

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

**SPONSOR:** Prof. William 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:** May 18, 2023 for May 29, 2023

**AGENDA ITEM:** 3

**ITEM IDENTIFICATION:**

Minor Modifications: Undergraduate Curriculum Changes – Out of Cycle Courses, 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] (May 29, 2023)**

**PREVIOUS ACTION TAKEN:**

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

**HIGHLIGHTS:**

### *Minor Modifications: Undergraduate Curriculum Changes*

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC 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 Arts, Culture, and Media (Report: Out of Cycle Approval Report)
  - 1 Program Change: SCMAJ1126: Major Program in Studio Art (Arts)
  - 1 new course
- The Department of Health and Society (Report: Out of Cycle Approval Report)
  - 1 new course
- The Department of Historical and Cultural Studies (Report: Out of Cycle Approval Report)
  - 5 new courses
- The Department of Human Geography (Report: Out of Cycle Approval Report)
  - 1 new course
- The Department of Global Development Studies (Report: Out of Cycle Approval Report)
  - 5 new courses
- The Department of Language Studies (Report: Out of Cycle Approval Report)
  - 1 new course
- The Department of Psychology (Report: Out of Cycle Approval Report)
  - 1 new course
- The Department of Sociology (Report: Out of Cycle Approval Report)
  - 1 new course

#### **FINANCIAL IMPLICATIONS:**

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

#### **RECOMMENDATION:**

Be It Resolved,

THAT the proposed out-of-cycle undergraduate curriculum changes for the 2023-24 academic year, as detailed in the respective curriculum reports, dated May 18, 2023, be approved effective May 29, 2023.

#### **DOCUMENTATION PROVIDED:**

1. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: OOC New Courses, dated May 18, 2023.

2023-24 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications for Approval  
May 18, 2023

## Arts, Culture & Media (UTSC), Department of

### 1 Program Modification Full Review

#### SCMAJ1126: MAJOR PROGRAM IN STUDIO ART (ARTS)

##### Completion Requirements:

##### Program Requirements

Students must complete ~~8.0~~ 7.5 credits as follows:

1. ~~1.0~~ 1.5 credit as follows  
VPSA62H3 Foundation Studies in Studio  
VPSA63H3 But Why Is It Art?  
VPHA46H3 Ways of Seeing: Introduction to Art Histories
  2. ~~VPHA46H3 Ways of Seeing: Introduction to Art Histories~~ VPSB01H3: The Artists
  3. ~~VPSB56H3 Digital Studio I~~ 2.5 additional credits in VPSB-level, of which 1.0 credits must be from the following:  
VPSB56H3 Digital Studio I  
VPSB58H3 Video I  
VPSB59H3 Sculpture I  
VPSB70H3 Drawing I  
\* Students may use up to 0.5 VPHB-level or 0.5 MDSB-level credit towards this requirement, provided they hold the prerequisites.
  4. ~~At least 0.5 credit from:~~ 2.5 additional credits in VPSC-level, of which 1.0 credits must be from the following:  
~~VPSB58H3 Video I~~  
~~VPSB59H3 Sculpture I~~  
~~VPSB70H3 Drawing I~~  
  
VPSC56H3 Studio and Exhibition Practice  
VPSC85H3 Essential Skills for Emerging Artists  
VPSC90H3 Theory and Practice: Art in a Globalizing World  
VPSC91H3 Theory and Practice: Art and the Body  
VPSC92H3 Theory and Practice: Art and Materials  
VPSC93H3 Theory and Practice: Art and the Everyday  
VPSC94H3 Theory and Practice: Art and Place  
VPSC95H3 Theory and Practice: Art and Social Justice
  5. ~~At least 0.5 credit from:~~ 0.5 credit at the VPSD-level  
~~VPSB56H3 Digital Studio I~~  
~~VPSB59H3 Sculpture I~~  
~~VPSB66H3 Theory and Practice: Two Dimensional Work~~  
~~VPSB68H3 Theory and Practice: Time Based Work~~  
~~VPSB69H3 Theory and Practice: Art in a Globalizing World~~  
~~VPSB70H3 Theory and Practice: New Media in Studio~~
- Majors are encouraged to take VPSD56H3. (Note that VPSD56H3 requires VPSC56H3 Studio and Exhibition Practice as a prerequisite).
6. ~~4.0 additional credits from courses in VPS, of which at least 1.0 credit must be at the C-level.~~
  7. ~~1.0 credit at the D-level in VPS courses.~~

##### Description of Proposed Changes:

Reduced the credit requirement from 8.0 to 7.5 Added VPSB01H3 as a core requirement Removed VPSB56H3 as a requirement, and added to the elective list  
Added more VPSC-level courses as program requirements Reduced VPSD-level requirement from 1.0 to 0.5

##### Rationale:

Reduced the credit requirement from 8.0 to 7.5 to better manage the enrollments.  
Added VPSB01H3 as a core requirement, as we propose it to be a large class (enrollment cap of 80), and can manage increasing VPS enrollments  
Removed VPSB56H3 as a requirement, and added to the elective list, to better manage the enrollments  
Added more VPSC-level courses as program requirements to help with completion of degree requirements  
D-level requirement reduced from 1.0 to 0.5 to manage enrolments and to conform to UTSC standard for Majors. Based on anecdotal consultation, the 1.0 D-level requirement created significant challenges for students since the Major is a limited program

<b>Impact:</b> No impact, as all efforts will be made to help students already in the program to progress as planned.
<b>Consultations:</b> Studio Art faculty have been meeting to discuss these changes since Winter 2022. C&T Committee approval: Oct 7, 2022
<b>Resource Implications:</b> N/A
<b>Proposal Status:</b> Under Review

## 1 New Course - No Committee

### MDSA12H3: Writing for Media Studies

<b>Description:</b> An introduction to diverse forms and genres of writing in Media Studies, such as blog entries, Twitter essays, other forms of social media, critical analyses of media texts, histories, and cultures, and more. Through engagement with published examples, students will identify various conventions and styles in Media Studies writing and develop and strengthen their own writing and editing skills.
<b>Exclusions:</b> ACMB01H3
<b>Enrolment Limits:</b> 30
<b>Recommended Preparation:</b>
<b>Notes:</b>
<b>Methods of Assessment:</b> Short writing assignments that enable students to acquire and apply knowledge of the forms and conventions of diverse media studies genres.
<b>Breadth Requirements:</b> Arts, Literature & Language University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> At the end of the course, students will have learned to: 1. Analyze, argue, and communicate clearly in a range of oral and written forms 2. Provide and engage with peer feedback 3. Grasp fundamentals of media analysis and apply them in critical ways in engaging with media texts, technologies, businesses, and infrastructures constructively and revise work accordingly 4. Articulate what they know and learn using new language
<b>Topics Covered:</b> Topics covered include: -How to acquire and practice critical and analytical media writing skills and learn to effectively structure messages for different audiences - The similarities and differences among all forms of media writing -How to recognize, critique, and produce writing that delivers accurate, clear, and concise interviewing and researching skills that will enable them to gather and assess information
<b>Rationale:</b> The proposed course fills a gap in the MDS program that emerged with the cancellation of ACMB01H3. This course will address this gap by enabling students in the Major stream--who are committed to an intensive study of the field-- to acquire much-needed skills in critical thinking and writing at the A-level, which will be refined with subsequent courses at the B and C levels. It is expected that Minors will acquire writing skills in their Major degree program.
<b>Consultation:</b> DCC approval date: Oct 7, 2022 RO Approval date: Sept 28, 2022
<b>Resources:</b> There are no resource implications to this proposal.
<b>Overlap with Existing Courses:</b> It is likely that aspects of this introduction to writing course might overlap with some courses in the English Department. However, enrolment in English courses is limited to students in that program and this course is specifically geared toward MDS majors.
<b>Proposal Status:</b> Under Review

5 New Courses:

**AFSC03H3: Contemporary Africa: State, Society, and Politics**

**Description:**

This course is intended as an advanced critical introduction to contemporary African politics. It seeks to examine the nature of power and politics, state and society, war and violence, epistemology and ethics, identity and subjectivities, history and the present from a comparative and historical perspective. It asks what the main drivers of African politics are, and how we account for political organization and change on the continent from a comparative and historical perspective.

Same as IDSC03H3.

**Prerequisites:**

[IDSA01H3 or AFSA01H3] or by instructor's permission

**Corequisites:**

**Exclusions:**

IDSC03H3

**Enrolment Limits:**

40

**Recommended Preparation:**

**Notes:**

**Methods of Assessment:**

The method of instruction will be a mix of instructor delivered lectures, complemented by student-led presentations. Each class will be divided into two sections: the first part will be based on student-led presentations, followed by formal lectures by the instructor.

The final grade will be weighted as follows:

- Participation (incl. Presentation): 20%
- Country Report: 20%
- Short Critical Review Paper (Book Report): 25%
- Final (Term) Paper: 35%

The course will be approached as an active learning process. A weekly assignment prompt will be collected after each class by which students will identify a take-away from the class, an issue or idea/concept that they understood, and another for which they need further clarification.

Students will be placed in groups to make at least one presentation based on the weekly assigned reading. Presentations are an opportunity for close engagement with the course material and help with the acquisition or enhancement of close-reading and presentation skills.

The short critical review essay (1500-2000 words) requires students to critically review a major text (a reading list will be provided), and is intended to test students' ability to grasp and critically review current scholarship. It is structured to help with the acquisition/enhancement of skills necessary for critically reviewing academic texts.

The country report (1500 words) requires students to provide a brief critical overview of one of the 54 states in Africa (excluding Western Sahara, a disputed territory largely occupied by Morocco) in terms of history, geography, demography, political economy, and culture. This assignment is intended to test students' knowledge of the political geography of at least one African country.

The final term paper (2500-3000 words) requires students to investigate and analyze an issue pertaining to African politics. This essay is an opportunity for students to enhance their research, writing, and analytical skills.

**Breadth Requirements:**

Social & Behavioural Sciences  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

On successful completion of this course, students will:

1. Have a critical and broad understanding of African politics and the historical and contemporary forces that have shape its reality.
2. Be conversant with the dominant debates in African Studies regarding the state, politics, society, political economy, and have the conceptual and theoretical language to critically analyze politics on the continent.
3. Understand the nature of political change in Africa and the historical factors that drive it.
4. Understand the relationship between global power and its implications for Africa from a broader historical and comparative perspective. Appreciate the historical connections between Africa and the world as well as its place in the world.
5. Be able to place contemporary African politics in larger historical frameworks and understand the forces that continue to shape the continent and its present-day reality.
6. Have a critical understanding of the power-knowledge regimes that shape discourses on and about African politics.
7. Understand issue pertaining to social transformation on the continent and transformations in the field of African Studies.
8. Have a critical understanding of the power-knowledge regimes that structure discourses on and about Africa.
9. Be able to place these developments with in larger structural and sociohistorical contexts.

10. Have the requisite skills for analyzing African Politics.
11. Enhanced capacity for research, writing, and political analysis.

**Topics Covered:**

A key organizing principle of the course is the assumption that understanding contemporary African politics requires a broader historical and structural scale analysis. Since African Studies is itself interdisciplinary, the approach to the course will be interdisciplinary and thematic. We will explore the historical, conceptual, theoretical, and political issues relating to African politics, from epistemology to history; from the colonial constitution of the state to its contemporary features; from gender and identity to political economy and conflict and security; and from social movements to development and world ecology and so forth.

Topics covered will include:

1. Thinking about Africa and Politics in Africa
2. African Studies and the Knowledge Question
3. The Making of the Present: Colonialism and its legacies
4. The State in Africa
5. Nature of Political Economy
6. Encountering Development
7. Interrogating Gender and the Invention of Women
8. A Politics of Ethnicity?
9. Neoliberalism and Democratization
10. Conflicts and Civil Wars: Failed States or State Reconfiguration?
11. Social Movements and Political Change
12. Africa, Land Grabbing, and World Ecology
13. China in Africa: Cooperation or Imperialism?
14. Africa in a Changing World

**Rationale:**

This course closes a gap in current curricular offerings in the field of African Studies by offering an advanced critical introduction to contemporary African politics from comparative and historical perspectives, focusing on the processes that have shaped the continent's present-day reality and engaging critically with ongoing developments in current scholarship. It builds on topics introduced in AFSA01H3: Africa in the World: An Introduction, and provides an additional C-level option for students to fulfill program requirements in African Studies and International Development Studies.

**Consultation:**

DCC Approved: March 13, 2023  
 RO Course Code Approval: March 7, 2023

**Resources:**

The course will be taught by a full-time faculty member.  
 This course has resource implications: 15 TA hours not covered by the department's existing budget. This request has been reviewed and approved by financial services.  
 The course will not require any additional equipment or infrastructure support. The course does not require any ancillary or laboratory fees.

**Overlap with Existing Courses:**

None.

**Estimated Enrolment:**

25

**Instructor:**

Professor Zubairu Wai

**Proposal Status:**

Under Review

**AFSD20H3: Thinking Conflict, Security, and Development**

**Description:**

This course offers an advanced critical introduction to the security-development nexus and the political economy of conflict, security, and development. It explores the major issues in contemporary conflicts, the securitization of development, the transformation of the security and development landscapes, and the broader implications they have for peace and development in the Global South.

Same as IDSD20H3.

**Prerequisites:**

[12.0 including (IDSA01H3 or AFSA01H3 or POLC09H3)] or by instructor's permission

**Corequisites:**

**Exclusions:**

IDSD20H3

**Enrolment Limits:**

25

**Recommended Preparation:**

**Notes:**

**Methods of Assessment:**

- Participation
- Oral/Seminar Presentation
- Short critical review/reflection essay
- Final term paper (longer research essay)

Active participation is important for the success of the course. A weekly assignment prompt will be collected after each class by which students will identify a take-away from the class, an issue or idea/concept that they understood, and another for which they need further clarification.

Each student will be required to make at least one seminar presentation based on the weekly assigned reading. Presentations are an opportunity for close engagement with the course material and help with the acquisition or enhancement of close-reading and presentation skills.

The short critical review essay (1500-2000 words) requires students to critically review a concept or idea covered in the course. It is structured to aid and test the grasp of key concepts covered in the course, as well as help with the acquisition/enhancement of critical writing skills.

The final term paper (2500-3000 words) requires students to investigate and analyze an issue pertaining to conflict, security, and development. This essay is an opportunity for students to further enhance their research, writing, and analytical skills.

**Breadth Requirements:**

Social & Behavioural Sciences  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

On successful completion of this course, students will:

1. Be familiar with the conflict, security, and development landscape and the key concepts and debates in the field of security and development.
2. Have the conceptual language and tools for analyzing the power relations, sociohistorical processes, and structural conditions that animate contemporary conflicts and their linkages to security and development.
3. Have a firm grasp of the security-development nexus and the merger of conflict, security, and development.
4. Understand issues pertaining to transformations in the field of conflict and security studies, and their implications for development.
5. Appreciate the nature of contemporary conflicts and how they are accounted for in scholarly and policy discourses.
6. Be able to account for the transformations of the global policy landscapes and their implications for development.
7. Have a critical understanding of the power-knowledge regimes that structure discourses on and about conflict, security, and development.
8. Be able to place these developments in larger structural and sociohistorical contexts.
9. Have the requisite skills for analyzing conflict and development.
10. Have enhanced their research, writing and analytical skills.

**Topics Covered:**

A key organizing principle of the course is the assumption that understanding the nature and conditions of conflict, security and development requires a broader historical and structural scale analysis. The approach will be interdisciplinary. The course is an opportunity for students to think critically about the linkages between conflict, security, development.

Topics covered will include:

1. Thinking Conflict, Security, and Development
2. Post-Cold War Transformations in conflicts, security and development
3. 'New Wars' as Contemporary Conflicts?
4. Explaining Contemporary Conflicts: New Barbarism, Demography, and Ethnic Hatred, 'Greed and Grievance,' Resource Wars, and 'Conflict Traps'
5. Transforming conflicts: Liberal Peace, the merger of security and development, and Militarized Intervention
6. Views from the South: Coloniality, Conflicts, and Insecurity
7. What of the Capitalist World System, Dependency, and the Imperialist Rent?
8. The Feminist Gaze: Conflicts and Gendered (in)Securities
9. Failed States? Rethinking the Security – Development Nexus
10. A Bleak Future? Development, Ecology, the Anthropocene, and Planetary (In)Security
11. A Way Out?: Multipolarity/Pluriversality, Security, and Development

**Rationale:**

This course is intended as an advanced critical introduction to the political economy of conflict, security, and development. It closes a gap in the curriculum, as there is no current course in Global Development Studies that deals with the intersection of security and development and related developments in how contemporary conflicts are understood, and will help prepare students for graduate studies in the field. This course also provides an additional D-level option for students to fulfill program requirements in both African Studies and International Development Studies.

**Consultation:**

DCC Approved: March 13, 2023  
RO Course Code Approval: March 7, 2023

**Resources:**

The course will be taught by a full-time faculty member.  
TA support is not required.  
The course will not require any additional equipment or infrastructure support.  
The course does not require any ancillary or laboratory fees.

**Overlap with Existing Courses:**

None.

**Estimated Enrolment:**

25

**Instructor:**

Professor Zubairu Wai

**Proposal Status:**

Under Review

## IDSC03H3: Contemporary Africa: State, Society, and Politics

**Description:**

This course is intended as an advanced critical introduction to contemporary African politics. It seeks to examine the nature of power and politics, state and society, war and violence, epistemology and ethics, identity and subjectivities, history and the present from a comparative and historical perspective. It asks what the main drivers of African politics are, and how we account for political organization and change on the continent from a comparative and historical perspective.

Same as AFSC03H3.

**Prerequisites:**

[IDSA01H3 or AFSA01H3] or by instructor's permission

**Corequisites:****Exclusions:**

AFSC03H3

**Enrolment Limits:**

40

**Recommended Preparation:****Notes:****Methods of Assessment:**

The method of instruction will be a mix of instructor delivered lectures, complemented by student-led presentations. Each class will be divided into two sections: the first part will be based on student-led presentations, followed by formal lectures by the instructor.

The final grade will be weighted as follows:

- Participation (incl. Presentation): 20%
- Country Report: 20%
- Short Critical Review Paper (Book Report): 25%
- Final (Term) Paper: 35%

The course will be approached as an active learning process. An exit ticket via the Socratic app will be required for each class by which students will identify a take-away from the class, an issue or idea/concept that they understood, and another for which they need further clarification.

Students will be placed in groups to make at least one presentation based on the weekly assigned reading. Presentations are an opportunity for close engagement with the course material and help with the acquisition or enhancement of close-reading and presentation skills.

The short critical review essay (1500-2000 words) requires students to critically review a major text (a reading list will be provided), and is intended to test students' ability to grasp and critically review current scholarship. It is structured to help with the acquisition/enhancement of skills necessary for critically reviewing academic texts.

The country report (1500 words) requires students to provide a brief critical overview of one of the 54 states in Africa (excluding Western Sahara, a disputed territory largely occupied by Morocco) in terms of history, geography, demography, political economy, and culture. This assignment is intended to test students' knowledge of the political geography of at least one African country.

The final term paper (2500-3000 words) requires students to investigate and analyze an issue pertaining to African politics. This essay is an opportunity for students to enhance their research, writing, and analytical skills.

**Breadth Requirements:**

Social & Behavioural Sciences  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

On successful completion of this course, students will:

1. Have a critical and broad understanding of African politics and the historical and contemporary forces that have shape its reality.
2. Be conversant with the dominant debates in African Studies regarding the state, politics, society, political economy, and have the conceptual and theoretical language to critically analyze politics on the continent.
3. Understand the nature of political change in Africa and the historical factors that drive it.
4. Understand the relationship between global power and its implications for Africa from a broader historical and comparative perspective. Appreciate the historical connections between Africa and the world as well as its place in the world.
5. Be able to place contemporary African politics in larger historical frameworks and understand the forces that continue to shape the continent and its present-day reality.
6. Have a critical understanding of the power-knowledge regimes that shape discourses on and about African politics.
7. Understand issue pertaining to social transformation on the continent and transformations in the field of African Studies.
8. Have a critical understanding of the power-knowledge regimes that structure discourses on and about Africa.
9. Be able to place these developments with in larger structural and sociohistorical contexts.
10. Have the requisite skills for analyzing African Politics.
11. Enhanced capacity for research, writing, and political analysis.

**Topics Covered:**

A key organizing principle of the course is the assumption that understanding contemporary African politics requires a broader historical and structural scale



analysis. Since African Studies is itself interdisciplinary, the approach to the course will be interdisciplinary and thematic. We will explore the historical, conceptual, theoretical, and political issues relating to African politics, from epistemology to history; from the colonial constitution of the state to its contemporary features; from gender and identity to political economy and conflict and security; and from social movements to development and world ecology and so forth.

Topics covered will include:

1. Thinking about Africa and Politics in Africa
2. African Studies and the Knowledge Question
3. The Making of the Present: Colonialism and its legacies
4. The State in Africa
5. Nature of Political Economy
6. Encountering Development
7. Interrogating Gender and the Invention of Women.
8. A Politics of Ethnicity?
9. Neoliberalism and Democratization
10. Conflicts and Civil Wars: Failed States or State Reconfiguration?
11. Social Movements and Political Change
12. Africa, Land Grabbing, and World Ecology
13. China in Africa: Cooperation or Imperialism?
14. Africa in a Changing World

**Rationale:**

This course closes a gap in current curricular offerings in the field of African Studies by offering an advanced critical introduction to contemporary African politics from comparative and historical perspectives, focusing on the processes that have shaped the continent's present-day reality and engaging critically with ongoing developments in current scholarship. It builds on topics introduced in AFSA01H3: Africa in the World: An Introduction, and provides an additional C-level option for students to fulfill program requirements in African Studies and International Development Studies.

**Consultation:**

DCC Approved: March 13, 2023  
RO Course Code Approval: March 7, 2023

**Resources:**

The course will be taught by a full-time faculty member.  
This course has resource implications: 25 TA hours not covered by the department's existing budget. This request has been reviewed and approved by financial services.  
The course will not require any additional equipment or infrastructure support.  
The course does not require any ancillary or laboratory fees.

**Overlap with Existing Courses:**

None.

**Estimated Enrolment:**

25

**Instructor:**

Professor Zubairu Wai

**Proposal Status:**

Under Review

### **IDSC13H3: State Formation and the Politics of Development in the Global South: Explaining Divergent Outcomes**

**Description:**

The state has proven to be one of the key factors paving the way for some countries in the Global South to escape conditions of underdevelopment and launch successful development programs over time. But, why have effective states emerged in some countries in the Global South and not in others? This course seeks to answer this question by investigating processes of "state formation" using a comparative historical approach.

The course will begin by introducing students to theories of state formation. These theories will raise important questions about state formation processes that include: What is a modern, "rational-legal" state in theory? What do states look like in practice? What is state capacity and what are its components? What is the infrastructural power of the state and how does it differ from the despotic power of a state? How do state efforts to extend infrastructural power ignite political battles for social control at both elite and popular sector levels of society? Finally, how do processes of state formation unfold over time? The course, then, dives into comparative examinations of state formation using examples from across the Global South – from Central and South America to Africa, the Middle East, South Asia, and East Asia.

**Prerequisites:**

IDSA01H3 or POLB90H3

**Corequisites:**

**Exclusions:**

IDSC10H3 if taken in Winter 2023; POLC90H3 if taken in Winter 2018, Winter 2019, Winter 2020, Winter 2021.

**Enrolment Limits:**

40

**Recommended Preparation:**

POLB91H3

**Notes:**

**Methods of Assessment:**

Assignments will include weekly group work, one short paper, one longer paper, and a final exam.

These various assignments will directly connect with the learning objectives of the course relating to more advanced reading skills, sharper analytical writing skills, improved skills in collaborative group work and, academically, a deeper appreciation of the complexities, challenges, and importance of political life.

**Breadth Requirements:**

Social & Behavioural Sciences  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

Upon completion of this course, students will have developed:

1. More advanced reading skills: the careful and usually repeated reading of a text until one can clearly identify (i) its main thesis and (ii) its supporting arguments
2. Sharper analytical and writing skills
3. Improved skills in collaborative group work and group presentations
4. A deeper appreciation for the complexities, challenges, and importance of political life, including (i) a deeper understanding of what a state is and where they come from, (ii) why states are important for political life in terms of the benefits they can bring, and (iii) why it has been so difficult to establish effective and democratic states around the world.

**Topics Covered:**

1. Theories of state formation: This includes concepts concerning what are rational-legal states, what is state capacity, what is infrastructural power, what is despotic power, what does the concept of path dependence mean in the context of state formation.
2. Comparative case studies of state formation using examples from across the Global South – from Central and South America to Africa and the Middle East, to South Asia and East Asia.

**Rationale:**

This course has been offered as a special topics course in Political Science (POLC90H3; Winter 2018, 2019, 2020, 2021) and International Development Studies (IDSC10H3; Winter 2023), and is now being proposed as a regular course offering as it fills an important curricular gap in the intersection of Political Science and Global Development Studies. This course engages students in advanced study of the concept of "the state," which holds a central place in the discipline of Political Science and plays an key role in Global Development Studies: understanding political science debates about "the state," "state capacity," and the reasons for its variability are of critical importance in understanding the challenges of development in Global South countries.

This course will be of relevance for all degree programs in GDS, and is intended to be included in the "Politics and Policy" section of the GDS curriculum (Section 5. Specialized Courses: Approaches to International Development). It would also be a relevant elective course for the African Studies program, given the significant degree to which African case studies will feature in the course. Finally, this course will also be of relevance for Specialist and Major programs in Political Science, where it would be complementary to POLC96H3: State Formation and Authoritarianism in the Middle East.

**Consultation:**

I have consulted with my departmental chair before going ahead with this proposal.

DCC Approved: March 13, 2023  
RO Course Code Approval: March 7, 2023

**Resources:**

This course will be taught by a regular faculty member in GDS.

This course has resource implications: 40 TA hours not covered by the department's existing budget. This request has been reviewed and approved by financial services.

The course will not require any special infrastructural support.

The course will not require any ancillary laboratory fees.

**Overlap with Existing Courses:**

None.

**Estimated Enrolment:**

40

**Instructor:**

Professor Paul Kingston

**Proposal Status:**

Under Review

**IDSD20H3: Thinking Conflict, Security, and Development****Description:**

This course offers an advanced critical introduction to the security-development nexus and the political economy of conflict, security, and development. It explores the major issues in contemporary conflicts, the securitization of development, the transformation of the security and development landscapes, and the broader implications they have for peace and development in the Global South.

Same as AFSD20H3.

**Prerequisites:**

[12.0 including (IDSA01H3 or AFSA01H3 or POLC09H3)] or by instructor's permission

**Corequisites:****Exclusions:**

AFSD20H3

**Enrolment Limits:**

**Recommended Preparation:****Notes:****Methods of Assessment:**

- Participation
- Oral/Seminar Presentation
- Short critical review/reflection essay
- Final term paper (longer research essay)

Active participation is important for the success of the course. An exit ticket via the Socratic app will be required for each class by which students will identify a take-away from the class, an issue or idea/concept that they understood, and another for which they need further clarification.

Each student will be required to make at least one seminar presentation based on the weekly assigned reading. Presentations are an opportunity for close engagement with the course material and help with the acquisition or enhancement of close-reading and presentation skills.

The short critical review essay (1500-2000 words) requires students to critically review a concept or idea covered in the course. It is structured to aid and test the grasp of key concepts covered in the course, as well as help with the acquisition/enhancement of critical writing skills.

The final term paper (2500-3000 words) requires students to investigate and analyze an issue pertaining to conflict, security, and development. This essay is an opportunity for students to further enhance their research, writing, and analytical skills.

**Breadth Requirements:**

Social & Behavioural Sciences  
University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

On successful completion of this course, students will:

1. Be familiar with the conflict, security, and development landscape and the key concepts and debates in the field of security and development.
2. Have the conceptual language and tools for analyzing the power relations, sociohistorical processes, and structural conditions that animate contemporary conflicts and their linkages to security and development.
3. Have a firm grasp of the security-development nexus and the merger of conflict, security, and development.
4. Understand issues pertaining to transformations in the field of conflict and security studies, and their implications for development.
5. Appreciate the nature of contemporary conflicts and how they are accounted for in scholarly and policy discourses.
6. Be able to account for the transformations of the global policy landscapes and their implications for development.
7. Have a critical understanding of the power-knowledge regimes that structure discourses on and about conflict, security, and development.
8. Be able to place these developments in larger structural and sociohistorical contexts.
9. Have the requisite skills for analyzing conflict and development.
10. Have enhanced their research, writing and analytical skills.

**Topics Covered:**

A key organizing principle of the course is the assumption that understanding the nature and conditions of conflict, security and development requires a broader historical and structural scale analysis. The approach will be interdisciplinary. The course is an opportunity for students to think critically about the linkages between conflict, security, development.

Topics covered will include:

1. Thinking Conflict, Security, and Development
2. Post-Cold War Transformations in conflicts, security and development
3. 'New Wars' as Contemporary Conflicts?
4. Explaining Contemporary Conflicts: New Barbarism, Demography, and Ethnic Hatred, 'Greed and Grievance,' Resource Wars, and 'Conflict Traps'
5. Transforming conflicts: Liberal Peace, the merger of security and development, and Militarized Intervention
6. Views from the South: Coloniality, Conflicts, and Insecurity.
7. What of the Capitalist World System, Dependency, and the Imperialist Rent?
8. The Feminist Gaze: Conflicts and Gendered (in)Securities
9. Failed States? Rethinking the Security – Development Nexus
10. A Bleak Future? Development, Ecology, the Anthropocene, and Planetary (In)Security
11. A Way Out?: Multipolarity/Pluriversality, Security, and Development

**Rationale:**

This course is intended as an advanced critical introduction to the political economy of conflict, security, and development. It closes a gap in the curriculum, as there is no current course in Global Development Studies that deals with the intersection of security and development and related developments in how contemporary conflicts are understood, and will help prepare students for graduate studies in the field. This course also provides an additional D-level option for students to fulfill program requirements in both International Development Studies and African Studies.

**Consultation:**

DCC Approved: March 13, 2023  
RO Course Code Approval: March 7, 2023

**Resources:**

The course will be taught by a full-time faculty member.  
TA support is not required.  
The course will not require any additional equipment or infrastructure support.  
The course does not require any ancillary or laboratory fees.

<b>Overlap with Existing Courses:</b> None.
<b>Estimated Enrolment:</b> 25
<b>Instructor:</b> Professor Zubairu Wai
<b>Proposal Status:</b> Under Review

## Health and Society (UTSC), Department of

### 1 New Course - No Committee

#### HLTC81H3: Health Professions and Practice

<p><b>Description:</b></p> <p>This course introduces students to health professions and practice with a focus on understanding the roles and responsibilities of health professionals, their scope of practices, and the key issues and challenges they face. The course will explore the evolution of healthcare delivery systems, the regulatory environment, and the ethical and professional considerations that impact the delivery of health care services through the lens of various health professions. Topics will also include the history and development of health professions and the interprofessional nature of health care delivery. The course will also examine, from the lens of various health professions, key issues and challenges facing health professionals such as health care disparities, health care reform, the use of technology, and other contemporary issues in healthcare.</p> <p>Throughout the course students will engage in critical thinking, analysis, and discussion of current issues in health professions and practice. The course will also provide opportunities for students to explore potential career paths within the healthcare field and to develop skills necessary for success in health professions such as communication, teamwork and cultural competence.</p>
<p><b>Prerequisites:</b></p> <p>HLTB40H3</p>
<p><b>Corequisites:</b></p>
<p><b>Exclusions:</b></p>
<p><b>Enrolment Limits:</b></p> <p>60</p>
<p><b>Methods of Assessment:</b></p> <p>This course will include the following methods of assessments:</p> <ol style="list-style-type: none"> <li>1. In Class Participation / Engagement with content: Weekly discussions are an integral means of synthesizing the material that will be covered.</li> <li>2. Weekly Analysis: Students will be expected to completed weekly analyses. These “analyses” are opportunities to critically examine and propose an argument related to and connecting health policy and health professions and practice.</li> <li>3. Final Paper: The term paper will be structured as an analytical essay.</li> <li>4.Oral Presentation: Students will be expected to provide an oral presentation summarizing their final paper for their peers.</li> </ol>
<p><b>Breadth Requirements:</b></p> <p>Social &amp; Behavioural Sciences University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.50</p>
<p><b>Learning Outcomes:</b></p> <p>At the end of this course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the role and responsibilities of various health professions including their scopes of practice, and key issues and challenges they face and links to interprofessional practice.</li> <li>2. Discuss the history and development of various health professions, their educational requirements, licensure and certification, and the interprofessional nature of healthcare delivery.</li> <li>3. Discuss how various health professions interact with contemporary Canadian healthcare policies, including issues of healthcare disparities, healthcare reform, interprofessional collaboration.</li> <li>4. Examine various health professions as career paths within the healthcare field.</li> </ol>
<p><b>Topics Covered:</b></p> <p>Topics will include:</p> <ol style="list-style-type: none"> <li>1. Introduction to health professions and practice.</li> <li>2. Contemporary healthcare policies</li> <li>3. Interprofessional practice and integrated care.</li> <li>4. Nurse Practitioners/Nursing: nature of contemporary and interprofessional practice and contributions to collaborative health care;</li> <li>5. Medicine: nature of contemporary and interprofessional practice and contributions to collaborative health care;</li> <li>6. Physician Assistants: nature of contemporary and interprofessional practice and contributions to collaborative health care;</li> <li>7. Physical Therapists: nature of contemporary and interprofessional practice and contributions to collaborative health care;</li> <li>8. Occupational Therapy: nature of contemporary and interprofessional practice and contributions to collaborative health care;</li> <li>9. Paramedicine: nature of contemporary and interprofessional practice and contributions to collaborative health care;</li> <li>10. Special Considerations: Equity, Diversity and Inclusion in the Health Professions</li> </ol>

11. Special Considerations: Patient and community perspectives and engagement with health professions and practice.  
 12. Special Considerations: Future of health professions.

This course is expected to be delivered by one faculty member with broad expertise in health professions. However, pending approval, guest faculty from within the university who hold credentials in the health professions above, will be invited to provide guest / expert lectures. Occasionally, experts from outside of the university may be invited to lecture as well (e.g., patient and family representatives).

Note: Special consideration sections of the course are intended to be flexible. This ensures the course remains relevant to the changing landscape of the health professions in practice (e.g., students may request or see value in the inclusion of social workers, pharmacy, midwifery). Other health professions can be considered by students in their assignments.

**Rationale:**

The proposed course offers students a foundational overview of various health professions and how they interact in the provision of care. The course addresses a need in the current curriculum to provide students with a grounding in health professions education as an essential and evolving field and will support students in both health policy and population streams in the Department of Health and Society. The addition of this course to the Health and Society department will bring a new lens to their work integrated or community engaged learning partners. Additionally, this course is also intended to support the launch of the Scarborough Academy of Medicine and Integrated Health (SAMIH) and it may contribute to or further support the health professions certificate being proposed by UTSC.

**Consultation:**

DCC: April 4, 2023  
 RO Course Code Approval Date: April 13, 2023

Additional consultation:

Chair and Program Coordinator of the Department of Health and Society Program  
 Wilson Centre Scientist  
 Faculty from: Temerty Faculty of Medicine, Wilson Center for Health Professions Education Research, SickKids, Women's College Hospital, and similar.

**Resources:**

This proposal has a resource request of 90 hours TA support, which has been reviewed and approved by financial services.

**Overlap with Existing Courses:**

N/A

**Programs of Study for Which This Course Might be Suitable:**

All HLT programs

**Estimated Enrolment:**

<60

**Instructor:**

Walter Tavares, Assistant Professor DHS (tenure stream)

**Proposal Status:**

Under Review

**Historical & Cultural Studies (UTSC), Department of**

**5 New Courses:**

**CLAD69H3: Sufis and Desert Fathers: Mysticism in Late Antiquity and Early Islam**

**Description:**

This course is an introduction to mystical/ascetic beliefs and practices in late antiquity and early Islam. Often taken as an offshoot of or alternative to “orthodox” representations of Christianity and Islam, mysticism provides a unique look into the ways in which these religions were experienced by its adherents on a more popular, often non-scholarly, “unorthodox” basis throughout centuries. In this class we will examine mysticism in late antiquity and early Islam through the literature, arts, music, and dance that it inspired.

The first half of the term will be devoted to the historical study of mysticism, its origins, its most well-known early practitioners, and the phases of its institutionalization in early Christianity and early Islam; the second part will look into the beliefs and practices of mystics, the literature they produced, the popular expressions of religion they generated, and their effects in the modern world. This study of mysticism will also provide a window for contemporary students of religion to examine the devotional practices of unprivileged members of the late antiquity religious communities, women and slaves in particular.

Same as HISD69H3.

**Prerequisites:**

Any 8.0 credits, including: [0.5 credit at the A- or B-level in CLA or HIS courses] and [0.5 credit at the C-level in CLA or HIS courses]

**Corequisites:**

**Exclusions:**

HISD69H3

**Enrolment Limits:**

15

**Recommended Preparation:**

CLAB06H3/HISB11H3, CLAB09H3/HISB09H3

**Notes:**

<p><b>Methods of Assessment:</b></p> <ul style="list-style-type: none"> <li>- 30% Meaningful Participation</li> <li>- 35% Two short papers (750 to 1000 words) about reflections on two primary texts about mysticism (due on Friday of the 4th and 9th weeks)</li> <li>- 35% Song/Movie Analysis: A scholarly deconstruction of a modern song or movie inspired by mysticism. A list of songs and movies will be provided together with instructions on the assignment.</li> </ul>
<p><b>Breadth Requirements:</b></p> <p>Arts, Literature &amp; Language</p> <p>University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Learning about the unique religious, political and cultural transformations that happened from the classical antiquity to the rise of Islam</li> <li>- Examining 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</li> <li>- Learning about early Christianity and early Islam through their mystical practitioners</li> <li>- Understanding and analyzing the relationship between the scholarly representations of a religion and its more popular manifestations</li> <li>- Acquiring the skill of reading primary religious sources in their appropriate historical contexts</li> </ul>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Late antique religious transformations</li> <li>- Roman mystery religions and their impact on Christianity</li> <li>- Asceticism and mysticism in early Christian Syria and Egypt</li> <li>- Sufism and its origins</li> <li>- Relationship between Christian, Islamic, and Indian mystical traditions</li> </ul>
<p><b>Rationale:</b></p> <p>There is strong student interest in courses in late antiquity and early Islam that have been introduced in recent years (CLAB09H3: Between Two Empires: The World of Late Antiquity &amp; CLAC67H3: Early Islam: Perspectives on the Construction of a Historical Tradition), and the proposed course offers a higher-level learning opportunity for students interested in pursuing these topics. It will also support an ongoing UTSC-wide plan to increase course offerings on religion towards a Certificate or other new program offering. An added course on late antiquity with a focus on religion and more specifically mysticism and Sufism, works for both of those purposes and also has the potential to draw students who belong to religious communities with a rich mystical background. The proposed course would be of primary interest to students in Classical Studies or History programs, but informal consultation suggests additional interest from students in other programs and departments as well.</p>
<p><b>Consultation:</b></p> <p>Consultation with Program Coordinator of Women's and Gender Studies. Consultation within academic unit as well as with several colleagues in Black feminist studies external to institution.</p> <p>Approved by HCS DCC on April 21, 2023. Course code approved by RO on April 21, 2023.</p>
<p><b>Resources:</b></p> <p>No resources required. This course will be taught by an existing full-time faculty member in the Department of Historical and Cultural Studies.</p>
<p><b>Overlap with Existing Courses:</b></p> <p>The following courses in the UTM and St. George campus would have some overlaps with the proposed course:</p> <ul style="list-style-type: none"> <li>- RLG302H5 Sufism</li> <li>- RLG304H5 Islamic Spiritual Traditions</li> <li>- NMC271H1 The Sufi Tradition in Islam</li> </ul> <p>However, the proposed course would have a substantial section on Christian mysticism that these courses do not cover. Its section on Sufism is also mostly on the early Islamic history rather than the entire Sufi tradition</p>
<p><b>Proposal Status:</b></p> <p>Under Review</p>

### HISB05H3: History of Information for a Digital Age

<p><b>Description:</b></p> <p>This course provides a general introduction to digital methods in History through the study of the rise of information as a concept and a technology. Topics include the history of information theory, the rise of digital media, and, especially, the implications of digital media, text processing, and artificial intelligence for historical knowledge. Using simple tools, students learn to encode texts as data structures and transform those structures programmatically.</p>
<p><b>Corequisites:</b></p>
<p><b>Exclusions:</b></p> <p>DHU235H1</p>
<p><b>Recommended Preparation:</b></p> <p>0.5 credit at the A or B-level in CLA, FST, GAS, HIS or WST courses</p>
<p><b>Notes:</b></p>
<p><b>Methods of Assessment:</b></p> <ul style="list-style-type: none"> <li>- Problem Sets (Mixed short answer and technical)</li> <li>- Written Work (short essays)</li> <li>- Scaffolded Project Work</li> <li>- Exams</li> </ul>

<p><b>Breadth Requirements:</b> History, Philosophy &amp; Cultural Studies University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>- Understanding of the historical context of contemporary information systems</li> <li>- Familiarity with historical debates over the use of quantitative methods</li> <li>- Practical experience creating non-linear, multi-media historical narratives</li> <li>- Acquisition of a critical, ethically-sophisticated framework for using Large Language Models (“Artificial Intelligence”) in historical and humanities research and writing.</li> <li>- Competence in introductory computational skills and concepts such as iteration, branching logic, etc.</li> </ul> <p>Technical instruction will be supplemented with asynchronous content available ahead of in-person lecture meetings, which will be used for hands-on skill development. This will allow students the opportunity to absorb background concepts well in advance of the difficult practical work.</p>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Post-WWII Intellectual History</li> <li>- Conceptions of the Public Sphere and Public History</li> <li>- Structure of the Internet and World Wide Web</li> <li>- Data Structures in Historical Inquiry</li> <li>- History of Artificial Intelligence</li> <li>- Use of Artificial Intelligence Agents in Historical Inquiry</li> </ul>
<p><b>Rationale:</b> This course is a foundational offering for a new area in digital history within HCS, and gives students an additional B-level course to fulfill program requirements. Students learn basic programming and quantitative skills, situating them within a strong understanding of the established and emerging technological infrastructure of knowledge and information flow. This course thus provides essential skills and historical context for grappling with the pressing problems of the information age, and equips students for digital projects in advanced courses in history and the humanities such as HISC07H3: Data, Text, and the Future of the Past (proposed).</p> <p>While the primary audience is HCS students, it will also appeal to students in a variety of other humanities and social science disciplines. The historical material also provides a useful foundation for students in Computer Science, as well as Machine Learning and Data Science.</p>
<p><b>Consultation:</b> Course code approved by RO: April 21, 2023 HSC DCC approved: April 26, 2023</p>
<p><b>Resources:</b> None: TA resources (if required) will be covered by the unit's existing budget. The course will be taught by a regular faculty member.</p>
<p><b>Overlap with Existing Courses:</b> Similar material has been taught in courses on the St. George campus and has been added as an exclusion.</p>
<p><b>Proposal Status:</b> Under Review</p>

### HISC07H3: Data, Text, and the Future of the Past

<p><b>Description:</b> This course prepares students to work in the field of digital history. We focus on the development of concrete skills in spatial and visual analysis; web technologies including HTML, CSS, JavaScript, and Web Components; and multi-media authoring. Each year, we choose a different thematic focus and use techniques of digital history to explore it. Students completing this class will acquire skills that qualify them to participate in ongoing Digital History and Digital Humanities projects run by department faculty, as well as to initiate their own research projects.</p>
<p><b>Prerequisites:</b> HISB05H3</p>
<p><b>Corequisites:</b></p>
<p><b>Exclusions:</b> HIS355H1, HISC06H3</p>
<p><b>Recommended Preparation:</b> 0.5 credit at the A or B-level in CLA, FST, GAS, HIS or WST courses</p>
<p><b>Notes:</b></p>
<p><b>Methods of Assessment:</b></p> <ul style="list-style-type: none"> <li>- Problem Sets (Mixed short answer and technical)</li> <li>- Written Work (short essays)</li> <li>- Scaffolded Project Work</li> <li>- Participation</li> </ul>
<p><b>Breadth Requirements:</b> History, Philosophy &amp; Cultural Studies University of Toronto Scarborough</p>

<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>- Competency in basic HTML and CSS; understanding of the network infrastructure and protocols that makes contemporary communication possible.</li> <li>- Basic programming skills and familiarity with version control as an organizational technique.</li> <li>- Critical understanding of the possibilities and limitations of quantitative data analysis in history and the humanities. Understanding of ethical, political, and epistemological questions surrounding data creation, collection, manipulation, and presentation.</li> <li>- Exposure to machine learning and large language models, and a robust engagement with the epistemological challenges they pose for historical and humanistic inquiry.</li> <li>- Understanding of, and experience implementing, research design and project management techniques in small, medium, and large-scale historical research projects.</li> <li>- Cultivation of “digital citizenship”: rigorous epistemological engagement with questions of knowledge and action in a public sphere almost entirely mediated by digital media and social network platforms.</li> </ul> <p>Technical instruction will be supplemented with asynchronous content available ahead of in-person lecture meetings, which will be used for hands-on skill development. This will allow students the opportunity to absorb background concepts well in advance of the difficult practical work.</p>
<b>Topics Covered:</b> <ul style="list-style-type: none"> <li>- Project Management</li> <li>- Computational Thinking</li> <li>- Media Infrastructures</li> <li>- Multi-media authorship</li> <li>- Data analysis and visualization</li> <li>- Spatial humanities</li> <li>- Quantitative epistemologies in history and the humanities</li> </ul>
<b>Rationale:</b> <p>This course is a foundational offering for a new concentration in digital history within HCS. It provides advanced skills for work on digital projects in history and the humanities. Students build on programming and critical thinking skills developed in HISB05H3: History of Information for a Digital Age (proposed), and gain sufficient expertise to work as research assistants in large-scale Digital History projects, as well as to design and execute small-scale projects in their fourth year. Students completing the course will have basic web development skills, project management experience, and a basic grasp of methodological issues in the quantitative study of social and cultural subject areas.</p> <p>While the primary audience remains HCS students, like HISB05H3 this course will also appeal to students in a variety of other humanities and social science disciplines. The epistemological and methodological material likewise provides a rich enhancement for Computer Science and Machine Learning students interested in the analysis of social and cultural phenomena.</p>
<b>Consultation:</b> Course code approved by RO: April 21, 2023 HSC DCC approved: April 28, 2023
<b>Resources:</b> None: TA resources (if required) will be covered by the unit's existing budget. The course will be taught by a regular faculty member.
<b>Overlap with Existing Courses:</b> Similar material has been taught in courses on the St. George campus and has been added as an exclusion.
<b>Proposal Status:</b> Under Review

### **HISD33H3: Black Reconstruction: W.E.B. DuBois, African American History, and the Politics of the Past**

<b>Description:</b> <p>This course focuses on three interrelated themes. First, it explores the social and political history of Reconstruction (1865 to 1877) when questions of power, citizenship, and democracy were fiercely contested. Second, it considers W.E.B. Du Bois’s magnum opus, <i>Black Reconstruction</i>, a book that not only rebutted dominant characterizations of this period but anticipated future generations of scholarship by placing African American agency at the centre of both Civil War and Reconstruction history, developed the idea of racial capitalism as an explanatory concept, and made a powerful argument about race and democracy in the USA. Third, the course looks at the politics of historical writing and knowledge in the past and today.</p>
<b>Prerequisites:</b> Any 8.0 credits, including: HISB03H3 and [0.5 credit at the A- or B-level in HIS courses] and [0.5 credit at the C-level in HIS courses]
<b>Corequisites:</b>
<b>Exclusions:</b>
<b>Enrolment Limits:</b> 14
<b>Recommended Preparation:</b> HISB30H3, HISB31H3
<b>Notes:</b>
<b>Methods of Assessment:</b> <ul style="list-style-type: none"> <li>- 20% Class Participation: Maximize engagement with assigned reading and the ideas of other students; provide a chance to hone oral skills</li> <li>- 20% Weekly Response Pieces: Ensure a grasp of the main concepts and steady movement through scaffolded materials</li> <li>- 30% Book Review: Allow a more in-depth exploration into key topics and a chance to develop writing skills</li> <li>- 30% Final Historiographic Essay: Provide an opportunity, through outlines and drafts, to refine historical thinking and argumentations as well as polish</li> </ul>



writing skills
<b>Breadth Requirements:</b> History, Philosophy & Cultural Studies University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>- An understanding, in broad contours, of the historical evolution of Reconstruction in the United States, 1865-1877</li> <li>- An understanding of the historiography of Reconstruction and the place of W.E.B. Du Bois within it</li> <li>- An understanding of the major debates in the historiography of emancipation and Reconstruction</li> <li>- An understanding the accomplishments and limitations of Reconstruction and their relevance for contemporary American society</li> <li>- An awareness of the politics of historical writing and knowledge</li> <li>- Improved written communication</li> <li>- Enhanced oral presentation skills</li> </ul>
<b>Topics Covered:</b> <ul style="list-style-type: none"> <li>- Emancipation</li> <li>- Black Labour and Slavery</li> <li>- Slavery and Racial Capitalism</li> <li>- White Southerners and Race</li> <li>- Race and American Politics</li> <li>- Land Reform during Reconstruction</li> <li>- Reconstruction and the Congressional Level</li> <li>- Reconstruction at the Grassroots</li> <li>- Black Political Empowerment during Reconstruction</li> <li>- The Overthrow of Reconstruction</li> <li>- Political Economy of the “New South”</li> <li>- The Politics of Public History</li> </ul>
<b>Rationale:</b> This course is being proposed to fill a gap in the curriculum, as there is no other course dedicated to the Reconstruction era of US History. This course will provide an in-depth exploration of historiography using a key text in US and African American History, and is a timely and significant addition given current debates in the United States around history teaching, particularly with regard to race.  This course will serve students in Specialist, Major, and Minor Programs, and complements three existing courses in particular: HISD32: Slavery & Emancipation, HISC39: Hellhound on My Trail, and HISC34: Race, Segregation, and Protest.
<b>Consultation:</b> Consultation with colleagues in HCS: <ul style="list-style-type: none"> <li>- other Americanists: Professors Bender, Kazal, Riddell</li> <li>- those who work on race: Professor Maynard</li> <li>- Assoc Chair: Professor Nelson</li> <li>- History Program Director: Professor Hastings</li> </ul> Consultation beyond the unit/university with experts in the field: <ul style="list-style-type: none"> <li>- Professor Bruce Levine (Illinois)</li> <li>- Professor Alex Lichtenstein (Indiana)</li> </ul> Approved by HCS DCC April 21, 2023 Course code approved by RO April 21, 2023
<b>Resources:</b> The course will be taught by a full-time faculty member. No TA support or additional resources are required.
<b>Overlap with Existing Courses:</b> None.
<b>Proposal Status:</b> Under Review

### HISD69H3: Sufis and Desert Fathers: Mysticism in Late Antiquity and Early Islam

<b>Description:</b> This course is an introduction to mystical/ascetic beliefs and practices in late antiquity and early Islam. Often taken as an offshoot of or alternative to “orthodox” representations of Christianity and Islam, mysticism provides a unique look into the ways in which these religions were experienced by its adherents on a more popular, often non-scholarly, “unorthodox” basis throughout centuries. In this class we will examine mysticism in late antiquity and early Islam through the literature, arts, music, and dance that it inspired.  The first half of the term will be devoted to the historical study of mysticism, its origins, its most well-known early practitioners, and the phases of its institutionalization in early Christianity and early Islam; the second part will look into the beliefs and practices of mystics, the literature they produced, the popular expressions of religion they generated, and their effects in the modern world. This study of mysticism will also provide a window for contemporary students of religion to examine the devotional practices of unprivileged members of the late antiquity religious communities, women and slaves in particular.  Same as CLAD69H3.
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<b>Prerequisites:</b> Any 8.0 credits, including: [0.5 credit at the A- or B-level in CLA or HIS courses] and [0.5 credit at the C-level in CLA or HIS courses]
<b>Corequisites:</b>
<b>Exclusions:</b> CLAD69H3
<b>Enrolment Limits:</b> 15
<b>Recommended Preparation:</b> CLAB06H3/HISB11H3, CLAB09H3/HISB09H3
<b>Notes:</b>
<b>Methods of Assessment:</b> - 30% Meaningful Participation - 35% Two short papers (750 to 1000 words) about reflections on two primary texts about mysticism (due on Friday of the 4th and 9th weeks) - 35% Song/Movie Analysis: A scholarly deconstruction of a modern song or movie inspired by mysticism. A list of songs and movies will be provided together with instructions on the assignment.
<b>Breadth Requirements:</b> Arts, Literature & Language University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> - Learning about the unique religious, political and cultural transformations that happened from the classical antiquity to the rise of Islam - Examining 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 - Learning about early Christianity and early Islam through their mystical practitioners - Understanding and analyzing the relationship between the scholarly representations of a religion and its more popular manifestations - Acquiring the skill of reading primary religious sources in their appropriate historical contexts
<b>Topics Covered:</b> - Late antique religious transformations - Roman mystery religions and their impact on Christianity - Asceticism and mysticism in early Christian Syria and Egypt - Sufism and its origins - Relationship between Christian, Islamic, and Indian mystical traditions
<b>Rationale:</b> There is strong student interest in courses in late antiquity and early Islam that have been introduced in recent years (CLAB09H3: Between Two Empires: The World of Late Antiquity & CLAC67H3: Early Islam: Perspectives on the Construction of a Historical Tradition), and the proposed course offers a higher-level learning opportunity for students interested in pursuing these topics. It will also support an ongoing UTSC-wide plan to increase course offerings on religion towards a Certificate or other new program offering. An added course on late antiquity with a focus on religion and more specifically mysticism and Sufism, works for both of those purposes and also has the potential to draw students who belong to religious communities with a rich mystical background. The proposed course would be of primary interest to students in Classical Studies or History programs, but informal consultation suggests additional interest from students in other programs and departments as well.
<b>Consultation:</b> Consultation with Program Coordinator of Women's and Gender Studies. Consultation within academic unit as well as with several colleagues in Black feminist studies external to institution.  Approved by HCS DCC on April 21, 2023. Course code approved by RO on April 21, 2023.
<b>Resources:</b> No resources required. This course will be taught by an existing full-time faculty member in the Department of Historical and Cultural Studies.
<b>Overlap with Existing Courses:</b> The following courses in the UTM and St. George campus would have some overlaps with the proposed course: - RLG302H5 Sufism - RLG304H5 Islamic Spiritual Traditions - NMC271H1 The Sufi Tradition in Islam  However, the proposed course would have a substantial section on Christian mysticism that these courses do not cover. Its section on Sufism is also mostly on the early Islamic history rather than the entire Sufi tradition.
<b>Proposal Status:</b> Under Review

## Human Geography (UTSC), Department of

### 1 New Course:

## GGRD16H3: Work and Livelihoods in the GTA

### Description:

As major engines of the global economy, cities are also concentrated sites of work and employment. Popular and political understandings about what constitutes "fair" and "decent" work, meanwhile, are currently facing profound challenges. From the rise of platformed gig work to the rising cost of living in many cities – this course introduces students to approaches within Geography that help to conceptualize what "work" is, and to major forces shaping the laboured landscapes of cities, with a focus on the Greater Toronto Area. In this course students will get the opportunity to explore the varied forms of production and reproduction that make the GTA function and thrive, and to develop a vocabulary and critical lens to identify the geographies of different kinds of work and employment relations. Students will also have the chance to develop labour market research skills, and to critically examine the forms of work they themselves undertake every day.

### Prerequisites:

13.0 credits including [GGRB05H3 or CITA01H3/(CITB02H3)]

### Corequisites:

### Exclusions:

SOCB54H3 and GGRD25H3 (if taken in Winter 2022)

### Enrolment Limits:

25

### Recommended Preparation:

### Notes:

### Methods of Assessment:

Marks for weekly participation in class (both a short reflection each week and verbal participation) will assess knowledge breadth and depth on learning outcomes related to identifying and analyzing different theories of work but also how they manifest in real life. Each week students will read two journal articles and an "anchor" news article offering a real-world example of the week's topics.

Participation each week also includes in-class research modules pertaining to Simply Analytics, how to search Statistics Canada NAICS and NOC classifications, finding union and labour market reports, searching municipal and provincial data on employment, and more.

Assignment 1 - Industry scan, where students identify a broad industry in the GTA generally (such as hospitality services, film and TV, or health care and reflect on the kinds of work and employment that make up this industry) – this is the first of three scaffolded assignments that leads them through specific tasks, databases and search exercises to develop their labour market research skills development.

Assignment 2 - The second is an annotated bibliography of at least three of the seven labour market data sources we explore in the course (for example, union reports, Stats Can data, and journal articles) and an identification and description of the type of work in their chosen industry they will base their final research report on.

Assignment 3 - The final is a research report, or an "Employment Scan" which requires them to complete the research over the course, in and out of class, to describe the geographies of their chosen occupation, apply concepts about work and employment from the course to analyze it, and to identify key struggles or questions about decent and fair work in the city. This final assignment provides the basis for analyzing their knowledge acquisition and cognition of key concepts and theories of work and employment.

### Breadth Requirements:

Social & Behavioural Sciences  
University of Toronto Scarborough

### CNC Allowed:

Y

### Credit Value:

fixed: 0.5

### Learning Outcomes:

Upon completion of this course students should have gained the capacity to:

1. Identify and explain key theories about work and employment as they relate to urban theory within Geography and the social sciences;
2. Critically identify key changes in the GTA's economy that are leading to new forms of work and the transformation of particular sectors, and to critically assess public discourse on the 'future' of work, employment and 'good jobs' in the GTA and Canada;
3. Analyze how labour market segregation, immigration regimes, employment law and workplace practices can combine to create specific forms of precarious forms of work and economic hierarchies at work;
4. Understand how historical processes have produced socially and spatially uneven distributions to work and employment within Toronto and the GTA, but also assess how these different forms of work and employment allow the city region to function;
5. Exercise real world, targeted research skills on labour market research in the social sciences that will have real world application in students' work after graduation. Specifically, the students gain skills in:
  - working with NAICs and NOCs codes to source Statistics Canada data and in using statistical mapping applications like Simply Analytics;
  - web and database search skills; and
  - data visualization skills through the creation of infographics using Piktochart and Canva.

The course is supported by both the Robarts Map and Data Librarians and UTSC's subject librarian.

### Topics Covered:

- Definitions of work, production, nonwork, employment, and leisure
- Feminist scholarship on unpaid work, volunteering, social reproduction, and the gender contract
- The standard employment relation (SER), subcontracting and triangular employment and temporary employment agencies
- The racialization of urban poverty; intersectionality, work and the city; the racialized gendering of jobs, urban labour market segmentation and exclusion
- The infra-economy, third sector employment and the city
- Global care chains, the social wage and the household as an economic engine of the city

- Interactive service work and the migrant division of labour in global cities
- Warehousing, urban logistics, 'last mile' labour and digital Taylorism
- Gig work, platform capitalism, micro-tasking and platform cooperatives
- Craft unionism, living wage campaigns and community unionism

**Rationale:**

The curriculum review that the Human Geography Department undertook recently identified a lack of courses offering research skills development, particularly at the D level. In addition to equipping students for further research and/or advanced studies, this course also prepares students for the workplace by providing students with opportunities to identify the skills development they have gained and to translate these skills onto their resumes. Because of this connection of research and workplace-related skills, this course is also highly suited for potential future experiential learning (EL) initiatives.

A key aim of this course is to study the prospects and possibilities for fair and decent work and employment on a number of levels – through scholarly theory, real world research, nuts-and-bolts resume building and in-class reflective discussions which ask students to apply their own work experiences – both paid and unpaid – to the course matter, and to explore what they might aspire to in crafting their own working futures.

This course also addresses key curricular needs in a series of areas: there is an ongoing need for courses on the economic geographies of the city; for courses which examine urban economic and labour geography from feminist and intersectional lenses; and for an advanced course on labour geographies, which will fill gaps in the curriculum in both our City Studies Program and our Urban Geography area of concentration in the Human Geography program.

**Consultation:**

- Associate chairs
- Colleagues who study labour issues in the city (eg. Raj Reddy)
- Patricia Landolt, who teaches SOCB54H3: Sociology of Work

RO Course Code Approval: March 8, 2023

DCC Approval: April 6, 2023

**Resources:**

This course will be taught by a full-time faculty member. TA support is not required. The course does not require any ancillary fees.

**Overlap with Existing Courses:**

This course has potential overlap with SOCB54H3: Sociology of Work, so an exclusion has been added. The proposed course is nevertheless a distinct offering in that it meshes urban theory and geographical theory with scholarship on work at a more advanced level, and the research skills development it provides is tailored to geographically informed research skills, including mapping labour market data in specific Census Metropolitan Areas.

**Estimated Enrolment:**

20-25

**Instructor:**

Associate Professor Michelle Buckley

**Proposal Status:**

Under Review

**Language Studies (UTSC), Department of**

**2 New Courses**

**LINB30H3: Programming for Linguists**

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

**Description:**

This course provides students a practical, hands-on introduction to programming, with a focus on analyzing natural language text as quantitative data. This course will be taught in Python and is meant for students with no prior programming background. We will cover the basics of Python, and students will gain familiarity with existing tools and packages, along with algorithmic thinking skills such as abstraction and decomposition.

**Prerequisites:**

LINA01H3

**Corequisites:**

**Exclusions:**

LINB19H3

**Enrolment Limits:**

50

**Recommended Preparation:**

**Notes:**

**Methods of Assessment:**

Weekly lab assignments: Labs will give students hands-on experience with Python scripting.

Final project: Students will work in pairs to complete one of the three instructor-designed projects.

Weekly in-class quizzes: formative assessment to monitor student learning and will help students identify their strengths and weaknesses; not graded.

**Breadth Requirements:**

Quantitative Reasoning

University of Toronto Scarborough

<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> By the end of this course, students will be able to: 1. Demonstrate fluency in use of procedural statements (assignments, conditional statements, loops, function calls) and lists. 2. Design, code, and test Python programs 3. Apply principles of object-oriented programming 4. Clean, curate, and organize linguistic datasets
<b>Topics Covered:</b> Topics covered will include the following: - Data types: Type assignment & conversion - String operations - Control structures: conditional statements & loops - Input/Output & Error types - Lists - Function calls: String methods & list methods - Regular expressions - Text processing - Objects - NumPy- Dictionaries & Pandas - Data visualization: Matplotlib
<b>Rationale:</b> The proposed course is intended to fill a gap in the department's curriculum by serving as a prerequisite for LINB35: Introduction to Computational Linguistics. The proposed course will better prepare students for LINB35 by introducing them to some of the key background technical knowledge; the current prerequisites are not providing students with sufficient breadth in programming skills. The proposed course ensures students will have a better, in-depth understanding of programming concepts which in turn will better prepare them for LINB35 and for future careers. The course is also being proposed in response to student demand; the course is being proposed with the eventual goal of establishing a freestanding computational linguistics minor.
<b>Consultation:</b> DLS Curriculum Committee: March 31, 2023. RO course code approval: April 6, 2023 Additional Consultation: -instructor for LINB19 and faculty at UTSG and UTM who teach computational linguistics courses.
<b>Resources:</b> There are no resource requests attached to this proposal. This course will require use of computer lab spaces but no laboratory or ancillary fees and TA support is covered by the department's existing budget.
<b>Overlap with Existing Courses:</b> There is some overlap with LINB19 but the course objectives differ: LINB19 focuses more on working with experimental stimuli, corpus analysis, PsychoPy scripting, which are important for running experiments, but does not cover text processing, data structures, NumPy, and Pandas which are very important topics for computational linguistics.  There are introductory programming courses taught in CMS across three campuses but none of them are focused on programming techniques for linguistics.
<b>Estimated Enrolment:</b> 50
<b>Instructor:</b> Shohini Bhattasali
<b>Proposal Status:</b> Under Review

## Psychology (UTSC), Department of

### 1 New Course

#### PSYC28H3: Emotional Development

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

**Description:**

This course will provide students with a comprehensive understanding of the biological, cognitive, and social factors that shape emotional development in infancy and childhood. Topics covered will include theories of emotional development, the acquisition of emotion concepts, the role of family and culture in emotional development, the development of emotion regulation, and atypical emotional development. Through learning influential theories, cutting-edge methods, and the latest research findings, students will gain an in-depth understanding of the fundamental aspects of emotional development.

**Prerequisites:**

PSYB20H3 and PSYB70H3 and [PSYB07H3 or STAB22H3 or STAB23H3]

<b>Corequisites:</b>
<b>Exclusions:</b>
<b>Enrolment Limits:</b> 100
<b>Recommended Preparation:</b>
<b>Notes:</b> Priority will be given to students in the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. Students in the Minor program in Psychology will be admitted if space permits.
<b>Methods of Assessment:</b> Student evaluation will consist of: 1) Class Participation (collectively worth 10%), which will support active learning and help students process/retain information from class) 2) Midterm Exam (worth 25%), which assesses students' understanding of the primary readings and lecture content during the first half of the course 3) Two Reading Reflections (worth 5% each), which promote critical analysis of the readings explored in the course. One reading reflection should pertain to one of the readings covered before the midterm exam and the other pertain to one of the readings covered after the midterm exam. 4) One Review Paper (worth 20%), which aims to develop students' literature review and written communication skills. Students will choose a topic on emotional development and write a review article about it. 5) Final Exam (worth 35%), which assesses students' understanding of the primary readings and lecture content during the second half of the course
<b>Breadth Requirements:</b> Social & Behavioural Sciences University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> In this course, students can expect to achieve the following learning outcomes: 1. Foundational Knowledge: Students will learn core knowledge in the domain of emotional development. This outcome will support the psychology program's learning outcome related to students developing a core body of knowledge in the science of psychology. 2. Research: Students will read primary sources and learn how to read empirical journal articles. This outcome will support the psychology program's learning outcome related to students understanding the application of the scientific method to research questions in psychology. 3. Writing: Students will learn how to write effectively by completing reading reflections and a final paper. This outcome will support the psychology program's learning outcome related to students understanding and applying a robust set of strategies for effective written communication. 4. Personal Growth: Reflect on how the ideas and findings from the domain of emotional development may help students understand their own emotional experiences and help improve their emotional intelligence moving forward. This outcome will support the psychology program's learning outcome related to students translating knowledge to successfully transition to post-undergraduate pursuits.
<b>Topics Covered:</b> The course will cover the following topics: -Theories of emotional development -Temperament and emotional development -The development of emotional expressions -The development of emotion understanding -The role of language in emotional development -The role of family in emotional development -The role of culture in emotional development -The effect of mask use on emotional development -The development of emotion regulation -Atypical emotional development (e.g., autism, anxiety, depression)
<b>Rationale:</b> The proposed course in emotional development fills a gap in the existing curriculum by adding a needed course in developmental psychology. The course also intersects with other areas of the program, including social, cognitive, and clinical psychology. Thus, the course will help students integrate ideas encountered in a range of other classes in our curriculum, including courses in emotion, emotion regulation, social cognition, personality, and social development. This course does not replace any existing courses, but instead, contributes to the department's need for more C-level content courses, especially in the developmental area.  Rationale for prerequisites: The proposed course draws upon theories and findings from developmental psychology. Thus, prior completion of introductory classes in developmental psychology (PSYB20) would be helpful for students. Students will also be expected to read primary research articles and understand the research methodology, basic statistical procedures and findings reported therein. Thus, completion of a course in psychological research methods (PSYB70) and statistics (PSYB07H3 or STAB22H3 or STAB23H3) would be conducive to students' learning in this course.
<b>Consultation:</b> RO Approval: Feb 24, 2023 Approved by DCC: Tuesday, March 28th, 2023.
<b>Resources:</b> This course has resource implications. The course will require TA support of 160 hours, which has been reviewed and approved by financial services.  This course will be taught by a full-time faculty member and will not require any other costs or resources.
<b>Overlap with Existing Courses:</b> There is no significant overlap between the proposed course and existing courses.  There are three other courses that touch on similar content, but the overlap is not substantial enough to be an issue with the proposed course. All courses in the

developmental area, including PSYC22 (Infancy), PSYC24 (Childhood and Adolescence), and PSYC27 (Social Development), only briefly touch on emotional development, often dedicating one lecture or less to the topic. Similarly, PSYC18 (The Psychology of Emotion) offers a broad overview of emotion but only dedicates one class to emotional development.

The proposed course also has minimal overlap with courses offered at other campuses. Both the UTM and UTSG campuses offer PSY311 (Social Development) and PSY331 (Psychology of Emotion / Social Psychology of Emotion), all dedicating one lecture or less to emotional development.

**Programs of Study for Which This Course Might be Suitable:**

Specialist/Specialist Co-op, Major and Minor programs in Psychology and Mental Health Studies

**Estimated Enrolment:**

100

**Instructor:**

Yang Wu

**Proposal Status:**

Under Review

## Sociology (UTSC), Department of

### 1 New Course - No Committee

#### SOCD08H3: Scarborough Place-Making: Indigenous Sovereignty and Settler Landholding

**Description:**

This course charts the legal norms and social relations that, from the 1700s to the present, have turned land into a place and an idea called Scarborough. Students work with a diversity of sources and artifacts such as crown patents, government reports and Indigenous legal challenges, historical and contemporary maps and land surveys, family letters, historical plaques, and Indigenous artists' original works to trace the conflicts and dialogues between Indigenous and settler place-making in Scarborough. This course has been designated a Research Skills Course.

**Prerequisites:**

10.0 credits, including [SOCB05H3](#) and 1.0 credit from the following: [[SOCB30H3](#), [SOCB42H3](#), [SOCB43H3](#), [SOCB47H3](#)] or one from the following: [POLC56H3, POLC52H3, GGRB18H3, POLD54H3]

**Corequisites:**

**Exclusions:**

**Enrolment Limits:**

20

**Recommended Preparation:**

**Notes:**

Priority will be given to students enrolled in the Specialist, Major and Minor programs in Sociology, including the Critical Migration Studies Minor. Additional students will be admitted as space permits.

**Methods of Assessment:**

Three short reflections on course content. Each is 5 pages in length.  
Class participation, including leading presentation of work

More information:

The reflection papers will ask students to put different, competing accounts and primary data sources in conversation to demonstrate how legal norms and social relations turn land into a place called Scarborough. This requires students to identify primary data sources, to consider how they represent competing ways of knowing and understanding place-making.

**Breadth Requirements:**

Social & Behavioural Sciences

University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

Students can expect to learn to:

1. Work with primary sources
2. Recognize different mediums and modes of knowledge production
3. Dialogue and debate respectfully in a group setting
4. Provide constructive feedback in oral and written form
5. Interpret primary data
6. Recognize competing understandings of land and of relationships to land
7. Understand how history haunts our present
8. Understand how storytelling whitewashes settler-colonial violence

**Topics Covered:**

This course will cover the following topics:

- Settler-colonialism
- Indigenous sovereignty

- Land theft
- Historical narrative, historical fictions
- White supremacy
- Dispossession
- Visual arts
- Indigenous reclamation
- Archives
- Artifacts
- Memorabilia
- Mapping
- Critical Cartography

**Rationale:**

This proposed course enriches the offerings for students in the minor in Critical Migration studies program. This "research skills" designated course is a direct offshoot of an ongoing and long-term research project of a faculty member; as such, the course offers students the opportunity to experience a research project of this scope firsthand. Offering students the opportunity to engage in research aligns with both student demand and the departments' priority (outlined in the most recent self-study) to give students hands-on experience and skills that will be valued in employment and community work settings. This has been accomplished by a suite of changes, some of which have been embedded in curriculum reform such as the designation of research-intensive courses, such as this proposed course. This course also contributes to the department-wide effort to further the goals of the Campus Curriculum Review.

**Consultation:**

RO approval: March 31st, 2023  
 DCC approval: May 4th, 2023

**Resources:**

There are no resource implications to this proposal.

**Overlap with Existing Courses:**

None.

**Estimated Enrolment:**

20

**Proposal Status:**

Under Review