



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William Gough, Vice-Principal Academic and Dean
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DATE: January 6, 2021 for January 13, 2021

AGENDA ITEM: 4

ITEM IDENTIFICATION:

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

- The Centre for Critical Development Studies (Report: Critical Development Studies)
 - 2 program changes
 - Specialist (Co-operative) Program in International Development Studies (Arts), UTSC
 - Specialist (Co-operative) Program in International Development Studies (Sciences), UTSC
 - 3 new courses
 - COPB33H3
 - IDSB07H3
 - IDSC21H3
 - 2 course changes
 - COPB30H3
 - COPB31H3
- The Department of Anthropology (Report: Anthropology)
 - 1 new course
 - ANTC12H3
- The Department of Human Geography (Report: Human Geography)
 - 1 new course
 - GGRC15H3
- The Department of Political Science (Report: Political Science)
 - 1 new course
 - PPGD68H3
 - 1 course change
 - PPGC66H3

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the proposed Social Sciences 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: Critical Development Studies, dated January 13, 2021.
2. 2021-22 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Anthropology, dated January 13, 2021.
3. 2021-22 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Human Geography, dated January 13, 2021.
4. 2021-22 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Political Science, dated January 13, 2021.



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Critical Development Studies

January 13, 2021

Critical Development Studies (UTSC), Centre for

2 Minor Program Modifications:

SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)

Completion Requirements:

Program Requirements

The program requires a total of 15.0 credits, 4.0 credits of which must be at the C- or D-level, including at least 1.0 credit at the D-level. Students must complete components 1-5 of the program requirements as described in the Specialist Program in International Development Studies (Arts).

In addition, students must complete:

6. Co-operative, Language and Thesis Requirements (2.5 credits)

1.0 credit in a second language

IDSC01H3 Research Design for Development Fieldwork (must be taken prior to co-op placement)

IDSD01Y3 Post-placement Seminar and Thesis

Co-op Work Term Requirements

To be eligible for placement, students must have completed 14.5 credits, including IDSC01H3, IDSC04H3 and 6.0 credits from Requirements 1. through 4. as noted above. It is highly recommended that students complete courses towards fulfilling their specialized courses from Requirement 6., as well as the required 1.0 credit in a second language when completing the remainder of the 14.5 credits that are required prior to placement.

Students are required to submit bi-monthly progress reports every 2 months and begin work on a major research project.

In addition to the academic course requirements, students are required to complete ~~three~~ ~~two~~ additional non-credit courses: COPB30H3 /COPD02H3), COPB31H3 / (COPD04H3), and COPB33H3. Students entering the program prior to Fall 2021 will have two non-credit courses: COP30H3/(COPD02H3), and COPB31H3/(COPD04H3). These courses are taken in the first and third year of the program with the aim of providing students with the skills and knowledge needed to successfully navigate the placement experience. These credits are in addition to the 20.0 credits required for the degree. Work terms are evaluated by the program faculty, the co-op office, and the employer. A grade of CR (credit)/NCR (no credit) is recorded on the transcript.

For information on fees and status in Co-op programs, and certification of completion of Co-op programs, see the [6B.5 Co-operative Programs](#) section or the [International Development Studies Co-op](#) section in the UTSC *Calendar*.

Description of Proposed Changes:

Co-op Work-Term requirements: has added COPB33H3 as a required course.

Rationale:

This new course is created as part 3 to COPB30H3 and COPB31H3 and is considered a core course to complete the Co-op Work Term Requirements.

Impact: None.

Consultation: DCC Approval: October 2, 2020

Resource Implications: None

SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)

Completion Requirements:**Program Requirements**

The program requires students to complete a total 15.5 credits, of which 4.0 credits must be at the C-or D- level including at least 1.0 credit at the D-level.

1. Introduction to Sciences and International Development Studies (4.5 credits):

IDSA01H3 Introduction to International Development Studies
BIOA01H3 Life on Earth: Unifying Principles
BIOA02H3 Life on Earth: Form, Function and Interactions
CHMA10H3 Introductory Chemistry I: Structure and Bonding
CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms
EESA01H3 Introduction to Environmental Science
EESA06H3 Introduction to Planet Earth
IDSA01H3 Introduction to International Development Studies
[MGEA01H3 Introduction to Microeconomics or MGEA02H3 Introduction to Microeconomics: A Mathematical Approach]
[MGEA05H3 Introduction to Macroeconomics or MGEA06H3 Introduction to Macroeconomics: A Mathematical Approach]

2. Core Courses in International Development (2.0 credits):

IDSB01H3 Political Economy of International Development
IDSB02H3 Development and Environment
IDSB04H3 Introduction to International/Global Health
IDSB06H3 Equity, Ethics and Justice in International Development

3. Core courses in Environmental Biology (2.5 credits):

BIOB50H3 Ecology
BIOB51H3 Evolutionary Biology
EESB03H3 Principles of Climatology
EESB05H3 Principles of Soil Science
EESB16H3 Feeding Humans - The Cost to the Planet

4. Methods for International Development Studies (1.5 credits):

IDSC04H3 Project Management I
STAB22H3 Statistics I or equivalent
and
0.5 credit from the following:
GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning
EESC03H3 Geographic Information Systems and Remote Sensing

5. Advanced Courses in Environmental Biology (2.0 credits of which 0.5 must be at the D-level):

Choose from:

BIOC37H3 Plants: Life on the Edge
BIOC58H3 Biological Consequences of Global Change
BIOC61H3 Community Ecology and Environmental Biology
BIOC62H3 Role of Zoos and Aquariums in Conservation
BIOC63H3 Conservation Biology
EESC04H3 Biodiversity and Biogeography
BIOD54H3 Applied Conservation Biology
EESD06H3 Climate Change Impact Assessment

6. Environmental Science in Practice (0.5 credit):

Choose from:

EESC13H3 Environmental Impact Assessment and Auditing
(GGRC22H3) Political Ecology Theory and Applications
GGRC25H3 Land Reform and Development
GGRC26H3 Geographies of Environmental Governance
GGRC44H3 Environmental Conservation and Sustainable Development
IDSC02H3 Environmental Science and Evidence-Based Policy

7. Co-operative, Language and Thesis Requirements (2.5 credits):

1.0 credit in a second language

IDSC01H3 Research Design for Development Fieldwork*(* must be taken prior to Co-op placement)
IDSD01Y3 Post-placement Seminar and Thesis

Co-op Work Term Requirements

To be eligible for placement, students must have completed 14.5 credits, including 10.5 credits from Requirements 1. through 4. as noted above and IDSC01H3. It is highly recommended that students complete courses towards fulfilling their specialized courses from Requirement 6., as well as the required 1.0 credit in a second language, when completing the remainder of the 14.5 credits that are required prior to placement.

Students are required to submit bi-monthly progress reports every 2 months and begin work on a major research project.

In addition to the academic course requirements, students are required to complete **three ~~two~~** additional non-credit courses: COPB30H3 / (COPD02H3), COPB31H3 / (COPD04H3), and COPB33H3 . **Students entering the program prior to Fall 2021 will have two non-credit courses : COP30H3/(COPD02H3) , and COPB31H3/(COPD04H3).** These courses are taken in the first and third year of the program with the aim of providing students with the skills and knowledge needed to successfully navigate the placement experience. These credits are in addition to the 20.0 credits required for the degree. Work terms are evaluated by the program faculty, the Co-op Office, and the employer. A grade of CR (credit)/NCR (no credit) is recorded on the transcript.

For information on fees and status in Co-op programs, and certification of completion of Co-op programs, see the [6B.5 Co-operative Programs](#) section or the [International Development Studies Co-op](#) section in the UTSC *Calendar* .

Description of Proposed Changes:

Co-op Work-Term requirements: has added COPB33H3 as a required course.

Rationale:

This new course is created as part 3 to COPB30H3 and COPB31H3 and is considered a core course to complete the Co-op Work Term Requirements.

Impact: None.

Consultation: DCC Approval: October 2, 2020

Resource Implications: None

3 New Courses:

COPB33H3: Passport to Placement III

Description:

This course is designed to prepare students in the International Development Studies Co-op programs with the skills, tools and preparation to be successful during the placement year. Building on the skills developed in the first two years of the program, students will explore placement opportunities based on their skill set and interests. The course will include presentations from International Development Studies placement partners, group exercises, and individual assignments designed to prepare students for the placement experience. Pre-departure orientation activities will include intercultural learning, health and safety issues, placement research, and other key topics. A weekend retreat with returned placement students (fifth-year) provides an opportunity for sharing first-hand experience and knowledge.

Prerequisites: COPB30H3 and COPB31H3 (if taken Fall 2021 or later)

Exclusions: COPB31H3 (if taken Fall 2020 or earlier)

Enrolment Limits: Restricted to students enrolled in the Specialist (Co-op) Programs in International Development Studies.

Learning Outcomes:

- Outline and complete the co-op job search process and methods of applying for work
- Create tailored application documents (e.g. resume, cover letter, reference list, letter of interest, thank you letter)
- Understand some of the complexities of working in international development and have the opportunity to reflect on the role of the coop intern in development work
- Demonstrate professional oral and written communication skills
- Understand the varied placement opportunities and the complexities involved with submitting successful applications
- Exhibit professional communication
- Build a strong understanding of the expectations and challenges that students will face during the coop internship period and ways in which students can best prepare.
- Understand the health and safety risks involved with going abroad and how to mitigate these risks

Topics Covered:

- introduction to co-op and experiential learning
- ethics of coop and international mobility in international development
- job application process
- networking and engagement
- risk mitigation
- budget management
- medical and sexual health

Methods of Assessment:

In-class assignments, Group activities, Active participation in pre-departure training (e.g. completion of Safety Abroad Office training), Cross-cultural engagement paper, country profile paper

Mode of Delivery: In Class

Rationale:

This course is previously offered as COPB31H3 but the department has decided to create this separate new course to ensure that co-op students have a continuation of learning prior to their full-year IDS Co-op placement. This will ensure consistent programming for Co-op students. For most of IDS Co-op students (i.e. those entering in the First Year), this course also better organizes and distributes their non-credit Co-op classes (i.e. COPB30H3 is offered Year 1, COPB31H3 is offered Year 2, COPB33H3 is offered Year 3). Currently, most Co-op students take the equivalent of proposed COPB30H3 and COPB31H3 in their first year of study, and this course will be provided to students in their second year.

Consultation:

DCC Approval: October 2, 2020

RO Approval: October 7, 2020

Resources: None.

IDSB07H3: Confronting Development's Racist Past and Present

Description:

This course offers students an in-depth survey of the role race and racism plays in Development of Thought and Practice across the globe. Students will learn the multiple ways colonial imaginaries and classificatory schemes continue to shape International Development and Development Studies. A variety of conceptual frameworks for examining race, racism and racialization will also be introduced.

Enrolment Limits: 80

Learning Outcomes:

- Become familiar with historical and contemporary meanings of race in development thinking and practice
- Learn how race and racial thinking are entwined with a variety of development policies
- Develop a vocabulary for understanding and articulating racist events, policies and discourse
- Learn how race and racism work in multiple ways and via multiple discourses in development thought and practice
- Learn through global events and case studies how race and racism operate in relation to other kinds of differences and the power of those differences (i.e. gender, ethnicity, religion, class, caste) in development thought and practice.

Topics Covered:

Some possible themes to be covered in this course include: Euro-American trusteeship and the changing meanings of Race in Development, the Transatlantic Slave Trade; the coloniality of mineral extraction in the Global South, the social construction of famine in Africa, Race and Hygiene campaigns, the Whiteness of Development, settler colonialism and Indigenous Peoples Rights, Racial Politics of Resource Access and land control; International Development Finance and Racism, Race and Human Rights, Race, Poverty and Poverty Reduction, Anti-Black Racism and Development; Race and Human Trafficking; Racism and the Development Practitioner.

Methods of Assessment:

Short Essays:

- students write 5 pages on a polemic issue on historical aspects of race and development

Research Papers:

- designed to advance students' learning in historical and contemporary data collection and non-Western epistemological approaches
- a focus on writing skills will be emphasized and participation
- in-class discussion, group work and active learning

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

This is going to serve Specialist, Major and Minor Program in IDS students by providing an additional B-level option for the Culture and Society cluster within the 'specialized courses: approaches to international development studies' requirement. It expands on the current curriculum by advancing attention to anti-black racism and contributing to the University's mission on national dialogue concerning race. This course will involve in-course and on-campus workshops and activities as well as guest lecturers from the field providing their experience. Students will be exposed to unconscious bias training.

Consultation:

DCC Approval: October 8, 2020

RO Approval: October 5, 2020

Resources:

This course will be taught by new faculty hire: Associate Professor in African Diasporas and Development in the Global South as part of their regular teaching load. Additional TA support is required and will be covered by the department's existing budget. No other additional resources are required.

IDSC21H3: Power and Community-Based Research in Development

Description:

The course introduces students to the history and ethics of community-based research in development. We will focus on critical debates in Action Research (AR), Participatory Action Research (PAR), and Community Based Participatory Research (CBPR). Cases will be used to illustrate the politics of community-based research.

Prerequisites: IDSC20H3

Learning Outcomes:

At the end of the course students will be familiar with:

1. The history of community-based approaches in development
2. Ethical debates on the uses of community-based research in development
3. Understanding the role that power and politics play in community-based research
4. Cases of community-based research from different contexts in the global South

Topics Covered:

- The history of diverse approaches to community-based research, including Action Research (AR), Participatory Action Research (PAR), and Community Based Participatory Research (CBPR).
- Critical debates on the ethics of community-based research
- Cases of community-based research from the global South

Methods of Assessment:

Students will be assessed on the basis of:

1. regular writing assignments on academic readings about the history of community-based research in development
2. reflection papers on class discussion about the ethics and politics of community-based research
3. in-class engagement with experiences community-based researcher and community educators

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is proposed to fill a current gap in the department's overall community-engaged learning curriculum. This course provides a bridge between IDSC20H3 and IDSD19H3. This course focuses on training students in community-based research as preparation for IDSD19H3, a course in which students go out into the community and conduct research for community-based organizations in the wider Toronto area. This course will serve Specialist, Major, Minor students and Co-op students.

Consultation:

DCC Approval: October 8, 2020

RO Approval: October 5, 2020

Resources:

This course will be taught by faculty member Assistant Professor Bettina von Liers as part of their regular teaching load. There is additional TA support required and will be covered by the department's existing budget. No other additional resources are required for this course.

2 Course Modifications:

COPB30H3: Passport to Placement I

Note:

1. Students should plan to complete this course in the first year of study in their selected IDS Co-op program.
2. The course runs from September to April, and culminates with the completion of an IDS Placement Application Simulation and creation of an IDS Co-op Action Plan.

Learning Outcomes:

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

- Identify their transferable skills, experiences, and interests and how these align with jobs in international development;
- Define their career goals and complete initial steps to achieving them;

- Practice professional communication (oral and written) while interacting with IDS Co-op staff, expanding their professional network, and implementing a personal marketing strategy;
- Apply resume, cover letter, and interview best practices to successfully complete a job application simulation

Topics Covered:

- Preparation for co-op year (normally takes place during 4th year of study)
- ~~Explore the stages and dynamics of job searching~~
- Investigate career options and set goals based on interests and skills
- ~~Develop a placement search plan~~
- Design job application documents in line with best practices
- Network with international development professionals and students

Rationale:

1. The non-curricular note has deleted point 2. as this information is no longer necessary for students
2. The Learning Outcomes and Topics Covered have been changed because IDS Co-op is now offering this course in one term rather than two terms. The proceeding course, COPB31H3, will now cover the removed components of the learning outcomes and topics.

Consultation: DCC Approval: October 2, 2020

Resources: None

COPB31H3: Passport to Placement Part II

Title: Passport to Placement ~~Part~~ II

Description:

~~This course is designed to prepare students in the International Development Studies Co-op programs with the skills, tools and preparation to be successful during the placement year. Building on the skills developed in the first two years of the program, students will explore placement opportunities based on their skill set and interests. The course will include presentations from International Development Studies placement partners, group exercises, and individual assignments designed to prepare students for the placement experience. Pre-departure orientation activities will include intercultural learning, health and safety issues, placement research, and other key topics. A weekend retreat with returned placement students (fifth year) provides an opportunity for sharing first hand experience and knowledge.~~ In this course, students build upon skills and knowledge gained in COPB30H3. This course focuses on the job search and goal setting, culminating in students creating an Action Plan that focuses on developing and polishing their job search and application process skills in preparation for the Co-op application process in COPB33H3. By the end of this course, students should feel confident in their ability to network, write a job application, and communicate professionally.

Exclusions: (COPD04H3); COPB30H3 (if taken in Fall 2020 or earlier)

Note:

1. IDS Co-op students must successfully complete this course prior to COPB33H3 ~~to their placement.~~
2. ~~The course runs from September. May.~~

Learning Outcomes:

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

- ~~Build a strong understanding of the expectations and challenges that students will face during the placement period;~~
- -Outline and complete the co-op job search process and methods of applying for work;
- Create ~~tailored~~ polished application documents (e.g., resume, cover letter, reference list, letter of interest, thank you letter);
- Select appropriate methods for preparing for interviews;
- Understand the ~~varied placement opportunities and the complexities involved with submitting successful applications;~~
- ~~Exhibit professional communication (electronic and in-person);~~ job application process and develop a polished application package for a simulated job application process;
- ~~Understand the health and safety risks involved with going abroad and how to mitigate these risks;~~ Complete a Co-op action plan;

Topics Covered:

- ~~Develop a placement search plan~~
- Design job application documents and skills in line with best practices
- Apply for IDS co-op placement, ~~with the sophisticated and polished application package~~

- ~~• Attend pre-departure orientation on intercultural learning, health and safety, soft skills, placement research and other key topics~~ Practice professional communication skills and etiquette
- ~~• Explore placement opportunities based on skills and interests~~ Create a job search action plan and goal setting sheet

Methods of Assessment:

The course is a combination of in-class, events, and independent-based learning. Students will be assessed on participation in-class, group activities and events, ~~completion of assignment, involvement in pre-departure training,~~ and job application simulations.

Rationale:

1. The course title has been updated to ensure consistency with all IDS Co-op passports to placement courses.
2. The course description has been revised to reflect all relevant topics and content are covered in this course
3. The non-curricular note has been updated to include only relevant information and deleted point 2. as this information is no longer necessary for students
4. The course learning outcomes, topics covered, and method of assessment has been revised because this course is now a continuation of COPB30H3, prior to entry into the new course COPB33H3. Within this course, students will build upon their professional skills, with a greater focus on tangible goal setting and job seeking tools

Consultation:

DCC: October 2, 2020

October 7, 2020

Resources: None



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Anthropology

January 13, 2021

Anthropology (UTSC), Department of

1 New Course:

ANTC12H3: 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 GASC12H3

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: GASC12H3

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 and will help fill an important curriculum gap. It will serve students majoring in Anthropology and non-anthropology students with interests in South Asia. It 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 11, 2020.

Department of HCS DCC Approval: October 8th, 2020

RO Approval: October 5, 2020.

Resources: This course will be taught by a regular faculty member. Depending on the enrollment, the course may require TA support that will be covered by the department's existing budget. This course will not any additional resources.



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Human Geography

January 13, 2021

Human Geography (UTSC), Department of

1 New Course:

GGRC15H3: Spatial Databases and Applications

Description:

Given the importance of the management of data within geographic information modelling, this course provides students with the opportunity to develop skills for creating, administering and applying spatial databases. Overview of relational database management systems, focusing on spatial data, relationships and operations and practice creating and using spatial databases. Structured Query Language (SQL) and extensions to model spatial data and spatial relationships. Topics are introduced through a selection of spatial data applications to contextualize, explain, and practice applying spatial databases to achieve application objectives: creating data from scanned maps; proximity and spatial relations; vehicle routing; elementary web services for spatial data. Students will complete a term project applying spatial data to study or model a topic of their choosing.

Prerequisites: GGRB32H3

Learning Outcomes:

- Students will design, create and modify spatial data to model geographic phenomena.
- Students will demonstrate fundamental skills in creating and managing spatial databases and data.
- Students will explain application requirements, draw conclusions from models developed and outline limitations of the models and applications in use.
- Students will use Structured Query Language (SQL) and spatial extensions to create, modify and query data to achieve and explain application objectives.
- Students will demonstrate abilities to plan multi-step development and processing of geographic information to achieve outlined objectives.

Designing this as an elective 3rd-year course in the GIS Minor will allow students to enter it having already developed an understanding of the capabilities and design of geographic information systems. This course will broaden their conceptions of GIS and deepen their skills in data management. As such, this course will further the GIS Minor's program objectives to strengthen students' quantitative reasoning, digital literacy and familiarity with a variety of GIS implementations.

Topics Covered:

Where appropriate, this course will cover topics from an application perspective, as opposed to fulfilling a checklist of technologies to be learned. For some students in the GIS Minor, this should be a more engaging approach: "what do we want to achieve and how do we do it with these tools?" That said, there will be a focus on methods and specific software tools in the course, although the exact choices of tools will almost certainly change over time. The topics listed below are not necessarily in the order they will be introduced.

By including a focus on how spatial data is used to model and analyze geographic phenomena, this course will necessarily include discussions, descriptions and examples of implementations, algorithms and libraries for processing spatial data. This does not mean students will be required to program such methods or algorithms themselves. This course does not list a

programming prerequisite although the GIS Minor does include a Python programming course as an elective. Students with programming capabilities will be able to use them, possibly as part of their term project, along with the data design and management skills that are foundational to the application's focus of this course.

- Applications using spatial databases:

Example applications include:

- Developing and analyzing historical geographic information (georeferencing scanned maps and deriving digital data from historical sources)
- Proximity analysis and queries of spatial relations (locational classification, nearest service resource, geocoding).
- Vehicle routing and service area delineation.
- Elementary web services (online route finders, geocoders).

Application frameworks (students will be introduced to examples using these frameworks with no requirement that they program in such frameworks themselves):

- GIS (e.g., QGIS, ArcGIS)
- Network routing libraries and algorithms: interpreting documentation.
- Web applications (e.g., nodejs, GeoDjango)
- Programming languages and libraries (e.g., Python & Psycopg2)
 - Fundamentals of managing relational databases, in general, and PostgreSQL/PostGIS in particular:

Installing PostgreSQL (free and open source).

Basic administration (creating users, databases, connecting with clients).

Introduction to sample clients:

- psql (command line)
- pgAdmin4 (graphical user interface)
- ArcGIS, QGIS (geographic information systems)
 - Introductory database design and Structured Query Language (SQL):
- Defining data tables and relations.
- Loading, querying, updating, exporting and deleting data.
- Interpreting command descriptions: how to teach yourself.
 - Overview of spatial data, relationships and operations.

Data, data types, data domains

Spatial data, spatial predicates and applications to modelling geographic phenomena.

PostGIS extensions for PostgreSQL.

Topology extensions for PostgreSQL.

Design considerations and processing performance:

- Indexing for ordinal data types and spatial data.
- Order of operations.

Methods of Assessment:

- Assignments
- Midterm exam
- Term project: in which they will design, create and apply a spatial database on a topic of their choosing, summarizing the project in a written report and class presentation (poster and/or slide presentation)

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale: This course will fill a gap in the curriculum and provide students with an additional C-level option to count towards their Minor GIS. Students will develop a clearer understanding of how spatial data enables location-based applications, why spatial data are structured as they are, and of considerations in designing data models for spatial applications. The introduction and use of elementary applications based on spatial data will clarify the capabilities of spatial databases and the implications of different data model designs for GIS system capabilities.

Consultation:

DCC Approval: September 24, 2020

RO Approval: October 5, 2020

Resources:

This course will be taught by full-time faculty. Dr. Glenn Brauen. Depending on enrolment, TA support may be required but will be covered by the department's existing budget.



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Political Science

January 13, 2021

Political Science (UTSC), Department of

1 New Course:

PPGD68H3: Capstone: The Policy Process in Theory and Practice

Description:

A review and application of theories of public policy. A case-based approach is used to illuminate the interplay of evidence (scientific data, etc.) and political considerations in the policy process, through stages of agenda-setting, formulation, decision-making, implementation and evaluation. Cases will be drawn from Canada, the United States and other industrialized democracies, and include contemporary and historical policies

Prerequisites: PPGB66H3 and POLB50Y3 and [1.5 credits at the C-level in POL courses]

Enrolment Limits: 25

Learning Outcomes:

- Enhance understanding of theories in political science and public policy
- Improve skills with respect to: research, analysis of evidence, collaboration, presentation and writing

Topics Covered:

Weeks 1-4 review insights from political science concerning the role of actors, interests, institutions and ideas in public policymaking
Weeks 4-8 review the stages of the policy process: agenda-setting, policy formulation, decision-making, implementation and evaluation
Week 9 focuses on reviewing strategies for successful presentations
Weeks 10-12 feature student presentations (15 minutes per group with 10 minutes of questions and discussion)
Students will choose from 10 potential cases that include historical and contemporary policy outcomes in Canada, the United States and other industrialized democracies (e.g. Britain, Japan). This will allow for an application of the insights developed through weeks 1-8 and the building of expertise in a substantive area of public policy.

Methods of Assessment:

In-Class Participation: 20%
Presentation Outline (one-page synopsis of outlining how the group will structure its analysis of the case and organize its presentation; includes a detailed list of sources consulted to date): 20%
Group Presentation (featuring the group analysis of the case: how the issue came onto the public agenda, the options that were considered to solve it; the decision-making process; its implementation and the evaluation of its results to date): 30%
Individual Research Paper (individual group members prepare a paper building on the research conducted with their group, but highlighting their own unique take on the case): 30%

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being proposed to offer students a capstone in the Major (Co-op) Program in Public Policy. The course will provide students with an additional D-level option and enable students to apply theories and concepts they have acquired in the course of completing their degree requirements, by using a case-based approach. The course will allow students to further enhance their research, analytical, and communications (writing, oral presentations) skills.

Consultation:

DCC Approval: October 8, 2020

RO Approval: October 5, 2020

Resources:

This course will be taught by Associate Professor Phil Triadafilopolous as part of their regular teaching load. Additional TA support is required and will be covered by the department's existing budget. No other additional resources required.

1 Course Modification:

PPGC66H3: Public Policy Making

Course Code: ~~PPGC66H3~~ PPG66H3

Prerequisites: [~~POLB50Y3 or equivalent~~] or [~~1.5 credits at the B-level in CIT courses~~] Any 4.0 credits

Exclusions: (POLC66H3), (~~PPGC66H3~~)

Learning Outcomes:

By the end of this course, students will be able to compare and contrast a diverse set of concepts and theories for understanding and analyzing the process of policy-making. They will be able to apply these concepts and theories to the policy-making process at the domestic, international and transnational levels. They will be able to assess the validity of the empirical applications of these theories and provide constructive critiques. Finally, they will be able to apply the concepts and theories to current events.

Topics Covered:

The course will address the nature and context of public policy-making and the influence of key actors and institutions in this process. We will review several theoretical approaches to policy-making while focusing on the various stages of the policy process (agenda setting, decision making, implementation, and evaluation), policy durability and change, policy-making beyond the state, and the emergence of private forms of governance. Throughout the course, we will pay attention to improving students' analytical and writing skills.

Methods of Assessment:

Tutorials Writing assignments Midterm exam Final exam

Rationale:

1. The course level has changed from C-level to B-level to create a better fit course for the Major Program in the Public Policy, and to provide students with an additional B-level option.
2. The course learning outcomes, topics covered, and method of assessment have been revised in response to the course level changing from C-level to B-level. This course will now have a tutorial component to reinforce content within the lecture and for a greater emphasis on developing students' critical writing skills. With the added tutorial component, the methods of assessment have changed to include tutorial participation and engagement.
3. The course prerequisite has been revised to provide students more flexibility and to ensure there consistent with other B-level core courses offered by the department.
4. The course exclusion has been revised to include the previous (PPGC66H3) course code.

Consultation:

DCC Approval: October 8, 2020

RO Approval: October 7, 2020

Resources: None. The added tutorial resources will be covered by the department's existing budget.