FOR APPROVAL   **PUBLIC**   **OPEN SESSION**

TO:	UTSC Academic Affairs Committee
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DATE:	January 23, 2023 for February 8, 2023
AGENDA ITEM:	4

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Social Sciences, UTSC (for approval)*

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) "is concerned with matters affecting the teaching, learning and research functions of the Campus (*AAC Terms of Reference, 2021, Section 4*)." Under section 5.6 of its terms of reference, the Committee is responsible for approval of "Major and minor modifications to existing degree programs." The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (*UTQAP, Section 3.1*).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (February 08, 2023)**

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 Social Sciences academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Anthropology (Report: Anthropology)
  - 2 New Courses
    - ANTB12H3 Anthropology of Science Fiction
    - ANTC22H3 Education, Power, and Potential: Anthropological Perspectives and Ethnographic Insights
- The Department of Health and Society (Report: Health and Society)
  - 1 New Course
    - HLTD81H3 Health Professions Education

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 2023-24 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

1. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Anthropology, dated February 08, 2023.

Anthropology (UTSC), Department of

2 New Courses

ANTB12H3: Anthropology of Science Fiction

Description:

This course is about science fiction as a form of cultural and political critique. The course will explore themes that are central to both ethnography and science fiction, including topics such as colonialism, gender, and the climate crisis, while reflecting on the power of writing and myth-making to produce meaning and the future.

Enrolment Limits: 80

Prerequisites:

ANTA02H3, or any 4.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC, ENG or HCS courses, or permission of the instructor

Corequisites:
None

Exclusions:

None

Learning Outcomes

Focusing on a supposedly "minor" genre of literature, students will:
-be encouraged to broaden their application of the critical tools of anthropological analysis (instruments such as the structural analysis of myths or feminist approaches to kinship) and explore new areas of interest
-approach science fiction literature from a point of view that stresses critical connections to world history and current affairs.
-be introduced to key topics of ethnographic and speculative analysis that challenge the limits of what it means to be human.

The midterm, final and research paper will stimulate their creative potential to get them to write their own fiction.

Methods of Assessment:

Midterm and final will assess engagement with readings, materials presented in lectures, and key concepts presented in class.

Final research paper will offer an opportunity to students craft their own science-fiction short story or engage in a world-building exercise.

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:
Y

Credit Value:
fixed: 0.5

Topics Covered:
* Colonialism and Race
* Environment and Climate Change
* Gender, Sexuality, and Kinship
* Artificial Intelligence, Cyborgs, and the limits of the Human
* Intelligent Alien life
* Afrofuturism

Rationale:
This is a course designed to expand the common-sense idea of anthropology and stress points of contact with adjacent disciplines such as philosophy and literature. It is meant to attract students' interest through an analysis of a familiar object (in the sense of being present in everyday life) that is meant to create estrangement. It will be an opportunity for students that are already fans of science fiction to dig deeper into its meaning, and for students interested in anthropological analysis to discover a new realm of artistic expression.

Consultation:

RO course code approval: October 18th, 2022
DCC approval: October 14th, 2022

Resources:

There are no resource implications for this proposal.

This course will be taught by a regular faculty member. Depending on enrollment, the course may require TA support which will come from the unit's existing budget. This course will not require any additional equipment, infrastructure support, or ancillary or laboratory fees.

Overlap with Existing Courses:

There are thematic overlaps with courses offered in the English department such as:

ENGC54H3: Gender and Genre

ENGC23H3 - Fantasy and the Fantastic in Literature and the Other Arts

ENGC78H3 - Dystopian Visions in Fiction and Film

This course, however, will offer an uniquely anthropological approach to these themes, the content will relate works of fiction to ethnography and anthropological insights.

Instructor:

Regular Faculty member

Proposal Status:

Under Review

ANTC22H3: Education, Power, and Potential: Anthropological Perspectives and Ethnographic Insights

Description:

What does it mean to get an education? What are the consequences of getting (or not getting) a "good education"? For whom? Who decides? Why does it matter? How are different kinds of education oriented toward different visions of the future? What might we learn about a particular cultural context if we explore education and learning as social processes and cultural products linked to specific cultural values, beliefs, and power dynamics? These are just some of the questions we will explore in this course. Overall, students will gain a familiarity with the anthropology of education through an exploration of ethnographic case studies from a variety of historical and cultural contexts.

Prerequisites:

[ANTB19H3 and ANTB20H3]

Corequisites:

None

Exclusions:

A version of this course was taught as a special topics course in Fall 2021; therefore, students who took ANTC88 in Fall 2021 should be excluded.

Recommended Preparation:

None

Learning Outcomes:

-Identify and discuss key concepts and theories in the anthropology of education
-Identify and explain the relationship between education, power, and inequality structures in various cultural, regional, and historical contexts
-Analyze ethnographic texts focused on education and learning; assess and articulate the value of ethnography for a comparative, cross-cultural understanding of education.
-Reflect on, analyze, and appraise their own educational experiences, past and present
-Envision, propose, and/or create new visions for education in various contexts that prioritize critical pedagogy (and address course materials on decolonization, antiracism, etc.)

These learning outcomes support multiple Sociocultural Anthropology learning outcomes (as articulated in our recent self-study document), including:

LO8. Sociocultural Anthropological Theory and Concepts
LO9. Ethnography
LO10. Power and the Global Production of Inequality
LO11. Gaining familiarity with and understanding of different world regions
LO12. Using anthropological theory to engage in current, pressing discussions of equity, diversity, and social justice including anti-racism, decolonization, and other contemporary liberatory movements.

Departmental skills-based learning outcomes met by this course include:

L02: Reading and Notetaking
LO3. Critical Thinking
LO5. Knowledge of Methodologies

Methods of Assessment:

-Online Reading Journal (supports identifying and discussing relevant concepts and theories; envisioning new visions for education; reflecting on and analyzing experiences)
-Midterm test (supports identifying and discussing relevant concepts and theories; analyzing and assessing relevant texts; identifying and explaining relationships

between education and power)
-Writing Assignment (supports reflecting and analzying students' own experiences; and creating/envisioning new visions for education)
-Final Exam (supports all course learning outcomes)

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Topics Covered:

Topics in a typical iteration of this course would include:

-Introduction to the Anthropology of Education and Learning
-The history and legacy of residential schools in Canada
-Learning to Labour: Education and class aspirations
-Learning Race and Gender at School
-Gatekeeping: Who is a "good" education good for?
-Aspiration, achievement, and "Getting Ahead"
-Comparative ethnography of schooling in North America and elsewhere: case studies
-Neoliberalism and Higher Education
-Case study: Are Universities a Good Place to Learn? Could we make them better?
-Applying Anthropological Insights to Envision Decolonial, Anti-Racist, Anti-Elitist Educational Futures
-Anthropology and Education in the "real world": how to transfer skills and knowledge from this class into valuable skills on the job market

Rationale:

The course has been designed to complement existing courses in the Sociocultural Specialist, Major, and Minor programs. One future "goal" for our department, articulated in our recent self-study, is to attract more students into the Combined Degree Program (Anthropology plus Master in Teaching). This course would support that goal. Furthermore, consultation with anthropology students has suggested that students want more guidance about how to transfer their anthropology skills into "real world" skills; this course will explicitly address how to transfer skills into the realm of education, broadly construed. The long-range plans for the Department include creating a certificate in Public Anthropology; this course could be included as a possible requirement, with student assignments including outreach in local school and/or the creation of online educational resources).

Consultation:

This course was pilot-tested as a special topics course in Fall 2021. It was well-received by students; after discussion with the department Chair and other faculty, it is now proposed as a regular course offering

Office of the Registrar approval of new course code: September 28, 2022
DCC approval: September 29, 2022

Resources:

There are no resource implications for this course.

Course will be taught (usually) by Maggie Cummings, Associate Professor, Teaching Stream

Need for TA support (grading only) will depend on course enrolments and will be covered by the department's exiting budget.

Overlap with Existing Courses:

SOC26 Sociology of Education may have some topical overlap with this course; however, the explicit focus on power and on the application of knowledge to envision new forms of education make this course unique (as does the cross-cultural, comparative approach, grounding in ethnographic methodology, and anthropological focus on learning as one of the most important shared human capacities)

Instructor:

Dr. Maggie Cummings, Associate Professor, Teaching Stream

Proposal Status:

Under Review

Revision Proposal

No Committee

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Health and Society
February 8, 2023

Health and Society (UTSC), Department of

1 New Course

HLTD81H3: Health Professions Education

Description:

The quality of our health care system is dependent on initial and ongoing education supporting our health professionals. In response to ongoing and new challenges in health care, governments and institutions respond with novel ideas of enacting health care in improved ways. Health care institutions, policy makers, and the public have expectations of highly skilled, knowledgeable, and prepared individuals. As our understanding of health and health systems change, these expectations also change. Keeping up is in part the work of health professions education. Preparing individuals for these dynamic, complex, in some cases unpredictable, and everchanging health care service demands is necessary and complex. In this course, we explore the role and governance, structure, and contemporary multidisciplinary scientific advances of initial and continuing health professions education as a means of supporting the practice and quality of health care. We also explore the future of health professions and how health professions education is working to keep up.

Enrolment Limits: 25

Prerequisites:

HLTB40H3 and 1.5 credits at the C-level in HLT courses from the program requirements from one of the Major/Major Co-operative programs in Health Studies

Recommended Preparation:

HLTC43H3

Methods of Assessment:

This course will include the following methods of assessments:
1. Assignments:
(a) Describe the initial and ongoing educational expectations of a selected health profession.
(b) Explore governance structures for a selected heath profession and the implications for education.
2. Weekly discussions / reflections:
(a) Students will be encouraged to identify a health profession to study and relate readings to.
(b) Elaborate one common conceptual framework or educational theory used in health professions education as a means of optimizing teaching, learning or practice.
3. Final Paper:
(a) Synthesize contemporary organizational or government policy and implications on health profession education literature.

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.50

Learning Outcomes:
At the end of this course, students will be able to:
1.Discuss the role, governance, and future of health professions education from initial entry to practice (including specializations) to continuing professional development.
2. Discuss contemporary, evolving, and leading theoretical and conceptual frameworks guiding the advancement of health professions education research and practice.
3. Identify and discuss contemporary, evolving, and key literature, as well as organizational and government policy shaping health professions education science and practice.

Health professions education as an institution provides a means of enacting healthcare policy (e.g., broadening policy to include integrated health care means optimizing ways of preparing learners for practice). Students are encouraged to examine health professions education as a way of adapting to, supporting, or advancing ongoing health care needs.

Topics Covered:
Topics covered in this course will include:
1. Introduction to health professions education – preparing professionals for practice.

2. Role and governance of health professions education – enacting healthcare policy through education and health professional readiness.
3. Sociological perspective on health professions education.
4. Health professions education as interdisciplinary work.
5. Teaching and learning in health professions education.
6. Contemporary theories guiding health professions education.
7. Social accountability processes of health professions education: ensuring learner / health professional readiness for complexities of health care.
8. Learning through and within work
9. Lifelong learning and continuing professional development.
10. Quality improvement through health professions education.
11. Researching health professions education and knowledge mobilization.
12. Future of health professions: implications for health professions education.

Rationale:

Understanding health profession education serves to advance overall program goals of understanding health and health policy. This includes attending to the role, governance, function, optimal enactment and study of health professions education. Others before us, for example the Institute of Medicine, have equally prioritized the role of HPE in responding to health care system challenges. At a program level and for the University, the inclusion of HPE serves to better represent what counts in thinking about health and health policy. The Department of Health and Society is rich in the study of biological factors, programming and policy, critical social sciences, cultural and environmental influences, humanities and research but has not yet taken into consideration the unique institution, process role, governance, and science of HPE. This course fills that gap.

Designed for:
This course has been designed for learners in both health policy and population streams in the Department of Health and Society. Health systems (e.g., policy, practice) are continuously changing which means future leaders and scholars will need to understand where HPE fits in. This includes attending to how its evolving, what serves as stimuli for advancements, and relevant scientific advances. This ultimately serves to further support health care system or policy thinking.

Serving who:
Including this course serves learners in all streams within the Department of Health and Society, including health policy, health policy Co-ops, population health, health humanities and any future planning for a focus on health professions. It also brings a new lens to work integrated or community engaged learning partners.

Replacing an existing course:
This course is an addition to the course calendar, not a replacement of any existing course. Health professions education content/courses is not yet part of the calendar / course offerings.

Consultation:

DCC Approval: October 11, 2022
RO Confirmation of new course code: September 27, 2022

Internal consultation:
A brief summary of this course was discussed with Chair of the Department of Health and Society Dr. Michelle Silver and Program Coordinator Sean Ramrattan.

External consultation:
The development of this course involved consultation with Wilson Centre Scientists Dr. Paula Rowland, Dr. Stella Ng, and Dr. Tina Martimianakis.

Resources:

There are no resource implications to this proposal.
This course will be taught by a full time faculty member (Walter Tavares)
No lab equipment, TA resources, and computing resources will be required
Budget Implications:

Overlap with Existing Courses:

No other courses have been identified at the undergraduate level that overlap with the program outcomes and/or topics included in this proposed course.

Programs of Study for Which This Course Might be Suitable:

At this point, the course has not been considered by any other programs.

Estimated Enrolment:

25

Instructor:

Walter Tavares

Proposal Status:

Under Review

Revision Proposal

No Committee