarkets, community gardens, farmers’ markets, corner stores etc. Are there other factors that affect them?
15. How do you think to study & to discuss such issues might have changed your own perspectives on Gender and the Kitchen, broadly defined?

Methods of Assessment:

1. Weekly journal writing (students develop careful and analytical reading skills, assess and demonstrate methodological competencies)
2. Mid-term and final exams (students demonstrate the depth of knowledge)
3. 10-page research paper on a subject of student’s own choice (integrate diverse evidence and use distinctive methodologies to produce a short, unified narrative, and convey a sustained research program and to develop and improve critical communication skills)
4. All of these assessments will prepare them to be conducting & presenting original research papers & projects in the D level seminars and for graduate school.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

The class is intended to expand offerings in the FST minor by highlighting for students the importance of analyzing and paying in-depth attention to the gendered nature of food work in and outside the kitchen, the historical importance of women in shaping and transmitting family and community foodways, the changing role of men in and as regards the kitchen. It aims to advance and broaden experiential learning for upper-level students by engaging actively with important socio-economic and cultural sites of culinary provisioning and knowledge production such as households, kitchens, gardens, cookbooks, markets, grocery stores, and sundry others.

Consultation:

DCC Approval: October 10, 2019.
RO Approval: December 19, 2018.

Resources: Will be taught by regular faculty; may require a TA which will be covered by the departments existing budget.

FSTC43H3: 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 GGRC34H3

Prerequisites: FSTA01H3 or GGRA02H3 or GGRA03H3

Exclusions: GGRC41H3 (if taken in the 2019 Winter and 2020 Winter sessions), GGRC43H3

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 the describes 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.

Consultation:

DCC Approval: October 10, 2019.

RO Approval: October 3, 2019.

Consulted with the Human Geography department.

Resources:

The course will be taught by regular faculty, Professor Ken McDonald, as part of his regular teaching load. The course will not require TA support. This course will require ancillary fees to cover the cost of cooking practicums, however, 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.

GASD54H3: Aqueous History: Water-Stories for a Future

Description:

This upper-level seminar will explore how water has shaped human experience. It will explore water landscapes, the representation of water in legal and political thought, slave narratives, and water management in urban development from the 16th century. Using case studies from South Asia and North America we will understand how affective, political and social relations to water bodies are made and remade over time.

Same as HISD54H3

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

Exclusions: HISD54H3

Learning Outcomes:

- Build historical knowledge: by gathering and contextualizing a new lens ('water') to understand conventional accounts of land-based history from a new perspective of the landscape. Students will explore similar cases (for example the city) from the familiar (such as Toronto) to the unfamiliar (Chennai) and think across historical differences. Other cases will expose students to local, regional and global scales.
- Employ historical methods of inquiry, research, and analysis of water-based history that will allow them to engage with interpretative dimension of analysis, explore new sources (shipping logs, walking the land), engage with multiple perspectives and revise conventional accounts of history pertaining to cities, agrarian expansion and even understand the pasts of a landscape. Here multiple sources concerning non-industrial and post-industrial engagements with water will offer new language and perspectives for students to explore.
- Recognize the provisional nature of historical knowledge, especially maps, and explaining multiple causes of complex events using potentially conflicting sources.
- Create historical arguments by collaborating and writing a paper: by generating open-ended questions about the pasts of water and devising new ways of crafting arguments supported by evidence and recognize their debt to the work of other scholars through appropriate citation.
- Students will learn to apply historical knowledge to a contemporary issue such as anthropogenic induced climate change or the pressing need for climate justice.

Topics Covered:

- The Hungry Tide: Writing Water-stories
- The Free Sea: Seascapes and Coasts, freedom and enslavement
- Rivers, Lakes, Ponds: State and Kingship
- From Rainmaking to Prognosis: What is the future of Asian Monsoon and Arctic Ice?
- Water Regulation and Science: Ports, Canals, Water provisioning
- Water Engineering and Dispossession: Flooding and Drainage
- Other Stories: Water Warriors and Water Protectors
- Other Stories: Pipelines and Pollution
- Other Stories: Saving the Coast.
- Other Stories: Reviving Water.
- Climate or Environmental Justice: Why does water matter?

Methods of Assessment:

Regular reflections on readings & course content 25%

- Class participation 15%
- Essay proposal & bibliography 15%
- Analysis of a Digital Project, Primary Source 10%
- Long-form essay, narrative 25%
- Presentation 10%

Mode of Delivery: In Class

Rationale:

This course is being proposed to expand student seminar offerings at the D-level in History and Global Asia Studies. It will model how to use history to think and reflect on students' everyday fears, experience and enjoyment of water in new ways that foreground water and climate justice. The course will be offered as a D-level elective in Global Asia Studies and History programs. Within these two programs, it will enhance the scholarly apparatus and writing skills of students, and build disciplinary knowledge of GAS and History. The thematic focus can allow for a great deal of flexibility and play in terms of choosing empirical case studies, social theoretical texts, and essay ideas. Thus, GASD54H3 is a good fit at the D-level for both discipline areas.

Consultation:

DCC Approval: October 15, 2019.

RO Approval: October 3, 2019.

Resources: Will be taught by regular faculty; will not require additional TA resources.

HCSC01H3: Experiential Learning in Historical and Cultural Studies

Description:

In this experiential learning course, students will have opportunities to apply their HCS program-specific knowledge and skills, develop learning, technology and/or transferable competencies, and serve the GTA community. This experience will allow students to meaningfully contribute to and support projects and activities that address community needs by completing a placement at a community organization.

Prerequisites: Students must be in Year 3 or 4 of their studies, and enrolled in an HCS subject POST, and must have completed 3.0 credits of their HCS program

Exclusions: CTLB03H3, WSTC23H3

Learning Outcomes:

- gain an in-depth understanding of the principles of integrated learning experiences
- develop the interpersonal skills to cultivate meaningful and durable relationships with community organizations
- demonstrate awareness of teamwork, facilitation, communication, learning styles and goals, professionalism, and information research, as important academic skills/activities
- strengthen their communication skills (written and oral skills) and transfer their communication skills to a practical and professional environment
- be able to reflect critically on their experiences
- be able to understand and communicate the value and transferability of their knowledge and skillset to different environments
- gain a better understanding of personal strengths, weaknesses and interests

- develop knowledge and competencies of their choosing by setting learning goals
- identify community needs and create new knowledge, products or resources that are beneficial to these communities

Topics Covered:

- Experiential Learning
- Communications skills
- Professional Etiquette
- Critical cultural Awareness and intercultural communication
- Presentation Strategies
- Leading a Discussion
- Networking
- Career Exploration
- Humanities and the workplace
- Reflection

Methods of Assessment:

- Placement agreement and defining learning goals
- Reflective Journal Entries
- Oral Presentation of Placement Experience
- Participation (in-class)
- Placement evaluation (by supervisor)
- Final report

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course aligns with the Ministry of Colleges and Universities' new mandate to provide students with experiential learning opportunities that are tied to their coursework and/or program(s) of study. This course will serve all HCS programs. It will also serve as an alternative to the co-op option. It is an opportunity to better prepare students for work in a professional environment and for them to understand and be able to communicate the relevance and transferability of their knowledge and skills. It is also a valuable opportunity for students to connect with and understand the needs of community organizations, how they can be better served and how their skills are valuable.

Consultation:

DCC Approval: December 19, 2019.
RO Approval: December 18, 2019.

Resources: The course will be taught and/or co-taught and coordinated by regular faculty and an HCS staff member this will be covered by the department's existing budget. Additional support will be provided by the UTSC ILE Coordinators to assist with establishing placement opportunities. No other resources are required.

HISC06H3: Futures of the Past: Introduction to Digital History

Description:

In the oft-titled "Information age" how has historical practice changed? How will researchers analyze the current moment, which produces ever more, and ever-more fragile information? This third-year seminar explores the foundations of digital history by understanding the major shifts in historiography and historical research that have occurred through computing. Students taking this class will be prepared to take HISD18 and further extend their knowledge of digital methodologies.

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

Learning Outcomes:

- Build historical knowledge: by gathering information from digital sources and contextualizing information according to scale (local, regional, transregional, global), depth of detail, genre, provenance, and category.
- Employ historical methods and sociology of knowledge methods of inquiry to understand and evaluate data. This will include ethical use and collection, credibility, positionality and politics of representation, but also learning to specify the emergence of digital data alongside developments of the longer information age
- Recognize the provisional nature of data and its scholarly interpretation in both analog and digital worlds. Engage with the wide range of possible interpretation enabled by data and by the circulation of digitized data. Learning to craft

arguments by looking at contradictory perspectives and data, as stepping stones to more accurate accounts and stronger arguments; explaining multiple causes of complex events, synthesizing other scholars' arguments, debt to others and revising one's own arguments.

- How to ask good questions of data to write history: developing research strategies to answer them.
- Digital citizenship: Can thinking historically help cultivate active citizenship in a post-truth world?

Topics Covered:

- Historiography
- Major projects in Digital History
- Digital methodologies (remediation/digitization, visualization (including mapping),
- Collaboration
- Historical events in a digital age
- Equality, Accessibility, and the Digital

Methods of Assessment:

- Regular reflections on readings & course content 25%
- Class participation 15%
- Analysis of a Digital Project 20%
- Pechakucha proposal & bibliography 10%
- Long-form blog post 15%
- Pechakucha 15%

Mode of Delivery: In Class

Rationale:

Digital technology and data helps shape historical and humanities research. This course will introduce students to a range of issues pertaining to the use of digital technology (and data) for historical research, collective memory and archives. Such training is long overdue for the department's humanities students, especially those who don't wish to specialize in digital history, therefore, this course will help fill a departmental curriculum gap. It will also be a stepping stone to HISD18H3 for students who wish to pursue their interest in the digital humanities.

Consultation:

DCC Approval: October 15, 2019.

RO Approval: October 3, 2019.

Resources: This course will be taught by regular faculty from HCS and a member of the Digital Scholarship Unit. It will require a TA preferably; this will be funded by the department's existing budget. No additional resources are required

HISD54H3: Aqueous History: Water-stories for a Future

Description:

This upper-level seminar will explore how water has shaped human experience. It will explore water landscapes, the representation of water in legal and political thought, slave narratives, and water management in urban development from the 16th century. Using case studies from South Asia and North America we will understand how affective, political and social relations to water bodies are made and remade over time.

Same as GASD54H3

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

Exclusions: GASD54H3

Learning Outcomes:

- Build historical knowledge: by gathering and contextualizing a new lens ('water') to understand conventional accounts of land-based history from a new perspective of the landscape. Students will explore similar cases (for example the city) from the familiar (such as Toronto) to the unfamiliar (Chennai) and think across historical differences. Other cases will expose students to local, regional and global scales.
- Employ historical methods of inquiry, research, and analysis of water-based history that will allow them to engage with interpretative dimension of analysis, explore new sources (shipping logs, walking the land), engage with multiple

perspectives and revise conventional accounts of history pertaining to cities, agrarian expansion and even understand the pasts of a landscape. Here multiple sources concerning non-industrial and post-industrial engagements with water will offer new language and perspectives for students to explore.

- Recognize the provisional nature of historical knowledge, especially maps, and explaining multiple causes of complex events using potentially conflicting sources.
- Create historical arguments by collaborating and writing a paper: by generating open-ended questions about the pasts of water and devising new ways of crafting arguments supported by evidence and recognize their debt to the work of other scholars through appropriate citation.
- Students will learn to apply historical knowledge to a contemporary issue such as anthropogenic induced climate change or the pressing need for climate justice.

Topics Covered:

- The Hungry Tide: Writing Water-stories
- The Free Sea: Seascapes and Coasts, freedom and enslavement
- Rivers, Lakes, Ponds: State and Kingship
- From Rainmaking to Prognosis: What is the future of Asian Monsoon and Arctic Ice?
- Water Regulation and Science: Ports, Canals, Water provisioning
- Water Engineering and Dispossession: Flooding and Drainage
- Other Stories: Water Warriors and Water Protectors
- Other Stories: Pipelines and Pollution
- Other Stories: Saving the Coast.
- Other Stories: Reviving Water.
- Climate or Environmental Justice: Why does water matter?

Methods of Assessment:

- Regular reflections on readings & course content 25%
- Class participation 15%
- Essay proposal & bibliography 15%
- Analysis of a Digital Project, Primary Source 10%
- Long-form essay, narrative 25%
- Presentation 10%

Mode of Delivery: In Class

Rationale:

This course is being proposed to expand student seminar offerings at the D-level in History and Global Asia Studies. It will model how to use history to think and reflect on students' everyday fears, experience and enjoyment of water in new ways that foreground water and climate justice. The course will be offered as a D-level elective in Global Asia Studies and History programs. Within these two programs, it will enhance the scholarly apparatus and writing skills of students, and build disciplinary knowledge of GAS and History. The thematic focus can allow for a great deal of flexibility and play in terms of choosing empirical case studies, social theoretical texts, and essay ideas. Thus, GASD54H3 is a good fit at the D-level for both discipline areas.

Consultation:

DCC Approval: October 15, 2019.

RO Approval: October 3, 2019.

Resources: Will be taught by regular faculty; will not require additional TA resources.

WSTB09H3: Gender, Race, and Colonialism

Description:

This course is an introduction to how the history of colonialism and the power relations of the colonial world have shaped the historical and social constructions of race and gender. The course considers political, legal, economic, and cultural realms through which colonialism produced new gendered and racial social relationships across different societies and communities. The ways in which colonial power was challenged and resisted will also be explored.

Prerequisites: 1.0 credit at the A-level in any Humanities or Social Science courses

Learning Outcomes:

After completion of the course, students will:

- Understand and explain key concepts of colonialism
- Gain a complex understanding of the impact of colonization on communities and societies
- Demonstrate a complex understanding of the impact of colonialism on the intersections of gender and race
- Comprehend the impact of colonial practices
- Recognize the legacies of colonial practices
- Understand and explain global resistances to colonial ideas and practices, historically and currently
- Apply analytical and critical writing skills by applying concepts to colonial practices

Topics Covered:

- Understanding colonialism
- European colonial ideas of ‘the Orient’ and the implications for gender and race
- Legal mechanisms of colonial governance that affected meanings of gender
- Scientific racism and the construction of race
- Legacies of colonial laws and regimes governing sexuality and gender
- Legacies of colonial formations on racialization
- Challenges and resistances to colonial ideas of race and gender – in historical context and in contemporary activist and scholarly worlds

Methods of Assessment:

- Critical reading analysis
- Research essay (and outline)
- Community engagement component and analytical reflection
- Final exam

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

Gender, Race, and Colonialism will fill a gap in the current WST curriculum by providing theoretical and conceptual background to existing C and D-level courses (such as WSTC13H3, WSTC24H3, WSTD04H3, WSTD07H3, WSTD16H3 and WSTD30H3). WSTB09H3 is designed to be of interest to students across all HCS programs and other Humanities and Social Science programs across UTSC. Addressing ‘colonialism’ was also noted in the WST Self-Study as an important topic to include in the women and gender studies programs.

Consultation:

DCC Approval: December 20, 2019.

RO Approval: December 18, 2019.

Resources:

This course will be taught by an existing full-time faculty member in the Department of Historical and Cultural Studies. TA support may be required depending on class size and will come from the department’s existing resources. No additional resources are required.

WSTC26H3: Critical Race and Black Feminist Theories

Description:

This course focuses on the theoretical approaches of critical race theory and black feminist thought this course examines how race and racism are represented and enacted across dominant cultural modes of expression and the ideas, actions, and resistances produced by Black women. The course will analyze intersections of gender subordination, homophobia, systems and institutions of colonialism, slavery and capitalism historically and in the contemporary period.

Prerequisites: WSTA03H3 and WSTB11H3 and an additional 1.0 credit in WST courses

Exclusions: WGS340H5

Learning Outcomes:

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

- Understand and evaluate critical race theory and its contribution to feminism, such as the critique of liberalism, intersectionality and praxis
- Apply analyses of structural inequalities, such as racism, settler colonialism, neoliberal capitalism and the legacy of

slavery

- Demonstrate a complex understanding of the history of Black feminist thought and action
- Integrate knowledge from different disciplines to analyze the impact of representations of Black women in popular culture
- Understand and explain the role of embodied experience and community building in anti-racist and de-colonial knowledge production

Topics Covered:

- Mapping Black feminist thought and action from the 19th-21st century
- Understanding critical race studies
- Understanding Black queer studies
- Black Feminist Methodologies
- Blackness, Gender and Representation in Popular Culture
- Intersecting discourses of race, class, gender and sexuality in colonial, post-colonial and settler societies and the impact/effects of the above on Black communities
- Black Feminist organizing and activism

Methods of Assessment:

Analytical Reading Reflection (x2)
Community Engagement Project and Essay
Take-home Exam

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a critical gap in the theoretical offerings of the WST program. WSTA03H3 introduces these topics but the department does not have a followup course until the D-level. This course is also created in response to the 2018-19 departmental external review. Black feminist studies are significant for two reasons - 1. reflecting a deep engagement with conversations across women's and gender studies programs/departments across Canada and the United States, and 2. such a course would likely resonate with the uniquely diverse student body at the Scarborough campus.

Consultation:

DCC Approval: December 20, 2019.
RO Approval: December 18, 2019.

Resources:

This course will be taught by an existing full-time faculty member in the Department of Historical and Cultural Studies. TA support may be required depending on class size and will come from the department's existing resources. No other resources are required for this course

WSTD09H3: Race, Gender, and Islamophobia

Description:

An in-depth examination of Islamophobic discourses, practices and institutionalized discriminatory policies, and their impact on Muslims and those perceived to be Muslim. Themes include the relationship between Islamophobia, gender orientalism and empire; Islamophobic violence; Islamophobia in the media; the Islamophobia industry; the mobilization of feminism and human rights in the mainstreaming of Islamophobia. Equal attention will be paid to resisting Islamophobia through art, advocacy, and education.

Prerequisites: WSTB11H3 and 1.0 credit at the C-level from courses listed in requirements 5 and 6 of the Major program in Women's and Gender Studies

Recommended Preparation: ANTC80H3, RLG204H1 or NMC475H1

Enrolment Limits: 15

Note: Priority will be given to students in the Major program in Women's and Gender Studies

Learning Outcomes:

- Deepen understanding of intersectionality, critical race theory, and postcolonial feminism.
- Gain a deeper understanding of gender orientalism, colonial and imperialist feminism, and Islamic feminism
- Think critically about the rescue narratives in the mobilization of Muslim women's rights and LGBTQ rights in

Islamophobic discourses.

- Apply the concepts and tools of Critical Discourse Analysis to Islamophobic texts including memoirs, films, newspaper articles, YouTube videos, advertisements, official documents, among others.
- Enhance their research and analytical skills by conducting a major research project on the intersection of gender, race and Islamophobia in the Canadian context.

Topics Covered:

- The meanings of Islamophobia across time and space
- Relationship of older forms of gender Orientalism and newer forms of Islamophobic discourses and policies (e.g., banning of the headscarf or burqa)
- The intersections of gender, race and sexuality in the “Clash of civilizations” discourse
- The construction of Islam and Muslims as an existential threat to the west
- Feminism, human rights and the mainstreaming of Islamophobia
- The role of the “native informant” and the “ex-Muslim woman” in the Islamophobia industry
- Islamic feminism as a form of resistance to Islamophobic feminism
- Hate crimes, securitization, and social exclusion
- Relationship between Homonationalism, Homophobia and Imperialist Islamophobia
- The vilification of Muslims in Hollywood
- Islamic feminism in Islamophobic times
- Resisting Islamophobia through art, advocacy and education

Methods of Assessment:

Class participation: This course adopts a seminar-style. Therefore, students are required to undertake all the required weekly readings, and actively engage in class discussions. Class participation also involves staying tuned to current events and sharing any relevant material with the class (e.g., media artifacts such as links, YouTube videos, news articles). Each participant is required to be the discussion leader in at least one weekly seminar. This involves 10-15 minutes of presenting the main arguments in the readings and the posing of some questions for the class to consider.

Weekly blogs /Response papers: These think pieces about each week’s reading material and should be two-pages long. The aim of these weekly reflections is to allow participants to engage critically with the concepts, ideas and arguments presented in the readings. To spark debate and achieve the desired seminar-style discussions, participants must circulate their critical reflections to the class the evening before each class meeting.

Midterm exam: An in-class examination to assess students' understanding of concepts.

Research Project: The aim of the research project is to document and critically reflect on intersectional Islamophobia in the Canadian context. It gives students the opportunity to build on what they’ve learned in this seminar and gain hands-on experience with the execution of a research project from start to finish through careful selection of a topic, library research and critical reflections about relevant readings and other materials, empirical research and analysis, and the organization of ideas and findings into a coherent critical essay.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

The proposed course fills a gap in the Women’s and Gender Studies curriculum and the Historical and Cultural Studies department as a whole but fits well into their interdisciplinary focus. Analysis of the intersections of multiple axes of difference is central to feminist critiques. With its focus on gender, race and faith-based discrimination, the proposed course provides an important continuation of introductory courses in the WST program such as WSTA03H2, WSTB11H3 and WSTC13H3. In addition, the course complements other D-level courses in WST and HCS by focusing on Islam.

Consultation:

DCC Approval: October 10, 2019.

RO Approval: October 9, 2019.

Resources: This course will be taught by regular faculty. No additional resources are required.

1 Course Modification:

WSTC20H3: Women, Gender and Environmental (In)Justice

New Course Code: **WSTB20H3**

Title: Women, the Environment, Gender and Change Environmental (In) Justice

Description:

Issues related to women, gender and An examination of the impact the environment will be addressed through current has on our gendered lives. Current, historical and transnational perspectives will be addressed. Topics will include: the impact of climate change environmental degradation on gendered and racialized bodies; planning for safer places; global sustainable development; ecofeminism and activism for change ecofeminism; the gender division of spaces.

Prerequisites: ~~1.5 credits in WST courses, 1.0 credit of which must be at the B and/or C level~~ Any 4.0 credits

Exclusions: (WSTC20H3)

Topics Covered: Topics covered will include a similar range, however there will be a focus on understanding foundational concepts and theories, and their application.

Methods of Assessment: The first assignments will focus more specifically on understanding core concepts.

Rationale:

1. The course title has been changed to differentiate between a course taught at UTSG
2. The course level (from C to B) has been changed to more effectively scaffold student learning to meet the demands of other courses in the program (WSTC24). Students are not adequately prepared to engage with course content at a third-year level. They need more foundational studies to understand core concepts related to women, gender and the environment. Changing WSTC20H3 to WSTB20H3 provides the opportunity to teach foundational knowledge (with assignments focusing on interpretation and comparison).
3. The course topics and methods of assessment have been moderately modified to align with other B-level courses.
4. The course description has been revised to be clearer and more understandable to students at the B level
5. The course prerequisites have been revised to reflect the move to a B level and to be available to a broader audience of students
6. The course topics and methods of assessment have been moderately modified to align with other B-level courses.
7. The course exclusions have been revised so that students who have previously taken WSTC20H3 cannot take the newly numbered course; course exclusions have been removed as it is no longer required.

Consultation:

DCC Approval: October 10, 2019.

RO Approval: October 9, 2019.

Consultation with CCDS: October 7, 2019.

Resources: None