



FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: January 3, 2022 for January 10, 2022

AGENDA ITEM: 2

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, 2021, 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 10, 2022)**

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 Anthropology (Report: Anthropology)
 - 2 new courses
 - ANTC71H3
 - ANTD26H3
- The Department of Global Development Studies (Report: Global Development Studies)
 - 5 new courses
 - IDSC16H3
 - IDSC19H3
 - IDSD08H3
 - IDSD16H3
 - IDSD90H3
- The Department of Health and Society (Report: Health and Society)
 - 2 new courses
 - HLTD09H3
 - HLTD40H3

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 2022-23 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

1. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Anthropology, dated December 8, 2021.
2. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Global Development Studies, dated December 8, 2021.
3. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Health and Society, dated December 8, 2021.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Anthropology

December 8, 2021

Anthropology (UTSC), Department of

2 New Courses:

ANTC71H3: Climate, Palaeoecology, and Policy: Archaeology of Humans in the Environment

Contact Hours:**Description:**

This course examines the evolution of human-environment systems over deep time as well as the present implications of these relationships. We will examine the archaeological methods used in reconstructing human palaeoecology and engage with evolutionary and ecological theory as it has been applied to the archaeological record in order to understand how humans have altered ecosystems and adapted to changing climates through time and space. Building upon the perspective of humans as a long-term part of ecological systems, each student will choose a current environmental policy issue and progressively build a proposal for a remediation strategy or research program to address gaps in knowledge.

Prerequisites:

[0.5 credit from the following: ANTA01H3, ANTB80H3, EESA01H3 or BIOB50H3] and [1.0 credit of additional B- or C-level courses in ANT, BIO, and/or ENV]

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

A knowledge of evolutionary anthropology, archaeology, or relevant courses in ecology.

Enrolment Limits:

50

Note:**Learning Outcomes:**

This course will give students a deep time perspective on human-environment interaction, including how these interactions are reconstructed and theorized.

Upon the completion of this course, students will be able to:

1. Understand how humans have evolved with, lived in, and altered global environments and how the knowledge of this can inform our understanding of current environmental issues;
2. Understand how theories in evolutionary ecology are applied to the study of humans;

3. Think critically about current environmental issues, including in conservation and sustainability studies;
4. Interpret, synthesize, understand, and communicate the process of creating scientific data;
5. Apply new knowledge and skills in project design and proposal writing.

Topics Covered:

- Evolutionary ecology in archaeology (e.g., human behavioural ecology, community ecology, co-evolution, ecological niche, niche construction)
- Archaeology of human-environment integration
- Adaptation to climate change
- Application of deep-time to environmental policy
- Traditional Ecological Knowledge
- Developing a research program and proposal

Methods of Assessment:

Participation, short weekly assignments to reinforce weekly readings and lectures, monthly assignments contributing to the completion of major final assignment (research proposal). Written assignments are designed to improve skills in communication and synthesis, helping students improve their ability to interpret, synthesize, and understand the process of creating scientific data. The final assignment - a research proposal - will allow students to apply new knowledge and gain skills in project design and proposal writing.

Mode of Delivery:

In Class

Breadth Requirements:

Natural Sciences

Rationale:

This new course will fill the long-standing gap in the archaeology curriculum in UTSC's Department of Anthropology and will be taught by a new faculty hire. This course straddles Social and Behavioural Sciences and Natural Sciences, and bridges established curriculum in the existing subfield streams of Evolutionary and Socio-Cultural Anthropology and Linguistics. It will provide students with an opportunity to engage with this important subdiscipline of Anthropology. The course is complementary to the existing Evolutionary Anthropology programs but offers a greater focus on human ecology throughout evolutionary history.

This course is also intended as a pathway to help develop greater interdisciplinary dialogue and learning opportunities with other natural sciences, particularly in Environmental Studies and Biological Studies (esp. Conservation and Ecology). The course is also designed to offer students a greater depth of knowledge about coupled human-environmental systems, which would be useful to students focusing on issues such as climate change, conservation, and ecology.

The course has an enrollment limit of 50 students because the course is writing intensive and is intended to include outdoor activities, so more than 50 students would not be feasible.

Consultation:

The pre-proposal was approved by the DCC on Friday, October 1, 2021.

Following the preliminary approval, consultation was undertaken with a large group of faculty who teach similar subjects (human-environment interactions, conservation, ecology, climate change). All faculty who responded were supportive of the course and many thought it would be of complementary interest to some of their students.

The new course code was approved by the Office of the Registrar on October 14, 2021.

Resources:

This course will be taught by a regular faculty member. This course will not require any additional equipment, infrastructure support, or ancillary or laboratory fees.

ANTD26H3: Caveman, Farmer, Herder, Trader: Evolution of Diet in Society

Contact Hours:

Description:

Beginning with archaic *Homo sapiens* and ending with a discussion of how diet exists in a modern globalized cash economy, this course engages an archaeological perspective on changes in human diet and corresponding societal shifts. We will explore paradigmatic discourse around topics such as big game hunting, diet breadth, niche construction, and the Agricultural Revolution, while examining the archaeological record to clarify what "cavemen" really ate, inquire whether agriculture was as "revolutionary" as it has been presented, and delve into evidence of how colonialism,

capitalism, and globalization have shaped our modern diet. Discussions will aim to interrogate current theories and contextualize why scientists (and the public) think the way they do about diet in the past and present.

Prerequisites:

[ANTA01H3 and ANTB80H3 and 1.0 credit from any course at the C-level] or [FSTA01H3 and 1.0 credit from any course at the C-level and permission of the instructor]

Corequisites:

Exclusions:

Recommended Preparation:

Some courses in human evolution and archaeology are highly recommended, knowledge of and interest in food system and the human past are acceptable.

Enrolment Limits:

30

Note:

Learning Outcomes:

This course will give students a sound knowledge of global trajectories of diet in the past and how diet relates to and intersects with societal change.

Upon the completion of this course, students will be able to:

1. Understand how theories proposed for human subsistence over time are biased by those researching them, including how biases towards the study of Western culture have shaped interpretations about the inevitability of intensification
2. Think more critically about the nature of scientific evidence and interpretation
3. Understand, summarize, and thoughtfully critique scholarly literature and engage professionally and respectfully in intellectual debate.
4. Present, discuss and evaluate data with peers, and build skills in substantive and meaningful peer-review
5. Confidently read extended arguments efficiently - showing the ability to pick out and retain the most pertinent information and understand the primary arguments.

Topics Covered:

- Intensification of diet over time
- Hunter-gatherers to "complex" societies
- Role of diet in shaping culture
- How diet interrelates with economy
- Origins and spread of agriculture and production economies
- Diversity of diet through time compared to modern dietary homogeneity
- Industrialization, globalization and colonialism

Methods of Assessment:

Participation grades for class discussion will reinforce readings and ensure that students engage with course material. Presentation and peer-review of classmates' presentations will reinforce key course concepts and will enhance students' ability to present, discuss and evaluate data with peers, and build skills in substantive and meaningful peer-review. Essays will further reinforce these concepts, synthesize information learned through independent research, and engage with course themes in more detailed why in an area of the student's choosing. Assigned readings and essays will improve student confidence reading extended arguments efficiently - showing the ability to pick out and retain the most pertinent information and understand the primary arguments.

Mode of Delivery:

In Class

Breadth Requirements:

Natural Sciences

Rationale:

This new course will fill the long-standing gap in archaeology curriculum in UTSC's Department of Anthropology and will be taught by a new faculty hire. The course straddles Social and Behavioural Sciences and Natural Sciences, and bridges established curriculum in the existing subfield streams of Evolutionary and Socio-Cultural Anthropology. It will provide students with an opportunity to engage with this important subdiscipline of Anthropology. The course was consciously

designed to build on UTSC's existing strength in food systems and will allow Evolutionary Anthropology students an opportunity to apply their acquired knowledge of hominid evolution to the study of diet.

The course has an enrolment limit of 30 because this is a discussion-based seminar course and is designed to help develop communication and analytical skills. This includes the ability to engage in intellectual discussion and debate. A higher enrolment will severely limit the ability to engage in conversation with peers in a way that allows the instructor to oversee and guide the conversation in a way that structures learning as well as communication.

Consultation:

The pre-proposal was approved by the DCC on Friday, October 1, 2021.

The new course code was approved by the Office of the Registrar on October 14, 2021.

Resources:

This course will be taught by a regular faculty member. This course will not require any additional equipment, infrastructure support, or ancillary or laboratory fees.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval Report: Department of Global Development Studies

December 8, 2021

Global Development Studies (UTSC), Department of

5 New Courses:

IDSC16H3: Populism, Development, and Globalization in the Global South

Impact on Programs:

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

Contact Hours:

Description:

The rise of populism has been widespread and often linked to processes of economic globalization. This course explores the historical and more recent economic and social factors shaping populist movements and leaderships in the Global South.

Prerequisites:

IDSA01H3 and [0.5 credit from the following: IDSB01H3, IDSB04H3, IDSB06H3 or IDSB07H3]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

Upon the completion of this course, students will be able to:

1. Engage in critical thinking and develop a nuanced grasp of an increasingly pervasive political phenomenon, 2. Develop a deeper understanding of some of the department's core program concerns, particularly how in Global South countries, populism has been closely linked to issues of inequality and racial/cultural/social and economic exclusion—features that not only have deep historical origins, but ones that have been further exacerbated over the last several decades by economic globalization
3. Improve their writing and analytical skills through discussions and written assignments.
4. Engage in interdisciplinary critical thinking, particularly that related to the complexity of thought in development studies;
5. Conduct research in the relevant political, social, cultural and historical context;
6. Understand the historical narrative of development, the relationship between power and the economy, the role of the state in development, and activism and resistance in development.

Topics Covered:

1. Competing concepts of populism: thin ideology, political style, mobilizational strategy of leaderships
2. Populism as linked to historical context: colonial conquest, independence struggles, nationalism, anti-imperialist struggles.
3. The impact of economic globalization and the surge of populism
4. Recent competing theories of populism (issues of social/economic inclusion/exclusion/representation/leadership; Will include a discussion of the differences between North and South populisms.
5. Right and left populisms; context/structure and agency
6. Case studies (2 left and 2 right populisms, 20th and 21st century cases): Peron (Argentina), Chavez (Venezuela), Bolsonaro (Brazil), Modi (India)

Methods of Assessment:

Mid-term test, Participation (class and discussion board), essay and final examination. The test and final examination require students to analyze course content in essay form. Writing and qualitative analytical skills are to be promoted through the essay submission.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

Currently, the department does not offer a course dealing with populism, which, is a widespread phenomenon. The course addresses the historical and more recent factors shaping the emergence and nature of populism in the Global South. As such it addresses the central concerns of the teaching mission of GDS: issues of socio economic and political inequality and exclusion. It will be available to students in all of our programs. It will not replace any existing course. There is no similar course being taught in other academic units.

Consultation:

DCC approved: September 14th 2021
RO course code approved: October 12th 2021

Resources:

The course will be taught by a regular faculty member, Professor Judith Teichman, and TA support will be covered under the Department's existing budget. It will not require any additional equipment or infrastructure support. The course does not require any ancillary fees.

IDSC19H3: Community-driven Development: Cooperatives, Social Enterprises and the Black Social Economy

Impact on Programs:

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

Contact Hours:**Description:**

This course introduces students to alternative business institutions (including cooperatives, credit unions, worker-owned firms, mutual aid, social enterprises) to challenge development. It investigates the history and theories of the solidarity economy as well as its potential contributions to local, regional and international socio-economic development. There will be strong experiential education aspects in the course to debate issues. Students analyze case studies with attention paid to Africa and its diaspora to combat exclusion through cooperative structures.

Prerequisites:

IDSA02H3 and [0.5 credit from IDSB01H3 or IDSB06H3]

Corequisites:**Exclusions:**

Recommended Preparation:**Enrolment Limits:**

25

Note:**Learning Outcomes:**

Upon the completion of this course, students will be able to:

1. Engage in critical thinking about the social economy, and exposure of heterodox literatures in economics and to move away from analyzing alternatives as a coping mechanism to one that can advance social activism among the African diaspora e.g. Jackson Rising and MST examples.
2. Develop strong public speaking skills as students will give an oral presentation and analyze a scholarly paper in a coherent manner, some topics include “Cooperatives, politics and cooptation” or “Self-help groups as resistance.”
3. Read, synthesize, and present on complex academic literature and documentaries that show students how excluded people are organizing institutions with a double/triple bottom line of cooperatives and social enterprises
4. Deepen their knowledge about alternative economic institutions, that are not adhering to a shareholder models and to engage in a series of round-tables with leading experts on the topics, such as “Black solidarities” or “women and cooperatives.”
5. Discuss key concepts like “plus programming” or “ethical concerns of a solidarity economy” will be carried out by students in small groups through case studies
6. Know how to use an array of learning technologies in the course by using Quercus, #GroupMe, Zoom
7. Expand their professional network by preparing questions and meeting Third Sector leaders in planned events for the class. Some guests include: Toronto Enterprise Fund, Canadian Community Economic Development Network, Ontario Cooperative Association etc.
8. Discuss and debate in complex issues of business exclusion and the Black Social Economy in a roundtable with activists e.g. Kola nut Collaborative, Chicago, Collectively Baltimore, Women’s Cultural Resource Center in Durham
9. Write a major essay on the topic using scholarly materials to support their thesis about the Black social economy and economic alternatives.

Topics Covered:

The course is divided into two sections:

In the first section “Conceptualizing cooperatives and solidarity economies” there is an investigation of the history and theories as well as its potential contributions to local, regional and international socio-economic development. Attention to the Black social economy and cooperative development for a historically excluded group will be examined.

In the second part of the course: “Liberating the economy: Cooperatives challenge development” draws on empirical material and case study analysis with attention paid to Africa and its diaspora.

Methods of Assessment:

A series of assignments to assess the student’s learning include: reflection study, a major research essay, presentation and active participation in guest speaker events.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

The main objective of this course is to analyze community driven economic alternatives. This course introduces students to alternative business institutions (including cooperatives, credit unions, worker-owned firms, mutual aid, social enterprises) that challenges mainstream development interventions. Students probe the following question: Can locally organized collective institutions contribute to equitable development practices? Throughout this course, there is a critical examination of alternative economic structures and the impacts on racially marginalized people, especially those of African descent. This course complements the course offerings in the unit with a focus on economic and political development. An emphasis will be on cooperatives but students will also learn about social enterprises which are collective, as well as self-help groups, mutual aid and fair trade associations– as part of the literature on community economies. An important part of the course will be the experiential education through “learning from the experts” sessions, a round-table and reflections on documentary films. This is why a seminar-style course with an enrolment of 25 students would be key to allow for students to meet community leaders in the development sector and to develop their own professional networks. This course contains

University-Based experiential learning; while there are community partners that will guest lecture, the students primarily engage with the course instructor to achieve the course learning outcomes.

Consultation:

DCC approved: September 14th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Professor Caroline Shenaz Hossein. No TA support is required. It will not require any additional equipment or infrastructure support. The course does not require any ancillary fees.

IDSD08H3: Community-Centered Media Tactics for Development Advocacy and Social Change

Impact on Programs:

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

Contact Hours:

Description:

This course explores the intersection of community-centered research, art, media, politics, activism and how they intertwine with grass-root social change strategies. Students will learn about the multiple forms of media tactics, including alternative and tactical media (fusion of art, media, and activism) that are being used by individuals and grass-root organizations to promote public debate and advocate for changes in development-related public policies. Through case studies, hands-on workshops, community-led learning events, and a capstone project in collaboration with community organizations, students will gain practical research, media and advocacy skills in formulating and implementing strategies for mobilizing public support for social change.

Prerequisites:

IDSA01H3 and [1.0 credit in C or D-level IDS courses]

Corequisites:

Exclusions:

IDSD10H3 (if taken in the Winter 2018, 2019, 2020 or 2021 sessions)

Recommended Preparation:

Enrolment Limits:

20

Note:

Learning Outcomes:

Upon completion of this course, students will:

1. Acquire specific advocacy skills and effective use of media tools;
2. Engage a critical approach to research and communication as social practice in complex socio-political contexts;
3. Obtain more inclusive, action-oriented and accessible methods for knowledge co-production, while understanding the complexity and challenges of community-university partnership and the roles of the academy in the redistribution of resources;
4. Engage in reflective research, pedagogy and action: this means enquiring critically into how we learn about the world and reflecting on how power shapes our modes of being, learning and action;
5. Develop a commitment to praxis-- the idea of engaging with and applying theory as a tool to help shape the kind of world we collectively desire.

Topics Covered:

1. Systems thinking and tackling complex intersectional problems
2. Theory of change and how it informs media tactics
3. What is advocacy and how to ensure that advocacy is research informed
4. Community-University partnership and equitable collaboration

5. Social mapping and other visual techniques of mapping invisible power

6. Hacker methodologies and maker space

7. Creative Knowledge mobilization strategies

Additional topics or themes will be developed in partnership with community partner(s) and depending on student's interests

Methods of Assessment:

1. Weekly reflection capturing key lessons learned from lectures, workshops, and community engagement

2. Final reflection paper at end of the term to assess personal learning, key skills and concepts learned, and how they can be taken forward in future studies or professional development

3. A joint project with peers and community partner on a media strategy advocating for the needs of the partner, including the development of a proposal, landscape analysis, media methods, and a prototype or real set of strategies for implementation

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course was offered as a special topics course (IDSD10 Topics in International Development) from Winter 2018 to 2021 and it is now being formalized under its own course code. The course formed one of the three courses that make up the innovative Community Knowledge Learning Hub, a provost office funded three-year experiential learning pilot. With the successful offering of the course over the last two years as part of the CKLH and with much constructive input from our community partners and engaged students, the department is ready to formalize this course and make it a permanent offering in our curriculum.

An enrolment limit of 25 is being set for the course as the course involves students working with a community partner or partners in a specific media advocacy project. Most of the partner organizations will have limited capacity for collaborating with our students and so limiting the number of students is crucial. Students will also have to participate in a variety of hands-on workshops with community partners and a limited class size is important for logistical reasons.

Consultation:

DCC approved: September 14th 2021

RO Course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Associate Professor Leslie Chan. TA support is not required for the course. It will not require any additional equipment or infrastructure support. The course does not require any ancillary fees.

IDSD16H3: Africana Political Economy in Comparative Perspective

Impact on Programs:

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

Contact Hours:

Description:

This course analyzes racial capitalism among persons of African descent in the Global South and Global North with a focus on diaspora communities. Students learn about models for self-determination, solidarity economies and cooperativism as well as Black political economy theory.

Prerequisites:

IDSA02H3 and [1.0 credit from IDSB01H3, IDSB06H3 or IDSB07H3]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

25

Note:**Learning Outcomes:**

Upon the completion of this course, students will be able to:

1. Develop theoretical understanding about Black political economy e.g. Black Radical Tradition and its relevance to the field of political economics by reading literatures to enhance this knowledge, e.g. Karanga, Cheru, Hall, Robinson, Gordon Nembhard, Banks.
2. Synthesize and present on a topic relevant in Black political economy e.g. “racial capitalism” or “Siddis, African Indians and business” or “origins of capitalism”
3. Engage in experiential education, through analysis and class reflection of a documentary “Poto Mitan” (Haitian women refusing MNC employment) and/or field trip e.g. Aga Khan museum and/or guest speaker e.g. scholar/activist in Africana political economy
4. Analyze scholarly articles through debate to learn about the origins of slavery, and its impact on people of African descent
5. Communicate effectively about the global understanding of Black diasporas in US, Canada, Brazil and India by reading and addressing key questions for the seminar
6. Develop strong essay writing and research skills in a paper to argue why (or why not) Africana political economy theory is relevant to the field of political economy

Topics Covered:

The course is divided into three parts.

The first part of the course, conceptualizes the Black political economy and its meaning looking back as well as forward.

The second part of the course requires students to examine feminist and activist ideas about how to remake equitable societies.

The third part of the course reviews the Africana political economies in comparative perspective by contrasting and comparing experiences in the Global North and Global South.

The topics covered include: capitalism & slavery, origins of Black political economy and the Black Radical Tradition, racial capitalism, mutual aid, and the politics of self-determination.

Methods of Assessment:

A series of assignments to assess the student’s learning include: mid-term test, major essay, presentation/mini-conference.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

Africana political economy prioritizes the significant contributions of Black people because the world cannot be understood without Africa and its diaspora. This course complements the course offerings in the unit with a focus on economic and political development. In this seminar, students will learn about the empirical link between race and class because an important function of Africana scholarship is to understand racial capitalism, and to move towards models for self-determination, solidarity economies and cooperativism that can lead to the transformation of business and society. This is a new course, and there are no similar courses offered in development. As the course is an introduction to Black political economy it should be available to students within the Minor Program in African studies. Students will draw on diasporic African, Caribbean, Black Canadian and African-American responses to modernity, racism, and liberation, as well as struggles for security and community economic development.

The course has an enrolment limit of 25 students. This enrolment limit is in sync with other D-levels offered in the department as it will be a seminar styled courses with a great depth of student engagement and participation. A seminar-style course with an enrolment of 25 students would also be beneficial for community engagement, particularly through a field trip for students to meet and share ideas with Black community leaders.

Consultation:

DCC approved: September 14th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Professor Caroline Shenaz Hossein. There may be other faculty members who can teach this course in the future. No TA support is required.
It will not require any additional equipment or infrastructure support. The course does not require any ancillary fees.

IDSD90H3: Public Policy and Human Development in the Global South

Impact on Programs:

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

Contact Hours:

Description:

While domestic and international political factors have discouraged pro human development public policies in much of the global south, there have been some important success stories. This course examines the economic and social policies most successful in contributing to human development and explores the reasons behind these rare cases of relatively successful human development.

Same as POLD90H3

Prerequisites:

[1.0 credit from: IDSB01H3, IDSB04H3, IDSB06H3, POLB90H3 or POLB91H3] and [2.0 credits at the C-level in any courses]

Corequisites:

Exclusions:

POLD90H3

Recommended Preparation:

Enrolment Limits:

25

Note:

Learning Outcomes:

This is an advanced seminar that aims to develop critical thinking on the politics and economic and social policies that are effective in improving human development in the Global South, while contributing to a number of the department's learning objectives.

Upon completion of the course, students will be able to:

1. Constructively engage in discussion and the effective communication of ideas
2. Critically interpret content and its contextualization
3. Engage in critical thinking, particularly that related to the complexity of thought in development studies
4. Conduct research in the relevant political, social, cultural and historical context
5. Understand the historical narrative of development, theories of development, the relationship between power and the economy, and the role of the state in development.

Topics Covered:

- Traditional and critical concepts of human development
- The predominant economic policy paradigm and its evolution
- Domestic and international constraints on policy choices
- Debates on the origins of poor social outcomes in the Global South (history, institutions, political coalitions etc.)
- Debates on the role of extractives (commodity dependence) in poverty reduction, inequality and improved human development
- Case studies (vary from year to year).

Methods of Assessment:

Journal submissions, debate leadership, class discussions, discussion board, essay, examination. Writing skills and qualitative reasoning skills will be promoted through the submission of an essay. Interdisciplinary critical thinking, particularly that related to the complexity of thought in development studies, is promoted through required reading assignments that are interdisciplinary in nature.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

As a course on politics, public policy and human development this course has always been on the list of optional courses for IDS programs. It fits squarely within the GDS curriculum focus on economic conditions and social welfare in the Global South. It is being given an IDS subject code to make it clear to students that it is an appropriate course for IDS programs.

There are no similar courses taught in other academic units.

The course has an enrolment limit of 25 students. This enrolment limit is in sync with other D-levels offered in the department as it will be a seminar styled courses with a great depth of student engagement and participation.

Consultation:

DCC approved: September 14th 2021

RO Course Code Approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Professor Judith Teichman. No TA support is required. It will not require any additional equipment or infrastructure support. The course does not require an ancillary fees.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Health and Society

December 8, 2021

Health and Society (UTSC), Department of

2 New Courses:

HLTD09H3: Population Perspectives on Reproductive Health

Contact Hours:**Description:**

Reproductive health is defined by the World Health Organization as physical, mental, and social wellbeing across the life course in all domains related to the reproductive system. This course will draw on theories and methods from demography, epidemiology, medicine, and public health to examine the determinants and components of reproductive health. A particular emphasis will be placed on sexual health, family planning, preconception health, and perinatal health and on how these are understood in the context of a growing global population.

Prerequisites:

HLTC27H3 and 1.5 credits at the C-level in HLT courses from the requirements of the Major/Major Co-op program in Health Studies—Population Health (Science).

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

25

Note:**Learning Outcomes:**

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

1. Understand the main concepts and terminology used in reproductive health;
2. Identify major methods of measuring population reproductive health and their data sources;
3. Critically assess reproductive health literature in relation to its strengths, weaknesses, and biases; and
4. Analyze reproductive health problems relative to their public health implications and develop plans for programmatic or policy initiatives to address them.

Topics Covered:

Week 1: Reproductive health and population health (population and reproductive health; history and future of the world population)

Week 2: Measurement and theory (mortality, fertility, and migration; measuring reproductive health; population theory and dynamics)

Week 3: Sexual health (sexual health; sexual behaviour; global control of sexually transmitted infections)

Week 4: Family planning I (contraception; abortion and reproductive health; unsafe abortion)

Week 5: Family planning II (benefits of family planning; contraception and health; economic consequences of reproductive health and family planning)

Week 6: Preconception health (preconception health agenda; preconception care for men; recommendations to improve preconception health)

Week 7: Perinatal health (perinatal health frameworks; maternal mortality; maternal 'near miss')

Weeks 8-11: Student presentations (on the above topics – see description in Methods of Assessment, below)

Week 12: Reproductive health in the global environment (sustainability, population, and environmental degradation; climate change, population, and reproductive health; food security, population, and reproductive health)

Methods of Assessment:

Participation (10%)

Students are expected to attend and participate in all lectures. Participation may take the form of contributing to class discussions, small group activities, or exercises. Some of the topics covered in this course may be sensitive; debate will be an important component of the course, but students are expected to be respectful of others' opinions in their words and actions at all times.

Factsheet (20%)

Students will choose one indicator of reproductive health covered in McFarlane Chapter 3 or 4 (e.g., fertility rate, abortion ratio) and will create a two-page factsheet describing statistics related to this indicator, major sources of data for the indicator and their strengths and limitations; and the main social and biological determinants of the indicator. The factsheet should reflect the student's understanding of the measurement and interpretation of the indicator and currently available research. Factsheets should be visually appealing and interpretable by a lay audience.

Research Project (60%, broken down as follows):

The major assessment in this course is a research project on a course-related topic of interest. A broad range of topics is permissible, but should fall under the category of sexual health, family planning, preconception health, or perinatal health. Students are expected to identify a current issue in one of these areas, to describe the reasons for the issue, and to identify programmatic and/or policy initiatives that could be used to address the issue. Progress on the research project will be judged according to draft objectives, a PowerPoint presentation, and a paper, described below.

Draft Objectives (10%). Early in the course, students will submit draft research objectives related to their chosen topic. The draft objectives should be two pages in length and should include the research objective, the public health importance of the issue, the main components of the issue that will be researched, and a bibliography of key references that will be used in the final paper.

Presentation (20%). Students will use a formal PowerPoint presentation to deliver an overview of their research project. The presentation should concisely cover the major components of the project (see below) and be 10 minutes in length. Students will sign up for presentation dates (Weeks 8 to 11), which correspond to the topic areas of sexual health, family planning, preconception health, and perinatal health, at the beginning of the course. In addition to their own individual presentations, students are expected to work with the other presenters from their week to develop a list of questions and/or activities that span the topics covered by their presentations and to lead the class in a 30-minute discussion following the individual presentations.

Paper (30%). The final component of the research project will be a 10 to 12-page research paper. The paper should include a detailed overview of the research objective, the public health importance of the issue, the reasons for the existence of the issue, and potential programmatic and/or policy solutions along with the student's recommendations for action. In other words, students should answer the following questions: 'what is the issue?', 'why and how did the issue become a concern?', 'why is action needed?', 'what can be done?', and 'what should be done now?'

Reflection (10%)

Students will create a written reflection on the project presentation of one other student in the class. The reflection should identify the project's objectives, summarize the project's strengths and professionally suggest points which could be modified or strengthened. Reflections should be three pages in length. Students will sign up for a presentation to cover at the beginning of the semester; the reflection will be due one week after that presentation (Weeks 9-12).

Mode of Delivery:

In Class

Breadth Requirements:

Natural Sciences

Rationale:

This course was previously offered as a special topics course (HLTD08H3) and it is now being formalized. This course was proposed to offer an advanced course that (a) extends students' methodological skills in epidemiology, demography, and quantitative research (from HLTC27H3: Community Health and Epidemiology) and (b) fills a content-related need for an in-depth understanding of reproductive health, consistent with the Department of Health and Society's expertise and focus on gender and the life course. The course was proposed for students in the Population Health stream in the Department of Health and Society, given the epidemiologic and public health perspective from which the course is taught.

This course complements several other courses in the Department of Health and Society and UTSC more broadly, including HLTC02H3: Women and Health, HLTC23H3: Issues in Child Health and Development, and GGRD10H3: Health and Sexuality.

This course will not replace any existing courses.

Distinctive elements of Reproductive Health include its focus on concepts from epidemiology and demography to understand reproductive health. This is also key in strengthening students' quantitative literacy.

Consultation:

DCC Approval: (initial meeting on September 13, 2021) September 27, 2021

Course code approval via the RO: September 23, 2021

Resources:

This course will be taught by Dr. Hilary Brown, Assistant Professor in the Department of Health and Society, who also teaches HLTB16H3 (Introduction to Public Health) and HLTC27H3 (Community Health and Epidemiology)

As a D level course, this course will not require TA support.

The course will not require any additional infrastructure or equipment support.

The course will not require any ancillary or laboratory fees.

HLTD40H3: The Politics of Care, Self-Care, and Mutual Aid

Contact Hours:

Description:

Drawing on insights from critical social theory and on the experience of community partners, this course critically explores the ethics, economics, and politics of care and mutual aid. The course begins with a focus on informal care in our everyday lives, including self-care. We then move on to interrogate theories of care and care work in a variety of settings including schools, community health centres, hospitals, and long-term care facilities. The course is interdisciplinary, drawing on insights from scholarship across the humanities, social sciences, medicine, and public health.

Prerequisites:

1.5 credits at the C-level in HLT courses from the Major/Major Co-Op in Health Studies--Health Policy (Arts)

Corequisites:

Exclusions:

Recommended Preparation:

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

Enrolment Limits:

25

Note:

Priority will be given to students in the Major/Major Co-Op in Health Studies--Health Policy (Arts).

Learning Outcomes:

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

- Discuss and critically engage with scholarship on concepts of care, self-care, and mutual aid across different traditions and time.
- Formulate questions about care and mutual aid and explain how these concepts are taken-up and performed in a variety of settings and contexts.
- Carry out literature reviews and develop original ideas about the framing, possibilities, and limits of care.
- Critically map systems of care and mutual aid in their respective community.
- Write reflexively and critically about care, self-care, and mutual aid.

Topics Covered:

The course will cover a range of topics organized around the following themes:

- Definitions & traditions of care, self-care, and mutual aid
- Ethics of care
- Who cares?
- Economies of care
- The politics of care
- Crises of care and false caring
- Community care and communities of care

I plan to work with the library and agencies I have existing partnerships (e.g., Regent Park Centre for Community Learning & Development, TAIBU Community Health Centre, Volunteer Toronto), to host a variety of speakers. Guest speakers will be introduced to students using a living-library format. Guests (or living books) will be patients/clients, caregivers (formal and informal), and related professionals (e.g., ethicists, policy makers, economists)

Methods of Assessment:

10% Participation in weekly class activities and discussions

20% Self/care journal

20% Group ethnographic assignment on mutual aid /communities of care

50% Major writing assignment submitted in two parts.

Note: Students will have the option to submit work from their care journal, group assignment, or major writing assignment to a class monograph on the politics of care.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

Care, self-care, and mutual aid are important concepts and practices in a wide range of health and social services. In addition, the pandemic has brought the ethics, economy, and politics of care to the forefront.

At present, there is no course offering in the Department of Health & Society that interrogates these practices. The proposed course will fill this gap in our curriculum.

Offering the course as a D-level seminar is ideal because students will have the benefit of having completed a variety of courses where care is implied or discussed indirectly but not purposefully theorized and problematized. The proposed course provides students with an opportunity to begin to reflect more critically on what they've learned (implicitly or otherwise) about care and mutual aid in their undergraduate studies.

Finally, linking the course to the real-time work and challenges of community partners, helps to bring otherwise abstract theories of care (and their critiques) to life.

Briefly, the idea is to leave room for guest speakers (academic/researchers, professionals from various health and community settings) to expose students to different kinds of "care" work and begin to expose the political dynamics and tensions at play in this work. It grounds their learning, in part, in actual experience rather than purely theoretical or research accounts of this work and its contexts. In so doing, it resists reifying a particular theory or single understanding of 'care' which is quite fundamental to the course given that we want to problematize this construct and practice.

Consultation:

Discussed with former Chair of Dept of Health & Society (January, 2021)

Discussed with potential community partners (June, 2021)

RO Course Code Confirmation- September 23, 2021

Approved by the DCC- September 27, 2021

Resources:

The course will be taught by regular faculty (Prof. Suzanne Sicchia)

It will not require TA support as it is a D-level course

No additional equipment or infrastructure support is required nor ancillary or laboratory fees