TO: UTSC Academic Affairs Committee

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

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PRESENTER: Prof. Katherine Larson: Vice-Dean Teaching, Learning & Undergraduate
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DATE: Wednesday, March 22, 2023

AGENDA ITEM: 7

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] (March 22, 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)
  - 4 New Courses
    - ANTB11H3: World Prehistory
    - ANTB33H3: The Future of Work
    - ANTC30H3: Themes in Global Archaeology
    - ANTC44H3: Amazonian Anthropology

- The Department of Psychology (Report: Psychology)
  - 3 New Courses
    - PSYC15H3: Foundations in Community Psychology
    - PSYC54H3: Auditory Cognitive Neuroscience
    - PSYD62H3: Neuroscience of Pleasure and Reward

- The Department of Health and Society (Report: Health and Society)
  - 3 New Courses
    - HLTA20H3: Physiology Through the Life Course: From Birth Through Death
    - HLTC56H3: Drawing Illness
    - HLTC60H3: Disability History

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, dated March 22, 2023, be approved.

DOCUMENTATION PROVIDED:

1. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Anthropology, dated March 22, 2023.
2. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Psychology, dated March 22, 2023.
3. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Health and Society, dated March 22, 2023.

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Anthropology
March 22, 2023

Anthropology (UTSC), Department of

4 New Courses

ANTB11H3: World Prehistory

Description:

This introduction to archaeology focuses on how societies around the world have changed through time from the earliest humans to the emergence of state-level societies. This course uses a global perspective to address key issues such as evidence of the earliest art, development of agriculture, and the origins of social inequality and warfare.

Enrolment Limits:

Prerequisites:

None

Corequisites:
None

Exclusions:

None

Recommended Preparation:

None

Methods Assessment:

Short written responses (building oral communication and reading skills)

Essay (building written communication and research skills)

Mid-term (building study and time management skills)

Final exam (building study and time management skills)

Breadth Requirements:
Social & Behavioural Sciences
University of Toronto Scarborough

CNC Allowed:
Y

Credit Value:
fixed: 0.5

Topics Covered:
Development of human societies from hunter-gatherers to early urbanization

Different trajectories of change globally (Americas, Africa, East Asia, Europe, Oceania)

Spread of humans across the globe

Broad-level changes in diet, mobility, technology, and social organization over past 200,000 years

Rationale:
This course fills a current gap in the curriculum for students interested in archaeology. A suite of new archaeology courses are being introduced in Anthropology, but there is currently no lower-level course that gives a broad overview of cultural change through time. This is critical for success in more advanced courses.

The currently offered course ANTA01, "Introduction to Anthropology: Becoming Human," focuses primarily on human biological evolution, while this course will focus on cultural change through time. The proposed course will be useful for students in History, area studies, and Cultural Studies, as well as Archaeology specialists, as a way to understand long-term cultural change. It will also be valuable for sociocultural students who are interested in better understanding a longer-term perspective on the diversity of human societies. This course is an SBS (Social and Behavioural Studies) course, which provides an entry for sociocultural/linguistics students interested in the human past and helps bridge the gap in Anthropology between an SBS focus in Sociocultural and Linguistics, and Natural Sciences in Evolutionary Anthropology.

Consultation:
Anthropology used to offer two World Prehistory courses (early and later prehistory). This course was removed from the books several years ago during an inaction period of the archaeology program at UTSC. The idea to offer this course was discussed internally and then brought up during the preliminary campus-wide consultation.

RO course code approval: October 12th, 2022.

DCC proposal approval: October 14th, 2022.

Resources:
There are no resource implications for this proposal.

This course will be taught by regular faculty as part of their regular course load. The course will require TA support for grading, which will be covered by the unit's existing budget.

There are no ancillary fees. No additional infrastructure is required.

Overlap with Existing Courses:
There are no other courses offered at UTSC that overlap with this course. This course covers a time period that is firmly under the purview of archaeology.

Programs of Study for Which This Course Might be Suitable:
Historical and Cultural Studies

Human Geography

Estimated Enrolment:
60-80

Instructor:
Dr. Lisa Janz

Proposal Status:
Under Review

ANTB33H3: The Future of Work

Description:

This course explores a pressing issue facing contemporary life: "the future of work." It examines how work has been and continues to be transformed by automation, digital technologies, climate change, pandemics, the retrenchment of the welfare state, deindustrialization, global supply chains, and imperial and colonial rule. All kinds of media (e.g., academic texts, corporate publications, policy reports, activist literature, cinema) will be utilized to demonstrate how these transformations are not limited to work or labour but reverberate across social, political, and economic life.

Enrolment Limits:

Prerequisites:

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

Corequisites:
None

Exclusions:

None

Recommended Preparation:

A general interest and knowledge of economic and political anthropology.

Methods Assessment:

The course will be supported with a midterm, a final, and an ethnographic project.

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

The ethnographic project will take information, concepts, and other materials presented through the course and apply it to a relevant form of work or labour. As many students at UTSC also work part-time in different sectors, this project will allow them to relate their experiences of work and labour to wider transformations in our globalizing world.

Breadth Requirements:
Social & Behavioural Sciences
University of Toronto Scarborough

CNC Allowed:

Credit Value:
fixed: 0.5

Topics Covered:
• Theories of work and labour and forms of economy, government, and society
• The social division of labor: race, class, and gender
• Automation, technology, digital media
• Informalization and precarity
• Anthropogenic climate change and damaged ecologies
• Globalization of production, supply chains, and logistics
• Disease, pandemics, and securing borders
• Leisure, pleasure, and freedom

Rationale:
A major concern of contemporary life, especially for students as they complete their degrees and enter the workforce, is what work and labour will look like in the coming decades. Although this topic has garnered increasing interest across many sectors, no course is offered on this topic in the Anthropology department.

One of the strengths of the Anthropology department is economic and political anthropology and global forms of inequality; this course will compliment many of our other course offerings, such as the ones listed below as well as others. This course will prepare students to engage more fully in a wider range of professional fields, such as international development, management, and user design and digital technologies.

Consultation:
DCC approval: October 14th, 2022
RO - recd course date Tuesday August 16th 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:
ANTC20H3S Gifts, Money and Morality and ANTC19H3 Producing People and Things: Economics and Social Life cover some of the conceptual themes discussed in the course. However, the proposed course focuses primarily on work and labour, how they are shifting in the contemporary moment, and pertinent conversations around "the future of work."

Estimated Enrolment:
80

Proposal Status:
Under Review

ANTC30H3: Themes in Global Archaeology

Description:

Intensive survey of a particular world region or current theme in archaeological research. Topic will change year to year.

Enrolment Limits:

Prerequisites:

ANTA01H3 and [ANTB11H3 or ANTB80H3]

Corequisites:

None

Exclusions:

None

Recommended Preparation:

None

Methods Assessment:

-Participation in group discussion (improve communication and teamwork skills, including listening and respectful discourse)
-Research presentation (enhance oral communication and visual presentation skills)
-Research project and major essay (enhance research and written communication skills, as well as time management)
-Exams (enhance study and memory skills)

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Topics Covered:
This will change from year-to-year. We expect that Dr. Janz will periodically offer a course on East Asian Prehistory and that Dr. Dewar will periodically offer a course on South African Archaeology. Our new archaeology hire will be invited to contribute a course in their area of expertise.

Rationale:
This course fills a current gap in the curriculum for students interested in archaeology. A suite of new archaeology courses are being introduced in Anthropology and there are few C-level courses that can be used to bridge the gap between introductory and specialized courses. Since we have a small faculty specializing in Archaeology, this course provides much needed flexibility to periodically offer more advanced courses on a wider range of themes. This course is also an SBS (Social and Behavioural Studies) course, which provides an entry for sociocultural/linguistics students interested in the human past and helps bridge the gap in Anthropology between an SBS focus in Sociocultural and Linguistics, and Natural Sciences in Evolutionary Anthropology

Consultation:
RO course code approval: October 12th, 2022.
DCC approval: October 14th, 2022.
The idea to offer this course was discussed internally as a way to enhance archaeology offerings and move towards developing a minor in Archaeology and/or Cultural Heritage. It was discussed internally amongst faculty who might contribute to course offerings. It was presented briefly during the preliminary campus-wide consultation.

Resources:
There are no resource implications for the proposal.
This course will be taught by regular faculty as part of their regular course load. The course will require TA support for grading. This will be covered by the unit's existing budget.
There are no ancillary fees. No additional infrastructure is required.

Overlap with Existing Courses:
There are no other courses offered at UTSC that overlap with this course. This course covers a time period that is firmly under the purview of archaeology (prehistory).

Programs of Study for Which This Course Might be Suitable:
Historical and Cultural Studies
Human Geography

Estimated Enrolment:
30-50

Instructor:
Dr. Lisa Janz

Proposal Status:
Under Review

ANTC44H3: Amazonian Anthropology

Description:
This seminar explores anthropological insights and historical/archeological debates emerging from Amazonia, a hotspot of social and biodiversity currently under grave threat. We will look at current trends in the region, the cultural logic behind deforestation and land-grabbing, and the cultural and intellectual production of indigenous, ribeirinho, and quilombola inhabitants of the region.

Enrolment Limits:

Prerequisites:
ANTB19H3 and [ANTB20H3 or ANTB01H3 or ESTB01H3]

Corequisites:
None

Exclusions:
None

Recommended Preparation:
None

Methods Assessment:
Online Reading Journal (supporting reading comprehension of key themes and concepts as well as history, geography and ethnography)
Writing Assignment (supporting reflexive questions of categories and applying those to their own reality)
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 Amazonia

-Early European perceptions of Amazonians and vice-versa.

-The archeology of human occupation of Amazonia

-Early ethnography of Amazonia and attempts at mapping indigenous Amazonia

-The theory of Amazonian perspectivism

-Asymmetrical relations of affinity and the adoption of pets

-The cultural logic behind deforestation and land-grabs

-Domestication/wilderness and beyond

Rationale:

The course has been designed to complement existing courses in the Sociocultural Specialist, Major, and Minor programs. In particular, it complements the department's course offerings on other key regions of importance to anthropology, such as South Asia and the Pacific Islands. It also brings together archeological and ethnographic knowledge, bridging a gap within complementary subfields of anthropology.

Consultation:

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

Resources:

There are no resource implications to 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:

This course does not overlap with any other course offered by other department/programs.

Programs of Study for Which This Course Might be Suitable:

Environmental Studies

Estimated Enrolment:

30

Instructor:

Dr. Vinicius de Aguiar Furuie

Proposal Status:

Under Review

Revision Proposal

No Committee

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Health and Society
March 22, 2023

Health and Society (UTSC), Department of

3 New Courses

HLTA20H3: Physiology Through the Life Course: From Birth Through Death

Description:

An introduction to human functional processes will be presented through the various stages of the life cycle. Focusing on the body's complex interacting systems, the physiology of all stages of human development, from prenatal development to adolescence to death, will be covered. Students will also develop a working scientific vocabulary in order to communicate effectively across health disciplines.

This course is intended for students who have <u>not</u> previously taken a course in Physiology.

Prerequisites:

Grade 12 Biology

Exclusions:

Any course in Physiology across the campuses.

Methods Assessment:

-Written exams will test knowledge of human functional processes
-Group assignments will enable students to scan the scientific literature and delve into the clinical relevance associated with disturbances of the normal physiological conditions
-Tutorials. Using a problem-based learning approach, tutorials will include case studies to develop students' problem-solving and analytical skills. These will also introduce students to a range of health disciplines by simulating the role of a health professional and how their understanding of human physiology helps to support individuals in the community.

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.50

Topics Covered:

Topics Covered include:
1. Relationship between cells, tissues and organs
- The cell cycle
2. Neonatal development and infancy
- Formation, growth, and development of an embryo
- Changes in body size and composition
- Role of midwives
3. Puberty and Adolescence
- The role of hormones in growth and development
- Biological sex: male vs. female
- Role of Child Life Specialists
4. Early Adulthood
- Homeostasis and fluid balance
- Adult characteristics: body functioning; stature, muscle and bone mass; physical and intellectual maturity
- Role of genetic counsellors
5. Middle Adulthood
- Physical and sensory changes: vision, hearing, mobility, weight
- Emerging health concerns and risk factors
- Fertility and menopause
- Sexual health
6. Late Adulthood
- Causes of aging, cell senescence and apoptosis
- Aging processes: physical, cognitive, socio-emotional changes
- Role of gerontologists

Rationale:

The course is intended to fill a gap in the Health Studies program by including a human physiology course to prepare non-biology students who intend on pursuing careers in medicine, nursing and allied health professions.
Rather than providing a comprehensive overview of organ systems in the human body, the course material will cover selected systems that are relevant to important stages of the life course and health professions.
The course will not replace existing courses. However, the proposed course will fill a gap in the current DHS curricular offerings. It will provide students with sufficient background knowledge that will enable them to succeed in the B-level and C-level courses (HLTB44H3: Pathophysiology and Etiology of Diseases and HLTC19H3: Chronic Diseases) that are currently offered. Courses such as HLTB44H3 and HLTC19H3 focus on the human body in a disease state, but students lack basic knowledge of human physiology in a healthy state.

Consultation:

Consultation with Biological Sciences (Jennifer Campbell and Shelley Brunt)- September to October 2022
DCC- October 11, 2022
RO Course code approval: Sept 27, 2022

Resources:

A request for TA support (225 hours) outside of the unit's base budget will be made.
Budget Implications:

Overlap with Existing Courses:

There is no concern that content will overlap with other courses. The course content will not be presented in the same way (i.e. by organ system), or at the same level of detail as other physiology courses being offered by the Department of Biology, such as:

BIOC32H3 Human Physiology I
BIOC34H3 Human Physiology II
BIOB35H3: Essentials of Human Physiology

Programs of Study for Which This Course Might be Suitable:

Population Health Major Program (COOP and Non-COOP)
Estimated Enrolment: 240
Instructor: Keith Colaco
Proposal Status: Under Review

HLTC56H3: Drawing Illness

Description: For close to a century, comics as a medium have examined diverse topics, from the serious to the silly. Drawing Illness draws on interdisciplinary scholarship from disability studies, comics studies, comic histories, medical anthropology, history of medicine and public health to examine the ways in which graphic narratives have been utilized to tell a range of stories about illness, disability, grief, dying, death, and medicine.

Enrolment Limits:
Prerequisites: HLTB50H3 or [HLTB60H3 in combination with any course in Historical and Cultural Studies]
Methods Assessment: -Participation   - Short critical analysis of comics that explore aspects of illness and disability. Students will learn to use the critical skills and frameworks from disability studies and medical humanities they read in class to analyze comics themselves. Students will practice how to see comics in context, and not just as entertainment but as serious cultural text and historical products.   -Weekly Comics Journaling: Students will practice the elements of making comics themselves and are required to submit a weekly comic (a minimum of two panels). This will get students comfortable with the visual and narrative elements of the format, but also become comfortable expressing themselves through the medium.   -A take home final: Involves creating an original ten page comic on a topic of their own choice but relating to illness, disability, grieving, dying, death, medicine or public health. This final project gives students hands-on experience in practicing the elements of producing a complete, original, short comic, and time to reflect on how to make the most of the format.
Breadth Requirements: Arts, Literature & Language   University of Toronto Scarborough
CNC Allowed: Y
Credit Value: fixed: 0.50
Topics Covered: The global history of comics as a medium, beginning in the 19th century, from cartooning to comics themselves   -The different formats taken by graphic narratives today (manga, webcomics, graphic novels, comic books)   -The visual elements of comics: paneling, guttering, colouring.   -Comics as "sequential narrative" and temporal shifts/changes in comics.   -How comics came to be used as part of global public health communication efforts (from malaria comics by Dr Seuss to the -CDC's "zombie comics" in the 21st century) and why they are so effective.   -How physicians and nurses came to be represented as "heroes" in mid-century North American comics.   -How comics have celebrated science and medicine as transforming the human body into able-bodied "ideals"   -How superhero comics often use disability as part of the alter-ego of heroes and as marking immorality, evil, deviance etc in villains.   -How authors and artists from the Global South have used the format to tackle complex connections between anthropogenic climate change, pandemic/epidemic disease, and social crisis   -How comics have narrated the physical and psychological toll of enslavement, eugenics and genocide through the course of the 20th and 21st century.   -How disabled and chronically ill authors and artists used the format to capture complex experiences like mental illness and physical disabilities.   -The use of graphic narratives to teach medicine and in medical education.   -The use of graphic narratives to tackle stigma.
Rationale: -This course draws on the expertise of a recent hire in DHS   -The course fits into the unit's curriculum because it is engaging with a significant body of work on comics and graphic narratives within the health humanities and disability studies.   -This course centers comics and graphic narratives as a serious format, but also as medical training, public health communication and most importantly, as an important literary and artistic format for disabled artists and authors.   -The course fits into the unit's developing focus on disability and ableism studies.   -The course fits into the unit's existing focus on the health humanities and would fit both into the Interdisciplinary DHS major and the Health Humanities Minor.   -The course would offer students an interdisciplinary new course at the C-Level.
Consultation: RO Approval: September 27, 2022   DCC: October 11, 2022   HCS: October 2022   ACM (Prof. Will Kwan) expressed interest and enthusiasm in this course at the October 6, 2022 DCC meeting.
Resources: There are resource implications for this proposal: the department will be requesting additional TA funds for this course outside of its base budget (90 hours).   This will be taught by regular faculty (Aparna Nair)   The course would not require any additional equipment or infrastructure and will not require laboratory fees.
Overlap with Existing Courses: Creating Comics & Graphic Novels in the Creative Writing Program, and ENG235H1: The Graphic Novel, on the St George Campus.   There isn't much of an overlap: the St George courses are primarily focused on comics/graphic novels in general, while this proposed course focuses specifically on comics and graphic narratives that examine disease, disability, medicine, public health, healing and trauma as a distinct sub-field within comics in general (often referred to as Graphic Medicine).
Programs of Study for Which This Course Might be Suitable: DHS –   Health Studies BA and BSc Majors/ Co-op Majors -- This course may serve as an additional C-level course option for the BA – (#6), and as an option for the BSc (#7).   Health Humanities Minor – suggesting this course as one option under #3 or #5
Estimated Enrolment: 60
Instructor: Aparna Nair
Proposal Status: Under Review

HLTC60H3: Disability History

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)
Description: This course introduces students to disability history, a subfield within both history and the interdisciplinary field of disability studies. Students will use critical perspectives from disability studies to interpret how the concept of disability has changed over time and across cultures. This course understands disability as a social and political phenomenon and seeks to understand the experiences of disabled people in the past around the world. Students enrolled in this course will read secondary and primary source texts, and draw on lectures, films, memoirs, popular culture, and art to examine the social and cultural construction and experiences of disability. Students will also gain an understanding of how historians conduct research, and the methods and problems of researching disability history. Historical themes include colonialism, industrialization, war, and bureaucracy; regions and time periods studied will be selected at the discretion of the instructor.

Enrolment Limits:

Prerequisites:

HLTB60H3 or [HLTB50H3 and any course in Historical and Cultural Studies]

Recommended Preparation:

An A-level course in Health and Society or Historical and Cultural Studies

Methods Assessment:

-Short critical essays
-Quizzes and a final exam (in person or take-home)
-Participation in class discussion (during lecture, tutorial, and/or online)

Breadth Requirements:

History, Philosophy & Cultural Studies

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.50

Topics Covered:
Topics covered in this course will include:
-The shifting meaning of human bodily difference over time, and problems of ahistorical categories
-Methods for historical interpretation of texts
-Review of the key principles of disability & ableism studies
-The emergence of disability history as a subfield of study
-Longstanding and/or current scholarly debates in the field of disability history
-First person accounts of disability in history, e.g. memoir
-Scholarly methods for finding disability in the archives by reading between the lines, e.g. social history and disability
-Depictions of disability in history, e.g. art and stories or myths
-"Disability Things" or material history of disability
-Disability and place in history (institutions, family homes, etc)
-Prominent scholarly works of disability history
-Prominent museum or digital humanities exhibitions of disability history
-Disability access and medical or assistive devices and technologies in history
-Community care and state welfare in history
-Material describing diversity of types of human impairment
-Other current themes in disability history

Rationale:
-Course speaks to expertise of new DHS faculty member;
-Course fills a gap in the existing curriculum by continuing to build a developing area in the Health Studies curriculum -- disability and ableism studies;
-Course fills a gap in the existing curriculum by adding a history-focused course to the interdisciplinary DHS major and the Health Humanities minor
-Course will offer major (BA and BSc programs students) a new C-level option in Health Studies;
-Course offers focused attention on disability studies as a field, as part of a broader initiative to develop a disability studies minor at UTSC, and
-Course will serve as a second course following the existing B-level offering, and an alternative to the lone existing C-level disability studies offering.

Consultation:
DCC- October 11, 2022
HCS- October 25, 2022
RO Course Code Confirmation - Sept 29, 2022

Resources:
This course has resource implications: the department will be making request for additional TA support (90 hours) for this course outside of its base budget.

The course will be taught by existing DHS faculty. The course does not require any additional equipment or infrastructure, and will not require laboratory fees.
   Budget Implications:

Overlap with Existing Courses:
There are no courses in Disability History currently taught at UTSC.

Programs of Study for Which This Course Might be Suitable:
Health Humanities (minor)
Historical and Cultural Studies

Estimated Enrolment:
60

Instructor:
Aparna Nair

Proposal Status:
Under Review

Revision Proposal

No Committee

Psychology (UTSC), Department of

3 New Courses - No Committee

PSYC15H3: Foundations in Community Psychology

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

Community psychology is an area of psychology that examines the social, cultural, and structural influences that promote positive change, health, and empowerment among communities and community members. This course will offer an overview of the foundational components of community psychology including its theories, research methods, and applications to topics such as community mental health, prevention programs, interventions, the community practitioner as social change agent, and applications of community psychology to other settings and situations.

Enrolment Limits:

Prerequisites:

PSYB10H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3

Methods Assessment:

Tests and exams (multiple choice, short answer, essay) – 60%. Multiple choice, short answer, and essay questions will be used to assess students' understanding of core theories, methods, and approaches. Essay questions will also be used to assess students' ability to critically evaluate course content and adopt an evidence-based approach.

Written work (article critiques, assignments) – 25%. As part of their written assignments, students will be expected to consult primary resources and apply foundational course content to adopt an evidence-based approach for critically evaluating social issues and engaging in the knowledge translation process.

Engagement (participation, discussion, reflection activities) – 15%. Class discussions and reflection activities will create opportunities for students to practice critically evaluating information, develop skills in critical consciousness, and self-reflect on their role in positively influencing society.

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Topics Covered:

What is community psychology? (History, emergence, principles, values)
Approaches (Common theories, methods, areas of practice)
Understanding communities (diversity, power, oppression, empowerment)
Intervention and prevention strategies
Tools for action (behavioural approaches, community organizing, public policy, social and political change)

Rationale:

Community psychology is a growing area of psychology that draws on principles of psychology, mental health studies, and neuroscience to address the social issues that interest and motivate our students. At present, none of the three campuses offers a survey course focused on the foundations of Community Psychology at the undergraduate level. This course will offer an overview of the topic for students who are interested in pursuing entry-level social service and community-based jobs and/or for students who are seeking to pursue graduate studies in community psychology or graduate studies in an area of psychology / mental health studies that frequently engage with communities.

The course has the potential to complement the existing Psychology and Mental Health Studies programs offered through our department. Specifically, it is expected to be of benefit to specialist students, majors, and minors in Psychology as one of the breadth course offerings in Social and Developmental Psychology grouping. And it is expected to be of benefit to specialist students and majors in Mental Health Studies as one of the breadth course offerings in the Psycho-Social Grouping.

Rationale for prerequisties:
PSYB10H3. Introduction to Social Psychology. Because the Foundations in Community Psychology course will examine the social, cultural, and structural factors that influence communities and community members, it is important that students come into the course with a basic understanding of how individuals feelings, thoughts, and behaviour are influenced by the presence of others. The PSYB10 course provides this foundational background knowledge.
PSYB70. Methods in Psychological Science. Because the Foundations in Community Psychology course will examine the complexities of planning, conducting, and interpreting research in community contexts, it is important that students have a core foundational understanding of research methods prior to entering the course. The PSYB70 course provides this foundational background knowledge.
Data Analysis (PSYB07 or STAB22H3 or STAB23H3). Because the Foundations in Community Psychology course will examine how to use statistics and data trends to identify social issues and will also discuss how data informs the evaluation of prevention approaches and community interventions, it is important that students have a core foundational understanding of how to analyze and interpret data prior to entering the course. The listed options each provide the foundational background knowledge for these efforts.

Consultation:
DCC Approval: Oct 13, 2022
RO Approval: August 29, 2022
Consultation was sought from the social psychology area group in August and from the Psychology Department Curriculum Committee in September.

Resources:
There are resource implications to this proposal: 150 hours TA support.

Instructor: Regular faculty as part of normal teaching load.

No specific equipment, infrastructure, or lab fees are required

Overlap with Existing Courses:

This course is a novel course. It does not replace any existing courses.

There is currently a course titled PSYD10. Community and Applied Social Psychology offered at UTSC that has a similar title. However, the existing PSYD10. Community and Applied Social Psychology course is a small enrollment project-based seminar course, which challenges students to apply their knowledge of social psychological theory and research to a specific community problem (via the completion of a community-engaged inquiry project). In contrast, the proposed C-level course in Community Psychology would be a large-enrollment survey course that offers an introduction to the core topics, values, principles, theories, research, and concepts that define the area of Community Psychology. While the two courses would certainly complement one another if a student chose to take both courses, the content, focus, and goals of the two courses are distinct and will have very little overlap with one another.

Estimated Enrolment:

100. This is the standard enrollment size for all PSY C-level courses.

Instructor:

Kosha Bramesfeld

Proposal Status:

Under Review

PSYC54H3: Auditory Cognitive Neuroscience

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This course provides an overview of the cognitive and neural processes that underlie humans' auditory abilities. Core topics include psychoacoustics, the auditory cortex and its interconnectedness to other brain structures, auditory scene analysis, as well as special topics such as auditory disorders. Insights into these different topics will be provided from research using behavioural, neuroimaging, computational, and neuropsychological techniques.

Enrolment Limits:

Prerequisites:

[PSYB51H3 or PSYB55H3] and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3

Methods Assessment:

1. Reading Checks (30%): Students will complete weekly reading checks which will test students' content knowledge (Learning Objectives 1 & 2), ability to draw relevant information from primary research articles (Learning Objective 3), and understand of theoretical frameworks and methodologies used in current auditory cognitive neuroscience research (Learning Objective 4).
2. Research Proposal (35%): Students will be required to complete a research proposal that will be due at the end of the course. The research proposal will utilize a "scaffolded" approach, and will include the following components: (1) a proposal outline, (2) a revised outline, (3) an annotated bibliography, (4) a statistical consultation with PSYC08 students, and (5) a final research project. Students will be provided with feedback at every component, and are expected to make meaningful revisions to their work in response to this feedback (fulfilling Learning Objective 5).
3. Cumulative Final Exam (35%): The theoretical and content knowledge taught in this course (as described in Learning Objectives 1 and 2) will be tested with a cumulative final examination.

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Topics Covered:
- Physics of Sound
- The Ear
- The Auditory Cortex
- Interconnection of the Auditory Cortex with other Areas of the Brain (Memory, Executive Function, Movement, Other Sensory Modalities, etc.)
- Sound Localization
- Auditory Scene Analysis
- Development (including Aging), Learning, Plasticity
- Special Topics: Music, Clinical Applications (Tinnitus, Hearing Impairments, Auditory Prostheses)

Rationale:

This proposed course will fill a gap in the current curriculum, both with UTSC as well as other campuses. While some PSY courses (e.g., PSYB51 – Perception and Cognition) and NRO (e.g., NROC64 – Sensorimotor Systems) provide a degree of coverage of the auditory system, no existing course provides the degree of focus and specificity on auditory processing that this course will. This proposed course will also complement the sizeable research programme in auditory cognitive neuroscience that is present across all three campuses and affiliated institutions.

The proposed course may be used towards the completion of program requirements for the Psychology and Mental Health Studies programs (Specialist, Specialist Co-op, Major, and Minor). The course will be added as an option for the 'Advanced Foundations' requirement in the Cognitive-stream Neuroscience Specialist and Specialist Co-op programs, as well as an option for the 'Breadth in Neuroscience' requirement in the Systems/Behaviour and Cellular/Molecular streams.

The proposed course will not replace any existing course.

Rationale for prerequisites:
PSYB70H3 – This pre-requisite will ensure that students can (1) search for, identify and acquire primary research articles, (2) evaluate research designs in terms of validity and reliability, and (3) articulate new ideas, key variables to be measured/manipulated, and key features of appropriate research design. All of these skills will be needed for the reading checks and the research proposal to be completed in the proposed course.
[PSYB07H3 or STAB22H3 or STAB23H3] – This prerequisite will ensure that students understand fundamental statistical concepts – a skill that will be essential to understanding the required readings in the class, as well as proposing appropriate research hypotheses and statistical tests within the research proposal project.
[PSYB51H3 or PSYB55H3] – This prerequisite will ensure that students coming into the proposed course have knowledge of the core theories and methodologies utilized in cognitive neuroscience. Moreover, these courses will ensure that students have some familiarity with the human auditory system before delving into more advanced topics and applications of the field.

Consultation:
DCC Approval: October 13, 2022
RO Approval: August 29, 2022

Additional consultation with
-Suzanne Erb (Departmental Chair, Psychology, UTSC), Kyle Danielson (Associate Chair – Undergraduate, Psychology, UTSC) and Ainsley Lawson (Undergraduate

Program Administrator, Psychology, UTSC)
-Cognitive Neuroscience Core Area Group faculty

Resources:
Instructor: The proposed course will be taught by regular faculty, as part of normal teaching load.

TA support: 200 hours

No additional equipment or infrastructure required. No ancillary or laboratory fees required.

Overlap with Existing Courses:
There is the potential for some overlap between the proposed course and the Music Cognition (PSYC56) course offered by the Department of Psychology at UTSC; however, the two courses are fundamentally different.

The Music Cognition course teaches students about various musical behaviours and experiences, including the psychological processes underlying the perception, creation, and incorporation of music into everyday life. While this course's content includes some information about the neural underpinnings of the various musical behaviours discussed, the coverage is minimal. On the other hand, the proposed Auditory Cognitive Neuroscience course will explore the neural mechanisms underlying complex auditory processes in the human brain, which can include but is certainly not be limited to music processing.

There is also the potential for overlap between the proposed course and the Neuroscience of Language (PSYC59) course offered by the Department of Psychology at UTSC; however, the overlap is minimal. For instance, PSYC59 covers how individuals utilize spectral and temporal auditory information to create phoneme categories. There are also some language impairments and remediation techniques covered in PSYC59 (e.g., cochlear implants), so care would be taken to ensure that the clinical topics differ between the two courses.

There are some other courses in Linguistics that cover similar concepts as PSYC59 (i.e., mapping auditory information into the language system; see LINB09, LIND09, PLIC54, PLIC55, PLID50). At least one of the human physiology courses used to complete graduate Speech-Language Pathologist (SLP) requirements covers some aspects of audition. Moreover, an SLP faculty may occasionally teach a special topics course that could be audition-focused within the Linguistics department. However, none of these courses operate within a cognitive neuroscience framework, so the overlap should be minimal.

The Music, Health and Wellness (MUZC02) course offered by the Department of Arts, Culture and Music at UTSC may cover certain auditory disorders, but these would not be covered from a cognitive neuroscience perspective, so the overlap is negligible.

The Physics of Music (PHY207H1) offered by the Physics Department at the St. George Campus may also have some negligible overlap with the proposed course, which is expected to cover the physics of sound in one of its lectures.

Estimated Enrolment:
100

Instructor:
Olivia Lewandowska

Proposal Status:
Under Review

PSYD62H3: Neuroscience of Pleasure and Reward

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

This seminar course will focus on the brain bases of pleasure and reward and their role in human psychology. We will examine how different aspects of pleasure and reward are implemented in the human brain, and how they contribute to various psychological phenomena such as self-disclosure, attachment, altruism, humour, and specific forms of psychopathology.

Enrolment Limits:

Prerequisites:

PSYB55H3 and [PSYB07H3 or STAB22H3 or STAB23H3] and PSYB70H3 and [0.5 credits from the NRO C-level courses or PSY 50-series C-level courses]

Exclusions:

NROD60H3 if taken in Fall 2021 or Fall 2022

Methods Assessment:

Students will engage in or complete:
1) Two reflection reports (worth 25%), a two-stage research proposal (worth 37%) for a novel empirical study in the field, and weekly discussion questions (worth 8%) based on primary readings. These are all intended to enhance students' written communication skills.
2) A group presentation (worth 15%) in which students collaborate with peers to summarize two primary readings for the class and then facilitate thoughtful class discussion about key questions and themes from the readings. This aims to strengthen students' oral communication skills.
3) Weekly seminar discussions (worth 15% for participation) about primary readings in the affective neuroscience of pleasure and reward, with an aim to think critically about the strengths and limitations of the research and key future directions. This intends to cultivate students' ability to engage with primary scientific literature and their critical thinking skills.

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Topics Covered:
1) Components of pleasure/reward and their neural foundations.
2) How pleasure/reward contributes to specific social and affective phenomena: self-disclosure, social influence, humour, musical reward, altruism, maternal attachment.
3) How pleasure/reward becomes dysfunctional in specific forms of psychopathology: psychopathy, major depression, addiction.
4) The relationship between pleasure and pain.

Rationale:
This course aims to engage students in theories and emerging findings about the neural underpinnings of pleasure and reward, and their surprisingly far reach into human psychological terrain. The capacity to feel pleasure and reward is foundational to human psychology and underlies many processes in the social, cognitive, affective, and clinical domains. These include self-perception and disclosure, social influence, humor, music cognition, attachment, altruism, and mental disorders such as major depression. A guiding theme in the course will be to encourage students to identify how these distinct psychological functions both converge and diverge at the levels of the brain and mind (i.e., how they may be supported via shared versus separable neural and mental processes). Currently, there is no D-level course that specifically focuses on the neural bases of pleasure and reward and their contribution to human psychology.

The content of the proposed course was previously taught under the NROD60 (Current Topics in Neuroscience) course shell in Fall 2021 and Fall 2022, and was well-received by students. However, NROD60 functions as a general placeholder for a course shell in the departmental calendar, allowing different instructors to teach the course with a wide range of topics. As such, the calendar description for NROD60 does not convey to students when they make class selections what the course's specific focus will be. In addition, the norm in the department is that courses that are planned to be taught consistently over a long-term eventually acquire a unique course code and calendar description, rather than being taught indefinitely under the Current Topics umbrella. This proposal designates the course with a unique course identifier, name, and description.

The course will be open to Psychology and Mental Health Studies Specialists and Majors, Neuroscience Majors, and Cognitive-Stream Neuroscience Specialists. Students in these programs may elect to take the proposed course as part of their capstone requirement.

Rationale for prerequisites: PSYB07 (or equivalent) and PSYB70 are standard prerequisites for all upper-year courses in the Psychology department. These courses lay the foundation for students to understand psychological research methods and how to analyze and interpret data prior to entering the course. PSYB55 provides the content-specific background knowledge in cognitive neuroscience that is required for this course. An additional 0.5 credit from the suite of C-level 50-series or C-level NRO courses ensures that students have had at least one course experience in an advanced cognition/neuroscience, ensuring they are prepared for a D-level course in the discipline.

Consultation:
DCC Approval: October 13, 2022
RO Approval: Sept 19, 2021

Additional consultation: Chair of Psychology, Undergraduate Associate Chair of Psychology, and Core Area Groups (CAGs) in Social-Personality, Cognitive Neuroscience, and Behavioural Neuroscience.

Resources:
There are no resource implications to this proposal.
This course will be taught by regular faculty as part of normal teaching load. There is no anticipated need for TA support or specific equipment, infrastructure, or lab fees.

Overlap with Existing Courses:
There is no substantial overlap between this course and other courses in the department; other courses may incorporate pleasure/reward as part of their larger content, but none of this overlap rises to the level of making an explicit course exclusion.

1) PSYC57H3 (Cognitive Neuroscience of Decision Making). Decision-making emerges out of the brain's ability to imbue choices with value, and pleasure/reward contributes to how value is constructed. However, PSYC57 covers several topics outside of proposed course's focus on pleasure/reward, including self-control, intertemporal choice, and computational approaches to understanding decision-making. In addition, the proposed course aims to examine several topics relevant to pleasure/reward that PSYC57 does not, including its role self-disclosure, attachment, social influence, and its dysregulation in psychopathy and major depression. As a D-level seminar, the aims of the proposed course also differ with PSYC57 in that more emphasis will be placed on active class discussion (relative to lecture) to encourage students to think critically and in a targeted manner about primary scientific readings.

2) NROD61 (Emotional Learning Circuits). This course focuses on the brain bases of fear, another key phenomenon in affective neuroscience, and the learning/conditioning processes that underlie it. As psychological functions, pleasure and reward are also shaped by basic learning/conditioning mechanisms and so there may be some overlap between the two courses. However, in addition to examining different phenomena (pleasure/reward versus fear), NROD61 focuses primarily on non-human research models whereas the emphasis of the proposed course will be on human research in affective neuroscience. NROD61 will be complementary with the proposed course rather than redundant.

3) PSYD17 (Social Neuroscience): This course examines emerging neuroscience research on various social phenomena, including positive emotionality, negative emotionality, impulsivity and self-control, and morality. In the positive emotionality module, there is some exploration of pleasure and reward. However, the scope of PSYD17 is broader than the proposed course in that it explores a wide range of social domains beyond pleasure and reward. The proposed course, in contrast, aims to center students' attention in a targeted and focused manner on pleasure/reward specifically, and to help illuminate how pleasure/reward may contribute to specific social and affective processes or is rendered dysfunctional in psychopathology. The two courses also have substantial differences in assessments. For instance, students in PSYD17 write a multi-stage essay (including peer-feedback) in the form of an opinion editorial about social neuroscience research, whereas the proposed course will lead students to construct a multi-stage research proposal for a novel study in the domain of pleasure/reward. For these reasons, we expect the proposed course and PSYD17 to be complementary rather than redundant.

4) PSY395 (Hormones and Behaviour; UTM). This course examines the hormonal basis of various behavioural phenomena in both human and non-human animals, including (but not limited to) affective ones such as attachment, sexual motivation, and eating. As such, there may be minimal overlap with the content of the proposed course. Although there is some exploration of hormones in the proposed course, it focuses on human neural processes underlying pleasure/reward at other levels of brain analysis, including at the structural, functional, and neurotransmitter levels.

Estimated Enrolment:
24

Instructor:
Ravi Thiruchselvam

Proposal Status:
Under Review