UNIVERSITY OF TORONTO SCARBOROUGH

FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO: UTSC Academic Affairs Committee

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

PRESENTER: Prof. Katherine Larson: Vice-Dean Teaching, Learning &
                     Undergraduate Programs
CONTACT INFO: (416) 208-2978, vdundergrad.utsc@utoronto.ca

DATE: January 6, 2021 for January 13, 2021

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Humanities, UTSC (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] (January 13, 2021)**

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

- The Department of English (Report: English)
  - 3 new courses
    - ENGB29H3
    - ENGC31H3
    - ENGD31H3
  - 1 course change
    - ENGB70H3
- The Department of Historical and Cultural Studies (Report: Historical and Cultural Studies)
  - 8 new courses
    - GASB65H3
    - GASC12H3
    - GASC73H3
    - GASD55H3
    - HISB65H3
    - HISC73H3
    - HISD03H3
    - HISD55H3
- The Department of Language Studies (Report: Language Studies)
  - 2 new courses
    - ECTC62H3
    - LINC98H3
  - 2 course changes
    - ECTD68H3
    - FREC46H3
- The Department of Philosophy (Report: Philosophy)
  - 2 new courses
    - PHLB58H3
    - PHLD89H3

FINANCIAL IMPLICATIONS:

There are no net implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2021-22 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

1. 2021-22 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: English, dated January 13, 2021.
2. 2021-22 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Historical and Cultural Studies, dated January 13, 2021.
3. 2021-22 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Language Studies, dated January 13, 2021.
4. 2021-22 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Report: Philosophy, dated January 13, 2021.

2021-22 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: English
January 13, 2021

English (UTSC), Department of

3 New Courses:

ENGB29H3: Shakespeare and Film

Description:

The history of Shakespeare and (on) film is long, illustrious—and prolific: there have been at least 400 film and television adaptations and appropriations of Shakespeare over the past 120 years, from all over the world. But how and why do different film versions adapt Shakespeare? What are the implications of transposing a play by Shakespeare to a different country, era, or even language? What might these films reveal, illuminate, underscore, or re-imagine about Shakespeare, and why? In this course, we will explore several different Shakespearean adaptations together with the plays they adapt or appropriate. We will think carefully about the politics of adaptation and appropriation; about the global contexts and place of Shakespeare; and about the role of race, gender, sexuality, disability, empire and colonialism in our reception of Shakespeare on, and in, film.

Pre-1900 course.

Prerequisites: ENGA10H3 or ENGA11H3 or ENGB70H3

Enrolment Limits: 100

Learning Outcomes:
- Students will learn about the history of Shakespeare on film and the global contexts thereof
- Students will think critically about the affordances of, and distinctions between, adaptation and appropriation
- Students will gain an introduction to Shakespeare's plays; Shakespeare in performance and the interpretive possibilities therein; and the global industry of Shakespeare
- Students will gain skills and experience in reading different kinds of texts (written and visual) and generating critical analyses of those texts
- Students will think about the implications of interpretive and performative decisions around the temporal and geographic setting, casting, costuming, language, and text for our reading of Shakespeare
- Students will think about the role of race, gender, sexuality, empire and colonialism in their critical readings of Shakespeare's plays and of their film adaptations and appropriations

Topics Covered:
- The history and evolution of Shakespeare on film, and what 'counts' as Shakespeare and why
- How and why adaptations function as critical readings of Shakespeare, and to what ends
- How 'Shakespeare' operates as cultural capital in different national and cultural contexts
- The different performative and interpretive decisions at stake in filming plays such as Romeo and Juliet, Othello and Macbeth in different settings, time periods and even languages
- How to synthesise and analyse these decisions, and how to attend to considerations of race, gender, sexuality, embodiment, indigeneity, disability, colonialism, class and empire

Methods of Assessment:
There will be a range of written assignments, which will assess students' ability to analyse literary, cultural and visual texts and to make a persuasive argument based on compelling readings of textual evidence. In addition to traditional essays, assignments will include a scene adaptation with an accompanying rationale for the interpretive decisions undertaken. There will also be a final exam (which may be a take-home exam).

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:
The department currently has no courses which address film adaptations of literature, and therefore, this course will help a curriculum gap in the department. In addition, there are no other courses at any UofT campuses on this topic, which will appeal to students who are thinking of pursuing Major or Minor programs in English. This course will serve as a bridge between the Literature and Literature and Film programs, whilst attracting students with interests in either or both literature and film. Also, this course will also play a role in the future development of the Major program in Literature and Film by building on the skills of film analysis that students learn in ENGA10H3/A11H3, and it will provide a useful foundation for ENGC10H3 as well as for D-level courses on early modern literature.

Consultation:
DCC Approval: September 18th, 2020
RO Approval: October 9, 2020

Resources:
Urvashi Chakravarty, full-time faculty will teach this course as part of her regular teaching load. In addition, Laura Jane Wey and Yulia Ryzhik may teach this course in the future. This course requires additional TA resources. This additional request was approved by the Dean's Office on November 23, 2020. No other resources are required.

ENGC31H3: Medieval Travel Writing

Description:

Long before the travel channel, medieval writers described exciting journeys through lands both real and imagined. This course covers authors ranging from scholar Ibn Battuta, whose pilgrimage to Mecca became the first step in a twenty-year journey across India, Southeast Asia, and China; to armchair traveller John Mandeville, who imagines distant lands filled with monsters and marvels. We will consider issues such as: how travel writing negotiates cultural difference; how it maps space and time; and how it represents wonders and marvels. Students will also have the opportunity to experiment with creative responses such as writing their own travelogues.

Prerequisites: Any 6.0 credits

Recommended Preparation: ENGA01H3 and ENGA02H3 and ENGB27H3

Enrolment Limits: 50

Learning Outcomes:
- Become familiar with a selection of medieval travel writing.
- Compare medieval approaches to travel and travel writing with 21st-century attitudes.
- Engage with and critically analyze forms and genres for negotiating cultural differences and for orienting readers and writers within a cultural and geographical context.
- Reflect critically upon the categories used to organize the study of the past, including concepts of national literature.
- Develop research and writing skills by producing critical essays.
- Expand writing skills and experiment with different practices of critical thinking by responding to course reading through creative writing.

Topics Covered:
- How literary texts organize space and historical time
- How literary texts negotiate cultural difference
- Concepts of wonder, marvel, and the monstrous
- Pilgrimage and trade routes
- Writing about material culture, including food, clothing, tools, architecture
- Gender and travel

Methods of Assessment:
- Participation: in-class discussion and in-class writing exercises. These are low-stakes opportunities for students to "try out" responses to the course material and for me to respond in real-time. They also support students' development of communication skills.
- Critical essays: These assignments support students' critical thinking and argumentation skills. They help students to analyze literary language to read literature in its appropriate historical and cultural context.
- Creative assignments (Such as writing your own travelogue): These assignments help students to understand literary forms and genres "from within." They help students learn first-hand how different practices of writing and generic conventions shape the representation of experience.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:
This course is being proposed to expand the Department of English's offerings in medieval literature; and, in particular, to give a broader geographical scope to those course offerings. It also complements existing courses, especially ENGC40H3, which also focuses on the medieval genre and the representation of experience.

Consultation:
DCC Approval: September 18, 2020.
RO Approval: October 9, 2020

Resources:
Kara Gaston, full-time faculty, will be teaching this course as part of her regular teaching load. This course will not require additional TA resources or any other resources.

ENGD31H3: Medieval Afterlives

Description:

Medieval authors answer the question "what happens after we die?" in great detail. This course explores medieval representations of heaven, hell, and the afterlife. Texts under discussion will include: Dante's Inferno, with its creative punishments; the Book of Muhammad's Ladder, an adaptation of Islamic tradition for Christian readers; the otherworldly visions of female mystics such as Julian of Norwich; and Pearl, the story of a father who meets his daughter in heaven and immediately starts bickering with her. Throughout we will consider the political, spiritual, and creative significance of writing about the afterlife.

Prerequisites: 1.0 credit at the C-level in ENG courses

Recommended Preparation: ENGC29H3 or ENGC30H3 or ENGC31H3 or ENGC40H3

Enrolment Limits: 25

Learning Outcomes:
- Become familiar with significant examples of medieval writing about the afterlife
- Engage with literary texts within their historical and cultural contexts.
- Reflect critically upon the nature of authority in the medieval context, especially in gendered and/or interlingual contexts.
- Practice analyzing texts in cultural and intellectual context
- Practice using research tools and developing appropriate research questions
- Practice confident and effective communication of their ideas.

Topics Covered:
- Generic conventions for writing about the afterlife
- Gendered conventions for writing about the afterlife
- Translation and adaptation in the medieval world
- Authorship and authority in medieval literature
- The political significance of writing about the afterlife

Methods of Assessment:
- Class participation: including participation in discussion and in-class writing assignments. These allow students to try out ideas in "real-time." They build communication skills. In this D-level course, they allow students to lead the conversation

and to converse with one another.
- Critical essays: including a research paper. These support the development of critical reading and thinking. Students will be asked to read texts in their appropriate historical and cultural context and to develop arguments supported by textual evidence and secondary reading.
- Annotated Bibliography: Students will also be asked to do secondary research for at least one paper. An annotated bibliography geared toward supporting the research paper will help them begin this process early, to use research tools, and to begin developing their own research questions.

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:
Currently, the English department curriculum only has two courses in medieval literature at the D-Level ENGD29H3 (focuses on canonical, Christian, male author) and ENGD30H3 (no specific focus). The department, therefore, needs an additional course at the D-level that covers a broader range of topics and authors. The proposed course addresses this need by adding a more diverse range of authorial voices (including women writers and writers of different faiths) to existing offerings at the D-level. It also builds upon two existing courses, ENGB12H3 and ENGC40H3 by continuing to explore literary forms for self-representation and self-knowledge. The course will therefore offer students a more diverse perspective on medieval literature at the D-level than currently available. It will also offer many students the opportunity to build on their earlier studies. Lastly, this course will offer students an additional D-level option for their Specialist, Major, Minor programs in English.

Consultation:
DCC Approval: September 18, 2020
RO Approval: October 9, 2020

Resources:
Kara Gaston will be teaching this course as part of her regular teaching load. This course will not require additional TA or any other resource support.

1 Course Modification:

ENGB70H3: How to Read a Film

Contact Hours:
Lecture: 24 / *Practical:* 36 / *Tutorial:* 12

Methods of Assessment:
The tutorial format will allow for more small-stakes writing assessments and quizzes throughout the term that can function as check-ins for the learning outcomes.

Rationale:
This course contact hours and methods of assessment have been revised to add tutorials. Tutorials will allow students to have guided discussion of the materials, and to practice the kind of close viewing and writing skills that will lead to success in written assignments and on exams. Also, adding tutorials to this course brings it in line with other introductory courses in the department, as well as with introductory film courses offered at the other two campuses.

Consultation: DCC Approval: September 18, 2020

Resources: Moving ENGB70H3 to a tutorial model will require additional TA support. This additional request was approved by the Dean's Office on November 23, 2020.

2021-22 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Historical and Cultural Studies
January 13, 2021

Historical & Cultural Studies (UTSC), Department of

8 New Courses:

GASB65H3: West Asia and the Modern World

Description:

For those who reside east of it, the Middle East is generally known as West Asia. By reframing the Middle East as West Asia, this course will explore the region's modern social, cultural, and intellectual history as an outcome of vibrant exchange with non-European world regions like Asia. It will foreground how travel and the movement fundamentally shape modern ideas. Core themes of the course such as colonialism and decolonization, Arab nationalism, religion and identity, and feminist thought will be explored using primary sources (in translation). Knowledge of Arabic is not required.

Same as HISB65H3

Exclusions: HISB65H3

Learning Outcomes:
1. To learn how to think historically situate ideas, historical developments in the context of their time. about the past
2. To learn how to critically read different types of primary and secondary sources for their form, rhetoric, and expressivity and not just for facts.
3. To learn to evaluate both types of sources to support and craft original arguments that engage and contribute to historiography.
4. To recognize the historical dynamism of West Asia, in contrast to notions of its stasis
5. To recognize the existence and importance of global links with West Asia beyond Europe and North America

Topics Covered:
- The general and specific economic, social, and political conditions of colonialism in West Asia, including the formation of protectorates and mandates.
- The transformation of the Ottoman Empire in the nineteenth century.
- The role of missionaries in world history.
- The importance of travel in the development of ideas.
- Feminism, socialism, and nationalism.
- Anti-colonialism in theory and practice.
- The Armenian genocide.
- Decolonization.

Methods of Assessment:
2 Short writing assignments building on in-class activities will train students to closely read primary and secondary sources each.
1 longer writing assignment will train and assess students to craft arguments that engage with secondary literature and

layout their interpretation of a given primary source.
The final exam will assess a student's knowledge of course content.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:
This course will be of interest to students enrolled in Major/Minors programs in GAS, HIS and Pol Sci. This course will support the department's focus on transnational history and support both in filling a curriculum gap n the department's History and the Global Asian Studies program since presently no other courses offered by the department discuss the history of West Asia as it relates to the world beyond Europe.

Consultation:
DCA Approval: October 9, 2020
RO Approval: October 6, 2020

Resources: This course will be taught by a regular faculty member. Depending on the number of students enrolled, TA resources may be required and will be covered by the department's existing budget. No other additional resources are required.

GASC12H3: Culture and Society in Contemporary South Asia

Description:
This course surveys central issues in the ethnographic study of contemporary South Asia (Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka). Students will engage with classical and recent ethnographies to critically examine key thematic fault lines within national imaginations, especially along the lines of religion, caste, gender, ethnicity, and language. Not only does the course demonstrate how these fault lines continually shape the nature of nationalism, state institutions, development, social movements, violence, and militarism across the colonial and post-colonial periods but also, demonstrates how anthropological knowledge and ethnography provide us with a critical lens for exploring the most pressing issues facing South Asia in the world today.

Same as ANTC12H3

Prerequisites: [ANTB19H3 and ANTB20H3, or permission of the instructor] or [Any 4.0 credits, including 0.5 credit at the A- or B-level in GAS or Africa and Asia Area HIS courses]

Exclusions: ANTC12H3

Enrolment Limits: 80

Learning Outcomes:
Students will learn to use ethnographic methods to critically engage fundamental issues that confront contemporary South Asia such as nationalism, caste, religion, gender, development, environmental change, and urban and agrarian transformations. This course spans the historical divide between the colonial and post-colonial periods. This outcome will be supported by a midterm, final, and final research paper on one of these themes. This course supports the Anthropology program by giving students insights into combining historical and ethnographic methods and area-specific information for further study in Anthropology and related fields.

Topics Covered:
- Nationalism, the state, and empire
- Development and modernization
- Caste and religion
- Afterlives of colonial rule
- Partition, violence, and gender
- Militarism and populism
- Colonization and decolonization

Methods of Assessment:
Midterm and final will assess engagement with readings, materials presented in lectures, and key concepts presented in class.
The final research paper will synthesize information, concepts, and other materials presented throughout the course. As

many students at UTSC have some connection to South Asia the final paper will allow them to relate their diasporic experience to South Asia's historical place in a globalizing world.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:
This course will prepare students in GAS and ANT programs to engage more fully in professional fields such as international development. It will serve students majoring in Anthropology and non-anthropology students with interests in South Asia. t will also provide students with an additional C-level option to complete their program. Lastly, this course will complement other area-specific courses offered in Anthropology such as the courses on Latin America, the Middle East and North Africa.

Consultation:
DCC Approval: October 8, 2020.
Department ANT DCC Approval: October 11, 2020.
RO Approval: October 7, 2020

Resources: This course will be taught by a regular faculty member. Depending on the number of students enrolled, TA resources may be required and will be covered by the department's existing budget. No other additional resources are required.

GASC73H3: Making the Global South

Description:
The course will explore the history and career of a term: The Global South. The global south is not a specific place but expressive of a geopolitical relation. It is often used to describe areas or places that were remade by geopolitical inequality. How and when did this idea emerge? How did it circulate? How are the understandings of the global south kept in play? Our exploration of this term will open up a world of solidarity and circulation of ideas shaped by grass-roots social movements in different parts of the world

Same as HISC73H3

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

Exclusions: HISC73H3

Learning Outcomes:
1. To situate primary sources in their time and place.
2. To synthesize material from different regions and secondary sources to understand connections between different areas
3. To think critically about how geography as a concept and relation was mobilized to critique received histories of regions.
4. To learn about the politics of knowledge production
5. To recognize the limits of European ways of studying the world's past
6. To contribute to the study of oft-ignored ideas, people, and movements by contributing to a grassroots-based knowledge project like Wikipedia

Topics Covered:
- Theories of southernness
- The history of orientalism and associated forms of knowledge
- Migration and travel
- Imperialism
- Anti-colonialism and internationalism
- Third Worldism and Afro-Asianism

Methods of Assessment:
Through a series of scaffolded assignments, students will be expected to produce three different forms of short writing. The first two will address physical objects and written primary texts. The final assignment will require them to author or significantly contribute to an existing Wikipedia article through a thorough research in secondary sources.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies
Rationale: This course will contribute significantly to the History program and Global Asian Studies program by providing an opportunity to study the global south from above, through imperial and colonial histories and texts, and below, through the words and activities of those who toiled under imperial domination. This course will contribute to the already robust offerings on the history of the global south in the department and Toronto campuses by providing a conceptual framework to think about geographically disparate histories in relation.
Consultation: DCC Approval: October 9, 2020 RO Approval: October 6, 2020
Resources: This course will be taught by a regular faculty. Depending on the number of students enrolled, TA resources may be required and will be covered by the department's existing budget. No other additional resources are required.

GASD55H3: Transnational Asian Thought

Description: This course explores the transnational connections and contexts that shaped ideas in modern Asia such as secularism, modernity, and pan Asianism. Through the intensive study of secondary sources and primary sources in translation, the course will introduce Asian thought during the long nineteenth-century in relation to the social, political, cultural, and technological changes. Using the methods of studying transnational history the course will explore inter-Asian connections in the world of ideas and their relation to the new connectivity afforded by steamships and the printing press. We will also explore how this method can help understand the history of modern Asia as a region of intellectual ferment rather than a passive recipient of European modernity. Same as HISD55H3
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: HISD55H3
Learning Outcomes: - To read different sources and situate them in their context - To read sources for evidence of the relationship between different parts of Asia - To think in historical terms about the relationship between the content and conditions of thought - To discern how historiographical or scholarly analysis is also shaped by the context of their production. - To consider how specific idioms of imitation or narratives of diffusion and reception put limits on the serious study of Asian thought
Topics Covered: - The relevance and coherence (or not) of "Asia" - Steam, print and associated technologies and their social and cultural effects - Movements of translation and people - State patronage for intellectual production and its discontents - The history of science and social science - The question of secularism and religion - The origins of Pan-Asianism
Methods of Assessment: In addition to regular written responses to the weekly readings and short papers related to questions raised in class, students will be required to produce an original research paper on the topic of their choice. In doing so, students will learn to read texts closely and contextually over the course of the semester.
Mode of Delivery: In Class
Breadth Requirements: History, Philosophy & Cultural Studies
Rationale:

This course will help fill an important curriculum gap because it offers advanced students in Global Asian Studies and History a chance to think in a serious fashion about Asian thinkers as thinkers in the world. That is to say, intellectuals with important ideas can be engaged in a systematic way and debated on their own terms. It asks students to think seriously about how such ideas are narrated generally and why they not have encountered such thinkers in such a way previously. This course will offer students an additional D-level course in both HIS and GAS to complete their program requirements.

Consultation:
DCC Approval: October 9, 2020
RO Approval: October 6, 2020

Resources: This course will be taught by a regular faculty. No additional TA support or any other resources are required for this course.

HISB65H3: West Asia and the Modern World

Description:
For those who reside east of it, the Middle East is generally known as West Asia. By reframing the Middle East as West Asia, this course will explore the region's modern social, cultural, and intellectual history as an outcome of vibrant exchange with non-European world regions like Asia. It will foreground how travel and the movement fundamentally shape modern ideas. Core themes of the course such as colonialism and decolonization, Arab nationalism, religion and identity, and feminist thought will be explored using primary sources (in translation). Knowledge of Arabic is not required.

Same as GASB65H3
Africa and Asia Area

Exclusions: GASB65H3

Learning Outcomes:
1. To learn how to think historically situate ideas, historical developments in the context of their time. about the past
2. To learn how to critically read different types of primary and secondary sources for their form, rhetoric, and expressivity and not just for facts.
3. To learn to evaluate both types of sources to support and craft original arguments that engage and contribute to historiography.
4. To recognize the historical dynamism of West Asia, in contrast to notions of its stasis
5. To recognize the existence and importance of global links with West Asia beyond Europe and North America

Topics Covered:
- The general and specific economic, social, and political conditions of colonialism in West Asia, including the formation of protectorates and mandates.
- The transformation of the Ottoman Empire in the nineteenth century.
- The role of missionaries in world history.
- The importance of travel in the development of ideas.
- Feminism, socialism, and nationalism.
- Anti-colonialism in theory and practice.
- The Armenian genocide.
- Decolonization.

Methods of Assessment:
2 Short writing assignments building on in-class activities will train students to closely read primary and secondary sources each.
1 longer writing assignment will train and assess students to craft arguments that engage with secondary literature and layout their interpretation of a given primary source.
The final exam will assess a student's knowledge of course content.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This course will be of interest to students enrolled in Major/Minors programs in GAS, HiS and Pol Sci. This course will support the department's focus on transnational history and support both in filling a curriculum gap n the department's History and the Global Asian Studies program since presently no other courses offered by the department discuss the history of West Asia as it relates to the world beyond Europe.

Consultation:
DCA Approval: October 9, 2020
RO Approval: October 6, 2020

Resources: This course will be taught by a regular faculty member. Depending on the number of students enrolled, TA resources may be required and will be covered by the department's existing budget. No other additional resources are required.

HISC73H3: Making the Global South

Description:
The course will explore the history and career of a term: The Global South. The global south is not a specific place but expressive of a geopolitical relation. It is often used to describe areas or places that were remade by geopolitical inequality. How and when did this idea emerge? How did it circulate? How are the understandings of the global south kept in play? Our exploration of this term will open up a world of solidarity and circulation of ideas shaped by grass-roots social movements in different parts of the world

Same as GASC73H3
Africa and Asia Area

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

Exclusions: GASC73H3

Learning Outcomes:
1. To situate primary sources in their time and place.
2. To synthesize material from different regions and secondary sources to understand connections between different areas
3. To think critically about how geography as a concept and relation was mobilized to critique received histories of regions.
4. To learn about the politics of knowledge production
5. To recognize the limits of European ways of studying the world's past
6. To contribute to the study of oft-ignored ideas, people, and movements by contributing to a grassroots-based knowledge project like Wikipedia

Topics Covered:
- Theories of southernness
- The history of orientalism and associated forms of knowledge
- Migration and travel
- Imperialism
- Anti-colonialism and internationalism
- Third Worldism and Afro-Asianism

Methods of Assessment:
Through a series of scaffolded assignments, students will be expected to produce three different forms of short writing. The first two will address physical objects and written primary texts. The final assignment will require them to author or significantly contribute to an existing Wikipedia article through a thorough research in secondary sources.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:
This course will contribute significantly to the History program and Global Asian Studies program by providing an opportunity to study the global south from above, through imperial and colonial histories and texts, and below, through the words and activities of those who toiled under imperial domination. This course will contribute to the already robust offerings on the history of the global south in the department and Toronto campuses by providing a conceptual framework to think about geographically disparate histories in relation.

Resources: This course will be taught by a regular faculty. Depending on the number of students enrolled, TA resources may be required and will be covered by the department's existing budget. No other additional resources are required.

HISD03H3: Selected Topics in Historical Research

Description:
This seminar will expose students to   advanced subject matter and research methods in history. Each seminar will explore a selected topic.

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:
- To apply historical methods of inquiry, research and analysis to produce a piece based on primary research.
- To be able to situate their research and arguments in relation to scholarly arguments
- To be able to explain how the availability of sources is shaped by social power and how positionality shapes the interpretation of sources, the questions we ask and answers we obtain.
- To read different sources critically and not just for facts
- Develop skills in academic writing and analysis

Topics Covered:
-A selected topic in History

Methods of Assessment:
-an essay proposal and annotated bibliography
-short analytical paper focused on course reading
-an essay based on historical research in scholarly sources

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:
This course is being proposed to create a shell course that can be utilized by sessional instructors if the department requires the addition of D-level seminars in a given academic year. D-level courses are requirements for majors and minors in History. Enabling a sessional instructor to teach a course in their own area of specialization will help ensure that the department'ss curriculum includes D-level courses of excellent quality. It also will help ensure the geographical, chronological, and topical variety of D-level courses are available to students.

Consultation:
DCC Approval: October 8, 2020
RO Approval: October 6, 2020

Resources: This course will be taught by a sessional using the unit's existing stipend budget. As a D-level seminar, this course will not require TA support. No other additional resources are required for this course.

HISD55H3: Transnational Asian Thought

Description:
This course explores the transnational connections and contexts that shaped ideas in modern Asia such as secularism, modernity, and pan Asianism. Through the intensive study of secondary sources and primary sources in translation, the course will introduce Asian thought during the long nineteenth-century in relation to the social, political, cultural, and technological changes. Using the methods of studying transnational history the course will explore inter-Asian connections in the world of ideas and their relation to the new connectivity afforded by steamships and the printing press. We will also explore how this method can help understand the history of modern Asia as a region of intellectual ferment rather than a passive recipient of European modernity.

	Same as HISD55H3 Transnational Area

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: GASD55H3

Learning Outcomes:
- To read different sources and situate them in their context
- To read sources for evidence of the relationship between different parts of Asia
- To think in historical terms about the relationship between the content and conditions of thought
- To discern how historiographical or scholarly analysis is also shaped by the context of their production.
- To consider how specific idioms of imitation or narratives of diffusion and reception put limits on the serious study of Asian thought

Topics Covered:
- The relevance and coherence (or not) of "Asia"
- Steam, print and associated technologies and their social and cultural effects
- Movements of translation and people
- State patronage for intellectual production and its discontents
- The history of science and social science
- The question of secularism and religion
- The origins of Pan-Asianism

Methods of Assessment:
In addition to regular written responses to the weekly readings and short papers related to questions raised in class, students will be required to produce an original research paper on the topic of their choice. In doing so, students will learn to read texts closely and contextually over the course of the semester.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:
This course will help fill an important curriculum gap because it offers advanced students in Global Asian Studies and History a chance to think in a serious fashion about Asian thinkers as thinkers in the world. That is to say, intellectuals with important ideas can be engaged in a systematic way and debated on their own terms. It asks students to think seriously about how such ideas are narrated generally and why they not have encountered such thinkers in such a way previously. This course will offer students an additional D-level course in both HIS and GAS to complete their program requirements.

Consultation:
DCC Approval: October 9, 2020
RO Approval: October 6, 2020

Resources: This course will be taught by a regular faculty. No additional TA support or any other resources are required for this course.

2021-22 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Language Studies
January 13, 2021

Language Studies (UTSC), Department of

2 New Courses:

ECTC62H3: Translation in Media

Description:
The course examines linguistic aspects of translation in different writing media from new media, such as social media and websites, to traditional media, such as film, television, and printed press. It also explores approaches from cultural and social perspectives of media translation. The course delves deeply into translation strategies to deal with the conflict between Chinese and Western cultures in mass media.

Recommended Preparation: High proficiency in both Chinese and English

Enrolment Limits: 40

Learning Outcomes:
Students will gain knowledge of linguistic theory while also acquiring practical experience in translating different media. At the end of this course, students will have studied theory and techniques for the translation of various media. Students will also be familiar with practical issues in the translation of all kinds of media, especially those issues related to cultural, social, economic, and political perspectives of media translation. It will complement students' knowledge and skills in translation studies.

Topics Covered:
The topics include linguistic aspects of translation in different writing media from new media such as blogs, social media and websites to traditional media such as film, television, and the printed press. The course covers approaches from cultural, social, economic, and political perspectives of media translation.

Methods of Assessment:
The assessment is comprised of both theoretical and practical aspects. The course work includes translation projects, essays on translation analysis, and group presentations.

Mode of Delivery: In Class

Rationale:
This course is intended to provide a C-level course for the Minor Program in English and Chinese Translation. Although Media-Translation is included in the title of ECTD68H3, the subject of media has not been covered in practice in the past. Therefore, the department has decided to remove all media-translation related content from ECTD68H3, and instead create a new C-level course focused on this subject. Business translation is a large and extensive subject on its own, and media translation is an important part of translation studies, thus requiring a separate course focused on these topics and content.

Consultation:

Resources: The course will be taught by existing part-time faculty. The course will not require TA support or any other resources.

LINC98H3: Supervised Research in Linguistics

Description:

This course provides an opportunity to build proficiency and experience in ongoing theoretical and empirical research in any field of linguistics. Supervision of the work is arranged by mutual agreement between student and instructor. For any additional requirements, please speak with your intended faculty supervisor. Students must download the Supervised Study Form, that is to be completed with the intended faculty supervisor, along with an agreed-upon outline of work to be performed., The form must then be signed by the student and the intended supervisor and submitted to the Program Coordinator by email or in person.

Note: This course **does not** satisfy any Linguistics program requirements.

Prerequisites: 5.0 credits including: [LINA01H3 or LINA02H3] and [1.0 credits at the B-level or higher in Linguistics or Psycholinguistics]; and a minimum cGPA of 3.3.

Enrolment Limits: Enrollment in a Linguistics or Psycholinguistics program of study.

Note:
1. Priority will be given to students enrolled in a Specialist or Major program in Linguistics or Psycholinguistics.
2. Students who have taken the proposed course cannot enroll in LINB98H3.
3. Enrollment will depend each year on the research opportunities available with each individual faculty member and the interests of the students who apply for enrollment.

Learning Outcomes:
Students will gain proficiency in research skills and hands-on experience in conducting linguistics research. This work enables students to better understand and think about core findings in linguistics that they will learn about in subsequent courses at the C-, and D-level, and in particular prepare students for research projects at the higher levels of the linguistics and psycholinguistics programs (e.g., theses, supervised studies). This training will also provide more advanced hands-on work that will be valuable in graduate school applications. Students will work closely with their faculty supervisor and with other members of each faculty's research group (e.g., other graduate and undergraduate students, postdocs), which will enhance communication skills and enable students to develop proficiency in speaking about scientific knowledge with other experts in the domain. Students will also develop documentation and writing skills through their final report and research journal (see evaluation methods, below), as well as through a research presentation.

Topics Covered:
The topics will vary from year to year depending on the research projects that are being pursued by individual faculty members. For example, students could learn to select experimental stimuli testing how ambiguous words like BANK (which refers to a river or to a financial institution) are processed, run a word comprehension test, analyze the results, and present their work in a paper and lab presentation. Or, as another example, students could be provided with a database of recordings of a group of people speaking different words, and conduct phonetic analyses on the similarities and differences among different speakers (e.g., based on gender, native language, age, etc.), again analyzing their results, and summarizing their work in a presentation and written report. Or, students may visit a local indigenous population, collect audio recordings of their language, and conduct morphological or syntactic analyses of its properties, quantifying and comparing this language to that of other languages (e.g., English).
In essence, this course aims to put individual students in the shoes of a faculty or senior graduate student and gain basic experience in the day-to-day hands-on work that is done within the field of linguistics. In contrast to the B-level offering, where the research expectations are more modest and students may only work on a substantial subset of the full research process, the emphasis in the proposed C-level course is that students should be working on the full research process, from how to operationalize a research question, to how to selecting stimuli and running an experiment (or collecting other types of data), to disseminate the results in a written and spoken form. More guidance from a faculty member and somewhat more modest goals for the scope of the full project are expected for the proposed C-level offering as compared to the current D-level "Supervised readings" courses that are often used to enable course-based research experiences.

Methods of Assessment:

Before enrolling in the course, the student and supervising faculty member will agree on a marking scheme for the course, which may vary slightly depending on the specific project in question. However, the basic template rubric will comprise the following:
1) Evaluation of lab work over the term. This includes attendance and contribution to lab meetings and conducting research in an efficient, effective and professional manner, including consistent attendance and completion of different elements of their research projects (e.g., recording audio files, classifying ambiguous word stimuli, analyzing results, writing up reports, preparing draft presentations). Students will be expected to work at least 6 hours per week in a linguistics research lab (or on lab-related tasks in the field) 40%
2) Research journal. Each student is expected to keep a research journal to record their activities every week, including lab hours, tasks and progress, research ideas, challenges encountered in their work, and comments on discussions held with other lab members regarding the research project. This journal will also include step-by-step tutorials that explain how they complete each task that they are assigned suitable for use in educating other students on the technique. 20%
3) Final Report. Students will provide a summary report on the skills that they acquired and how the project advanced as a result of their contributions to the lab. 25%
4) Final Oral Presentation. Students will produce a final presentation of approximately 10 minutes in length, similar to a conference presentation, describing their research, and present it to the supervised faculty member (possibly in the context of a lab meeting, or as part of the UTSC linguistics undergraduate research conference). 15%

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:
This course is designed to fill in a current gap in the department's curriculum by offerings experiential learning opportunities. This gap was created based on the introduction, and initial positive experience, with the B-level supervised introductory research course. With the addition of this new C-level course, the department will be in a position to offer hands-on research opportunities that relate to "introducing" (B-level), "gaining proficiency" (C-level) and "mastering" (D-level) research skills. This course will provide an exceptionally strong research background for students who are considering careers related to the language sciences (e.g., computational linguistics, speech-language pathology, academic positions).

Consultation:
DCC Approval: November 12, 2020
RO Approval: November 5, 2020

Resources: Faculty in the Linguistics program will offer this course to individual students, and offering this course will not impact their regular teaching load. The course does not require additional TA support or any other resources.

2 Course Modifications:

ECTD68H3: Translation for Business and Media

Title: Translation for Business ~~and Media~~

Description:
Guided by translation theories and techniques, students learn the lexicon, structure, and style used in business ~~and media~~ discourse and gain hands-on experience in translating real-life documents regarding business ~~and media~~ for large Chinese communities within Canada.

Learning Outcomes:
At the end of this course, students will master the theory and techniques in business translation, covering the areas of advertising, world economy, marketing, international trade and finance, contract and agreement, insurance, international law etc.

Topics Covered:
Translation terms in advertising, economics, marketing, international trade, finance, contract processing, insurance, international law, etc.

Rationale:

1. The course title and description have been changed to better reflect the new topics and new content covered in this course.
2. The course learning outcomes and topic covered have been revised to remove media translation-related content. Although media translation is included in the title of ECTD68H3, the subject of media has not been covered in practice in the past. This is because business translation is a large and extensive subject on its own, leaving no room to cover media translation in the same course.

Consultation: DCC Approval: October 9, 2020

Resources: None

FREC46H3: Syntax II

Title: French Syntax ~~II~~

Description:

 Core issues in syntactic theory, with emphasis on French universal principles and syntactic variation ~~between French and English.~~
 ~~Same as LINC11H3. Taught in English~~

Prerequisites: FREB45H3 ~~or~~ ~~LINB06H3~~

Learning Outcomes:
Mastering advanced tools in syntactic analysis of the sentence structure in French (with a comparison with English) b. Applying learned tools in analyzing diverse syntactic phenomena in French

Topics Covered:
a. Constraints on transformations (head-movement, DP-movement, Wh-movement, Clitic placement, Minimal Link Condition)
b. Advanced topics in Binding Theory: French reflexives, reciprocals, and middle constructions
c. Expanded VP, little v and the Unaccusative Hypothesis in French
d. DP structure, agreement, and adjectival linearization

Methods of Assessment:
a) 1 Assignment: challenge problem sets
b) 1 midterm
c) In-class presentation: research paper on French data
d) Final exam

Rationale:
1. The course is being revised to remove the double numbering of LINC11H3. Double-numbering was introduced in the context of limited resources: two faculty from FRE had to offer courses in two separate disciplines with similar content, except the language of instruction. By having two separate courses tailor each new section/course to the needs of students and also reflect their previous level of involvement with the subject matter, the department will better serve students.
2. The course description and prerequisites have been revised to remove LIN course-related details.
3. The course learning outcomes, topics covered, and method of assessment have been revised to ensure this course is different from LINC11H3. With the removal of the double-number LINC11H3 course, the department is indicating different learning outcomes, topics covered, and method of assessment that are more aligned with FRE C-level courses.

Consultation: DCC Approval: October 9, 2020.

Resources: None

2021-22 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Philosophy
January 13, 2021

Philosophy (UTSC), Department of

2 New Courses:

PHLB58H3: Reasoning Under Uncertainty

Description: Much thought and reasoning occur in a context of uncertainty. How do we know if a certain drug works against a particular illness? Who will win the next election? This course examines various strategies for dealing with uncertainty. Topics include induction and its problems, probabilistic reasoning and the nature of probability, the assignment of causes and the process of scientific confirmation and refutation. Students will gain an appreciation of decision making under uncertainty in life and science.	

Exclusions: PHL246H1, PHL246H5

Learning Outcomes:
Students will come to understand the nature of inductive inference as well as associated philosophical problems of induction. They will become acquainted with probability as used in inference as well as basic philosophical interpretations of probability. They will acquire an understanding of the process of scientific confirmation and disconfirmation.

Topics Covered:
1. Induction, it's nature and problems
2. The nature of probability, and its use in uncertain inference.
3. The method of science, specifically how hypotheses are confirmed or disconfirmed.

Methods of Assessment:
Assessment will involve both philosophical engagements with the material in the form of essays and/or examinations. The technical aspects of the course will be best assessed by examination.

Mode of Delivery: In Class

Breadth Requirements: Quantitative Reasoning

Rationale:
This course will serve both the department's own students but also other students outside the department since understanding the philosophical status of induction, probability and scientific reasoning is a vital part of intellectual maturity in the modern world. This course will help fill a curriculum gap in the department and allow students with an introductory level course that is suitable for early undergraduates.

Consultation:
DCC Approval: October 9, 2020.
RO Approval: October 9, 2020.

PHLD89H3: Advanced Seminar in Philosophy: The Socrates Project for Applied Ethics

Description:

The Socrates Project for Applied Ethics is a full-year seminar course that provides experiential learning in philosophy in conjunction with a teaching assignment to lead tutorials and mark assignments in PHLB09H3. Roughly 75% of the seminar will be devoted to a more in-depth study of the topics taken up in PHLB09H3. Students will write a seminar paper on one of these topics under the supervision of a UTSC Philosophy faculty member working in the relevant area, and they will give an oral presentation on their research topic each semester. The remaining 25% of the seminar will focus on the methods and challenges of teaching philosophy, benchmark grading, and grading generally

Prerequisites: Permission of the instructor and Department.

Enrolment Limits: 5

Learning Outcomes:

The primary learning outcomes in philosophy are (i) the ability to write clear, focused argumentative essays that develop an extended logical argument for a position as well as criticism of opposing positions; and (ii) the ability to engage in oral argumentation that develops a sustained position clearly.

This course will develop both learning outcomes through the independent research project that students will carry out and through the extensive training they will receive to explain course materials and lead discussion in tutorials for PHLB09.

Topics Covered:

The topics may vary with the content of PHLB09, but will typically include a significant subset of the following:
- Normative theories
- The application of normative theories to problems in Bioethics
- The moral constraints that apply to the patient-physician relationship
- The concept of autonomy and its significance in medicine
- The ethical constraints that pertain to physician-assisted death
- Obligations and permissions that apply in the context of procreation
- The research project pursued by the student may pertain to any subject in applied ethics
- Pedagogical skills pertaining to leading tutorials, presenting material effectively, leading the discussion, marking assignments, providing constructive comments on written work.

Methods of Assessment:

The primary method of assessment will be a major research project, but students may also be assessed based on seminar participation and oral presentations that pertain to their research.
 These relate to the primary learning outcomes in philosophy which are:
(i) the ability to write clear, focused argumentative essays that develop an extended logical argument for a position as well as criticism of opposing positions; and
(ii) the ability to engage in oral argumentation that develops a sustained position.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

The course is being proposed as an experiential learning component in their final year of study in philosophy.
It will provide:
(i) an in-depth study of core topics in Biomedical Ethics and (ii) pedagogical instruction that will enable students to teach tutorials and mark assignments for Biomedical Ethics.
This course will also provide the opportunity for students to carry out one major research and writing assignment that pertains to any topic in applied ethics. The distinctive and innovative elements of the course are that it provides the research and pedagogical support for students to engage in experiential learning by teaching tutorials and carrying out marking duties in the department's introductory biomedical ethics course.

Consultation:

DCC Approval: October 5, 2020.
RO Approval: October 5, 2020

Resources: This course will be included in the regular rotation of D-level course offerings by a regular faculty member. No TA resources or additional resources are required.