



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: October 15, 2020 for October 22, 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] (October 22, 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 Winter 2021,

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

- The Department of English (Report: Winter 2021 Out-of-Cycle New Courses)
 - 1 new course
 - ENGC20H3
- The Department of Health and Society (Report: Winter 2021 Out-of-Cycle New Courses)
 - 1 new course
 - HLTB31H3
 - HLTB44H3
- The Department of Management (Report: Winter 2021 Out-of-Cycle New Courses)
 - 1 new course
 - MGEC45H3
- The Department of Sociology (Report: Winter 2021 Out-of-Cycle New Courses)
 - 2 new courses
 - SOCB40H3
 - SOCD13H3

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: Winter 2021 Out-of-Cycle New Courses, dated October 21, 2020, and recommended by the Vice-Principal Academic and Dean, Professor William Gough, be approved to be effective as of Winter 2021 for the academic year 2020-21.

DOCUMENTATION PROVIDED:

1. 2020-21 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Out-of-Cycle Report: Winter 2021 Out-of-Cycle New Courses, dated October 21, 2020.



2020-21 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Winter 2021 Out-of-Cycle New Courses

October 21, 2020

English (UTSC), Department of

1 New Course:

ENGC20H3: The Antihero in Literature and Film

Description:

This course traces the evolution of the antihero trope from its earliest prototypes in pre- and early modern literature, through its Gothic and Byronic nineteenth-century incarnations, twentieth-century existentialists, noir and Beat protagonists, and up to the “difficult” men and women of contemporary film, television, and other media. We will examine the historical and cultural contexts that enabled the construction and enduring popularity of this literary archetype, particularly in relation to gender and sexuality, race, class, religion, and (post-)colonialism.

Prerequisites: Any 6.0 credits

Recommended Preparation: ENGA01H3 and ENGA02H3

Enrolment Limits: 50

Learning Outcomes:

Although the antihero trope became most prominent in twentieth-century fiction and film, and continues to be extremely prevalent in contemporary film, television, and other media such as anime, the timeline covered in the “Antihero” course can be extremely broad, depending on the instructor’s preference. An early modernist may see its prototypes in such characters as Shakespeare’s Hamlet and Milton’s Satan; a 19th-century specialist may concentrate on the Gothic and Byronic heroes and the emergence of the antiheroine in realist fiction; a strong argument may be made for classical heroes such as Achilles and Odysseus already showing antiheroic tendencies; and so on. However, the course will ultimately address the ongoing cultural prevalence of the antihero type, sometimes at the expense of the traditional “hero.” The broader goals of the course may include but are not limited to the following:

- Consider the construction and deconstruction of the “antihero” paradigm, especially in relation and opposition to “hero”
- Interpret critically the historical, cultural, and sociopolitical contexts and power relations (gender, race, class, nationality) that have shaped the antihero type and driven its evolution
- Contextualize the popular literary trope within ongoing debates in literary criticism and theory (gender and sexuality, critical race studies) and contemporary cultural movements against exploitation, oppression, inequality, and violence
- Expand knowledge of transnational movements in the literature (especially 19th- and 20th-century) and film, as well as the workings of literary influence and intertextuality
- Consider the role of the “creators” (writers, directors, actors) behind contemporary literature and other media, and the implications of interaction and feedback between creators and consumers/fans
- Explore and consider popular means of both literature/art and knowledge production, such as fan theories, analyses, databases, and even fan art and fiction
- Assess the quality of scholarly sources, and practice compiling annotated bibliographies and critical reviews of secondary literature
- Develop strong and sustained lines of argument about texts (both literature and film) by incorporating research (both criticism and theory) in mid-length essays

- Present, challenge, and refine ideas through participation in class discussion and debates
- Produce short creative projects that engage contemporary manifestations of the antihero trope in relation to and historical contexts.

Topics Covered:

- concepts of “antihero” in literature, in opposition to the traditional “hero”
- literary-historical evolution of the antihero trope: classical myth; early modern un-heroic protagonists (e.g. Hamlet) and seemingly heroic villains (Milton’s Satan); the Byronic hero and his incarnations; the Gothic; antiheroines and women writers; existentialist literature; film noir; contemporary television and animation, and beyond
- genre, narrative form and technique (including multimedia); characterization and character tropes
- cultural and theoretical underpinnings of the “antihero” concept, and the often gendered and racialized power structures that enable it

Methods of Assessment:

- Class Participation: class discussions and small-group activities will help students grapple with key passages and tease out problematic issues and implications raised by the literature.
- Scrapbook/Album: over the course of the term, students will compile a total of five short response papers/journal entries (350-500 words), practicing their interpretive and close reading skills through critical reflections on a passage from a given week’s reading. They will also compile a total of three visual artworks that speak to or reflect the readings or a topic of discussion.
- Essay: mid-length argumentative essay on one or more texts covered in the course, with a basic scholarly research component.
- Group Project/Presentation: an opportunity for students to combine and apply their knowledge in the form of a critical-creative comparison and contrast between antiheroes and antiheroines studied in the course (or beyond), in the form of genre swaps, digital annotations, game shows, personality quizzes, or other multimedia forms.
- Final Exam: depending on enrollment, this course may have an in-person or a take-home final exam.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

This course would complement the existing strengths of the department's curriculum in both literary and film studies, and will fit in well with the practice of including both literature and film in the one course. As a C-level course, it would offer a thematic focus on literary and cultural archetypes. Additionally, this course will help the department’s offerings in both literature and film, build on B-level courses such as ENGB27H3 and ENB38H3, provide students with an elective option to complete their English programs, and offer students an opportunity to engage in critical and urgent questions about gender, race, and other identities. Also, the term Antihero is used gender-neutrally in the course title and description. This course will be offered out-of-cycle for Winter 2021

Consultation:

DCC Approval: July 24, 2020
 RO Approval: September 3, 2020

Resources:

This course will be taught by Yulia Ryzhik as part of her regular teaching load. It can also be taught in the future by a specialist in the nineteenth and or twentieth-century British literature, film, television and other media. This course does not require T.A. support or any additional resources.

2 New Courses:

HLTB31H3: Current Issues in Health II: Synergies Among Science, Policy, and Action

Description:

An interdisciplinary examination of a case study of a major contemporary health issue--the biological, physiological, social, economic, epidemiological, and environmental contexts of current and pressing issues in health, including health crises, care, education, policy, research, and knowledge mobilization and translation. This course will explore the science that underpins policy responses and actions and the policy and social change agendas that inform science, with attention to local and global experts from a range of disciplines and sectors.

Recommended Preparation: HLTA02H3 and HLTA03H3

Enrolment Limits: 250

Note: Priority will be given to students enrolled in the Major and Minor programs in the Department of Health and Society.

Learning Outcomes:

1. Understand the biological, physiological, environmental and behavioural factors in current health issues, including the transmission and control of emerging disease outbreaks;
2. Explore the political, economic, and social impacts of current health issues on vulnerable populations and communities through a health equity lens;
3. Identify and assess public health and emergency preparedness and responses strategies to contemporary crises;
4. Understand the process of an outbreak investigation in response to emerging crises;
5. Evaluate effective public health risk communication strategies that enable and guide informed policy and action;
6. Evaluate the impact of various social and economic policies and interventions developed to reduce the burden of current health issues; and
7. Develop intellectual competencies to evaluate, analyze, synthesize and apply knowledge in written and oral assessments.

Topics Covered:

- Use of epidemiologic research methods, infectious disease modelling, and identification of risk factors of emerging health issues and crises; and their impact on vulnerable populations (Learning Objectives 1,2, &7)
- Historical contexts of contemporary health concerns and their impact on health and wellbeing, healthcare systems, and societies (Learning Objective 1 &7)
- Investments in public health and emergency preparedness in recent decades and how they have shaped surveillance and response strategies locally and globally (Learning Objective 3&7)
- Multi-/cross-sectoral approaches to outbreak investigation (case identification, management and control, surveillance and response, long-term control and prevention) to mitigate adverse outcomes (Learning Objective 4&7)
- Importance of effective public health risk communication strategies to engage with various audiences; prompt adoption of healthy behaviours; and sustain synergy between multiple levels of government (Learning Objective 5&7)
- Evaluation of possible intersectoral policy scenarios and how governments and public health can develop short and long-term strategies to respond to future health concerns and crises (Learning Objective 6&7)
- Scientific uncertainty, misinformation (infodemic), precautionary principle, and challenges to risk mitigation with the use of case studies, examples from various regions and countries (Learning Objective 5)
- Perspectives of front-line healthcare providers, researchers, and policymakers – to evaluate healthcare systems and societies' preparedness and response to emerging health crises (Learning Objective 3)

Methods of Assessment:

- Lecture response reflections to provide an opportunity to students to cultivate their critical thinking and analysis skills
- Reading quizzes that will involve checking for understanding and application of core concepts (biweekly)
- Knowledge translation (risk communication strategy for different sectors)
- Create a digital platform (i.e. podcast pertaining to one of the course learning objectives)
- Final exam

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences**Rationale:**

The department has introduced a structure to explore emerging health issues, crises, and concerns and this course will further the department's critical steps to establish to respond to contemporary and emerging health crises. This course will also build on HLTB30H3. This course will fill a critical gap in the department's curriculum by providing a unique aspect that will incorporate diverse perspectives of front-line health care providers, policymakers (via podcasts), and researchers to empower students to re-think, re-evaluate, and re-imagine policy responses targeted at alleviating immediate risk and achieving recovery. HLTB31H3 will also serve Major and Minor students enrolled in the department's programs. This course will be offered out-of-cycle for Winter 2021.

Consultation:

RO Approval: August 24th, 2020

DCC Approval: September 14th, 2020

Resources:

This course will be taught by regular, full-time and part-time faculty members in the department. The course will require 625 hours of TA support; additional resources have been approved by the Dean's Office on September 30, 2020.

HLTB44H3: Introduction to Pathophysiology and The Etiology of Diseases**Description:**

This course focuses on functional changes in the body that result from the disruption of the normal balance of selected systems of the human body. Building on the knowledge of human biology, students will learn the biological basis, etiopathology and clinical manifestations of selected diseases and other perturbations, with a focus on cellular and tissue alterations in children.

Prerequisites: [HLTA02H3 and HLTA03H3] and [BIOA11H3 or BIOA01H3]

Recommended Preparation: Grade 12 Biology

Learning Outcomes:

1. Demonstrate knowledge and understanding of the biological basis, etiopathology and clinical manifestations of selected diseases and other perturbations
2. Communicate effectively orally and in writing
3. Think critically, develop arguments, reflect, evaluate and assess new information.
4. Solve problems (identify and define problems, analyze data and information and apply the information) in a case-study / problem-based learning context

At the successful completion of this course, students are expected to be able to:

- Describe the common cellular changes underlying diseases processes;
- Understand the transmission of genetic diseases;
- Understand how epigenetics can lead to diseases;
- Discuss the differences between innate and adaptive immunity and the effects of immunological disorders;
- Describe the stress response (fight or flight) and the neuroendocrine regulation of stress;
- Describe the cellular mechanisms of cancer and the prenatal, environmental and lifestyle risk factors of cancer;
- Discuss the general etiopathology and clinical manifestations of cancer, and some of the different types of childhood cancers;
- Describe the mechanisms of hormonal regulation of major endocrine glands, and discuss the etiopathology and clinical manifestations of endocrine disorders;
- Describe the structure, function of reproductive systems, and discuss the etiopathology and clinical manifestations of specific reproductive disorders;
- Describe the different types of cells and the general organization of the nervous system, and discuss the etiopathology and clinical manifestations of specific neurological disorders in children;
- Explain the function of blood cells and discuss the etiopathology and clinical manifestations of some blood disorders in children;
- Describe the structure and function of the circulatory system, the heart, the systemic circulation and the lymphatic system, and discuss the etiopathology and clinical manifestations of specific cardiovascular disorders in children;
- Describe the structure and function of the pulmonary system, and discuss the etiopathology and clinical manifestations of specific lung disorders in children;
- Describe the structure and function of the digestive system (gastrointestinal tract, organs of digestion), and discuss the

etiopathology and clinical manifestations of specific digestive disorders in children;

- Through the tutorials and by actively engaging with case studies, students will develop skills around
- identifying the needed information
- researching information using a variety of resources (books, peer-reviewed journals, online information)
- apply what they learned in order to fully understand the problem

Topics Covered:

- Cell and tissue injury and altered functions
- Genes and genetic diseases, epigenetics
- Innate and adaptive immunity, defects of mechanisms of defense
- Stress and disease
- Cancer
- Alterations of the endocrine system
- Alterations of the reproductive systems
- Alterations of neurological functions
- Alterations of the hematological system
- Alterations of cardiovascular and lymphatic systems
- Alterations of the pulmonary system
- Alterations of the digestive system

Methods of Assessment:

10% Active participation during the tutorials will be assessed by keeping records of students' participation and the quality of their contributions. This method is used to assess the students' ability to 1) communicate within a group (verbal or written) and 2) think critically, develop arguments, reflect, evaluate and assess new information.

30% Assignment on problem-based learning (team): A written examination in the form of midterm and final exams will be used to assess the students' ability to demonstrate knowledge and understanding of the biological basis, etiopathology and clinical manifestations of selected diseases and other perturbations.

30% Midterm exam (individual)

30% Final exam (individual)

Mode of Delivery: In Class

Breadth Requirements: Natural Sciences

Rationale:

This course is being added to the curriculum as a new regular offering after the hire of a new faculty member. This course is aimed towards second year undergraduate students, primarily those enrolled in the Health Studies BSc Major – Population Health. This course also fills a gap in the current curriculum, specifically regarding more advanced human biology, physiology and etiology of diseases. This course will be offered out-of-cycle Winter 2021.

Consultation:

RO Approval: May 12th, 2020

DCC Approval: September 14th, 2020

Resources:

The course will be taught by regular faculty. The course will require 240 hours of TA support; additional resources have been approved by the Dean's Office on September 30, 2020.

Management (UTSC), Department of

1 New Course:

MGEC45H3: Sports Data, Analysis and Economics

Description:

This course is intended to apply concepts of analytic management and data science to the sports world. Emphasis on model building and application of models studied previously, including economics and econometrics, is intended to deepen the students' ability to apply these skills in other areas as well. The course will address papers at the research

frontier, since those papers are an opportunity to learn about the latest thinking. The papers will both be interested in sports intrinsically, and interested in sports as a way to assess other theories that are a part of business education.

Prerequisites: MGE12H3

Exclusions: RSM314H3

Enrolment Limits: 60

Learning Outcomes:

Students will learn to:

Apply quantitative methods including linear, logit, fixed effects regressions

Use data to create predictions

Apply and test economic models (including incentives, game theory, behavioural models, and the testing of selection effects) using data from sports

Create datasets from publicly available data by scrapping and merging different datasets

Present and discuss the results of quantitative methods

Topics Covered:

- Applying Linear Regression to sports data
- Linear Weights Analytics and Regression: Prediction from multiple factors
- Logistic Regression: Expected Points/Goals Metrics
- Fixed Effects Regression
- From Logit to Multinomial Logit: The value of field position in the NFL
- Selection Effects: Usage in the NBA
- Predictive Analytics and Overfitting: NHL goals
- Game theory and structural modelling: Evidence from Tennis, Hockey, and Soccer
- Player contracts and Incentives: Evidence from the NBA
- Behavioral Bias: Evidence from the NFL Draft

Methods of Assessment:

There will be three homework assignments and a final project that will include a presentation as well as a paper requirement that will require that students use quantitative methods to answer questions regarding economic models. These will help students to develop skills in presenting and interpreting the results from regressions, applying and testing economic models, and creating the appropriate datasets for a particular question.

In addition, there will be guest speakers and students will be required to participate with discussions by providing questions prior to the guest speaker's presentation. This course will be offered out-of-cycle for Winter 2021.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

There has been a recent growth in the use of data and quantitative methods in management and economics which can be applied in sports. In addition, the sports management area is a growing area and this will be a course that will help to support students interested in this area. Therefore, this course will help fill a curriculum gap. This course will also provide students with a C-level option to complete their BBA programs or their Specialist program in Economics.

Consultation:

RO Approval: September 25, 2020

DCC Approval: September 28, 2020

Resources:

This course will be taught by Matt Mitchell, a sessional instructor who teaches the version of this course in the Rotman Commerce program. Moving forward, this course will be taught by Harry Krashinsky. Additional TA resources are required and will be covered by the department's existing budget.

2 New Courses:

SOCB40H3: Thinking Like a Sociologist

Description:

This course builds on SOCA03Y3 through a deep engagement with 4-5 significant new publications in Sociology, typically books by department faculty and visiting scholars. By developing reading and writing skills through a variety of assignments, and participating in classroom visits with the researchers who produced the publications, students will learn to "think like a sociologist." Possible topics covered include culture, gender, health, immigration/race/ethnicity, political sociology, social networks, theory, sociology of crime and law, and work/stratification/markets.

Prerequisites: SOCA03Y3 or [(SOCA01H3) and (SOCA02H3)]

Exclusions: SOC230H5

Learning Outcomes:

- 1) Students will gain greater familiarity with the topical and methodological breadth and depth of current sociological research
- 2) Students will develop ability in critical analyses and writing.
- 3) Students will develop insights into knowledge production.
- 4) Students will develop the ability to formulate useful and informative interview questions.
- 5) Students will get practice interacting with professors with a wide range of topical and methodological foci.

Topics Covered:

Culture
Gender
Health
Immigration, Race, and Ethnicity
Political Sociology
Social Networks
Theory
Sociology of Crime and Law
Work, Stratification, and Markets

Methods of Assessment:

- 8x one-page reading responses (learning goals #1-3).
- 4x interview questions (learning goals #4 and 5)
- Midterm and Final exams (both essay based; learning goals #1-3)

Mode of Delivery: In Class

Rationale:

This course is being proposed to provide Sociology Specialists and Major students an interactive "liberal arts" learning experience. Additionally, this course directly exposes students to the topical and methodological breadth of Sociology and creates a formal learning environment in which students can interact with and begin to get to know the professors in the department.

Consultation:

RO Approval: May 22, 2020

DCC Approval: September 10th, 2020

Resources: The course will be taught by Christopher Childress, a full-time regular faculty member. Additional TA support is required and will be covered by the unit's existing budget.

SOCD13H3: Sociology of Finance

Description:

This is an advanced course on the sub-field of economic sociology that focuses on money and finance. This course examines how cultural values and social relations shape money and finance in a variety of substantive settings, including the historical emergence of money as currency, the expansion of the financial system since the 1980s, financial markets, growing household involvement in the stock and credit market, and implications for social life (e.g., how credit scores shape dating).

Prerequisites: 10.0 credits and SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, SOCB50H3, or (SOCB51H3)]

Recommended Preparation: SOCB35H3 and SOCB37H3

Note: Priority will be given to students enrolled in the Specialist, Major, and Minor programs in Sociology. Additional students will be admitted as space permits.

Learning Outcomes:

1. Students will gain knowledge of the increasingly important role that finance broadly conceived plays in social life, including the expansion of the financial system since the 1980s, financial markets, growing household involvement in the stock and credit market, and implications for social life (e.g., how credit scores shape dating).
2. Students will learn sociological accounts of economic activity related to finance, specifically, how cultural values and social relations shape economic phenomena.
3. Students will learn how sociological accounts of finance differ from dominant approaches in economics and finance.
4. After completing the course, students will be able to recognize how economic activity related to finance is as social as religion, family, or education, and learn that finance cannot be fully understood outside of its social context.
5. Students will learn how to analyze real-life economic phenomena (related to finance) using the theoretical framework of the sociology of finance.

Topics Covered:

Competing accounts of economic life
Varieties of economic transitions and transaction media
The historical emergence of money as a currency
Financialization and expansion of the financial system since the 1980s
Financial markets
Growing household involvement in the stock and credit market
Implications for social life (e.g., how credit scores shape dating).

Methods of Assessment:

Mid-term examination (short answers and mini-essays) to assess how students master major theories and concepts of the course.
An essay will allow students to develop their own ideas and apply theories and concepts of the course to a topic of their choice.
Class participation will allow students to engage in discussions of the course material.

Mode of Delivery: In Class

Rationale:

The course complements and advances the Sociology curriculum by focusing specifically on finance as an increasingly important component of the economy in the 21st century that also reshapes social life in important and significant ways. This course also provides an in-depth examination of finance and makes it possible for students to learn more about the Sociology of finance. SOCD13H3 provides an advanced understanding and further context to SOCB37H3 introductory course on Sociological approaches to economic activity. Additionally, this course aims to serve both Specialists and Major students in Sociology.

Consultation:

RO Approval: May 22nd, 2020
DCC Approval: Sept 10th, 2020

Resources: This course will be taught by Angelina Grigoryeva, a full-time faculty member. Additional TA support is required and will be covered by the department's existing budget.