



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: April 20, 2021 for April 27, 2021

AGENDA ITEM: 10

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Social Sciences, UTSC

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] (April 27, 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 Department of Health and Society (Report: Health and Society)
 - 5 new courses
 - HLTC20H3
 - HLTD42Y3
 - HLTD44H3
 - HLTD46H3
 - HLTD56H3
 - 3 course changes
 - HLTC47H3
 - HLTD23H3
 - HLTD06H3
- The Department of Sociology (Report: Sociology)
 - 3 new courses
 - SOCC50H3
 - SOCD30Y3
 - SOCD32Y3

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: Health and Society, dated March 26, 2021.
2. 2021-22 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Sociology, dated March 26, 2021.

2021-22 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Health and Society
 March 26, 2021

Health and Society (UTSC), Department of

5 New Courses:

HLTC20H3: Global Disability Studies

Impact on Programs:

This proposal triggers modifications in the unit's program(s)

Contact Hours:

Description:

This course considers how the category of disability works globally across geographic locations and cultural settings. Combining an interdisciplinary social justice-oriented disability studies perspective with a critical decolonial approach, students continue to develop an understanding of disability as a relational, social, and historical symbolic category, and ableism. Students will develop strong critical skills in interpretation and analysis of both social science texts, works of theory, and artworks (i.e., the written word, visual images, performance). Topics including representations of disability in global and diasporic media, including literature and film; medicalization and tropes of disability across cultures; human rights and disability activism around the world; and intersectional analysis of disability in relation to gender, race, sexuality, ethnicity, and class in diverse global contexts.

Prerequisites:

Any 6.0 credits

Corequisites:

Exclusions:

Recommended Preparation:

HLTB60H3

Enrolment Limits:

60

Note:

Learning Outcomes:

- Understand and articulate the scope of disability studies as a field, and the social model of disability, in relation to disability justice in global and transcultural contexts
- Understand and articulate major trends of globalization and describe the impact of global systems on the daily lives of people with disabilities in diverse locations and contexts
- Read, recall, and describe examples that demonstrate how understanding disability as a culturally contingent category

matters for disability justice

- Read, recall, and describe examples of disability activism and advocacy from diverse global communities
- Analyze how ableism works as a system of oppression in a given global context or transcultural system
- Describe complex interactions between the social model of disability and social determinants of health
- Interpret popular media from around the world (e.g. films, literature, advertisements) from a disability studies perspective
- Understand and articulate the role of human rights and global health professionals in disrupting and/or reinscribing ableism, and consider issues of health care delivery and human rights for people with disabilities
- Explain the purpose of accessible design, and identify common failures of accessible design in global and transnational contexts
- Develop an original research question and write an original analytic term paper OR a research paper in the style of a policy brief on a topic related to global disability studies

Topics Covered:

- Impairment vs disability vs debility
- Civil rights vs Human Rights vs Justice
- Globalization: economic, political, social, and environmental consequences
- Cross-cultural perspectives on disability, medicine, and law
- Colonialism, Development, and Capitalism
- Representation in Arts, Media & Culture
- Technology and disability
- Climate Change, Globalization, and Disability
- Global Health, Humanitarianism, and Disability
- Racialization and biopolitics
- Power and hegemony

Methods of Assessment:

- Participation in in-class discussion supports students to develop speaking skills, practice developing an analysis from an interdisciplinary disability studies perspective, and express an original point of view
- Quizzes and a midterm exam encourage students to study and recall core concepts from readings and lectures
- A scaffolded final paper project provides an opportunity for students to write a term paper on a subject related to course topics either in the style of critical interpretive cultural studies or social science paper or in the style of an international policy recommendation. This assignment guides students through the process of developing a research question, conducting library research, formulating a thesis statement and/or policy proposal, and crafting a well-written discussion. Throughout the term, students learn from one another about their chosen research topics.

Mode of Delivery:

In Class

Breadth Requirements:

History, Philosophy & Cultural Studies

Rationale:

This course speaks to the expertise of the department's faculty members. This course will offer Major and Minor students in HLT programs a new C-level option in Health Studies to complete their programs degree. Also, this course offers focused attention on disability studies as a field, as part of a broader initiative to develop a Minor Program in Disability Studies and used towards the disability studies research centre at UTSC. Lastly, this course will serve as part of a new course sequence of disability studies offerings in Health Studies including B-level and D-level courses

Consultation:

DCC Approval: October 09, 2020

RO Approval: October 13, 2020

Resources:

The course will be taught by an existing department faculty member as part of their regular teaching load. This course does not require additional TA support or any other additional resources.

HLTD42Y3: Implementation Science in Global Health

Contact Hours:

Description:

This course is designed to provide students with in-depth knowledge on the role of implementation science in global health interventions. Through independent research projects, students will employ prominent research frameworks, implementation science methodologies and theories to identify and contextualize implementation successes, failures and factors in the development and adoption of specific evidence-based health interventions in the context of global health equity.

Prerequisites:

HLTB15H3 and an additional 1.0 credit at the C-level in HLT courses from the Major/Major Co-op Program in Health Studies program requirements.

Corequisites:

Exclusions:

Recommended Preparation:

HLTC04H3

Enrolment Limits:

25

Note:

Learning Outcomes:

- Students who successfully complete the course have reliably demonstrated the ability to:
- Identify appropriate Evidenced-based interventions (EBIs) that have enough evidence of effectiveness and/or are recommended by relevant societies or organizations to translate into practice.
- Describe frameworks for implementation science research and delineate the differences among various implementation science frameworks.
- Employ the Consolidated Framework for Implementation Research (CFIR) and other relevant implementation science frameworks and theories to identify key factors in the development and adoption of an EBI in the context of global health equity.
- Design evaluations of intervention implementation strategies by applying principles and methods of process and outcome evaluation (including appropriate qualitative, quantitative and systematic review measures).
- Develop a proposal for using implementation science to support the uptake of a specific health technology/intervention.
- Effectively present implementation science research findings to both a scientific audience and to the public.

Topics Covered:

Module 1: Overview of implementation science and value to global public health

*Overview of Implementation Science Research

*Evidence-Based Interventions in Global Health

*Program Implementation

*Research Workshop (Proposal Writing (Developing research questions and specific aims Conceptual model and theoretical justification; Stakeholder priorities and engagement in change; Policy/funding environment; leverage or support for sustaining change)

Module 2: Theories and Frameworks in Implementation Science

*Behavioral Approaches to Implementation Science and the Value Theory

*Action theories (Implementation intentions; Action Planning; Coping planning)

*Organizational theories and models (Frameworks for Implementation Science research; Consolidated Framework for Implementation Science)

*Program Implementation (Common stages/phases of implementation; Key activities in each stage of implementation)

*Frameworks for systematic reviews in implementation science research

*Identification of barriers and facilitators for implementing evidence-based interventions

Module 3: Methods in implementation Science

*Research Ethics in Global Health Research

*Qualitative Methods in implementation Science (Sampling; Timing of Data Collection; Roles of Qualitative Research Teams in Implementation Science; Data Analysis; Presentation of Qualitative Findings)

*Collecting and Analyzing Qualitative Data with Rigor; Systematic Reviews in Implementation Science

*Completing a systematic protocol

*Randomized Control Trails in Implementation Science

*Systematic Intervention Development Selecting Strategies and Techniques

- *Trails to Evaluate Implementation Interventions
- *Implementation Study Designs
- *Theory Based Approaches to Improving an Implementation Strategy
- Module 4: Translating Evidence into Policy/Designing Implementation Strategies
- *Cases of Implementation Science at Work in Global Health
- *Translating Evidence into Policy (Role of implementation science in policy framing; Case of Health Research Translation in Uganda)
- *Cases of Implementation Science at work in Global Health (Ghana: national scale-up of MCH programming; South Africa: improving perinatal PMTCT of HIV; Designing Effective Presentations for the public)
- *Effectively Communicating your research findings
- *Implementation science for communicable diseases/vaccinations
- *Reporting Implementation Science Study Results Implementation Science for Communicable Diseases/ Vaccinations
- *Reporting Implementation Science Study Results

Methods of Assessment:

The assessments for this course are built around independent research activities in line with the learning outcomes. Such activities will include:

- Research Learning Proposal: 5%
- TCPS 2 Tutorial: 5%
- Session Presentation & Facilitation I: 10%
- Abstract: 5%
- Reflections I-IV: 20%
- Preliminary Research Report/Proposal: 15%
- Research Presentation: 10%
- Conference Presentation: 10%
- Final Research Product: 20%

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course is being added to the curriculum as a new regular offering aimed at upper-year undergraduates, primarily for students enrolled in the Health Studies BSc Major – Population Health. The course fills several gaps in the current curriculum and will benefit as a Y3 course because it specifically allows students more advanced research methods in implementation science and provides extensive research practicum experience for students over two terms.

Consultation:

DCC Approval: October 8, 2020

RO Approval: September 28, 2020

Resources:

This course will be taught by a regular department faculty member as part of their regular teaching load. No additional TA support or any other resources are required for this course.

HLTD44H3: Environmental Contaminants, Vulnerability and Toxicity

Contact Hours:

Description:

This course is designed to provide an in-depth understanding of the potential effects on human health of exposure to environmental contaminants, with special attention to population groups particularly vulnerable to toxic insults.

Prerequisites:

1.5 credits chosen from the following: BIOA11H3, HLTB22H3, ANTC67H3, HLTC22H3, HLTC24H3, or HLTC27H3

Corequisites:

Exclusions:

Recommended Preparation:
Enrolment Limits: 25
Note:
Learning Outcomes: At the successful completion of this course, students are expected to be able to: - Identify the main scientific approaches used to assess potential environmental health hazards, and discuss some of the benefits and limitations of these approaches - Describe biological, physiological, behavioural and social principles by which some groups are particularly vulnerable to 1) exposure to environmental contaminants and 2) the health consequences of exposure to environmental contaminants - Describe major sources and pathways of exposure to selected classes of environmental contaminants - Explain key mechanisms of toxicity associated with selected human health impacts - Analyze in a group one environmental health issue of concern from an interdisciplinary approach
Topics Covered: The course will cover these specific topics: 1) Methods for the evaluation of environmental health 2) Environmental exposure and vulnerability 3) Classes of contaminants: sources, pathways, health effects and mechanisms of toxicity
Methods of Assessment: The proposed evaluation structure includes the following: 10% Literature review question, objective and 5 references (individual) 35% Literature review (individual) 35% Poster on a selected topic in environmental health: 25% poster content (team) and 10% on poster feedback (individual) 20% Final exam (individual)
Mode of Delivery: In Class
Breadth Requirements: Natural Sciences
Rationale: This course is being added to the curriculum as a new regular offering after the hire of a new faculty member whose research is in Environmental Health. This course aims to offer fourth-year undergraduates students a D-level course on the topic of environmental health. It also helps fills a gap in the curriculum and develops further on the C-level course on this topich. Specifically, HLTD44H3 provides an in-depth understanding of more advanced mechanisms of toxicity associated with exposure to environmental contaminants, with a focus on vulnerable groups.
Consultation: DCC Approval: October 09, 2020 RO Approval: October 13th, 2020
Resources: This course will be taught by a regular faculty member as part of their regular teaching load. No additional TA support or any other resources are required for this course.

HLTD46H3: Violence and Health: Critical Perspectives

Contact Hours:
Description: Violence is a significant public health, human rights, and human development problem that impacts millions of people worldwide. Relying on a critical public health perspective, critical social theories, and local and global case studies on anti-oppression, this course explores structural (causes of) violence, the impact violence has on (public) health and human development, and societal responses to treatment, prevention, and social transformation.

Prerequisites:

1.5 credits at the C-Level in HLT courses selected from component 8 of the program requirements of the the Major/Major Co-op programs in Health Studies - Health Policy

Corequisites:**Exclusions:****Recommended Preparation:**

HLTC02H3 and HLTC46H3

Enrolment Limits:

25

Note:**Learning Outcomes:**

By participating fully in the weekly seminars, and completing the assigned readings and related course work, students will:

1. Develop a critical understanding of violence: its causes and consequences (impacts on individual and collective health), and societal responses to violence.
2. Gain knowledge of and practical experience in applying structural analysis, systems thinking, principles of anti-oppressive practice, and asset-based approaches to violence prevention and community health promotion.
3. Understand the importance of self-care and cultural safety, and cultivate reflexivity as well as intellectual and cultural humility.
4. Build on their critical research, writing, and communication skills, including critical appraisal of 'evidence' ie, local and global sources of related data, and their respective methodological parameters (strengths and limitations).
5. Other personal and/or collective learning goals as identified by students. We will work together to formulate these goals in class and revisit them throughout the term in reflexive journaling and dialogue.

Topics Covered:

1. Compassion fatigue, vicarious trauma, and self-care
2. Typologies of violence and corresponding data sources (local, national, global)
3. Structural violence: concepts and theories including epistemic injustice and violence, and intersections of imperialism, colonialism, classism, white supremacy, patriarchy/misogyny, heteronormativity, and ableism
4. Intersectional-based analysis and anti-oppressive practice
5. Unpacking medico-legal frameworks and responses to domestic violence and sexual assault
6. Unpacking oppressive education towards a more radical and inclusive practice
7. Community engagement, development, mobilization, and resistance
8. Critical hope: beyond depoliticized and individualizing resilience, wellness, and deficit-based approaches

Methods of Assessment:

- Participation in Weekly Class Activities (10%)
- Peer-Reviewed Portfolio Assignment (40%): Working with a peer, students will prepare SIX reading reflections throughout the term to share with a classmate for review (I provide instructions and model with the peer review criteria and process). Students must subsequently respond to their peer's feedback, and ultimately select four of their preferred revised reflections to submit with a cover letter that provides an overview of their peer's feedback, and how they responded to it. Each submission is worth 10%.
- Structural Analysis Project (50%): This is the culminating task that requires students to take up and apply critical theory and frameworks discussed in class. The assignment mirrors the requirements of Oxford University's Map the System global competition.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course has been previously piloted for three years and the evaluation feedback has been very positive, with across-the-board rankings ranging from 4.5 to 5.0. Therefore, the department has decided to make this course a permanent curriculum offering. The course will provide students with a unique community-led, experiential education opportunity as the anti-

oppression and anti-violence work of a number of partner agencies in and around-Scarborough. In addition, this course will allow students workshops with community partners reviewing the structural violence they are combatting.

Consultation:

DCC Approval: October 09, 2020

RO Approval: October 13, 2020

Resources:

This course will be taught by a departmental faculty member as part of their regular teaching load. No additional TA support or resources are required for this course.

HLTD56H3: Health Humanities Workshop: Documentary and Memoir

Contact Hours:

Description:

Advanced students of Health Humanities already know that creative work about important contemporary issues in health can help doctors, patients, and the public understand and live through complex experiences. But now, as health humanities practitioners, do we go about making new creative works and putting them out into the world? This upper-level seminar explores Documentary and Memoir as a political practice and supports students already versed in the principles and methods of health humanities in developing their own original work. Through a workshop format, students encounter artistic and compositional practices of documentary and memoir writing, film, and theatre to draw conclusions about what makes a documentary voice compelling, and consider the impact of works as a modality for communicating human experiences of health, illness, and disability through these mediated expressions.

Prerequisites:

1.5 credits at the C-level in HLT courses listed in the course requirements of the Minor Program in Health Humanities.

Corequisites:

Exclusions:

Recommended Preparation:

HLTB50H3 and HLTB60H3 and HLTC55H3

Enrolment Limits:

25

Note:

Learning Outcomes:

- Encounter, discuss and analyze new texts and media
- Deepen our understanding of the capacity of narrative to explicate issues of power, authority, and justice in healthcare settings and experiences of health, illness, and disability across the life course
- Describe and recognize the characteristics of memoir and documentary across media genres
- Interrogate divergences between documentary truth, narrative nonfiction, fiction based on fact, and reflexive social science
- Develop methodological techniques and knowledge about memoir and documentary forms in a variety of media including audio storytelling, video storytelling, written formats, and more.
- Analyze how the artistic process functions as an arts-based research method
- Develop skills in making artistic decisions through a consideration of how form and content work together to create meaning
- Review and practice the steps for the constructive critique of artistic works, including feedback directly to the artist
- Employ academic writing skills to summarize and analyze
- Term Project Option A: Develop and document a personal creative practice that produces an output designed to make an original statement about issues of power, authority, and justice in healthcare settings and/or experiences of health, illness, and disability across the life course
- Term Project Option B: Write an academic paper that explores (a) documentary and memoir work(s) and presents an original thesis about how documentary and memoir address issues of power, authority, and justice in healthcare settings and/or experiences of health, illness, and disability across the life course

Topics Covered:

- The patient perspective vs the physician perspective
- Dominant culture narratives vs subcultural narratives
- Narrative and empathy
- Truth and fiction
- Representation and Interpretation
- Science and reflexivity
- Technological advancement and bioethics
- The elements of creative practice
- Analysis of creative works
- Justice, power, and authority
- Autism, cancer, HIV/AIDS, chronic pain, blindness, deafness, allergy, mental illness,
- The role of narrative and creative work in training physicians and other medical professionals
- Careers and professional roles that make use of documentary and memoir skills in the service of addressing issues of power, authority, and justice in healthcare settings

Methods of Assessment:

- Participation in in-class discussion supports students to develop speaking skills, interpret and identify aesthetic interplays of form and content in nonfiction works of art, theatre, or literature, to practice developing an analysis of a variety of media, and express an original point of view
- Short reading response essays and rotating responsibility for the role of “discussion leader” encourage students to read carefully and critically, identify core concepts from readings and lectures, and develop skills in interpreting academic and specialist texts
- A scaffolded final creative project OR analytic term paper provides an opportunity for students to produce original memoir or documentary work that goes “beyond the patient perspective” to use the persuasive tools of the narrative arts to represent subjugated points of view.

Mode of Delivery:

In Class

Breadth Requirements:

Arts, Literature & Language

Rationale:

This course speaks to the expertise of the department's faculty members. This course will contribute to the development of the Minor Program in Health and Humanities. It will offer students a new D-level option in Health Studies on a topic that has previously been offered as a special topics course. This course will also offer focused attention on how to implement the skills developed in the Minor Program in Health Humanities in a variety of social and professional contexts. HLTD56H3 provides students with an opportunity to explore disability themes, thereby contributing to an emerging course cluster on disability studies.

Consultation:

DCC Approval: October 09, 2020.

RO Approval: October 13, 2020

Resources:

This course will be taught by a regular department faculty member as part of their regular teaching load. No additional TA support or resources required.

3 Course Modifications:

HLTC47H3: Special Topics in Health Studies

Title:

Previous: Special Topics in Health Studies

New: Institutional Ethnography: Investigating Health and Social Problems in the Everyday

Description:

In this reading and writing-intensive course, students will learn An examination of a current topic relevant to see

, think and write sociologically and ethnographically about how policy, law and various forms of regulation, as structural determinants of health, impact everyday life studies. They The specific topic will learn theoretical, ontological and methodological concepts vary from institutional ethnography, a distinctive Canadian school of sociological analysis based on Dorothy Smith's work on the social organization of knowledge year to year, in parallel with concepts from political activist ethnography and the contributions of George Smith. Students will design may include

- ÷ Social Justice and conductive unobtrusive fieldwork to develop new theoretical Health Activism; Climate Change and applied skills. By the end of the course Health; Labour, Precarity

, they will be able to do social analysis inspired by the work of Canadian and Canadian-trained scholars active from the 1960s to today Health.

Recommended Preparation:

Previous:

New: Interest in the Social Sciences or prior coursework in the Social Sciences.

Enrolment Limits:

Previous:

New: 60

Note:

Priority will be given to students enrolled in the Major/Major Co-op Program program in Health Studies.

Learning Outcomes:

Previous:

New: Successful completion of this course is intended to enable students to: Make research discoveries by using intellectual resources from sociology. Weave together their ideas with those of Canadian and Canadian-trained sociologists by engaging with the contributions of the latter. Apply the social organization of knowledge approach by practicing it through oral and written assignments. Start in the personal to observe, critique, and transform society by developing institutional ethnographic skills.

Methods of Assessment:

Previous:

New: Methods of assessment will include a final exam; a midterm test; and two short papers or long paper.

Rationale:

1. The course title and description have been revised to accurately reflect the topics and content covered in this course.
2. The recommended preparation statement has been revised to provide students with more information
3. A course enrolment of 60 has been added to accurately reflect the current enrolments in this course.

Consultation:

DCC Approval: October 09, 2020

Resources:

None

HLTD06H3: Special Topics in Migration and Public Health

Title:

Previous: Special Topics in Migration and Public Health

New: Auto-Ethnographic Studies of Migration, Health and the State

Description:

Previous: The focus of this seminar is on public health as an institution and on the contemporary and historical practices related to migrants in Canada and globally. Practices include surveillance, screening, detention, and quarantine, among other forms of governance and regulation. Societal issues, social theory, and historic case studies drawn from literature, film and empirical research explore enduring questions and tensions related to the treatment of migrants by public health systems.

New: In this reading and writing-intensive course, students learn to see, think and write auto-ethnographically about how migration-related bureaucratic processes shape the lived experiences of migrant, mobile and immobile people. By engaging with ideas rooted in the social sciences and humanities, with an emphasis on the work of Canadian scholars, students learn how to start with the self to explore and critique the social. They develop theoretical and applied skills through activities inside and outside the classroom. In completing this course, students emerge with new understandings about both the intersections between migration, health and the state and how to write about these interactions in the space between subjectivity and objectivity.

Prerequisites:

Previous: [HLTB16H3 and [HLTB41H3 or (HLTC05H3)] and [an additional 1.5 credits at the C-level in HLT courses]]; or [SOCB60H3 and an additional 15.0 credits]

New: 1.5 credits at the C-level in HLT courses from the Major / Major Co-op Program in Health Studies program requirements.

Recommended Preparation:

Previous: Courses in the social sciences (ANT, HLT, IDS, CIT, GGR, POL, SOC)

New: Interest in the Social Sciences or prior coursework in the Social Sciences.

Learning Outcomes:

Previous:

New: Successful completion of this course is intended to enable students to: Understand key ideas associated with migration studies by reading social sciences and humanities scholarship. Gain awareness about processes that underlie, produce, and sustain human movement by engaging with migration histories. Develop understandings about how mobile people experience societal institutions by learning about how these institutions work. Hone skills suitable for graduate school or professional workplaces by completing oral and written assignments.

Methods of Assessment:

Previous:

New: Methods of assessment will include a final exam; a midterm test; and two short papers or long paper.

Breadth Requirements:

Previous: History, Philosophy & Cultural Studies

New: Social & Behavioural Sciences

Rationale:

1. The course title and description have been revised to accurately reflect the topics and content covered in this course.
2. The course prerequisite statement has been revised to align this course with other D-level courses in HLT and provide students with more enrolment flexibility.
3. The recommended preparation statement has been revised to provide students with more information.

Consultation:

DCC Approval: October 09, 2020

Resources:

None.

HLTD23H3: Special Topics in Health

Title:

Previous: Special Topics in Health

New: Indigenous Peoples: Pandemics, Epidemics and Outbreaks

Description:

This ~~The~~ ~~topics~~ ~~presented~~ ~~in~~ ~~this~~ course will examine pandemics, epidemics, and outbreaks ~~represent~~ ~~a~~ ~~range~~ of contagious infectious diseases, specifically viruses (i.e. ~~contemporary~~ ~~issues~~ ~~in~~ ~~health~~ ~~research~~. HIV, Ebola, SARS, hantavirus, smallpox, influenza) among Indigenous Peoples. Students ~~Topics~~ will learn about the social, cultural, ~~vary~~ ~~by~~ ~~instructor~~ and historical impacts of the virus on Indigenous peoples and their communities with regards to transmission, treatment and prevention, public health measures and strategies, as well as ethical issues ~~term~~

Prerequisites:

HLTC25H3 and 1.0 Completion of 1.5 credits at the C-level ~~C-Level~~ in HLT courses ~~from the program requirements~~ from ~~one of~~ the Major/Major Co-op Program ~~Co-operative programs~~ in Health Studies - Population Health program requirements.

Corequisites:

Previous:

New: HLTC27H3

Recommended Preparation:

Previous:

New: HLTC49H3/SOCC49H3

Learning Outcomes:

Previous:

New: The learn about the following among Indigenous Peoples: - To describe the transmission and epidemiology of specific viral diseases. - To understand the prevention, treatment, and other public health measures against specific viral infections. - To describe the social, cultural, and historical impacts and consequences of viral infections.

Methods of Assessment:

Previous:

New: This course will use a combination of teaching methods which includes didactic presentations by the instructor, reading 1-2 articles and involves interactive and inquiry-based learning exchanges. Learning by examples from the literature and experts in the field will also take place. This course will be delivered synchronously. It will also be recorded and posted on Quercus for asynchronous use to accommodate students unable to attend at the scheduled time.

Rationale:

1. The course title and description are being revised to better reflect the new learning outcomes of this course
2. The course corequisites and prerequisites have been revised to ensure students are better prepared for this course and are able to meet the demands of this course
3. The recommended course has been added because this course may facilitate students to better understand topics covered in HLTD23H3.
4. The course learning outcomes and methods of assessments have been revised because this course is changing from a special topics course to a permanent course offering taught by the department's recent hire in Indigenous Health.

Consultation:

DCC Approval: October 09, 2020.

Resources:

None



2021-22 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Sociology

March 26, 2021

Sociology (UTSC), Department of

3 New Courses:

SOCC50H3: Sociology of Religion

Contact Hours:**Description:**

This course explores the social meaning and influence of religion in social life. As a set of beliefs, symbols and motivations, as well as a structural system, religion is multifaceted and organizes many aspects of our daily life. This course surveys key theoretical paradigms on the meaning of religion and the social implications of religious transformations across time. It takes up basic questions about how religion is shaped by various political, social, and economic forces.

Prerequisites:

SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Corequisites:**Exclusions:****Recommended Preparation:****Enrolment Limits:**

60

Note:

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

Learning Outcomes:

- Students will be able to identify, assess, and critique sociological theories of religion
- Students will be able to explain what it means to say that religion is socially constructed
- Students will be able to discuss and analyze relationships between social, political, and economic conditions and the development of religious belief and practice
- Students will be able to define and distinguish between religion, religiosity, the sacred, and the transcendent
- Students will be able to analyze the characteristics and dimensions of religion
- Students will be able to describe and discuss why there are religions
- Students will be able to analyze how religion intersects with race, gender, and class to perpetuate and maintain inequality

Topics Covered:

- Definitions and concepts of religion (focuses on conflict, feminist, functionalist, substantive perspectives)
- Religion as a social construction
- Religious socialization and religious identity over the life course
- Religion and inequality
- Religious organizations and congregations
- Secularization and religious change

Methods of Assessment:

Midterm examination, final exam, one or two research paper(s).

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

The department currently lacks a course that covers the Sociology of religion, and therefore, this course will help fill a gap in the curriculum. This course will provide students with an opportunity to develop a more robust understanding at the C-level on topics related to group relations and social systems, including immigration, residential patterns, race and ethnic relations, family dynamics, globalization, and many other areas of interest to sociologists. SOCC50H3 will also provide students with an additional C-level option to complete their degrees.

Consultation:

DCC Approval: July 15, 2020

RO Approval: July 17, 2020

Resources:

The course will be taught by a full-time faculty member. Additional TA resources will be required and covered by the department's existing budget. No other additional resources are required.

SOCD30Y3: Special Topics in Community-Engaged Research

Contact Hours:

Description:

This course is taught over two full terms. It offers an in-depth exploration of significant topics in community-based research including ethics, research design, collaborative data analysis and research relevance and dissemination. Students conduct independent community-engaged research with important experiential knowledge components. Check the Department of Sociology [website](#) for more details.

Prerequisites:

[[10.0 credits and SOCB05H3] and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3, (SOCC39H3)]] or [SOCB60H3 and enrolment in the Minor Program in Critical Migration Studies]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

20

Note:

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

Learning Outcomes:

Learning outcomes from a full-year research Intensive designated course will include at least some of the following:

- Demonstrate command of relevant content knowledge, core principles, and practices.
- Obtain, critically evaluate and synthesize scholarly literature and relevant data.
- Formulate an original research question(s) that integrates fundamental principles and knowledge in a manner appropriate

to the discipline.

- Develop and implement an appropriate methodology or systemic approach to address the research question(s) or problem.
- Identify relevant ethical issues and address them in practice.
- Gain communication skills through the dissemination of the research (process and product) in appropriate formats and venues.

Topics Covered:

Topics covered will vary according to student's research interests in the field of community-based research, topics will include ethics, research design, collaborative data analysis and research relevance and dissemination.

Methods of Assessment:

Research-Intensive courses will involve research projects that span the full length of the semester. Research Intensive project assignments will constitute a substantial portion of the final grade. Research Intensive projects will involve at minimum two graded assignments, but preferably more.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course will help fill an important curriculum gap. The department currently does not offer any full-year research-intensive courses in the field of community-based research. This course will benefit from two full terms because it will explore significant topics and offer students an opportunity to obtain data, evaluate, and formulate a research question that uses fundamental principles appropriate to the discipline and to develop and implement a systematic approach to address the research question.

Consultation:

DCC Approval: September 24, 2020

RO Approval: September 22, 2020

Resources:

This course will be taught by regular full-time faculty as part of their regular teaching load. The course will require additional TA support that will be covered by the department's existing budget. No other additional resources are required.

SOCD32Y3: Special Topics in the Practice of Research

Contact Hours:

Description:

This course is taught over two full terms. It offers students an opportunity to conduct research on an original research topic or as part of an ongoing faculty research project. Students will develop a research proposal, conduct independent research, analyze data and present findings. Check the Department of Sociology [website](#) for more details.

Prerequisites:

[10.0 credits, including (SOCB05H3) and (SOCB35H3)] and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

20

Note:

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

Learning Outcomes:

Learning outcomes from a full year Research Intensive designated course will include at least some of the following:

- Demonstrate command of relevant content knowledge, core principles, and practices.
- Obtain, critically evaluate and synthesize scholarly literature and relevant data.
- Formulate an original research question(s) that integrates fundamental principles and knowledge in a manner appropriate to the discipline.
- Develop and implement an appropriate methodology or systemic approach to address the research question(s) or problem.
- Identify relevant ethical issues and address them in practice.
- Gain communication skills through the dissemination of the research (process and product) in appropriate formats and venues.

Topics Covered:

Topics covered will vary according to student's research interests in sociology, or as part of a faculty research project, student research can range in any of the following sub-fields in sociology including race and ethnicity, gender and class, migration and transnationalisms among others.

Methods of Assessment:

- Research-Intensive courses will involve research projects that span the full length of the semester.
- Research Intensive project assignments will constitute a substantial portion of the final grade.
- Research Intensive projects will involve at minimum two graded assignments, but preferably more.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course will help fill a gap in the curriculum as the department currently does not offer any full-year research-intensive courses. This course will be two full terms because it will offer students an opportunity to examine in-depth exploration of significant topics in sociological theory, develop a research design, conduct statistical analysis and present findings.

Consultation:

DCC Approval: September 24, 2020

RO Approval: September 22, 2020

Resources:

This course will be taught by regular full-time faculty as part of their regular teaching load. This course will require additional TA support that will be covered by the department's existing budget. No other additional resources are required