

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: February 2, 2022 for February 9, 2022

AGENDA ITEM: 7

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, 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] (February 9, 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 Human Geography (Report: Human Geography)
 - 2 new courses
 - GGRD13H3: Space, Place, People: Practice of Ethnographic Inquiry
 - GGRD15H3: Queer Geographies
- The Department of Political Science (Report: Political Science)
 - 8 new courses
 - POLC12H3: Global Public Policy and the Sustainable Development Goals (SDGs)
 - POLC31H3: Contemporary Africana Social and Political Philosophy
 - POLC43H3: Prejudice and Racism
 - POLC52H3: Indigenous Nations and the Canadian State
 - POLD54H3: Michi-Saagiig Nishnaabeg Nation Governance and Politics
 - POLD74H3: The Black Radical Tradition
 - POLD75H3: Property and Power
 - PPGB11H3: Policy Communications with Data
- The Department of Psychology (Report: Psychology)
 - 3 new courses
 - PSYC34H3: The Psychology of Happiness and Meaning
 - PSYC58H3: Psychology and Climate Change
 - PSYD19H3: The Science of Behaviour Change

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, dated January 19, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Human Geography, dated January 19, 2022.
2. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Political Science, dated January 19, 2022.
3. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Psychology, dated January 19, 2022.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Human Geography

January 19, 2022

Human Geography (UTSC), Department of

2 New Courses:

GGRD13H3: Space, Place, People: Practice of Ethnographic Inquiry

Contact Hours:

Description:

This course focuses on the practice of ethnography in geographic research and allows students to design and conduct their own ethnographic research projects. Utilizing various approaches in geographic scholarship, in the first part of the course students will learn about ethnographic research methods and methodologies and finalize their research proposals. In the second part, they will carry out their research under the supervision of the course director and with support from their peers. Course assignments will assist each student throughout their research design, ethics approval, ethnography, and writing a final paper. Course meetings will be conducted in a seminar format.

Prerequisites:

Any 13.0 credits, including GGRC31H3

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

20

Note:

Learning Outcomes:

Upon the completion of this course, students will have:

1. Developed critical thinking skills and expertise in qualitative research methods and methodologies in geographic research.
2. Gained hands-on experience on ethnographic and fieldwork-based research practices, appropriate techniques of data collection, research ethics, as well as the limitations of different methods and methodological approaches.
3. Built meaningful relationships and solidarities with various communities in Scarborough and across the GTA.
4. Learned skills in ethnographic methods such as interviewing, participant observation, focus groups, encoding and analyzing qualitative data, and writing research analysis reports.

Topics Covered:

1. Historical debates on cross-disciplinary challenges and contributions to qualitative and ethnographic research methods
2. Black, Indigenous and feminist methodologies and epistemologies
3. Ethnography, auto-ethnography, participant observation
4. Interviewing, focus groups, oral history
5. Positionality, reflexivity and accountability
6. Research ethics, refusing research

Methods of Assessment:

1. In-class presentations
2. Research proposal
3. Reading reflections
4. Research blog
5. Final research paper
6. Attendance and participation in class discussions

Students will receive direction from the course instructor in carefully crafting mini-ethnographic research projects that are politically and thematically relevant to the general research themes covered in the departmental curriculum, particularly in the field of social and cultural geography. Student projects need to engage with socio-spatial configurations of class, race, gender, sexual orientation, ability, religion and other similar power-laden structures. The breadth and scope of the research projects will be limited such that students can practically access research participants and the research location, and complete the fieldwork research within three weeks. Suggested research methods will involve auto-ethnography, ethnographic observations, participant observations, interviewing, focus groups, and oral history. Students will conduct research within a time frame of 3 weeks and create ethnographic data by writing reflections on their research process periodically through a research blog that they will share with their peers. With in-class presentations they will orally articulate the significance and merits of their research in front of an audience, and get feedback from their peers. Students will also analyze their research findings and develop an argument by writing a final research paper where they will also engage with the existing geographic research on their topic.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course aims to contribute to the departmental curriculum with its exclusive orientation towards the practice of ethnography, which is a core research method in critical human geography. While our department offers D level courses such as Research Seminar in Urban Geography (GGRD08) and Research Seminar in Environmental Geography (GGRD25), there remains a gap with regards to the practice of ethnographic methods, particularly in the field of social and cultural geography. This course also contains experiential learning components through a University-Based experience: students will conduct fieldwork research and interact with communities. They will work solely with the instructor for this experience.

This D level course will give students the in-depth knowledge of ethnographic methods, methodological discussions and the opportunity to conduct a mini-ethnography project of their own design and on an issue that is socially and politically relevant to their own lives. Students majoring in Human Geography and those who orient towards social and cultural geography will be able to graduate with a finished ethnographic research project of their own design, in a classroom environment and along with the support of their peers.

Prerequisite:

This course has GGRC31 Qualitative Methods in Geography: Places and Ethnography as a prerequisite. C31 allows students to explore a variety of qualitative and ethnographic research methods that inform the practice of geographic research. Students finish this course by preparing research proposals for an ethnographic research project as final assignments. Therefore these students will come to D13 with an already developed research proposal and will be able to start their ethics approval process early on. As the course instructor I will coordinate the process of getting ethics approval no later than by the 4th week of classes.

Uniqueness of the course

Unlike in GGRD01 Supervised Research Project, which gives students opportunities to conduct research using a range of methods, with D13 students will focus on ethnographic methods, will work in a cohort, share their research experience with their peers and learn from each other. With its exclusive concentration on ethnographic methods and methodologies, this course will expose students to advanced debates in the practice of ethnography in geography and beyond. Classroom

discussions on students' research projects and the course readings on ethnographic case studies will complement student learning by foregrounding advanced debates on ethnographic research in geography, and across other disciplines. This way students will be able to dive deeper into issues of researcher reflexivity, accountability, and ethics.

Feasibility of course objectives

Students will be supervised as they conduct their individual mini-ethnographic research projects on an issue they have a passion for and are positionally well-equipped to pursue. To make this possible over one term, research projects will be limited in their scope and scale (to criteria such as 3-5 in-depth interviews or 2 focus group meetings or 2-3 weeks of participant observations). In addition, students will be asked to select a research site that they already have access to such as their own communities (or communities they have established relations with), their own work places, or the university campus. Students will share the research process with the rest of the class through online weekly research blogs where they will share the rewarding moments and also the obstacles pertaining to power relations they encounter throughout the research experience.

In addition to these, I would like to set the weekly course meetings for 3 hours. This way early on in the term students will have ample time to develop and finalize their research proposals and also share their research process alongside the discussions on weekly readings later on.

Alignment with other courses in Social and Cultural Geography:

GGRD13 fits well with the department's curricular concentration on Social and Cultural Geography and the overall orientation of courses towards issues on social justice and equity. This course will closely align with the topics covered in courses such as:

GGRD09 Feminist Geographies

GGRD15 Queer Geographies (pending approval)

GGRD14 Social Justice and the City

GGRD19 Spaces of Multiraciality: Critical Mixed Race Theory

GGRC10 Health and Sexualities

GGRC48 Geographies of Urban Poverty

GGRC28 Indigenous Peoples, Environment and Justice

The course has an enrolment limit of 20 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 29th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member- Assistant Professor Hulya Arik. The course will be covered by the department's existing budget. The course will not require TA support as this is a seminar styled D-level course with an enrolment limit of 20 students. The course will not require any additional equipment or infrastructure support. The course does not require any ancillary or laboratory fees.

GGRD15H3: Queer Geographies

Contact Hours:

Description:

How do sex and gender norms take and shape place? To examine this question, we will explore selected queer and trans scholarship, with a particular emphasis on queer scholars of colour and queer postcolonial literatures. Course topics include LGBTQ2S lives and movements, cities and sexualities, cross-border migration flows, reproductive justice, and policing and incarceration.

Prerequisites:

Any 8.0 credits

Corequisites:

Exclusions:

Recommended Preparation:

GGRB13H3 or WSTB25H3

Enrolment Limits:

20

Note:**Learning Outcomes:**

Upon completion of this course, students will:

- Possess a toolkit of new ideas and theories to help them make sense of the prevalence of heteronormativity, homophobia and transphobia globally and locally
- Develop appreciation for the history of LGBTQ organizing in resistance to oppressive power structures, and the social and political gains made in support for queer and trans lives in various contexts
- Develop critical reading, writing and discussion skills
- Hone their ability to find and synthesize relevant academic journal articles and book chapters, and to identify and engage with scholarly debates on queer and trans issues

Topics Covered:

- 1.Heteronormativity and homonormativity
- 2.LGBTQ2S lives and social movements
- 3.Reproductive justice
- 4.Migration flows and diaspora politics
- 5.Urban governance
- 6.Colonialism and settler colonialism

Methods of Assessment:

Participation: As this is a seminar course, it will be reading and discussion intensive. Close engagement with the assigned texts will provide familiarity with debates within the field of queer geographies and allow for sharing of student responses to the texts in the context of their own lives

Weekly reading responses: Students will submit approximately 500-750 word responses to the assigned readings in advance of each class meeting. In these responses, they will set out their understanding of the main arguments of the readings, and how they think they relate to each other. They will also pose 2-3 possible questions for in-class discussion which I will use to help structure our weekly class meetings.

Mock journal issue: Students will choose one of the course themes/ topics to explore in more depth. They will do external research on this theme/ topic and curate a mock special issue of a journal that includes 8-10 articles and their own editorial introduction

Final essay: Students will write a 4000 word essay answering the question, ‘What is queer and/ or trans space?’ Their academic sources for this will be drawn only from course materials (readings, films, discussions) and their own experiences.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

The undergraduate curriculum in the Department of Human Geography at UTSC is shaped by its faculty’s strong social justice commitments. Among the existing course offerings, there is much focus on the ways that feminist thought, critical race theory, postcolonial theory, Black studies, and Indigenous studies can inform a critical approach to space, place, and environment. Queer and trans issues are present in our curriculum as a topic, for instance, in courses like Introduction to Social Geography, and as background for work on health and sexuality. So students may have some familiarity depending on the path they take to their degrees. But this course offers the opportunity to students to gain much deeper knowledge, and to dive into queer and trans scholarly debates in a much more concerted way, than is currently possible in our curriculum.

This course will fit well with the department’s existing Social/ Cultural Geography concentration. It will offer students an opportunity to think about social difference on the basis of sexual orientation and gender identity, and also to examine the global historical roots of heterosexuality as a dominant mode of social life. The course will take a ‘queer of colour’ and ‘postcolonial queer’ approach throughout, thus carefully linking debates and struggles over sexuality and gender identity to understandings of racialized and colonial and settler colonial power relations. It will thus enhance the intersectional modes of thought already present in our curriculum, complementing existing course offerings by focusing on heteronormativity as a cultural, political and spatial logic that works in concert with structures of patriarchy, imperialism, and capitalism.

The course will service advanced students in our programs, whether majors or minors. I also expect it will serve as an

elective for students from many other departments on campus, as courses in queer and trans studies are not yet well established at UTSC. This is set to change, though, as a queer and trans certificate is being proposed in the future by a group of faculty across campus (including myself). Should this certificate be approved, that will pave the way for an eventual minor in queer and trans studies, and this course will be part of that program.

Consultation:

DCC approved: September 29th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member- Associate Professor Natalie Oswin. The course will be covered by the department's existing budget. The course will not require TA support as this is a seminar styled D-level course with an enrolment limit of 20 students. The course will not require any additional equipment or infrastructure support. The course does not require any ancillary or laboratory fees.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Political Science

January 19, 2022

Political Science (UTSC), Department of

8 New Courses:

POLC12H3: Global Public Policy and the Sustainable Development Goals (SDGs)

Contact Hours:**Description:**

This course will introduce students to the global policymaking process, with an emphasis on the Sustainable Development Goals (SDGs). Students will make practical contributions to the policy areas under the SDGs through partnerships with community not-for-profit organizations, international not-for-profit organizations, or international governmental organizations. Students will learn about problem definition and the emergence of global policy positions in the SDG policy areas. They will assess the roles of non-state actors in achieving the SDGs and analyze the mechanisms that drive the global partnership between developing countries and developed countries.

Prerequisites:

8.0 credits including [1.0 credit from POLB80H3, POLB81H3, POLB90H3 or POLB91H3]

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

25

Note:**Learning Outcomes:**

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

1. Identify SDG policy areas, the policy actors, and the institutions involved in the global policy process.
2. Understand the factors that influence the translation of SDGs to domestic policies and the challenge of context specificity in the application of policy solutions.
3. Analyze the evolution of institutional platforms of the SDGs, and the types of policy actors involved across different domiciles in the global public policy arena.
4. Apply data analysis and presentation tools to prepare policy reports and communicate empirical information on the progress of the SDGs in different countries.
5. Demonstrate strong writing skills, communication skills, and cooperation with peers and partner organizations.

Topics Covered:

- 1.Global policy agora: What are the features of the policy process in the global agora? What are the institutions and the categories of actors involved in the process? How do these features differ from the process of policymaking in national or subnational jurisdictions?
- 2.Emergence of SDGs: Discussion on how a collective concern for the environment and the well being of future generations informed the introduction of the Millennium Development Goals (MDGs). Policy implementation of the MDGs and the policy change from MDGs to SDGs. The role of think-tanks, private organizations, international organizations in the agenda setting of SDGs.
- 3.Nexus approach in policymaking: The creation of clusters of policy areas to address the challenges of policy silos, perverse outcomes, and externalities.
- 4.How to write policy briefs: Writing policy briefs on global policy issues.
- 5.Global policy data analysis: Advanced Excel functions and writing nested formulas to analyze data.
- 6.Global policy data presentation: Summarizing large data by using pivot table reports in Excel. Creating data visuals and designing dashboards by using Tableau and Power BI.

Methods of Assessment:

Written work: Students will prepare background papers, policy briefs, or position papers, to support the work of partner organizations. The submitted written work from students will show the level of knowledge of global policy process and the SDGs. It will also assess the students' understanding of policy issues in selected countries.

Policy data analysis and presentation: Students will analyze data on SDG policy areas in developing countries and create visuals such as waterfall charts, maps, and pivot tables, to present the findings. This method of assessment will enable students to demonstrate the application of data analysis for preparing policy reports.

Student group presentations: Student groups assigned to different partner organizations will prepare and make presentations on the key findings and/or aspects of the work completed for the partner organization. The presentations will show the students' understanding of SDG policy areas and the actors involved. They will also demonstrate the students' ability to communicate effectively and cooperate with peers to complete assignments.

Partner organization's feedback: Partner organizations will rate students' performance based on the assignment completed for and relations with the organizations. The feedback will assess the students' knowledge of specific SDG policy areas. It will also assess the ability to foster mutually beneficial relations with partner organizations.

Reflection on Padlet: Each student will submit a reflection piece online on Padlet. The submissions will show the understanding and appreciation of practical application of academic lessons and relevant professional skills.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course is designed for the Political Science program and its area of focus is public policy. The course fills a gap in the current curriculum. It presents a course option that incorporates practical training. The experiential learning component of the course will allow all students in the department to have practical application opportunities, through working with partner organizations.

Also, of the different five areas of focus in political science, public policy has the least number of dedicated courses offered to students. This course addresses this gap by presenting an option of dedicated public policy course for students who intend to major or minor in public policy. The course will enable students to engage with the emerging literatures on global policy agora and the nexus approach in addressing pertinent global policy issues. In addition, its Global South-Critical Development approach in the analysis of the global policy process augments the department's "core" public policy course offerings.

There is an enrolment limit of 25 students for this course. The practical training component of the course would require a small instructor to student ratio, to allow adequate attention to each student's learning of the practical topics and use of the data analysis/presentation tools. Also, the number of partner organizations that are available for placement opportunities limits the number of students that can be enrolled

Consultation:

DCC approved: September 15th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Assistant Professor Titilayo Soremi, and TA support is not required.

It will not require any additional equipment or infrastructure support. The course does not require an ancillary fees.

POLC31H3: Contemporary Africana Social and Political Philosophy

Contact Hours:

Description:

This course investigates the relationship between three major schools of thought in contemporary Africana social and political philosophy: the African, Afro-Caribbean, and Afro-North American intellectual traditions. We will discuss a range of thinkers including Dionne Brand, Aimé Césaire, Angela Davis, Édouard Glissant, Kwame Gyekye, Cathy Cohen, Paget Henry, Katherine McKittrick, Charles Mills, Nkiru Nzegwu, Oyèrónke Oyewùmí, Ngũgĩ wa Thiong'o, Cornel West, and Sylvia Wynter.

Area of Focus: Political Theory

Prerequisites:

8.0 credits including 1.0 credit in Political Science [POL or PPG courses]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

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

1. Use intellectual resources to decipher problems central to philosophical discourse.
2. Apply what they learn to critical issues in current geopolitics.
3. Take part in higher-level courses in political theory, Africana philosophy, and Black politics.

Topics Covered:

Three key concepts are the fulcrum for the course: 1) identity, 2) equality, and 3) freedom.

We shall analyze the African, Afro-Caribbean, and Afro-North American intellectual traditions through the aforementioned concepts.

Methods of Assessment:

Participation; two short essays; and one longer final paper.

These methods of assessment will allow students to be able to reflect on and engage the materials from the readings, lectures, and class discussions.

Mode of Delivery:

In Class

Breadth Requirements:

History, Philosophy & Cultural Studies

Rationale:

This course is being proposed to add to an area within the Political Science department (political theory) that does not currently exist. There is no such existing course at UTSC that bridges Africana thought, political theory, philosophy, and Black politics in which this course aims to fill this gap. This course will be available to all students in Political Science programs and can be counted towards the Specialist, Major and Minor Program offerings in Political Science.

Consultation:

DCC Approved: September 15th 2021

RO Course Code Approved: October 12th 2021

Shared with GDS faculty in case it is of interest to their students.

Resources:

This course will be taught by a regular faculty member, Professor Neil Roberts, 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 and ancillary fees.

POLC43H3: Prejudice and Racism

Contact Hours:

Description:

To best understand contemporary political controversies, this course draws from a variety of disciplines and media to understand the politics of racial and ethnic identity. The class will explore historical sources of interethnic divisions, individual level foundations of prejudice and bias, and institutional policies that cause or exacerbate inequalities.

Prerequisites:

Any 8.0 credits

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

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

1. Improve their Communication and Listening (plus Public Speaking, Research and/or Writing) skills – via participation in class discussions and the composition of essays, research papers and/or presentations.
2. Understand the context and process of policy-making in different countries around the world.
3. Understand the concept of power and the interconnections between power in different spheres of human activity (e.g., politics, economy, culture, society).
4. Understand how settler/colonialism and imperialism, and resistance to these structures, shapes spatial and social relationships
5. Understand the foundations of human behaviour and decision-making and their implications for politics.
6. Understand the magnitude and causes of inequality within and between countries.

Topics Covered:

1. The importance of social identities & hierarchies to politics
2. The social construction of race and how politics has shaped that construction
3. The history of chattel slavery and its legacy on families of the enslaved & society
4. Roots and implications of discriminatory policies
5. Theories of anti-Black prejudice
6. Compare & contrast anti-Black racism with other forms of prejudice & discrimination – antisemitism, islamophobia, xenophobia (etc)
7. Causes & consequences of racial/ethnic divisions in society
8. Evaluation of policies and programs intended to ameliorate racial/ethnic divisions

Methods of Assessment:

1. Participation: this encourages engagement with class material and active learning.
2. Research paper: this enables students to explore topics in detail and improve communication skills.
3. Reflection paper: this encourages active learning and challenges preconceptions about race, racism and prejudice in individuals and society.
4. Examinations: on class materials which gauges ability of student and class to meet learning objectives.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course increases our course offerings focused on inequalities, adding to courses that include, or focus on, content on Indigenous politics. Contemporary political controversies and social movements like BLM have drawn much attention and student interest in the topics covered by this course, and we expect interest to be sustained. In 2020, a student petition even

requested that U of T offer a mandatory course in anti-racism, yet there is no course on prejudice except an upper-level psychology course restricted to majors.

Within political science, there are no empirical, positivist courses on these topics. Beyond UTSC, there are courses on the political philosophy of privilege and race (POL 381 H1 F L0101: TOPICS IN POLITICAL THEORY: Privilege and Race in Global Perspective), classes on queer and/or Indigenous approaches to international relations, classes focused on settler-colonialism or post-colonialism in comparative perspective, and classes on identity politics in Canadian elections.

Consultation:

DCC Approved: September 15th, 2021

RO Course Code Approved: October 12th, 2021

Resources:

This course will be taught by a regular faculty member, Associate Professor Renan Levine, 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.

POLC52H3: Indigenous Nations and the Canadian State

Contact Hours:

Description:

This course is an introduction to Indigenous/Canadian relations and will give students a chance to begin learning and understanding an important component of Canadian politics and Canadian political science. A vast majority of topics in Canadian politics and Canadian political science can, and do, have a caveat and component that reflects, or should reflect, Indigenous nations and peoples that share territory with the Canadian state. Both Indigenous and Settler contexts will be used to guide class discussion. The course readings will also delve into Canadian/Indigenous relationships, their development, histories, contemporary existence, and potential futures.

Prerequisites:

POLB50Y3 or equivalent

Corequisites:

Exclusions:

POL308H1

Recommended Preparation:

Enrolment Limits:

Note:

Learning Outcomes:

At the conclusion of this course, students will be able to:

1. Consider course concepts in relation to Indigenous/Canadian relations as well as to the overall field of political science.
2. Adeptly read political science literature, identifying the main arguments, points, and potential 'gaps' in the literature/argument.
3. Assess the literature at hand through critical responses.
4. Understand the historical, as well as contemporary, causations and situations relating to Indigenous/Canadian relations, policy and politics.
5. Understand that Indigenous nations and peoples in relation to Canadian politics, political science, and to the Canadian state, are far bigger and complex than we are taught throughout our time in education.

Topics Covered:

1. A review of Canadian Political Science and Indigenous relations/understandings of research,
2. A discussion and review of some Indigenous nations and confederacies' political and socio-economic structures,
3. European/Western philosophy in relation to colonization,
4. The development of a Settler/Indigenous Relations,
5. Canada's creation and lack of Indigenous inclusion or consent,
6. British and Canadian policies that were/are implemented to unravel and deconstruct Indigenous political, legal, and societal structures,

7. Discussion on the evolving/changing relationship between Canada and Indigenous nations from 1970 onwards (which will include topics such as territorial rights, Indigenous feminism, identity, reconciliation, and decolonization)

Methods of Assessment:

The below structure of Evaluation will relate to the section on Learning Outcomes:

1. Participation
2. Article Critiques (2)
3. Annotated Bibliography
4. Final Paper

The aforementioned methods of assessment will not only assist with developing critical thinking and writing but also how they assess and understand the subject matter in addition to preparing for either future employment or graduate school.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course will further expand Indigenous content in the department's curriculum and will open up the focus of discussion on said subject matter to also include theory, policy, citizenship, identity, and comparative politics.

This course will also allow students to add an understanding of Indigenous/Canadian relations to their areas of focus. This course will be open to all Political Science students in all programs and can be used towards the requirements for any Specialist, Major or Minor Program in Political Science. The prerequisite for this course is POLB50Y3 as this course serves as a foundation for all Canadian Politics courses in the departmental curriculum. Course content within POLB50Y3 will better prepare students for content in this course that covers a review of Canadian Political Science and Indigenous relations/understandings of research. The equivalent of POLB50Y3 (POL214) is also listed as a prerequisite for the exclusion to this course POL308H1.

Consultation:

DCC approved: September 15th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Assistant Professor Chad Cowie, 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.

POLD54H3: Michi-Saagiig Nishnaabeg Nation Governance and Politics

Contact Hours:

Description:

The campuses of the University of Toronto are situated on the territory of the Michi-Saagiig Nation (one of the nations that are a part of the Nishnaabeg). This course will introduce students to the legal, political, and socio-economic structures of the Michi-Saagiig Nishnaabeg Nation and discuss its relations with other Indigenous nations and confederacies, and with the Settler societies with whom the Michi-Saagiig Nishnaabeg have had contact since 1492. In an era of reconciliation, it is imperative for students to learn and understand the Indigenous nation upon whose territory we are meeting and learning. Therefore, course readings will address both Michi-Saagiig Nishnaabeg and Settler contexts. In addition to literature, there will be guest speakers from the current six (6) Michi-Saagiig Nishnaabeg communities that exist: Alderville, Mississaugas of the Credit, Mississaugi 8, Oshkigamig (Curve Lake), Pamitaashkodeyong (Burns/Hiawatha), and Scugog.

Prerequisites:

POLB50Y3 and [1.5 credits at the C-level in Political Science (POL and PPG courses)]

Corequisites:

Exclusions:

Recommended Preparation:

POLC52H3 or POL308H1

Enrolment Limits:

25

Note:

Learning Outcomes:

At the conclusion of this course, students will be able to:

1. Consider course concepts in relation to Michi-Saagiig Nishnaabeg Governance and Relations (as well as to the field of political science overall).
2. Adeptly read political science literature, identifying the main arguments, points, and potential ‘gaps’ in the literature/argument.
3. Assess the literature at hand through critical responses.
4. Understand the historical, as well as contemporary, causations and situations relating to Michi-Saagiig Nishnaabeg/Canadian relations, policy and politics.
5. Understand in more detail the Michi-Saagiig Nation, Nishnaabeg peoples, and therefore the contemporary and political history in relation to the territory on which we are meeting.

Topics Covered:

1. Michi-Saagiig Nation and its legal, political, and socio-economic existence,
2. Relations with other nations and confederacies, such as the Haudenosaunee Confederacy (more specifically with the Naadowek/Mohawk) and the Aayadowaad (Wendat/Huron),
3. European/Michi-Saagiig Nation relations,
4. Canada’s creation and imposition on the Michi-Saagiig Nishnaabeg and policies that were implemented to deconstruct the Michi-Saagiig Nishnaabeg legal, political, and socio-economic structures
5. The evolving relationship of the Michi-Saagiig within the Nishnaabeg, with other nations, as well as with Canada
6. The Michi-Saagiig in the 21st Century and ongoing work to decolonize and rebuild its legal, political, and socio-economic structures.

Methods of Assessment:

The below structure of Evaluation will relate to the section on Learning Outcomes:

1. Participation
2. Article Critique
3. Group Presentation
4. Annotated Bibliography
5. Final Paper

The aforementioned methods of assessment will not only assist with developing critical thinking and writing but also how they assess and understand the subject matter in addition to preparing for either future employment or graduate school.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This proposed course allows students to begin deconstructing the dominant ‘Pan-Indigenous’ mindset– giving them chance to learn in more detail about the specific nation and confederacy on whose lands many of them are located and on which the University of Toronto is situated.

Furthermore, it will broaden students' understanding of the unique and specific structures of the Michi-Saagiig Nishnaabeg and their evolution through colonization and following the Royal Commission on Aboriginal Peoples (RCAP), The TRC, UNDRIP, and, more specifically to the Toronto region and the Michi-Saagiig, the Williams Treaty Settlement.

The enrolment limit is set at 25 as this is a seminar styled class with a in-depth level of participation and student engagement. The prerequisite for this course includes POLB50Y3 as this is course serves as a foundation for all Canadian Politics courses in the departmental curriculum. Course content within POLB50Y3 will better prepare students for content in this course that covers a review of Canadian Political Science and Indigenous relations/understandings of research. This course also has University-based EL components as there will be guest speakers from the current six (6) Michi-Saagiig Nishnaabeg communities that exist: Alderville, Mississaugas of the Credit, Mississaugi 8, Oshkigamig (Curve Lake), Pamitaashkodeyong (Burns/Hiawatha), and Scugog. These guest speakers will provide an opportunity for students to learn

in more detail about specific nations and confederacy . However students will still primarily engage solely with the course instructor to achieve course learning outcomes.

Consultation:

DCC approved: September 15th 2021

RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Assistant Professor Chad Cowie, and TA support is not required. It will not require any additional equipment or infrastructure support. The course does not require any ancillary fees.

POLD74H3: The Black Radical Tradition

Contact Hours:

Description:

The Black radical tradition is a modern tradition of thought and action which began after transatlantic slavery’s advent. Contemporary social science and the humanities overwhelmingly portray the Black radical tradition as a critique of Black politics in its liberal, libertarian, and conservative forms. This course unsettles that framing: first by situating the Black radical tradition within Black politics; second, through expanding the boundaries of Black politics to include, yet not be limited to, theories and practices emanating from Canada and the United States; and third, by exploring whether it is more appropriate to claim the study of *the* Black radical tradition or a broader network of intellectual traditions underlying political theories of Black radicalism.

Area of Focus: Political Theory

Prerequisites:

[POLB72H3 or POLC31H3] and [1.0 credit at the C-level in Political Science (POL and PPG courses)]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

25

Note:

Learning Outcomes:

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

1. Examine central notions and debates surrounding the Black radical tradition.
2. Investigate the political thought of key late modern Afro-Caribbean and Afro-North American thinkers and movements.
3. Read intellectual resources to discern critical concepts in political theory and debates in Africana thought.
4. Write more nuanced essays than previous lower-level courses demand
5. Expand their knowledge of political theory, Africana philosophy, and Black politics.

Topics Covered:

Central to the Black radical tradition’s architecture are inquiries into the concepts of freedom, race, equality, rights, and humanism; language; the meaning of “radical”; the national-transnational relationship; notions of leadership; status of global capitalism; the nexus of theory and praxis; and revolutionary politics.

Methods of Assessment:

Participation; short essays; peer review of written work by fellow students; and a final research paper.

These methods of assessment allow students to reflect on and engage the materials from the readings, lectures, and class discussions. Peer review also enables students the opportunity to receive feedback on their writing distinct from the instructor.

Mode of Delivery:

In Class

Breadth Requirements:

Rationale:

This course is being proposed to fill a gap within the political theory area focus of Political Science. It bridges Africana thought, political theory, Black politics, decolonial thinking, and the study of radicalism as this course shall. This course can be used by students in the Specialist, Major or Minor Programs to fulfill their D-level requirements for the program(s). The prerequisites for the course include both POLB72H3 and POLC31H3 as options as a primary learning outcome of this new D-level course is to provide students heightened intellectual resources to discern critical concepts in political theory and debates in Africana thought. POLB27H3 is the department's core foundational course in Political Theory and POLC31H3 is a new course that will serve a a foundation for debates in Africana thought in this D-level course. Completion of either course will prepare students well to engage in this new D-level course. This course also has a set enrolment limit of 25 students which is in sync with all other D-level courses in the curriculum. The enrolment limit is set at 25 students as there will be a significant portion of student engagement and the course will taught in a seminar format. The limit is needed to allow for such engagement.

Consultation:

DCC approved: September 15th 2021
RO course code approved: October 12th 2021

Resources:

This course will be taught by a regular faculty member, Assistant Professor Neil Roberts, and 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.

POLD75H3: Property and Power

Contact Hours:

Description:

This course examines the concept of property as an enduring theme and object of debate in the history of political thought and contemporary political theory. Defining property and justifying its distribution has a significant impact on how citizens experience authority, equality, freedom, and justice. The course will analyze different theoretical approaches to property in light of how they shape and/or challenge relations of class, race, gender, and other lines of difference and inequality.

Prerequisites:

0.5 credit from: [POLB72H3, POLC70H3, POLC71H3 or POLC73H3]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

25

Note:

Learning Outcomes:

Upon successful completion, students will be able to:

1. Understand the major approaches to property in the history of political theory, including ancient, early modern, modern and contemporary theory.
2. Understand the major challenges to private property in modern and contemporary political theory from traditions including socialism, feminism, and abolition.
3. Analyze how these theories and critiques of property support different conceptions of government, individual rights, collective action, and citizenship.
4. Develop critical thinking skills to assess the role of property in contemporary debates about equality and freedom in political and social life.
5. Formulate normative arguments, written and oral, about how property should structure formal and informal power relations in the future, if at all.

Topics Covered:

1. Justice and Property (Aristotle, Rawls)
2. The Origins of Private Property (John Locke, the Levellers, Nozick)
3. Challenges to the Power of Property (Rousseau, socialism, Marxism, anarchism)
4. Property and Personhood (anti-slavery writings)
5. The Household as Property (feminist challenges to property)
6. Public Property, The Commons, and Collective Ownership

Methods of Assessment:

Assessment will be based on: 1) short quizzes on assigned readings; 2) an analytical essay; 3) contributions to class discussions and debates; 4) an oral presentation; and 5) a final research paper.

Students will be assessed on their completion and comprehension of the course readings through short quizzes. An analytical essay focused on 1-2 assigned readings will be used to demonstrate their comprehension of key concepts, their critical skills in evaluating arguments, and their ability to formulate written arguments based on textual evidence. Their ability to orally present their ideas and arguments will be assessed through participation in weekly debates and discussions in class and in an oral presentation on either a class reading or their final project. The final research project will assess their ability to extend the concepts and arguments encountered in class to a new topic or question regarding property and power. This assignment will require students to demonstrate their understanding of course concepts, to formulate a research question, to identify relevant evidence and examples using library resources and appropriate citation practices, and formulate a persuasive, evidence-based argument in writing.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course takes a topic of great contemporary interest and anxiety – property and its relation to power – and shows the long and varied contributions to it in political theory. As a D-level course, it will provide students with the opportunity to refine their views on property through an engagement with this tradition of thought and to extend those concepts to thinking about the politically and socially unequal terrain of property ownership that students confront today.

In the social sciences and philosophy, property is rarely treated as a concept worthy of focus in its own right, even though it arises frequently in discussions of equality, freedom, justice, and the role of government. This course seeks to remedy this neglect. There is strong interest among Political Science students in questions of equality, rights and justice. For all of these topics, property is supremely important. Property rights, for example, are often taken as foundational for individual rights more generally in liberal-democratic societies. The breadth and depth of the challenges to individual property rights are important for a range of social and political movements.

This course will contribute to the department's growing class offerings in diversity and equality, including POLC79 on feminist political thought and planned courses in Black political thought. This course, with its dedicated topics drawn from the thought of feminist, socialist, abolitionist, and other emancipatory theorists will build on this area of growth and give these topics better representation at the D-level.

In addition to serving students with interests in political theory, a course dedicated to the concept of property and its relation to power would be of interest to students seeking to pursue graduate study in law, where property is a foundational subject. Students interested in political economy, another area of strength in Political Science, might also be well served by this course.

This course will serve specialists and majors in Political Science, who are required to take a D-level course. Minors in Political Science with an interest in political theory would also be served by the course.

Consultation:

DCC approved: October 13th 2021

RO course code approved: October 14th 2021

Resources:

This course will be taught by a regular faculty member, Associate Professor Torrey Shanks, and TA support is not required. It will not require any additional equipment or infrastructure support. The course does not require an ancillary fees.

PPGB11H3: Policy Communications with Data

Impact on Programs:

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

Contact Hours:

Description:

Policy analysts frequently communicate quantitative findings to decision-makers and the public in the form of graphs and tables. Students will gain experience finding data, creating effective graphs and tables, and integrating those data displays in presentations and policy briefing notes. Students will complete assignments using Excel and/or statistical programs like Tableau, STATA, SPSS and/or R.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

STAB23H3 or equivalent

Enrolment Limits:

Note:

Learning Outcomes:

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

1. Improve their communication and listening (plus Public Speaking, Research and/or Writing) skills – through composition of briefing notes and/or presentations.
2. Improve their Quantitative Reasoning skills.
3. Critically evaluate and analyze quantitative data.
4. Compute and interpret statistics in order to describe and analyze data
5. Work with standard statistical software packages
6. Explore various methods for acquiring, preparing, and analyzing data, and managing project workflows

Topics Covered:

- Data cleaning and analysis using a spreadsheet
- Principles of effective, aesthetic data visualizations using policy and political data
- Univariate and bivariate statistics
- How to write an effective policy briefing note

Methods of Assessment:

Research assignments: enables students to explore topics in detail and improve communication skills.

Worksheet assignments: will gauge student ability to apply univariate and descriptive statistics.

Briefing notes and presentations: will challenge students to communicate effectively using common forms of communication in government and professional organizations.

Examinations on class materials: this will gauge ability of student and class to meet learning objectives.

Mode of Delivery:

In Class

Breadth Requirements:

Quantitative Reasoning

Rationale:

This course increases our course offerings focused on quantitative analyses and policy communication, enhancing our students' ability to master two otherwise independent skills: the composition of technical reports like briefing notes that are frequently used in government and assigned extensively in upper-level public policy courses, and statistical analyses commonly taught in statistics courses. In this class, students early in our program will enhance their skills in completing both tasks. The opportunity to do so early in their time at university will be especially beneficial for our co-op students in public policy since it will give them confidence to advertise these skills with potential employers.

This new course will focus on univariate graphs and bivariate tables and help students gain experience working with Excel.

Previously, making tables, graphs and giving presentations were covered – briefly- in POLC11 Applied Statistics for Political Science and Public Policy. However, POLC11 covers that material before introducing multivariate regression techniques. However, there is simply not enough time in a semester to adequately cover univariate and bivariate statistical visualizations, especially as the tools available to complete such tasks are expanding exponentially. With this new course, POLC11 will focus on multivariate analyses, allowing students more time to focus on learning advanced regression analyses.

Consultation:

DCC approved: September 15th 2021

RO Course Code Approved: October 12th 2021

Shared with the Department of Sociology in case it is of interest to their students.

Resources:

This course will be taught by a regular faculty member, Associate Professor Renan Levine, 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.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Psychology

January 19, 2022

Psychology (UTSC), Department of

3 New Courses:

PSYC34H3: The Psychology of Happiness and Meaning

Impact on Programs:

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

Contact Hours:

Description:

The philosopher Aristotle proposed long ago that a good life consists of two core elements: happiness (hedonia) and a sense of meaning (eudaimonia). What is happiness and meaning, and how do they relate to psychological wellbeing? How do these desired states or traits change across life, and can they be developed with specific interventions? What roles do self-perception and social relationships play in these phenomena? We will focus on the conceptual, methodological, and philosophical issues underlying these questions.

Prerequisites:

PSYB10H3 and PSYB30H3 and [(PSYB01H3) or {PSYB04H3} or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Corequisites:

Exclusions:

PSY336H1, PSY324H5

Recommended Preparation:

Enrolment Limits:

100

Note:

Priority will be given to students in the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. Students in the Minor program in Psychology will be admitted if space permits.

Learning Outcomes:

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

- 1) Understand foundational as well as emerging theories and findings in positive psychology.
- 2) Read and carefully decipher primary scientific articles in positive psychology.
- 3) Develop critical thinking skills by identifying important weaknesses and limitations in positive psychology research (e.g., in conceptual foundations, methodology, and data analysis or interpretation) and reflect on potential ways to improve

the state of the field.

- 4) Write more effectively by completing reflection papers on assigned readings as well as a grant proposal.
- 5) Identify the broader relevance of the content covered in the class to other academic disciplines (e.g., philosophy).
- 6) Reflect on how the ideas and findings from the field may help improve their own lives.

Topics Covered:

- Pleasure, happiness, and meaning as foundations of psychological wellbeing
- Lifespan changes in wellbeing
- Interventions to improve wellbeing
- The roles of self-enhancement, self-disclosure, and self-transcendence in wellbeing
- The roles of altruism/prosocial behaviour, compassion, and forgiveness in wellbeing

Methods of Assessment:

Student evaluation will consist of:

- 1) Two written exams (collectively worth 50%) which assess students' understanding of the primary readings and lecture content.
- 2) One written report, a grant proposal (worth 30%), which will aim to develop students' communication skills and critical inquiry into methodological issues in the field.
- 3) Two reading reflections (collectively worth 20%) to further develop students' communication skills and promote critical analysis of the readings explored in the course.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

1) This course aims to give students a broad overview of key topics in the emerging field of positive psychology, which involves the scientific study of human happiness and related phenomena (e.g., meaning, self-transcendence). This is currently an underrepresented area in our curriculum. The proposed course will also serve as an additional C-level offering for students in the Psychology and Mental Health Studies programs.

2) Positive psychology is a field that students tend to find intrinsically interesting, partly for its relevance in helping illuminate how people can lead more fulfilling lives. But its conceptual and empirical bases have been subject to important challenges, both from within and outside of psychology. For instance, researchers in psychology and scholars from other fields (e.g., philosophy) have questioned the robustness of findings within positive psychology as well as its theoretical assumptions. As such, this course offers a valuable opportunity to promote students' engagement with pertinent questions surrounding methodological rigour and theoretical frameworks in the field. Students will be guided to see why positive psychology can be interesting and valuable as a scientific inquiry, but also encouraged to apply a critical lens onto the topics we explore to improve the theorizing and methodological approaches in the field.

3) The course will be open to all students enrolled in a Psychology and Mental Health Studies program. Specialists and Majors would have priority, but the course will open to Minors if there is space available.

In addition to filling a gap in the curriculum, it may help students integrate some ideas encountered in a range of other classes in our curriculum, including courses in emotion, self-regulation, personality, social cognition, and self-perception. For those students who wish to pursue further study in clinical psychology in the future, a course like this may also help them reflect on the relationship between mental health and mental illness (e.g., is mental health more than the mere absence of mental illness?).

Rationale for prerequisites: The proposed course draws upon theories and findings from social psychology (e.g., altruism, self-perception, and social cognition) as well as personality psychology (e.g., individual or trait-like differences in emotion and motivation). Thus, prior completion of introductory classes in social psychology (PSYB10H3) and personality psychology (PSYB30H3) would be helpful for students. Students will also be expected to read primary research articles and understand the research methodology, basic statistical procedures and findings reported therein. Thus, completion of a course in psychological research methods (PSYB70 or PSYB01H3 or PSYB04H3) and statistics (PSYB07H3 or STAB22H3 or STAB23H3) would be conducive to students' learning in this course.

Rationale for exclusions: These courses at the other UofT campuses are listed as exclusions because they are expected to overlap significantly with the content explored in the proposed course. Both PSY336H1 (at the St. George campus) and PSY324H5 (at the Mississauga campus) center around topics of happiness, wellbeing, and personal fulfillment.

Consultation:

The idea for proposing this course first emerged during conversations with the Chair in Psychology (Dr. Suzanne Erb) about specific curricular needs in our program. I have also solicited feedback about this course from the Undergraduate

Associate Chair (Dr. Marc Fournier) and the Social/Personality Core Area Group (CAG), a group of faculty in our department with shared interests in social and personality psychology.

Course code approved by R.O Sept 23, 2021

Course proposal approved by DCC: Oct 8, 2021

Resources:

The course will be taught by regular faculty (Dr. Ravi Thiruchselvam) and will require TA support of 180 hours. This is not currently in the existing budget. I do not anticipate that other special costs will be incurred or resources will be required.

TA hours approved by Bill Gough: Oct 15 2021

PSYC58H3: Psychology and Climate Change

Contact Hours:

Description:

This course will introduce students to a variety of topics in psychology as they relate to climate change. Topics covered will include the threats of a changing environment to mental health and wellbeing; the development of coping mechanisms and resilience for individuals and communities affected negatively by climate change; perceptions of risk, and how beliefs and attitudes are developed, maintained, and updated; effective principles for communicating about climate change; how social identity affects experiences and perceptions of climate change; empirically validated methods for promoting pro-environmental behaviour; and how, when required, we can best motivate people to action. Special focus will be placed on the cognitive mechanisms underlying risk perception, beliefs, and attitudes, and the roles they play in shaping behaviour.

Prerequisites:

[(PSYB01H3) or (PSYB04H3) or (PSYB70H3)] and [(PSYB07H3 or STAB22H3 or STAB23H3)] and [0.5 credit at the B-level in PSY courses]

Corequisites:

Exclusions:

Recommended Preparation:

Enrolment Limits:

100

Note:

Priority will be given to students in the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. Students in the Minor program in Psychology will be admitted if space permits.

Learning Outcomes:

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

1. Recall and describe important psychological principles and mechanisms as they relate to climate change (e.g., perceptual principles related to interpreting data visualizations; formal and cognitive mechanisms of belief formation and updating)
2. Demonstrate an understanding of psychological principles related to climate change by applying those principles to novel situations
3. Describe how psychology can contribute to mental health initiatives designed to mitigate the negative effects of climate change on individuals and communities
4. Identify psychological motivators and de-motivators to pro-environmental actions and describe how they can be overcome when required
5. Evaluate real world examples of climate change communication and develop arguments that outline their strengths and weaknesses
6. Critique data visualizations and recommend methods of improving them based on psychological principles
7. Critically evaluate research articles related to psychology and climate change

Consistent with the department's goals of developing writing and research methods skills at the c-level, special emphasis will be placed on:

1. Developing effective written communication skills.
2. Developing data visualization and interpretation skills.
3. Developing the ability to read and critique primary source articles.

Topics Covered:

Topics to be covered include:

- How does the environment impact our cognition, behaviour, and wellbeing? What are the threats to mental health and wellbeing posed by climate change, at both the individual and community levels?
- How do social identities such as race, ethnicity, and class affect people's experiences and perceptions of climate change, and their behavioral and emotional engagement with the issue?
- How can we build resilience and coping mechanisms that will help individuals and communities deal with the negative impacts of climate change?
- What factors affect public perceptions of climate change as a societal and environmental problem, and how have they changed over time?
- How do we understand and interpret risk? What perceptual and cognitive biases are at work that influence how we perceive, remember, and think about risk?
- What are the best practices, based on psychological principles, for communicating effectively about climate change?
- How do we form beliefs, and how are those beliefs updated based on evidence? How are beliefs involved in generating action?
- What are effective methods for countering denial and inoculating against misinformation?
- How do the metaphors and language we use influence the manner in which we think about climate change?
- How do people acquire information about climate change, and how can we socially construct situations for people to get scientifically grounded information that can in turn help promote informed discussion within their own personal social groups, and beyond?
- What are the individual and collective behaviours relevant to climate change, and what is known about the determinants of those behaviours?
- What do we know about motivators to collective action, how are they related to group identity?
- What is required to better integrate psychological research and findings with the climate policy process?

Methods of Assessment:

Learning will be assessed through a midterm exam, a final exam, and a writing assignment. The exams will be a mix of multiple choice and short answer questions designed to probe understanding of key concepts and ability to apply them to novel situations, respectively. The writing assignment will challenge students to apply the theory they have learned to a topic of personal practical significance related to climate change.

Midterm Exam: 30%

Writing Assignment: 30%

Final Exam: 40%

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

The proposed course will introduce students to the many unique contributions psychology can make to addressing climate change. Topics covered will range from the effects of climate change on mental health and wellbeing, to the internal cognitive representations that shape risk perception, beliefs, and attitudes, to how psychologists can help shape climate policy.

The course will be situated in the PSYC50 series of courses that focus on perception, cognition, and cognitive neuroscience, because there will be a special focus in the course on the perceptual and cognitive aspects of risk perception, belief formation and updating, effects of language use and metaphors on understanding and memory, and principles of effective visual and written communication of data and ideas. This provides a unique opportunity to expose students to topics that are abstract (e.g., mental representations of beliefs) by situating them within concrete examples that have immediate personal relevance.

The course will be available to students in the specialist, major, and minor programs in psychology and mental health studies.

This course does not replace any existing courses, but instead, contributes to the department's need for more C-level content courses.

The course is expected to be of interest not only to students in psychology, but also to students in other departments who are interested in climate change and the environment. This may contribute to enticing those students to consider a minor in psychology.

Rationale for prerequisites:

This is a standard set of prerequisites for a C-level content course in psychology. Research methods and statistics are

required to ensure that students can understand, and appropriately critique, the primary sources provided as readings for the course. The course covers topics in clinical, social, developmental, and cognitive psychology, in addition to neuroscience, and they relate to climate change, and therefore students with any of our B-level content courses will be adequately prepared.

Consultation:

The course proposal was reviewed by faculty in the Cognitive Neuro CAG (core area group). The proposal was also circulated to Dan Dolderman (UTSG Psych), and Bill Gough, Karen Smith, and Alen Hadzovic (DPES).

Course code approved by R.O: Sept 16, 2021

Course proposal approved by DCC: Oct 8, 2021

Resources:

The course will be taught once per year by Prof. George Cree, an associate professor in the department of psychology, as part of his regular teaching load.

The course will require TA support for grading exams and the writing assignment. This is estimated to be approximately 1 hour per student, resulting in a total of 120 TA hours. This is not currently in the existing budget. (TA hours approved by Bill Gough: Oct 15 2021)

The course will not require any new equipment or infrastructure. The course will not require any ancillary or laboratory fees.

PSYD19H3: The Science of Behaviour Change

Contact Hours:**Description:**

How can we break bad habits? How can we start healthy habits? This course will explore the science of behaviour change, examining how to go from where you are to where you want to be. Students will learn core knowledge of the field of behaviour change from psychology and behavioural economics. Topics include goal setting and goal pursuit, self-regulation, motivation, dealing with temptations, nudges, and habits. Students will read primary sources and learn how to critically evaluate research and scientific claims. Critically, students will not only learn theory but will be instructed on how to apply what they learn in class to their everyday lives where students work on improving their own habits.

Prerequisites:

PSYB10H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and [0.5 credit from the PSYC10-series or PSYC30H3 or PSYC50H3]

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

PSYC19H3

Enrolment Limits:

24

Note:**Learning Outcomes:**

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

1. Understand core knowledge of the field of behaviour change from psychology, economics, neuroscience, and sociology
2. Understand the value of using theories from the behavioural sciences to understand how to change behaviour. This outcome will support the psychology program's learning outcome related to students developing a core body of knowledge in the science of psychology.
3. Read primary sources and learn how to read empirical journal articles. This outcome will support the psychology program's learning outcome related to students understanding the application of the scientific method to research questions in psychology.
4. Critically evaluate research and scientific claims from the press. This outcome will support the psychology program's learning outcome related to students understanding and applying statistical knowledge to evaluate and interpret data.
5. Effectively communicate their opinions and about scholarly research. This outcome will support the psychology

program's learning outcome related to students understanding and applying a robust set of strategies for effective communication in a variety of contexts.

6. Apply what they learn in class to their everyday lives. They will learn practical skills about how to bring about change in their own lives. This outcome will support the psychology program's learning outcome related to students translating knowledge to successfully transition to post-undergraduate pursuits.

Topics Covered:

- Goal setting and goal progress (How to most effectively set SMART goals and the processes involved in bringing goals to fruition)
- Self-regulation (Explore the various forms of self-regulation, including proactive and reactive strategies)
- Habit formation (What is a habit? How can we cut out bad habits and start new and healthier ones?)
- Nudges (light touch interventions based on manipulating choice architecture that can sometimes have large effects)
- Motivation (Deep dive into theories of motivation, including self-determination theory, flow, and cognitive neuroscience of effort)
- Field research (Focusing on studies in the real world, outside the confines of the lab, asking how theories in psychology impact real-world outcomes)

Methods of Assessment:

The learning objectives of this seminar course will be supported through a variety of participation and reflection assignments, discussion leading, oral presentations, and a final report on their personal behavior change project.

- Class participation 15% (This will support active learning, which should help students process and retain information from class)
- Reaction Papers 25% (This will support students gaining foundational knowledge and hone their research and evaluation skills. Finally, it will help them improve their written communication)
- Discussion leading 20% (This will support their personal growth as facilitators, but also hone their oral communication skills and critical evaluation skills)
- Oral Presentation 15% (This will increase their skills at oral communication, but also support their personal growth, as they learn how to apply foundational knowledge to their daily lives)
- Final Project 25% (This will support all learning outcomes. The final project will bolster foundational knowledge, research and evaluation skills, written scientific communication and, critically, spur personal growth)

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course is being proposed for a few reasons:

(a) To create more D-level opportunities for students enrolled in our mental health and psychology programs, especially those who are enrolled as majors and specialists.

(b) To provide an opportunity for students to reflect on the potential ways they can apply core psychological theories and principles to their everyday lives, which may be particularly important for students in the major and specialist programs who might wonder what their psychology degree can offer them outside the classroom.

(c) To teach students about new advances in behaviour change and the science of willpower, which is not only interesting, but practically relevant for students no matter what they pursue after university.

(d) To teach students concepts that could not only be applied at the individual level, but also at the level of policy. Students will learn how some behavioral interventions have been adopted by government agencies around the world, for example.

Rationale for prerequisites: This course will build off of a foundation in social psychology, and so PSYB10 is required.

Statistics and methods classes (PSYB07 and PSYB70, or equivalents) are required because the class will involve reading of primary journal articles that are stats-heavy; students need to understand what the statistics means to understand the articles they read. Because this course will integrate ideas about the importance of the social context, individual differences, and executive functioning, 0.5 credits in either the PSYC10-series, advanced personality psychology (PSYC30), or higher-level cognition (PSYC50) is required.

Consultation:

Course code approved by R.O: Oct 1, 2021

Course proposal approved by DCC: Oct 8, 2021

Resources:

This course will be taught by faculty member Dr. Michael Inzlicht as part of this normal teaching load.
It will not require TA support, nor will it require additional equipment or fees.