

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William A. Gough, Vice-Principal Academic and Dean

CONTACT INFO: 416-208-7027, vpdean.utsc@utoronto.ca

PRESENTER: Prof. Katherine Larson, Vice-Dean Teaching, Learning & Undergraduate Programs

CONTACT INFO: (416) 208-2978, vdundergrad.utsc@utoronto.ca

DATE: October 13th, 2022 for October 20, 2022

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference, Section 4*). Under section 5.6 of its terms of reference, the Committee is responsible for approval of “Major and minor modifications to existing degree programs.” The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (October 20, 2022)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

Minor Modifications: Undergraduate Curriculum Changes

This package includes out-of-cycle minor modifications of undergraduate courses that will be offered in Winter 2023, 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
 - 2 new courses
 - HISB22H3 Histories of Black Feminism Canada: From ‘Runaway Slaves’ to #BlackLivesMatter
 - WSTB22H3 Histories of Black Feminism Canada: From ‘Runaway Slaves’ to #BlackLivesMatter
- The Department of Language Studies
 - 1 new course
 - LINB35H3: Introduction to Computational Linguistics

FINANCIAL IMPLICATIONS:

There are no net 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 report, be approved.

DOCUMENTATION PROVIDED:

- 2022-23 Curriculum Cycle: Undergraduate Minor Curriculum Modifications for Approval Out-of-Cycle Report: Winter 2023 Out-of-Cycle New Courses, dated October 20, 2022.



2022-23 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Winter 2023 Out-of-Cycle New Courses
October 20, 2022

Historical & Cultural Studies (UTSC), Department of

2 New Courses:

HISB22H3: Histories of Black Feminism Canada: From ‘Runaway Slaves’ to #BlackLivesMatter

Description:

This introductory survey course connects the rich histories of Black radical women’s acts, deeds, and words in Canada. It traces the lives and political thought of Black women and gender-non-conforming people who refused and fled enslavement, took part in individual and collective struggles against segregated labour, education, and immigration practices; providing a historical context for the emergence of the contemporary queer-led #BlackLivesMatter movement. Students will be introduced, through histories of activism, resistance, and refusal, to multiple concepts and currents in Black feminist studies. This includes, for example, theories of power, race, and gender, transnational/diasporic Black feminisms, Black-Indigenous solidarities, abolition and decolonization. Students will participate in experiential learning and engage an interdisciplinary array of key texts and readings including primary and secondary sources, oral histories, and online archives.

Same as WSTB22H3
Canadian Area

Prerequisites: 1.0 credit at the A-level in any Humanities or Social Science courses

Exclusions: WSTB22H3, WGS340H5

Recommended Preparation: WSTA01H3 or WSTA03H3

Learning Outcomes:

Upon completion of this course, students will:

- Learn to engage and interpret the histories of slavery, colonialism, capitalism and neoliberalism, segregation, and heteropatriarchy, as they pertain to Black women —and Black women’s resistance —in Canada
- Demonstrate a complex understanding of the history of Black feminist thought and action in Canada and within the broader global Black world
- Develop skills in engaging with primary and secondary historical texts (runaway slave databases, oral histories, digital archives)
- Learn to interpret the role of knowledge production in social movements
- Acquire knowledge of the intellectual and political contributions of Black women and Black feminists in Canada across time
- Develop critical thinking skills on the relationship between political thought and action
- Identify and interpret the role of Black feminism in Canada within the fields of Black feminist studies and women and gender studies

Topics Covered:

Main theories and methodologies:

- Black feminist studies, Black queer and trans studies, Black feminist methodologies, Black diaspora feminisms, Abolition
- Main themes:

- Black women and the state
 - Local practices, transnational itineraries
 - Black women's resistance practices
- Chronological Breakdown:
- "Runaway" slaves and Freedom Seekers - the resistance of enslaved Black women in pre-confederation Canada
 - slavery and abolition
 - Black radical women in the segregation-era:
 - Black women confronting post-war immigration controls
 - Black feminisms in the 1980s
 - Contemporary Black feminisms and #BlackLivesMatter

Methods of Assessment:

- Analytical reading reflections
- Multi-media assignments
- Experiential learning assignments
- Exam

Mode of Delivery:

In Class

Breadth Requirements:

History, Philosophy & Cultural Studies

Rationale:

As noted in the External Review of 2018 and highlighted in the Campus Curriculum Review, Black feminist studies is significant for two reasons - reflecting a deep engagement with conversations across women's and gender studies programs/departments across Canada and the United States, and because such a course would likely resonate with "the uniquely diverse student body at the Scarborough campus." This course will help introduce students to this important topic and will also help bridge a curriculum gap. This course will also help prepare students for WSTC26H3 Critical Race and Black Feminist Theories. This course is being offered out of cycle for Winter 2023 because a new faculty member focused in the area of Black Feminisms in Canada has very recently joined HCS and will begin teaching in Winter 2023.

Consultation:

DCC Approval: September 9, 2022

RO Approval: September 6, 2022

Resources:

This course will be taught by a regular faculty member. TA support will be required if enrolment meets the requirements under the departmental TA policy and will be covered by the department's existing budgets.

WSTB22H3: Histories of Black Feminism Canada: From 'Runaway Slaves' to #BlackLivesMatter

Description:

This introductory survey course connects the rich histories of Black radical women's acts, deeds, and words in Canada. It traces the lives and political thought of Black women and gender-non-conforming people who refused and fled enslavement, took part in individual and collective struggles against segregated labour, education, and immigration practices; providing a historical context for the emergence of the contemporary queer-led #BlackLivesMatter movement. Students will be introduced, through histories of activism, resistance, and refusal, to multiple concepts and currents in Black feminist studies. This includes, for example, theories of power, race, and gender, transnational/diasporic Black feminisms, Black-Indigenous solidarities, abolition and decolonization. Students will participate in experiential learning and engage an interdisciplinary array of key texts and readings including primary and secondary sources, oral histories, and online archives.

Same as HISB22H3

Prerequisites: 1.0 credit at the A-level in any Humanities or Social Science courses

Exclusions: HISB22H3, WGS340H5

Recommended Preparation: WSTA01H3 or WSTA03H3

Learning Outcomes:

Upon completion of this course, students will:

- Learn to engage and interpret the histories of slavery, colonialism, capitalism and neoliberalism, segregation, and heteropatriarchy, as they pertain to Black women —and Black women’s resistance —in Canada
- Demonstrate a complex understanding of the history of Black feminist thought and action in Canada and within the broader global Black world
- Develop skills in engaging with primary and secondary historical texts (runaway slave databases, oral histories, digital archives)
- Learn to interpret the role of knowledge production in social movements
- Acquire knowledge of the intellectual and political contributions of Black women and Black feminists in Canada across time
- Develop critical thinking skills on the relationship between political thought and action
- Identify and interpret the role of Black feminism in Canada within the fields of Black feminist studies and women and gender studies

Topics Covered:

Main theories and methodologies:

- Black feminist studies, Black queer and trans studies, Black feminist methodologies, Black diaspora feminisms, Abolition

Main themes:

- Black women and the state
- Local practices, transnational itineraries
- Black women’s resistance practices

Chronological Breakdown:

- “Runaway” slaves and Freedom Seekers - the resistance of enslaved Black women in pre-confederation Canada
- slavery and abolition
- Black radical women in the segregation-era:
- Black women confronting post-war immigration controls
- Black feminisms in the 1980s
- Contemporary Black feminisms and #BlackLivesMatter

Methods of Assessment:

- Analytical reading reflections
- Multi-media assignments
- Experiential learning assignments
- Exam

Mode of Delivery:

In Class

Breadth Requirements:

History, Philosophy & Cultural Studies

Rationale:

As noted in the External Review of 2018 and highlighted in the Campus Curriculum Review, Black feminist studies is significant for two reasons - reflecting a deep engagement with conversations across women’s and gender studies programs/departments across Canada and the United States, and because such a course would likely resonate with “the uniquely diverse student body at the Scarborough campus.” This course will help introduce students to this important topic and will also help bridge a curriculum gap. This course will also help prepare students for WSTC26H3 Critical Race and Black Feminist Theories. This course is being offered out of cycle for Winter 2023 because a new faculty member focused in the area of Black Feminisms in Canada has very recently joined HCS and will begin teaching in Winter 2023.

Consultation:

DCC Approval: September 9, 2022

RO Approval: September 6, 2022

Resources:

This course will be taught by a regular faculty member. TA support will be required if enrolment meets the requirements under the departmental TA policy and will be covered by the department's existing budgets.

1 New Course:

LINB35: Introduction to Computational Linguistics

Description:

This course focuses on computational methods in linguistics. It is geared toward students with a background in linguistics but minimal background in computer science. This course offers students a foundational understanding of two domains of computational linguistics: cognitive modeling and natural language processing. Students will be introduced to the tools used by computational linguists in both these domains and to the fundamentals of computer programming in a way that highlights what is important for working with linguistic data.

Enrolment Limits:

Prerequisites:

LINB19H3 Computers in Linguistics or with permission of instructor

Corequisites:

LINB29H3 Quantitative Methods in Linguistics

Exclusions:

LIN340H5 Computing with Natural Language (UTM)

LIN341H5 Linguistics and Computation (UTM)

Methods Assessment:

-Paper summaries: Understand and evaluate computational tools being used in contemporary research and connect it ongoing course discussions. This is meant to familiarize them with reading academic papers and writing effective summaries, as practice for the final presentation.

-Weekly lab assignments: Labs will give students hands-on experience working with and understanding various tools.

-Final presentation: Synthesize knowledge from an approved list of research papers (that use a tool covered in the course) and present a research paper as a poster during the final week of the course.

-Weekly in-class quizzes: not graded.

Breadth Requirements:

Quantitative Reasoning

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Topics Covered:

Introduction to programming

o Working with Jupyter notebooks

o Python basics

Text processing

o Unix command-line tools

o NLP toolkits (spaCy & NLTK)

Parsing

o POS Tagging

o Tokenization

o Lemmatization

o Parsing algorithms & applications

Statistical Association

o Ngrams

- o Association Measures
- o Corpus analysis

Statistical Language Models

- o Ngram LMs
- o Smoothing

Distributional semantics

- o Word vectors

Final poster presentations

Rationale:

LINB35H3 is being proposed OOC as the course is for a new faculty who started in July and would like to teach a course in Winter 2023.

1. Computational linguistic methods are becoming increasingly essential for linguistic research and have grown in importance in linguistics over the past decade. However, there are no current courses in computational linguistics offered at UTSC. By adding a new computational linguistics course, students will be able to use and understand state-of-the-art tools being used in computational linguistics.
2. There is a strong demand for graduates who can offer a Linguistics background with computational skills. Knowledge of programming languages and natural language processing are advantageous to graduates looking for jobs and internships.
3. There is demonstrated student interest in computational linguistics. In Fall 2021, LIN students were surveyed about whether they would be interested in a new major in computational linguistics and out of 955 students, 40% said yes. This course addresses that gap; students will be able to take this course as an elective as part of the Linguistics major or Linguistics Specialist program.
4. The intention with this course is to design the first course in a planned experiential learning curriculum focused on computational linguistics which will give students hands-on experience with computational tools to analyze and model human language. These skills can be extended to the domain of cognitive modeling and natural language processing.
5. This new experiential learning curriculum aligns with University of Toronto's commitment to academic excellence and growth.

Consultation:

This course proposal was created after consulting with LIN Faculty and Program Coordinator, along with feedback from educational consultants at the UTSC Center for Teaching and Learning. It has also been vetted by the DLS Curriculum Committee.

RO approved: August 31, 2022

DCC approval: September 2, 2022

Resources:

The students will attend 1 2-hour lecture and 1 1-hour lab each week. The goal is to have the instructor conduct the lecture and the TAs run the two one-hour weekly labs but in the first iteration of the course, the labs will be run by the instructor and the TAs to help the students/troubleshoot any issues.

This course will be taught every year by a regular faculty, either Shohini Bhattasali or a future hire in computational linguistics in DLS. The TA will need to attend the class to help run the labs and grade the weekly assignments, paper summaries, and final posters.

As a laboratory-based course, it will use the laboratory-based course TA hour calculation formula. TA support will be covered by existing department budget.

This course will require use of computer lab spaces (like LINB19) but no laboratory or ancillary fees.

Budget Implications:

Overlap with Existing Courses:

There are two similar courses offered at UTM (LIN340H5 & LIN341H5; mentioned under exclusions) geared towards introducing undergraduate students to computational linguistics and a survey of computational used to model human language. At St. George, there is a graduate-level course on introductory computational linguistics (JFL 1107), but the focus is on teaching graduate students how to incorporate computational tools into their own research. The computational linguistics courses offered by CS (e.g., CSC401H1) have a different scope and do not overlap with this proposed course.

Estimated Enrolment:

100