



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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DATE: May 20, 2020 for May 27, 2020

AGENDA ITEM: 3

ITEM IDENTIFICATION:

Minor Curricular Modifications, Undergraduate (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] (May 27, 2020)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package includes out-of-cycle minor modifications to undergraduate curriculum, submitted by all academic units for new courses that will be offered in 2020-21 academic year, 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.

- Interdisciplinary Centre for Health and Society (Report: New Out-of-Cycle 2020-21 Courses)
 - 1 new course
 - HLTB30H3
- The Department of Historical and Cultural Studies (Report: New Out-of-Cycle 2020-21 Courses)
 - 7 new courses
 - CLAC67H3
 - HISB63H3
 - HISB64H3
 - HISC66H3
 - HISC67H3
 - HISD65H3
 - WSTC66H3
- The Department of Psychology (Report: New Out-of-Cycle 2020-21 Courses)
 - 1 new course
 - PSYC27H3

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the minor modifications to undergraduate programs, submitted by UTSC undergraduate academic units, as described in Undergraduate Minor Curriculum Modifications for Approval, Report: New Out-of-Cycle 2020-21 Courses, dated May 27, 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 Out-of-Cycle Report: New Out-of-Cycle 2020-21 Courses, dated May 27, 2020.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: New Out-of-Cycle 2020-21 Courses

May 27, 2020

Health and Society (UTSC), Interdisciplinary Centre for

1 New Course:

HLTB30H3: Current Issues in Health

Description:

An interdisciplinary consideration of current and pressing issues in health, including health crises, care, education, policy, research, and knowledge mobilization and translation. The course will focus on emerging questions and research, with attention to local and global experts from a range of disciplines and sectors.

Recommended Preparation: HLTA02H3 and HLTA03H3

Enrolment Limits: 250 students

Note: Priority will be given to students enrolled in the Major and Minor programs in ICHS.

Learning Outcomes:

- Understand the role of biological determinants of health, illness, and wellbeing in current health concerns; · Recognize the role of social determinants in understanding the disproportionate impact of the pandemic on vulnerable groups and across life course;
- Locate contemporary health concerns in longstanding and ongoing cultural, political, geographical, historical, and environmental conditions;
- Identify and assess health promotion and education and policy responses to contemporary crises;
- Recognize an interdisciplinary range of research questions and designs developed in response to contemporary health issues;
- Recognize diverse professional and disciplinary fields involved in community-wide responses to health concerns;
- Evaluate knowledge mobilization and translation strategies developed and deployed in an effort to respond to emerging health concerns.

Topics Covered:

- History of the emerging health concern, with an emphasis on the cultural, political, geographical, social/physical environmental issues;
- Biological basis and implications of emerging health issues (for example, in the case of disease, underlying physiological, genetic, and immunological factors or, in the case of health care systems, physiological consequences of inadequate access to education, intervention, and treatment);
- Historical and contemporaneous role of social determinants of health and differential vulnerability to emerging health crises, based on intersections of key dimensions of social inequality, such as racialization, class, gender, age, disability, sexual orientation, religiosity;
- Cross-sectoral policy responses, including international, national, and local approaches and historical, social, cultural, and economic contexts in which these responses occur;

- Creative and cultural responses to the health issue, including visual and performative responses to and renderings of the health issue, engagements across genres and venues, and implications of the health concern for creative expression;
- Interdisciplinary range of expertise and broad tools required by diverse professionals to collaboratively develop short- and long-term solutions to emerging health concerns will be highlighted;
- Scientific uncertainty, health promotion and education in a rapidly changing environment. Issues in program and policy development, knowledge dissemination, advocacy, social justice, and communication; and
- Evaluation of programs and policies developed in response to emerging health concerns. Please note that each offering will address additional topics specific to the health issue that is that semester's focus.

Methods of Assessment:

- Reading quizzes
- Knowledge Translation assignment (for example, infographic, op-ed, blog, podcast, brief)
- Final exam

Mode of Delivery: Hybrid

Rationale:

HLTB30H3 is a new B-level course that will create a structure for ICHS to respond to emerging health issues, crises, and concerns. The department is proposing this course out-of-cycle for Fall 2020 to launch a consideration of the unprecedented health crisis that COVID-19 represents. Using a multidisciplinary approach, students will have the opportunity to think with ICHS faculty and peers about the unique challenges and solutions of COVID-19. HLTB30H3 will offer students a curricular resource through which they can learn about and respond thoughtfully to emerging and pressing health concerns. The proposed course fills a curriculum gap in ICHS because it is broadly defined such that it allows for a wider range of emerging topics to be explored, and all from an interdisciplinary and mixed-methods perspective. HLTB30H3 will also provide an additional B-level option to serve Major and Minor students enrolled in ICHS programs.

Consultation:

DCC Approval: May 6, 2020

RO Approval: May 6, 2020

Resources:

The course will be taught by regular faculty. The course will require additional TA support of 500 hours, this request was approved by the Dean's office on May 06, 2020.

Historical & Cultural Studies (UTSC), Department of

7 New Courses:

CLAC67H3: Early Islam: Perspectives on the Construction of an Historical Tradition

Description:

This course examines the history and historiography of the formative period of Islam and the life and legacy of Muḥammad, Islam's founder. Central themes explored include the Late Antique context of the Middle East, pre-Islamic Arabia and its religions, the Qur'ān and its textual history, the construction of biographical accounts of Muḥammad, debates about the historicity of reports from Muḥammad, and the evolving identity and historical conception of the early Muslim community.

Same as HISC67H3

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

Exclusions: HISC67H3

Learning Outcomes:

- Develop a good understanding of the main problems in the study of Islam in its formative period
- Acquire firm knowledge of key aspects of religious and intellectual developments at the foundation of Islamic history
- Contextualize the emergence of Islam within the broader landscape of the Late Antique Middle East and pre-Islamic Arabia.
- Acquire familiarity with the major debates in Islamic historiography and pertinent primary and secondary sources

- Develop an ability to critically assess prevailing approaches to the subjects covered
- Know how to seek resources about more specific aspects of Muslim ethics, both historical and contemporary
- Develop the ability to make substantial use of primary source materials
- Develop skills in academic writing and analysis

Topics Covered:

- Late antiquity and the Middle East before Islam
- Pre-Islamic Arabia and its religions
- Origins, early development, and diffusion of Islam
- The Qur'an and its textual history
- The construction of traditional biographical accounts of Muḥammad
- Contemporary debates concerning the development and historicity of traditions reported from Muḥammad (hadith)
- Succession disputes after the death of Muḥammad and the origins of sectarianism
- The early Muslim community's evolving understanding of Islam as a social, religious, cultural, and political identity
- Sources and perspectives, e.g.: documentary evidence, non-Muslim sources, early Muslim sources, medieval sources
- Modern approaches and debates about the early historiography of Islam

Methods of Assessment:

- Analytical Response Papers: students will write two 3-4-page analytical papers responding to two of the discussion of the primary reading from the first six weeks of the course. These are not mere summaries of the readings, but are meant to engage students in considering the broader issues raised by the readings.
- Midterm Exam: A mid-term written examination to assess a student's understanding of the main concepts presented in the course.
- Final Exam: A final written examination to assess a student's understanding of the main concepts presented in the course.
- The Final writing assignment is a 12 to 15-page paper. Written individually, students will prepare a brief thesis-driven argument about their case study. Final papers should be between 10-15 pages long. They will be graded according to how clearly students define a thesis and how consistently and cogently they analyze and organize evidence in support of this thesis. Students are encouraged to consult the instructor.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a gap in the department which currently lacks advanced seminars on early Islamic history and historiography. HISC67H3/CLAC67H3 builds on foundational knowledge provided in A- and B- level courses in HIS/CLA, thus allowing for a more in-depth, and chronologically focused engagement. Also, this course will closely examine early Islamic history that is rooted in core courses: CLAA04H3/HISA04H3, CLAB05H3/HISB10H3, and CLAB06H3/HISB11H3. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: April 13, 2020.
DCC Approval: April 13, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. TA support will be required and will be covered by the department's existing budget. No additional resources are required.

HISB63H3: Muhammad to the Mongols: Islamic History 600-1300

Description:

This course explores the history of early and medieval Islamic societies, from the rise of Islam in the seventh century up to the Mongol invasions (c. 1300). The course will trace the trajectory of the major Islamic dynasties (i.e.: Umayyads, Abbasids, Seljuks, Fatimids, and Ayyubids) and also explore the cultural and literary developments in these societies. Geographically, the course spans North Africa, the Mediterranean, the Middle East, and Central Asia.

Pre-1800 course
Medieval Area

Exclusions: NMC273Y1, NMC274H1, NMC283Y1, HIS201H5, RLG204H5

Learning Outcomes:

- Be familiar with the geography of the Muslim world and chronology of Islamic history (c. 600-1300), especially pivotal historical moments and major figures
- Understand the continuities and discontinuities between pre-Islamic societies and early Muslim societies
- Develop a strong understanding of the main ideas, themes, concepts and figures of the major fields of thought in the early Islamic world
- Be able to engage with primary sources in translation as historical sources and to contextualize them both historically and thematically.
- Become familiar with key authors and be able to assess the impact of their ideas on their respective fields.
- Enhance research and analytical skills by conducting a major research project about a topic in Islamic history.
- Develop a broad understanding of the challenges of historical research, types of evidence, and varying interpretations in Islamic historiography.
- Develop academic writing and reading skills

Topics Covered:

- The rise, spread, and indigenization of Islam
- The Life of the Prophet Muhammad, his successor caliphs, and the early Islamic conquests
- Early Sectarian Divisions, Varieties and Currents of Islam (e.g.: early Sunni and Shi'ite schisms)
- The decentralization and development of regional dynasties
- The Flourishing of Early Islamic cultures in the arts, sciences, literature, religious disciplines
- The Crusades and the response of the Ayyubids
- The coming and conversion of the Steppe people from Central Asia
- The Mongols invasions and institutions
- Diverse Muslim cultures and societies – from Muslim Spain to Central Asia
- Sources, methods, and diverse interpretations in the study of Islamic history

Methods of Assessment:

- Participation: students should come to class prepared, having read the assigned materials and ready to relate them to the lecture and to deliberate them with your classmates. Engaged participation includes active listening, respect for your colleagues and instructors, and thoughtful, meaningful verbal participation. To help you with this, you should reflect on the discussion questions provided in the weekly roadmap.
- Map and Timeline Quizzes: Two short quizzes that will test students' knowledge of major geographical regions and cities and major dates in Islamic history.
- Mid-term exam: The mid-term will consist of a combination of: (1) Short identification of names and terms, all drawn from the weekly reading guides. You will be required to choose 7 of the 10 terms and to write approximately a paragraph long identification; (2) Short essay questions based on your reading assignments and lectures. You will be required to choose 3 out of 5 questions and to write approximately a page-long answer for each; (3) A map question, asking you to identify the location of major cities in the historic Muslim world.
- Final exam [Finals period]: Similar to the mid-term, the final exam will consist of (1) Short identification of names and terms; (2) Short-essay questions; and (3) Primary text readings, for which you will be asked to identify the provenance, features, and significance of 4 out of 6 texts.
- Analytical Essay: Papers should be 5-6 pages long on a topic chosen from the selected topics list or of the students' choosing in consultation with the course instructor. All papers will be graded according to (1) how clearly students define a thesis and (2) how consistently and cogently they organize and analyze the evidence they present in support of this thesis. See "Guidelines for Term Papers" for further information.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a gap in the department which currently lacks an introductory course to Islamic history. The course will attract students enrolled in the department's various programs, including History, Global Asian Studies, and Classical Studies. HISB63H3 has flexible prerequisites that allow access to students outside of the department who may be interested in learning more about Islam and Islamic history. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: March 13, 2020.

DCC Approval: April 2, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. TA support will be required and will be covered by the department's existing budgets. No additional resources are required.

HISB64H3: The Making of the Modern Middle East: Islamic History 1300-2000**Description:**

This course explores the political and cultural history of early modern and modern Muslim societies including the Mongols, Timurids, Mamluks, and the Gunpowder empires (Ottomans, Safavids and Mughals). It concludes with the transformations in the Middle East in the nineteenth and twentieth centuries: European colonialism, modernization, and the rise of the nation-states.

Pre-1800 course
Medieval Area

Exclusions: NMC278H1**Learning Outcomes:**

- Be familiar with the geography of the Muslim world and chronology of Islamic history (c. 1300-2000), especially pivotal historical moments and major figures
- Understand the continuities and discontinuities between medieval, early modern and modern Muslim societies
- Develop a strong understanding of the main ideas, themes, concepts and figures of the major fields of thought in the early modern and modern Muslim world
- Be able to engage with primary sources in translation as historical sources and to contextualize them both historically and thematically.
- Become familiar with key authors and be able to assess the impact of their ideas on their respective fields.
- Enhance research and analytical skills by conducting a major research project about a topic in Islamic history.
- Develop a broad understanding of the challenges of historical research, types of evidence, and varying interpretations in Islamic historiography.
- Develop academic writing and reading skills

Topics Covered:

1. The late-medieval dynasties and Muslim societies:
 - The age of the Mongols, Ilkhanids and Timurids;
 - The Mamluk dynasty in Egypt;
 - The flourishing of culture, literature, and arts in medieval Muslim societies.
2. The development of the Gunpowder Empires (Ottomans, Safavids, and Mughals, c. 1500-1800) that dominated and fundamentally altered the social, political, economic, and cultural landscape of much of the globe
 - Turkic warriors and the Turkic slave-soldier system;
 - the creation of Sunni and Shi'ite Muslim empires;
 - The flowering of public architecture and imperial cities; the place of coffee and coffeehouses
 - The role of outsiders, merchants, the economy, and long-distance trade in all three empires
3. The transformations of the nineteenth century and the rise of nation-states in the twentieth century
 - Modernism and religious reformism;
 - Arab cultural awakening (Nahda);
 - Tensions between the state and religious establishment;
 - Anti-colonialism and struggles for independence;
 - New nationalisms and nationalist loyalties;
 - The place of women in the nation;
 - The emergence of new literary genres, media and cultures;
 - Revivalism, Islamism and political Islam.

Methods of Assessment:

- Participation: students should come to class prepared, having read the assigned materials and ready to relate them to the lecture and to deliberate them with your classmates. Engaged participation includes active listening, respect for your colleagues and instructors, and thoughtful, meaningful verbal participation. To help you with this, you should reflect on the discussion questions provided in the weekly roadmap.
- Map and Timeline Quizzes: Two short quizzes that will test students' knowledge of major geographical regions and cities and major dates in Islamic history.

- Mid-term exam: The mid-term will consist of a combination of: (1) Short identification of names and terms, all drawn from the weekly reading guides. You will be required to choose 7 of the 10 terms and to write approximately a paragraph long identification; (2) Short essay questions based on your reading assignments and lectures. You will be required to choose 3 out of 5 questions and to write approximately a page-long answer for each; (3) A map question, asking you to identify the location of major cities in the historic Muslim world.
- Final exam [Finals period]: Similar to the mid-term, the final exam will consist of (1) Short identification of names and terms; (2) Short-essay questions; and (3) Primary text readings, for which you will be asked to identify the provenance, features, and significance of 4 out of 6 texts.
- Analytical Essay: Papers should be 5-6 pages long on a topic chosen from the selected topics list or of the students' choosing in consultation with the course instructor. All papers will be graded according to (1) how clearly students define a thesis and (2) how consistently and cogently they organize and analyze the evidence they present in support of this thesis. See "Guidelines for Term Papers" for further information.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a gap in the department which currently lacks an introductory course to Islamic history. The course will attract students enrolled in the department's various programs, including History, Global Asian Studies, and Classical Studies. HISB64H3 has flexible prerequisites that allow access to students outside the department who may be interested in learning more about Islam, Islamic history, and the modern Middle East. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: March 13, 2020.

DCC Approval: April 2, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. TA support will be required and will be covered by the department's existing budgets. No additional resources are required.

HISC66H3: Histories of Gender and Sexuality in Muslim Societies: Between Law, Ethics and Culture

Description:

This course tracks the evolving histories of gender and sexuality in diverse Muslim societies. We will examine how gendered norms and sexual mores were negotiated through law, ethics, and custom. We will compare and contrast these themes in diverse societies, from the Prophet Muhammad's community in 7th century Arabia to North American and West African Muslim communities in the 21st century.

Same as WSTC66H3

Transnational Area

Prerequisites: [Any 4.0 credits, including 0.5 credit at the A- or B-level in HIS courses] or [1.5 credits in WST courses, including 0.5 credit at the B- or C-level]

Exclusions: WSTC66H3, RLG312H1

Learning Outcomes:

- Recognize and compare diverse understandings of gender and sexuality as conceived in various the Islamic traditions of law, theology, ethics and mysticism
- Compare and contrast the diverse lived experiences of women and sexual minorities across Muslim societies, from the early Muslim community to diverse medieval societies, to contemporary Muslim communities
- Understand how broader political, economic, and social realities shifted the opportunities and limitations on women's' lives and conceptions of femininity and masculinity
- Develop critical skills in academic analysis and writing

Topics Covered:

- The study of sex, gender, and religion in contemporary academic studies
- Trends and approaches to the study of gender and sexuality in Islam

- Islamic historical traditions on gender and sexuality
- Genders of Islamic authority; limitations and opportunities for women in scholarship and public positions
- Women in Islamic Law: Marriage, Divorce, and Property Rights
- Sexual ethics and Islamic law
- How gendered legal and sexual norms were negotiated in historical Muslim societies (case studies across regions and time periods)
- Islamic mysticism, Sufi women, and constructions of femininity
- The roles of custom and culture in shaping gender and sexuality in diverse societies (e.g.: 7th century Arabia, Muslim Spain in the 12th century, Egypt in the 14th century, Ottoman society in the 16th century, and North America and West Africa in the 21st century)
- Colonial Practice: Theorizing Civilization, Regulating Law, Protecting Women
- Theorizing Resistance and Difference in Postcolonial understandings of religion
- Western Feminist Re-Readings of the Qur'an
- Shifting understandings of Muslim Masculinities
- Same-Sex Attraction, homoeroticism, and homosexuality in pre-modern Muslim societies
- Queer-positive Islam and progressive Islamic revisionism

Methods of Assessment:

- Weekly Response Paper: The week before the class, you will be sent a two-page reading guide with some historical background about the readings, along with questions to ponder about the readings. In advance of each class, students are asked to prepare a short written response to the readings. These should be 1-2 double-spaced pages or 250-500 words and are meant to engage students in thinking about the week's readings and themes in advance of the seminar meeting. You may focus on or take inspiration from the discussion questions, or you can comment on any topic raised by the reading. These short assignments should be submitted by email to the instructor no later than midnight on the Sunday prior to the class meeting on Monday.
- Midterm Exam: A mid-term written examination to assess a student's understanding of the main concepts presented in the course.
- Final Exam: A final written examination to assess a student's understanding of the main concepts presented in the course.
- The Final writing assignment is a 15 to 20-page paper. Written individually, students will prepare a brief thesis-driven argument about their case study. Final papers should be between 10-15 pages long. They will be graded according to how clearly students define a thesis and how consistently and cogently they analyze and organize evidence in support of this thesis. Students are encouraged to consult the instructor.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a gap in the department by adding a course dedicated to sexuality in historical Muslim societies. This course contributes to the department's breadth of curricular directions in two specific ways: It augments the growing program focus on gender and sexuality and contributes to preparation for senior seminar courses (specifically WSTD03H3). It also further contributes to HIS/WST's C-level offerings addressing gender and Islam. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: March 13, 2020.

DCC Approval: April 2, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. TA support will be required for this course and will come from the department's existing budget. No additional resources are required.

HISC67H3: Early Islam: Perspectives on the Construction of an Historical Tradition

Description:

This course examines the history and historiography of the formative period of Islam and the life and legacy of Muḥammad, Islam's founder. Central themes explored include the Late Antique context of the Middle East, pre-Islamic Arabia and its religions, the Qur'ān and its textual history, the construction of biographical accounts of Muḥammad,

debates about the historicity of reports from Muḥammad, and the evolving identity and historical conception of the early Muslim community.

Same as CLAC67H3
Pre-1800 course
Ancient World Area

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

Exclusions: CLAC67H3

Learning Outcomes:

- Develop a good understanding of the main problems in the study of Islam in its formative period
- Acquire firm knowledge of key aspects of religious and intellectual developments at the foundation of Islamic history
- Contextualize the emergence of Islam within the broader landscape of the Late Antique Middle East and pre-Islamic Arabia.
- Acquire familiarity with the major debates in Islamic historiography and pertinent primary and secondary sources
- Develop an ability to critically assess prevailing approaches to the subjects covered
- Know how to seek resources about more specific aspects of Muslim ethics, both historical and contemporary
- Develop the ability to make substantial use of primary source materials
- Develop skills in academic writing and analysis

Topics Covered:

- Late antiquity and the Middle East before Islam
- Pre-Islamic Arabia and its religions
- Origins, early development, and diffusion of Islam
- The Qur'an and its textual history
- The construction of traditional biographical accounts of Muḥammad
- Contemporary debates concerning the development and historicity of traditions reported from Muḥammad (hadith)
- Succession disputes after the death of Muḥammad and the origins of sectarianism
- The early Muslim community's evolving understanding of Islam as a social, religious, cultural, and political identity
- Sources and perspectives, e.g.: documentary evidence, non-Muslim sources, early Muslim sources, medieval sources
- Modern approaches and debates about the early historiography of Islam

Methods of Assessment:

- Analytical Response Papers: You will write two 3-4-page analytical papers responding to two of the discussion of the primary reading from the first six weeks of the course. These are not mere summaries of the readings, but are meant to engage students in considering the broader issues raised by the readings.
- Midterm Exam: A mid-term written examination to assess a student's understanding of the main concepts presented in the course.
- Final Exam: A final written examination to assess a student's understanding of the main concepts presented in the course.
- The Final writing assignment is a 12 to 15-page paper. Written individually, students will prepare a brief thesis-driven argument about their case study. Final papers should be between 10-15 pages long. They will be graded according to how clearly students define a thesis and how consistently and cogently they analyze and organize evidence in support of this thesis. Students are encouraged to consult the instructor.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a gap in the department which currently lacks advanced seminars on early Islamic history and historiography. HISC67H3/CLAC67H3 builds on foundational knowledge provided in A- and B- level courses in HIS/CLA, thus allowing for a more in-depth, and chronologically focused engagement. Also, this course will closely examine early Islamic history that is rooted in core courses: CLAA04H3/HISA04H3, CLAB05H3/HISB10H3, and CLAB06H3/HISB11H3. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: April 13, 2020.
DCC Approval: April 13, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. TA support will be required and will be covered by the department's existing budget. No additional resources are required.

HISD65H3: The Good in Islam: Ethics in Islamic Thought

Description:

What is good and evil? Are they known by human reason or revelation? How is happiness achieved? How is the human self-cultivated? This course will explore the diverse approaches that Muslim thinkers took to answering these perennial questions. Beginning with early Islam (the Qur'an and Prophet Muhammad), we will examine ethical thought in various intellectual traditions (e.g.: Islamic law, philosophy, mysticism, literature). Finally, we will analyze contemporary ethical dilemmas (e.g.; Muslim political, sexual, and environmental ethics).

Transnational area

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

Learning Outcomes:

- Recognize and compare the various paradigms of ethical cultivation in pre-modern Muslim thought
- Develop an appreciation for classical Islamic intellectual history through direct engagement with primary sources in translation
- Harness the tools to argue a controversial ethical issue using the tools and principles of Islamic ethical reasoning
- Know how to seek resources about more specific aspects of Muslim ethics, both historical and contemporary
- Develop skills in academic writing and analysis

Topics Covered:

- An Introduction to the Fields of Ethics & Islamic Ethics
- The Qur'an and Its Ethical Content & Context
- The Prophet Muhammad as Ethical Exemplar
- Islamic Theological Ethics: Concepts of Intrinsic Value and Moral Obligation
- Theodicy & The Problem of Evil
- Islamic Law as Islamic Ethics & The Ethical Aims of the Law
- Islamic Virtue Ethics & The Contemplative Ideal
- Islamic Literary Ethics
- Sufi Ethics and the Mystical Ideal
- The Sufi-Philosophical Synthesis
- Social and Political Ethics
- Contemporary ethical dilemmas: feminist sexual ethics; LGBTQ+ Muslims; ethics of war; biomedical and environmental ethics; political ethics and civil disobedience; abortion debates; theodicy and the problem of black suffering

Methods of Assessment:

- Participation: This course is a seminar. Active participation is mandatory. Students should come to class prepared, having read the assigned materials and ready to deliberate them with their colleagues.
- Midterm: A take-home written examination to assess students' understanding of the main concepts presented in the course.
- Weekly Response Paper: The week before the class, you will be sent a two-page reading guide with some historical background about the readings, along with questions to ponder about the readings. In advance of each class, students are asked to prepare a short written response to the readings. These should be 1-2 double-spaced pages or 250-500 words and are meant to engage students in thinking about the week's readings and themes in advance of the seminar meeting. You may focus on or take inspiration from the discussion questions, or you can comment on any topic raised by the reading. These short assignments should be submitted by email to the instructor no later than midnight on the Sunday prior to the class meeting on Monday.
 - The Final writing assignment is a 15 to 20-page paper. You may draw on your research to write an original research paper. Alternatively, you may write a critical synthetic essay examining a theme related to the course across several of the texts we have read (and you may bring in others that we have not read). Another option is to examine an issue of contemporary ethical concern using the ethical paradigms and tools studied in class.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course fills a major gap in the department that currently lacks content on Islamic intellectual history and philosophy. The course will attract students across the department's various programs, especially History, Philosophy, Global Asian Studies, and Classical Studies. HISD65H3 will also provide students with the option of an additional D-level course focused in the area of Islamic intellectual history and philosophy to complete their program requirements. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: March 13, 2020.

DCC Approval: April 2, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. No TA support or additional resources are required.

WSTC66H3: Histories of Gender and Sexuality in Muslim Societies: Between Law, Ethics and Culture

Description:

This course tracks the evolving histories of gender and sexuality in diverse Muslim societies. We will examine how gendered norms and sexual mores were negotiated through law, ethics, and custom. We will compare and contrast these themes in diverse societies, from the Prophet Muhammad's community in 7th century Arabia to North American and West African Muslim communities in the 21st century.

Same as HISC66H3

Prerequisites: [Any 4.0 credits, including 0.5 credit at the A- or B-level in HIS courses] or [1.5 credits in WST courses, including 0.5 credit at the B- or C-level]

Exclusions: HISC66H3, RLG312H1

Learning Outcomes:

- Recognize and compare diverse understandings of gender and sexuality as conceived in various the Islamic traditions of law, theology, ethics and mysticism
- Compare and contrast the diverse lived experiences of women and sexual minorities across Muslim societies, from the early Muslim community, to diverse medieval societies, to contemporary Muslim communities
- Understand how broader political, economic, and social realities shifted the opportunities and limitations on women's' lives and conceptions of femininity and masculinity
- Develop critical skills in academic analysis and writing

Topics Covered:

- The study of sex, gender, and religion in contemporary academic studies
- Trends and approaches to the study of gender and sexuality in Islam
- Islamic historical traditions on gender and sexuality
- Genders of Islamic authority; limitations and opportunities for women in scholarship and public positions
- Women in Islamic Law: Marriage, Divorce, and Property Rights
- Sexual ethics and Islamic law
- How gendered legal and sexual norms were negotiated in historical Muslim societies (case studies across regions and time periods)
- Islamic mysticism, Sufi women, and constructions of femininity
- The roles of custom and culture in shaping gender and sexuality in diverse societies (e.g.: 7th century Arabia, Muslim Spain in the 12th century, Egypt in the 14th century, Ottoman society in the 16th century, and North America and West Africa in the 21st century)
- Colonial Practice: Theorizing Civilization, Regulating Law, Protecting Women
- Theorizing Resistance and Difference in Postcolonial understandings of religion
- Western Feminist Re-Readings of the Qur'an
- Shifting understandings of Muslim Masculinities
- Same-Sex Attraction, homoeroticism, and homosexuality in pre-modern Muslim societies
- Queer-positive Islam and progressive Islamic revisionism

Methods of Assessment:

- Weekly Response Paper: The week before the class, you will be sent a two-page reading guide with some historical background about the readings, along with questions to ponder about the readings. In advance of each class, students are asked to prepare a short-written response to the readings. These should be 1-2 double-spaced pages or 250-500 words and are meant to engage students in thinking about the week's readings and themes in advance of the seminar meeting. You may focus on or take inspiration from the discussion questions, or you can comment on any topic raised by the reading. These short assignments should be submitted by email to the instructor no later than midnight on the Sunday prior to the class meeting on Monday.
- Midterm Exam: A mid-term written examination to assess a student's understanding of the main concepts presented in the course.
- Final Exam: A final written examination to assess a student's understanding of the main concepts presented in the course.
- The Final writing assignment is a 15 to 20-page paper. Written individually, students will prepare a brief thesis-driven argument about their case study. Final papers should be between 10-15 pages long. They will be graded according to how clearly students define a thesis and how consistently and cogently they analyze and organize evidence in support of this thesis. Students are encouraged to consult the instructor.

Mode of Delivery: In Class**Breadth Requirements:** History, Philosophy & Cultural Studies**Rationale:**

This course fills a gap in the department by adding a course dedicated to sexuality in historical Muslim societies. This course contributes to the department's breadth of curricular directions in two specific ways: It augments the growing program focus on gender and sexuality and contributes to preparation for senior seminar courses (specifically WSTD03H3). It also further contributes to HIS/WST's C-level offerings addressing gender and Islam. This course is being proposed out-of-cycle for 2020-21 due to the hire of a new faculty member.

Consultation:

RO Approval: March 13, 2020.
DCC Approval: April 2, 2020.

Resources:

The course will be taught by a new faculty member as part of their course load. TA support will be required for this course and will come from the department's existing budget. No additional resources are required.

Psychology (UTSC), Department of

1 New Course:

PSYC27H3: Social Development

Description:

This course will examine research and theory on the evolution and development of social behaviour and social cognition with a focus on social instincts, such as empathy, altruism, morality, emotion, friendship, and cooperation. This will include a discussion of some of the key controversies in the science of social development from the second half of the nineteenth century to today.

Prerequisites: PSYB10H3 and PSYB20H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusions: PSY311H

Recommended Preparation: PSYB55H3 or PSYB64H3

Enrolment Limits: 100

Learning Outcomes:

After completing the course, the students will have achieved the following learning outcomes:

1. To understand the development/evolution of social behaviour and social cognition in humans and other social animals and the human individuals acquired and innate capacity to regulate competing instincts, mental conflicts, and distress.

2. To critically evaluate theory and literature on social development within a larger sociopolitical and historical context.
3. To appreciate the methodological challenges of collecting and interpreting behavioural data using established tasks and paradigms in social development.
4. To communicate social development research via oral presentations and written reports.
5. To propose a novel research study and to apply scientific knowledge to relevant sociopolitical problems.

Topics Covered:

1) Social instincts

- Charles Darwin and William James on social instincts (empathy, altruism, morality, and cooperation)
- The Baldwin Effect, Neo-Darwinism, and Dynamic Systems Theory
- Developmental differences across culture and variation under domestication

2) The social brain

- The social brain hypothesis: Robin Dunbar
- Individuation and separation: Margaret Mahler
- Teleological reasoning, imitation, and pointing: Gyorgy Gergely and Gergely Csibra

3) Mind reading, self–other recognition, and literacy

- Theory of mind: Uta Frith, Alan Leslie, Simon Baron-Cohen
- Theory-theory, simulation theory, and mirror neurons: Vittorio Gallese
- The development of beliefs in the brain: Mark Sabbagh

4) Socializing social instincts and developing a social self

- Intersubjectivity in infants and caregivers: Daniel Stern
- Primary/secondary intersubjectivity: Carolyn Trevarthan
- Resolving and repairing relationships within parent-child interactions (power and recognition)

5) Development of mental conflict

- Development of Freudian ambivalence in relationships: Jessica Benjamin
- Development of emotional conflict and aggression: Donald W. Winnicott
- Development of emotional conflict in the brain: Nathan Fox

6) Gender

- Gender development: Nancy Chodorow
- Gender norms and gender stereotypes in children
- Neurosexism and beyond gender schemas: Virginia Valian

7) Social emotions

- Emotional development, cultural display rules, social norms
- Emotional contagion in the crib and in the wild
- Gendered emotions: Leslie Brody and Judith Hall

8) Morality

- Moral instincts in social animals
- Moral transgressions in children, in the “savages” of Tierra del Fuego, and in "happy victimizers"
- Female moral development: Carol Gilligan’s critique of psychology

9) Self-Control and social success

- The growth mindset: Carol Dweck
- Marshmallows and growling stomachs: Walter Mischel
- Coping with the stress of social discrimination and responsabilization: John Henryism

10) Nature, nurture, and genetic determinism

- Heredity, physiognomy, intelligence, and eugenics: Sir Francis Galton
- Behavioural genetics: Murray and Herrnstein’s Bell Curve, Plomin’s Blueprint
- Evolutionary biology, sex, gender, and science: Evelyn Fox Keller, Steven Pinker–Elizabeth Spelke debate, women in science
- Eugenics continued: Residential schools, mass sterilization, "designer" babies

11) Subjects commensurable with neoliberal norms: Shifting cultural values

- Neoliberalism in psychological science: Jeff Surgarman
- The entrepreneurial self in social psychology and human development: Glenn Adams

12) Social development in context

- Reflection

Methods of Assessment:

- For these two short, written assignments, I will ask students to identify a recent news event that relates to a specific aspect of the course material of their own choosing. Students will explain the relevance of the course material to the news event and demonstrate their capacity to discuss the implications of the course material to society. These two short

assignments will each have a 150-word limit, not including references.

- **Social development in a historical context (20%):** To help achieve the course learning goals #2, #4, and #5, students will write a short paper about the role of science in supporting or questioning political ideologies that affect social development. Building on work by mid-nineteenth-century thinkers (e.g., Charles Darwin, Francis Galton, Jean-Baptiste Lamarck) students will highlight historical and/or contemporary examples of scientific theories used to justify specific policies and practices, whether oppressive or progressive, and explain how these policies and practices have affected or might affect the social conditions that influence parenting and social development. Students may choose to draw from the widely acknowledged atrocities spawned by Social Darwinism and Lamarckism (eugenics, genocide, slavery, imperialism, etc.) or from specific scientific legacies rooted in nineteenth-century science (e.g., maternal instinct theory, attachment theory, the genetic bases of social success and intelligence, etc.) that have spurred both progressive and oppressive social practices that affect social development (e.g., children's human rights, paid maternity leave, residential schools, SAT college exams, painful neonatal medical procedures, the medical treatment of gender and sexual identity, etc.). The word limit for this short essay is 300 to 400 words, not including references.
- **Mini-Research Proposal (20%):** To help achieve many of the course learning goals #1, #2, #3, #4, and #5, students will prepare an abstract or mini research proposal on a relevant topic of social development. The mini research proposal is designed to help explore and consolidate course material into a meaningful written narrative and to improve students' scientific thinking and writing. Students will provide a review of relevant literature, highlighting the empirical gaps and presenting a rationale for their hypothesis. They will also describe the methods used to test their hypothesis as well as the significance of their research for the field and for society. The word limit for this assignment is a maximum of 250 words not including references.
- **Exams (Midterm 20% and Final 30%):** To help achieve several of the course learning goals #1, #2, #3, #4, and #5, students will be evaluated on the course material using multiple choice exams.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course will provide breadth in the area of Developmental Psychology. Social Development is a topic in Psychology and Human Development and is taught in most psychology programs due to high student interest. Increasing the department's C-level offerings will also provide students with greater opportunities to gain skills in reading and understanding empirical articles as well as the opportunity to further develop their written communication skills in this area. Lastly, the department's faculty complement in Developmental Psychology has grown, this course will reflect the work the core faculty group has done to better align and enhance their courses. This course is being offered out-of-cycle for Fall 2020 to help students complete their C-level program requirements

Consultation:

RO Approval: August 6, 2019.

DCC Approval: April 6, 2020.

Resources:

This course will be taught by David Haley, who is a full-time faculty member, as part of his regular teaching load. TA support is required and will be covered by the department's existing budget. The course does not require any additional resources.