

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: March 16, 2022 for March 23, 2022

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Humanities, 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] (March 23, 2022)

PREVIOUS ACTION TAKEN:

No previous action in governance has been taken on this item.

HIGHLIGHTS:

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

- The Department of Historical and Cultural Studies (Report: Department of Historical and Cultural Studies)
 - 8 new courses
 - CLAB09H3: Between Two Empires: The World of Late Antiquity
 - CLAC26H3: Indigeneity and the Classics
 - FSTD02H3: Special Topics in Food Studies
 - FSTD11H3: Food and Media: Documenting Culinary Traditions Through Photography and Videography
 - HISB09H3: Between Two Empires: The World of Late Antiquity
 - HISC16H3: Indigeneity and the Classics
 - HISC77H3: Soccer and the Modern World
 - HISD57H3: Conflict in the Horn of Africa, 13th through 21st Centuries
- The Department of Language Studies (Report: Department of Language Studies)
 - 1 new course
 - ECTC63H3: Translation and the Environment
 - 1 new modification
 - LGGD67H3: Classical Chinese and English Translations (course level change from C to D)

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the proposed Humanities undergraduate curriculum changes for the 2022-23 academic year, as detailed in the respective curriculum reports, dated March 23, 2022, be approved.

DOCUMENTATION PROVIDED:

1. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Department of Historical and Cultural Studies, dated March 23, 2022.
2. 2022-23 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Department of Language Studies, dated March 23, 2022.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Historical and Cultural Studies

March 23, 2022

Historical & Cultural Studies (UTSC), Department of

8 New Courses:

CLAB09H3: Between Two Empires: The World of Late Antiquity

Description:

A course to introduce students of history and classical studies to the world of late antiquity, the period that bridged classical antiquity and the Middle Ages. This course studies the period for its own merit as a time when the political structures of the Medieval period were laid down and the major religions of the Mediterranean (Judaism, Christianity, Islam, Zoroastrianism) took their recognizable forms.

Same as HISB09H3

Exclusions: HISB09H3

Recommended Preparation: CLAA04H3/HISA07H3 The Ancient Mediterranean

Learning Outcomes:

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

1. Explain the unique religious, political and cultural transformations that happened from the classical antiquity to the rise of Islam
2. Demonstrate understanding of the legacy of the late antique world as a historical unit of its own that bridged the worlds of classical antiquity and the middle ages
3. Recognize the complexity of “late antiquities” in regions that are at the “center” of the Roman world and its “periphery”
4. Read primary religious sources in their appropriate historical contexts

Topics Covered:

- Late Roman History
- Early Islam
- Sasanian Empire
- Coptic and Syriac Christianity
- Rabbinic Judaism

Methods of Assessment:

- Written work
- Oral communication projects
- Exams

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale: In the current curriculum of the Classical Studies program the periods of Greek and Roman history are amply covered as well as the early Islamic history and beyond. However, late antiquity, the period that begins with the “decline” of the western Roman Empire and ends with the dawn of the Middle Ages, is not covered even though it has been recognized in the scholarship as a transformative period for several reasons. Just as late antiquity bridges the classical antiquity and the Middle Ages, this course will fill the gap between two areas that are otherwise strongly represented in our current curriculum. With the addition of this course, the Classical Studies program will have a continuous temporal coverage from the ancient Mediterranean world to early Middle Ages. This course will primarily serve the HCS students, and those in the 3rd and 4th years in the programs of Classical Studies and History, but it could also be a useful elective for students in other programs.

Consultation:

Proposal approved by HCS DCC on October 7, 2021

New course code approved by RO on October 5, 2021

Resources: This course will be taught by a continuing faculty member. If the course requires GA/TA support (per the department policy), it will be covered by the unit’s existing budgets.

CLAC26H3: Indigeneity and the Classics

Description:

This course will explore the representations and realities of Indigeneity in the ancient Mediterranean world, as well as the entanglements between modern settler-colonialism, historiography, and reception of the 'Classical' past. Throughout the term, we will be drawn to (un)learn, think, write, and talk about a series of topics, each of which pertains in different ways to a set of overarching questions: What can Classicists learn from ancient and modern indigenous ways of knowing? What does it mean to be a Classicist in Tkaronto, on the land many Indigenous Peoples call Turtle Island? What does it mean to be a Classicist in Toronto, Ontario, Canada? What does it mean to be a Classicist in a settler colony? How did the Classics inform settler colonialism? How does modern settler colonialism inform our reconstruction of ancient indigeneities? How does our relationship to the land we come from and are currently on play a role in the way we think about the ancient Mediterranean world? Why is that so? How did societies of the ancient Mediterranean conceive of indigeneity? How did those relationships manifest themselves at a local, communal, and State levels?

Same as HISC16H3

Prerequisites: Any 4.0 credits, including 1.0 credit in CLA or HIS courses

Exclusions: HISC16H3

Learning Outcomes:

At the end of the semester, each student will be able to:

1. Understand and historicize their positionality in Canada, including on the Land UTSC stands on
2. Explain the entanglements between the field of Classics and modern settler-colonialism.
3. Summarize the role played by notions of autochthony in the ancient Mediterranean World.
4. Identify the different types of primary sources related to ancient indigeneities and their modern reception, and explain the potential and limitations of these sources.
5. Develop a general understanding of modern Indigenous worldviews and their contributions to our understanding of ancient Indigenous societies.
6. Understand the ethical issues that pertain to the excavation, conservation, and study of ancient artifacts in settler-colonial contexts.
7. Analyze ancient documents in a critical and problem-solving-oriented way.
8. Position oneself in a critical way with regards to historiography, including a selection of current debates.
9. Demonstrate good oral, writing and creative skills.

Topics Covered:

- Classics and Settler Colonialism
- Settler Colonialism, Fascism and Classical Monumentality
- Ancient Indigenous Lives: The Cases of the Numidians and, Iberians
- Antiquity, Autochthony, and the Modern Nation: The Cases of Athens and the 'Holy Land'
- Indigeneity and the Politics of Archaeology
- Indigenous Astronomical Traditions: Babylonian, Greek and Turtle Islander Sky Stories

- Colonial Occlusion: The Case of the Gallic Wars
- Stories and the Colonial Imagination: Rhakotis aka Alexandria

Methods of Assessment:

- Weekly Talking Circle
- Learning from the Land: Outdoor outings during class time + written reflections
- Monument Analysis
- Art Project and Interpretive Essay

The 4 experiential and creative assignments associated with this course build on each other. They allow students to 1. Explore the contemporary reception of the entanglement between Classics and modern settler colonialism; 2. Search for, analyze, and draw from primary and secondary sources; and 3. Process the course material in a way that acknowledges their own positioning as well as the White settler context in which such a course – and Classics as a field more broadly – is taught.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale: This new course is in line with the department’s positioning and current trends within Classics and Antiquity-related fields. It adds a substantial curricular component to the department’s decolonial, anti-racist course offering and proposes a multilayered approach to Indigenous ontologies. This course will provide a deeper understanding of Turtle Island and address this myopia in the context of the particular area. Also, this course is needed because the discipline of Classics is intimately linked to settler colonialism. In other words, to do Classics or study ancient Mediterranean History on Indigenous land is not neutral. Furthermore, this course is needed due to its commitment to fostering a high-quality and cutting-edge curricular offering to students. This course will add meaningfully to the department’s programs and the department’s pledge to curricular innovation, anti-racism, and decolonial pedagogy. Lastly, it is needed because it will serve students enrolled in Classical Studies and History.

Consultation:

DCC Approval: October 7, 2021
RO Approval October 5, 2021

Resources: This course will be taught by a continuing faculty member. If the course requires GA/TA support, it will be covered by the unit’s existing budgets. No other resources are required.

FSTD02H3: Special Topics in Food Studies

Description:

This seminar will expose students to advanced subject matter and research methods in Food Studies. Each seminar will explore a selected topic.

Prerequisites: Any 8.0 credits including 1.0 credit from the Food Studies Courses Table

Enrolment Limits: 15

Learning Outcomes:

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

1. Develop in-depth knowledge about a particular topic in food cultures or food systems
2. Collect, evaluate, and communicate data, and engage in debates about food issues.
3. Develop skills in Food Studies methodologies and practices, occasionally including experiential learning and community engaged elements.
4. Practice civic engagement with food cultures and food systems.

Topics Covered: The Food Studies topics of this course will vary from semester to semester.

Methods of Assessment: Assessment will be based on student research projects and seminar participation.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale: Currently we have limited flexibility to offer special topics courses in response to new needs that come up (for example, a seminar researching food system responses to the pandemic, conducted in real time). This course will allow the department to offer visiting faculty or postdocs the opportunity to share their expertise in a special topic area of food

studies with undergraduate students, despite not being permanent fixtures in the department. The enrolment limit of 15 is consistent with all other HCS D-level courses to maximize opportunities for student interaction with the instructor and other students as this will be a seminar-style course.

Consultation:

Proposal approved by HCS DCC on October 7, 2021

New course code approved by RO on October 5, 2021

Resources: This course will be taught by regular, sessional, or visiting faculty. It will be covered by the unit's existing budget. As a seminar, it will not require TA support. Kitchen support and community engagement resources will be funded by the Culinary Research Centre. Because laboratory fees must be specified in advance, they will not likely be attached to this course, although if they are appropriate and can be approved by the Business Office in time, it is possible that they will be assessed.

FSTD11H3: Food and Media: Documenting Culinary Traditions Through Photography and Videography

Description:

This course combines elements of a practicum with theoretical approaches to the study and understanding of the place of food in visual culture. It aims to equip students with basic to intermediate-level skills in still photography, post-processing, videography, and editing. It also seeks to further their understanding of the ways in which scholars have thought and written about food and the visual image, with special emphasis on the “digital age” of the last thirty years.

Prerequisites: FSTB01H3

Enrolment Limits: 14

Learning Outcomes:

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

1. Understand the major ways in which scholars have written and thought about food and visual culture
2. Understand the history of food photography
3. Know the basic fundamentals of still photography: composition, light, creative effects
4. Have a basic familiarity with the post-processing of digital photographs
5. Combine photographs with prose in essay format to communicate ideas
6. Know the basic fundamentals of digital videography
7. Have a basic familiarity with the digital video editing
8. Understand food styling and studio photography
9. Understand the impact that social media has had upon food and visual culture
10. Put together a major photographic or video project that involves careful progression through conceptual stages and execution

General skills:

- Oral and written communication
- Ability to work on small groups on dedicated assignments
- Ability to offer critiques of other students creative work in a constructive fashion

Topics Covered:

- Introduction: Food and Visual Culture
- How to Read a Photograph
- Lab Session: Basics of Photography
- Student Presentations and Critique
- Lab Session: Fundamentals of Post Processing
- Field Trip: Kensington Market
- Lab Session: Basics of Videography
- Student Presentations and Critique
- Food Styling and Commercial Food Photography
- Food and Social Media
- Food and Film
- Student Presentations

Methods of Assessment:

Reading a photograph (short essay) - 10%
 First photo assignment and reflection - 10%
 Photo essay from field trip - 25%
 Video Assignment (groups) - 25%
 Final Project - 30%

Mode of Delivery: In Class**Breadth Requirements:** History, Philosophy & Cultural Studies

Rationale: This course grows out of FSTD10H3. The idea is to separate out, and expand, the photographic element and allow FSTD10 to focus more tightly on varieties of food writing. It also will facilitate the teaching of FSTD10 by other colleagues, especially postdoctoral fellows in Culinaria, who may not have expertise in photography. The course adds a new element to the Food Studies curriculum that students have requested and have responded enthusiastically to not-for-credit food photography workshops in the past. The course supports the minor program in Food Studies by providing a unique experiential learning opportunity to students, one that allows them to develop a creative practice grounded in an academic context. It also furthers the interdisciplinary mission of food studies and places significant emphasis on the digital realm.

Consultation:

Proposal approved by HCS DCC on October 7, 2021
 New course code approved by RO on October 5, 2021

Resources: The course will be taught by regular faculty

No TA support is necessary

Equipment will need to be purchased and maintained. This will be covered by the instructor's research fund and the Culinaria Research Centre's budget

The Department will be submitting a request for a small ancillary fee (\$25) to be attached to the course, effective Fall 2023.

HISB09H3: Between Two Empires: The World of Late Antiquity**Description:**

A course to introduce students of history and classical studies to the world of late antiquity, the period that bridged classical antiquity and the Middle Ages. This course studies the period for its own merit as a time when political structures of the Medieval period were laid down and the major religions of the Mediterranean (Judaism, Christianity, Islam, Zoroastrianism) took their recognizable forms.

Same as CLAB09H3
 Ancient World Area

Exclusions: CLAB09H3**Recommended Preparation:** CLAA04H3/HISA07H3 The Ancient Mediterranean**Learning Outcomes:**

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

1. Explain the unique religious, political and cultural transformations that happened from the classical antiquity to the rise of Islam
2. Demonstrate understanding of the legacy of the late antique world as a historical unit of its own that bridged the worlds of classical antiquity and the middle ages
3. Recognize the complexity of "late antiquities" in regions that are at the "center" of the Roman world and its "periphery"
4. Read primary religious sources in their appropriate historical contexts

Topics Covered:

- Late Roman History
- Early Islam
- Sasanian Empire
- Coptic and Syriac Christianity
- Rabbinic Judaism

Methods of Assessment:

- Written work
- Oral communication projects
- Exams

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale: In the current curriculum of the Classical Studies program the periods of Greek and Roman history are amply covered as well as the early Islamic history and beyond. However, late antiquity, the period that begins with the “decline” of the western Roman Empire and ends with the dawn of the Middle Ages, is not covered even though it has been recognized in the scholarship as a transformative period for several reasons. Just as late antiquity bridges the classical antiquity and the Middle Ages, this course will fill the gap between two areas that are otherwise strongly represented in our current curriculum. With the addition of this course, the Classical Studies program will have a continuous temporal coverage from the ancient Mediterranean world to early Middle Ages. This course will primarily serve the HCS students, and those in the 3rd and 4th years in the programs of Classical Studies and History, but it could also be a useful elective for students in other programs.

Consultation:

Proposal approved by HCS DCC on October 7, 2021

New course code approved by RO on October 5, 2021

Resources: This course will be taught by a continuing faculty member. If the course requires GA/TA support (per the department policy), it will be covered by the unit’s existing budgets.

HISC16H3: Indigeneity and the Classics

Description:

This course will explore the representations and realities of Indigeneity in the ancient Mediterranean world, as well as the entanglements between modern settler colonialism, historiography, and reception of the 'Classical' past. Throughout the term, we will be drawn to (un)learn, think, write, and talk about a series of topics, each of which pertains in different ways to a set of overarching questions: What can Classicists learn from ancient and modern indigenous ways of knowing? What does it mean to be a Classicist in Tkaronto, on the land many Indigenous Peoples call Turtle Island? What does it mean to be a Classicist in Toronto, Ontario, Canada? What does it mean to be a Classicist in a settler colony? How did the Classics inform settler colonialism? How does modern settler colonialism inform our reconstruction of ancient indigeneities? How does our relationship to the land we come from and are currently on play a role in the way we think about the ancient Mediterranean world? Why is that so? How did societies of the ancient Mediterranean conceive of indigeneity? How did those relationships manifest themselves at a local, communal, and State levels?

Same as CLAC26H3
Ancient World Area

Prerequisites: Any 4.0 credits, including 1.0 credit in CLA or HIS courses

Exclusions: CLAC26H3

Learning Outcomes:

At the end of the semester, students will be able to:

1. Understand and historicize their positionality in Canada, including on the Land UTSC stands on
2. Explain the entanglements between the field of Classics and modern settler-colonialism.
3. Summarize the role played by notions of autochthony in the ancient Mediterranean World.
4. Identify the different types of primary sources related to ancient indigeneities and their modern reception, and explain the potential and limitations of these sources.
5. Develop a general understanding of modern Indigenous worldviews and their contributions to our understanding of ancient Indigenous societies.
6. Understand the ethical issues that pertain to the excavation, conservation, and study of ancient artifacts in settler-colonial contexts.
7. Analyze ancient documents in a critical and problem-solving oriented way.
8. Position themselves in a critical way with regards to historiography, including a selection of current debates.
9. Demonstrate good oral, writing and creative skills.

Topics Covered:

- Classics and Settler Colonialism
- Settler Colonialism, Fascism and Classical Monumentality
- Ancient Indigenous Lives: The Cases of the Numidians and, Iberians
- Antiquity, Autochthony, and the Modern Nation: The Cases of Athens and the 'Holy Land'
- Indigeneity and the Politics of Archaeology
- Indigenous Astronomical Traditions: Babylonian, Greek and Turtle Islander Sky Stories
- Colonial Occlusion: The Case of the Gallic Wars
- Stories and the Colonial Imagination: Rhakotis aka Alexandria

Methods of Assessment:

- Weekly Talking Circle
- Learning from the Land: Outdoor outings during class time + written reflections
- Monument Analysis
- Art Project and Interpretive Essay

The 4 experiential and creative assignments associated with this course build on each other. They allow students to: 1. Explore the contemporary reception of the entanglement between Classics and modern settler colonialism; 2. Search for, analyze, and draw from primary and secondary sources; and 3. Process the course material in a way that acknowledges their own positioning as well as the White settler context in which such a course – and Classics as a field more broadly – is taught.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale: This new course is in line with the department's positioning and current trends within Classics and Antiquity-related fields. It adds a substantial curricular component to the department's decolonial, anti-racist course offering and proposes a multilayered approach to Indigenous ontologies. This course will provide a deeper understanding of Turtle Island and address this myopia in the context of the particular area. Also, this course is needed because the discipline of Classics is intimately linked to settler colonialism. In other words, to do Classics or study ancient Mediterranean History on Indigenous land is not neutral. Furthermore, this course is needed due to its commitment to fostering a high-quality and cutting-edge curricular offering to students. This course will add meaningfully to the department's programs and the department's pledge to curricular innovation, anti-racism, and decolonial pedagogy. Lastly, it is needed because it will serve students enrolled in Classical Studies and History.

Consultation:

DCC Approval: October 7, 2021

RO Approval: October 5, 2021

Resources: This course will be taught by a continuing faculty member. If the course requires GA/TA support, it will be covered by the unit's existing budgets. No additional resources required

HISC77H3: Soccer and the Modern World

Description:

Soccer ("football" to most of the world) is the world's game and serves as a powerful lens through which to examine major questions in modern world history. How did a game that emerged in industrial Britain spread so quickly throughout the globe? How has the sport been appropriated politically and become a venue for contests over class, ethnic and national identity? Why have wars been fought over the outcome of matches? In short, how does soccer explain the modern world?

Transnational Area

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

Exclusions: HIS482H1/(HIS199H1)

Learning Outcomes:

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

1. Read primary sources critically and contextually.
2. Master and critically engage with historiographical debates surrounding the history of soccer and its connections to

politics, society, culture and economy.

3. Formulate contestable and critical interpretations of key historical problems, supported by detailed argumentation and evidence

4. Build historical understanding of the origins of modern sport, its global development and its relationship to society.

5. Use soccer as an analytical lens through which to understand problems including industrialization, nationalism, colonization and decolonization, globalization.

Topics Covered:

- The historical origins of soccer/football
- Global spread of the game and relationship to industrial capitalism and empire
- Global soccer cultures
- Sport and nationalism
- Sport, empire and decolonization
- Development of soccer in North America
- Gender and the development of women's soccer
- Fandom, violence and social conflict

Methods of Assessment:

Students will post weekly reading responses to the online discussion board; these in turn will serve as scaffolding for midterm and final papers in which they draw on the readings to construct an argument responding to a major historiographical debate on key topics relating to the history of soccer. This format allows them to dissect the texts collectively and then refine their ideas in the longer argumentative essays.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale: This course provides HCS with a thematic, transnational and interdisciplinary course that complements and expands the department's strengths in the history of globalization, expressions of cultural and national identities, and empire, neocolonialism and postcolonialism. Given soccer's global reach, it provides an ideal and compelling vehicle for exploring key themes in 19th, 20th and 21st century world history.

The course will be offered as a C level elective and will also emphasize the development of students' skills in the critical reading of primary and secondary sources, as well as writing and argumentation. The class will also watch documentaries and consider digital projects on the history and politics of soccer.

Consultation:

Proposal approved by HCS DCC on October 7, 2021

New course code approved by RO on October 5, 2021

Resources:

This course will be taught by a continuing faculty member. If the course requires GA/TA support (per the department policy), it will be covered by the unit's existing budgets.

HISD57H3: Conflict in the Horn of Africa, 13th through 21st Centuries

Description:

This course will consider the long history of conflicts that have rippled across the Horn of Africa and Sudan. In particular, it will explore the ethnically and religiously motivated civil wars that have engulfed the region in recent decades. Particular attention will be given to Ethiopia and its historic provinces where warfare is experienced on a generational basis.

Africa and Asia Area

Prerequisites: AFSC52H3/HISC52H3/VPHC52H3

Recommended Preparation: AFSB05H3/ANTB05H3, AFSC55H3/HISC55H3

Enrolment Limits: 15

Learning Outcomes:

This course is designed to be an upper-class seminar in which students will have the opportunity to enhance their analytical, oral and writing skills while at the same time learning how current beliefs and circumstances are determined by historical

currents and events.

Upon the completion of this course, students will:

1. Know about the relationship between humankind and the environment with particular reference to the availability of food and water, and the ways in which the ruling classes promote ethnic and geographical differences as a means to control access to resources and trade.
2. Find links in the history of the Horn to the Muslim and Christian worlds through the Red Sea to the Mediterranean. History students will be introduced here to a microcosm of the global experience.
3. Have insights into external influence over the internal affairs of an independent state
4. Learn the extent to which ethnic differences lead to social and political confrontation and disintegration
5. Learn how ancient changes in the historical record affect the contemporary scene
6. Learn to recognize the intransigence of prejudice
7. Learn to question the concept of 'truth'

Topics Covered:

- Zagwe-Solomonic rivalry
- Christian-Muslim competition
- Monastic vs. Episcopal collision
- Highland vs lowland interaction
- National vs regional strife
- Ethnic diversity and social difference
- The rule of [ancient] law vs modern rules of war

Methods of Assessment:

Students will be assessed on their presence, oral participation and interaction, and written contributions. The latter will include the writing of, and oral reporting on, the readings for each class, and a 5000-word research paper.

Mode of Delivery: In Class

Breadth Requirements: History, Philosophy & Cultural Studies

Rationale:

The Horn of Africa, like the Middle East, has experienced conflict for centuries. In the past 50 years, the Ethiopian government has invaded its own Tigray region three times, on each occasion using famine, rape and extra-judicial killing as a medium of war. The recent wars in Sudan (Darfur and South Sudan) are of recent memory and in Somalia. These confrontations find their roots in ethnic differences that can be traced back to the thirteenth century, if not before. While other courses cover either the region or the subject of conflict, none concentrate on the conflict in the Horn as a whole. Therefore, It will enhance student understanding first of African history, secondly of the history of East Africa, thirdly of the Horn of Africa, and fourthly of Ethiopia's relationship with its neighbours in the Red Sea-Indian Ocean region. Also, this course will complement students enrolled in both AFS and HIS programs. Furthermore, this course also complements the University's growing commitment to the region through new appointments in the area's history, religions, and archaeology. Lastly, this course will serve students enrolled in HCS/FAST Specialist and Major programs, and the priority of enrollment will be reserved for them. It will otherwise be open to anyone with the necessary background and learning skills to attend.

Consultation:

DCC Approval: October 7, 2021

RO Approval: October 5, 2021

Resources: The course would be taught by regular faculty and will not require TA support. No additional resources are required.



2022-23 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Approval

Report: Department of Language Studies

March 23, 2022

Language Studies (UTSC), Department of

1 New Course:

ECTC63H3: Translation and the Environment

Description:

This course aims to foster students a greater awareness and appreciation of how translation plays a vital role in our relationship to and with the environment. Through translation practice and by examining how the environment is translated in a selection of Chinese and English language texts and concepts in multiple mediums including cinema, television and the visual arts, the course will demonstrate that our perception of environmental issues is intimately connected to the translation of concepts, ideas and movements and how they have been transplanted into and out of English and Chinese.

Prerequisites: ECTB58H3 or ECTB61H3

Recommended Preparation: Recommended preparation: high level of proficiency in both Chinese and English

Enrolment Limits: 30

Learning Outcomes:**Aims:**

- Foster greater awareness of the interconnectedness between language, translation and how we perceive the environment around us
- Provide students with the opportunity to analyze and examine translations of environmental concepts and ideas, both premodern and modern, from Chinese into English and vice versa
- Provide students with the opportunity to practice translating a variety of environmental texts, including cinema (e.g., subtitling)
- Improve students' ability to express complex ideas in oral and written form

Knowledge & Understanding:

- Show familiarity with key texts (written and visual) that conceptualize understandings of nature and environmental philosophy
- Demonstrate how the cross-fertilization and translation of environmental texts have influenced understandings of the natural world
- Illustrate how translation and transplantation of environmental ideas impact humanity's place in the natural world

Intellectual Skills:

- Read, discuss and analyze primary texts of premodern and modern English and Chinese
- Apply independent critical thinking skills when approaching analyzing myriad texts
- Make connections between different cultural producers and texts, and relate these to environmental concerns
- Express ideas about environmental thought, ecology, translation and transplantation of ideas in the form of well-structured written essays

Practical Skills:

- Think independently and analytically about writing
- Express ideas clearly in speech and writing
- Read effectively (both primary and secondary texts)
- Collaborate well in groups
- Translate a variety of materials, including subtitles

Topics Covered:

The course is divided into 3 thematic sections. The first section (2 weeks) focuses on the discipline of ecocriticism and the subdiscipline of ‘eco-translation’. Subsequent to this theoretical section are ‘case-studies’ of the concepts noted above in the course description:

- 天人合一 ‘unity of heaven and man’
- 齊物論 ‘equalizing the assessment of things’
- 靜坐 ‘quiet sitting’
- 自然 ‘self-so/nature’
- deep ecology 深層次生態學
- ecosophy 生態智慧
- postcolonial green thought 後殖民生態批評
- the concept of slow violence 環境慢暴力之概念

The second section would be text-based (5 weeks); the third section would be cinema-based (5 weeks, two + films); the final teaching week would serve as a review.

Methods of Assessment:

Participation/Analytical Journal (summative) [15%]: Participation in class discussions is compulsory, and students will be marked on the regularity and quality of their contributions. To help facilitate this, students will be required to keep a detailed ‘Analytical Journal’ wherein they write notes, their thoughts and questions on the various reading materials and themes covered in class. These journals will be handed in four times over the term (in weeks 3, 6, 9 and 12) for the course convener to assess student progress and address any issues that have arisen.

Presentation (summative) [15%]: The topic of the presentation must focus on some aspect of the translation of environmental concepts, either into English or into Chinese (e.g., an analysis of ‘天人合一’ as used by 1960s environmental movements in the US); the selection of material for the presentation will be at the discretion of the student, but must have prior approval of the instructor; approx. time: 10mins + Q&A

Mid-term paper (summative) [25%]: 1800 - 2000 words

Final exam (summative) [45%]: 2 hours

Mode of Delivery: In Class

Breadth Requirements: Arts, Literature & Language

Rationale:

Currently, the department offerings require course offerings on environmental issues, and therefore this course helps fill a curriculum-related gap. Furthermore, the proposal aligns with the University’s strategic goals, namely, ‘greening’ the curriculum, highlighting the critical role translation plays in how we ‘think’ the environment. The proposed unit will serve those students in the Minor program in ECT and interest those enrolled in other programs at UTSC.

Consultation:

DCC Approval: November 25, 2021, & consulted with DPES

RO Approval: January 27, 2022

Resources:

This course will be taught by one existing staff member; TA support is not expected to be needed; no additional equipment or infrastructure will be needed; there will be no ancillary/laboratory fees.

1 Course Modification:

LGGC66H3: Classical Chinese and English Translations

New Course Code: LGGD67H3

Exclusions: (LGGC66H3),(EAS206Y), EAS218H1, (EAS306Y), EAS358Y1, EAS455H1, EAS458H1, CHI311H5, CHI408H5, CHI409H5

Enrolment Limits: 30

Note:

1. Priority will be given to students enrolled in the Minor in English and Chinese Translation.
2. This course may be taken before or after LGGD66H3
- 3 ~~LGGC64H3~~ or ~~LGGC65H3~~ 3 . Students who have taken this course ~~should~~ ~~may~~ not subsequently take any lower-level Chinese ~~LGGC60H3~~ ; ~~LGGC61H3~~ ; ~~LGGC62H3~~ ; or Chinese / English bilingual courses ~~LGGC63H3~~ for ~~credit~~ ~~credit~~ .

Rationale:

1. The course level change from C-level to D-level accurately reflects the themes, topics and content covered in the course. This course reviews Classical Chinese, also known as Literary Chinese, the highest level in the Chinese language and therefore a D-level course. Also, UTSG has made similar changes to their Classical Chinese courses from 300-level to 400-level; thus, this course level change is necessary to ensure consistency between campuses. No changes to the learning outcomes, topics covered and method of assessment.
2. The course exclusion and note have been updated to reflect the course level change.

Consultation:

DCC Approval: November 25, 2021
RO Approval: January 27, 2022

Resources:

None