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

TO:	UTSC Academic Affairs Committee
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DATE:	February 1, 2024 for February 8, 2024
AGENDA ITEM:	8

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Summer 2024 Out-of-Cycle Courses, UTSC (for approval) *

JURISDICTIONAL INFORMATION:

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

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (February 8, 2024)

HIGHLIGHTS:

This package includes minor modifications to the undergraduate curriculum, submitted by the UTSC Summer 2024 Out-of-Cycle Courses academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Anthropology (Report: Summer 2024 Out-of-Cycle Courses)
  - 5 course modifications
    - ANTA02H3: Introduction to Anthropology: Society, Culture and Language
    - ANTB09H3: Culture through Film and Media
    - ANTB14H3: Evolutionary Anthropology
    - ANTC18H3: Urban Worlds
    - ANTC24H3: Culture, Mental Illness, and Psychiatry
- The Department of Arts, Culture and Media (Report: Summer 2024 Out-of-Cycle Courses)
  - 6 course modifications
    - MDSA01H3: Introduction to Media Studies
    - MDSA02H3: History of Media
    - MDSC41H3: Media and Popular Culture in East Asia
    - MDSC65H3: Games and Play
    - MDSC66H3: Selfie and the Selfie Culture
    - MUZA99H3: Listening to Music
- The Department of Biological Sciences (Report: Summer 2024 Out-of-Cycle Courses)
  - 2 course modifications
    - BIOB11H3: Molecular Aspects of Cellular and Genetic Processes
    - BIOB12H3: Cellular and Molecular Biology Laboratory
- The Department of English (Report: Summer 2024 Out-of-Cycle Courses)
  - 1 course modification
    - ENGB70H3: How to Read a Film
- The Department of Global Development Studies (Report: Summer 2024 Out-of-Cycle Courses)
  - 1 course modification
    - IDSA01H3: Introduction to International Development Studies
- The Department of Historical and Cultural Studies (Report: Summer 2024 Out-of-Cycle Courses)
  - 4 new courses
    - FSTA02H3: Food Futures: Confronting Crises, Improving Lives
    - HISB59H3: Science, Technology, Medicine and Empire
    - HISC71H3: Race and Caste: A Connected History
    - HISD66H3: Documenting Conflict and Peacemaking in the Modern Middle East
- The Department of Human Geography (Report: Summer 2024 Out-of-Cycle Courses)
  - 4 course modifications
    - CITC10H3: Selected Issues in City Studies
    - CITC16H3: Planning and Governing the Metropolis
    - GGRB28H3: Geographies of Disease
    - GGRC25H3: Land Reform and Development
- The Department of Language Studies (Report: Summer 2024 Out-of-Cycle Courses)
  - 4 course modifications
    - ECTC62H3: Translation in Media
    - ECTD66H3: Translation and Adaptation
    - FREB27H3: Modern France
    - LGGC65H3: Reading Chinese and English: Global Perspectives
- The Department of Management (Report: Summer 2024 Out-of-Cycle Courses)
  - 2 course modifications
    - MGTA01H3: Introduction to Business
    - MGTA02H3: Managing the Business Organization
- The Department of Philosophy (Report: Summer 2024 Out-of-Cycle Courses)
  - 6 course modifications
    - PHLB06H3: Business Ethics
    - PHLB12H3: Philosophy of Sexuality
    - PHLB30H3: Existentialism

- PHLB55H3: Puzzles and Paradoxes
        - PHLC10H3: Topics in Bioethics
        - PHLC93H3: Topics in Political Philosophy
- The Department of Psychology (Report: Summer 2024 Out-of-Cycle Courses)
    - 9 course modifications
        - PSYA01H3: Introduction to Biological and Cognitive Psychology
        - PSYA02H3: Introduction to Clinical, Developmental, Personality and Social Psychology
        - PSYB10H3: Introduction to Social Psychology
        - PSYB20H3: Introduction to Developmental Psychology
        - PSYB32H3: Introduction to Clinical Psychology
        - PSYB51H3: Introduction to Perception
        - PSYB55H3: Introduction to Cognitive Neuroscience
        - PSYB70H3: Methods in Psychological Science
        - PSYC31H3: Neuropsychological Assessment
- The Department of Sociology (Report: Summer 2024 Out-of-Cycle Courses)
    - 1 new course
        - SOCD18H3: The History and Evolution of Reconciliation: The Indian Residential School Settlement
    - 4 course modifications
        - SOCB05H3: Logic of Social Inquiry
        - SOCB42H3: Theory I: Discovering the Social
        - SOCB43H3: Theory II: Big Ideas in Sociology
        - SOCC25H3: Ethnicity, Race and Migration

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the proposed undergraduate out-of-cycle curriculum changes for the 2023-24 academic year, as detailed in the respective curriculum reports, dated February 8, 2024, be approved.

DOCUMENTATION PROVIDED:

1. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Information Report: Summer 2024 Out-of-Cycle, dated February 8, 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
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For Approval
February 8, 2024

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Anthropology

5 Course Modifications

ANTA02H3: Introduction to Anthropology: Society, Culture and Language

Mode of Delivery:
In Person   Online (Summer only)
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention. We would also like to offer the course in that format because it is a key gateway course to upper-level offerings in Sociocultural Anthropology, and so maximizing access to the course is key to helping us face our enrollments challenges at the C and D level.
Consultation: DCC approved Jan 10, 2024

ANTB09H3: Culture through Film and Media

Mode of Delivery:
In Person   Online (Summer only)
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. The design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention. Because much of the course material requires students to pay critical attention to multimodal media, it is particularly amenable to being offered both online and in-person formats.
Consultation: DCC approved Jan 10, 2024

ANTB14H3: Evolutionary Anthropology

Mode of Delivery:
In Person   Online (Summer only)
Title: ~~Biological Anthropology: Beginnings~~ Evolutionary Anthropology
Description: This course ~~surveys humanity's origin.~~ explores the synthetic theory of evolution, its principles, processes, evidence and application ~~underlie this course~~ as it relates to the evolution of human and nonhuman primates. Lecture topics and laboratory projects include: evolutionary theory, human variation, human adaptability, primate biology, and behaviour, taxonomy and classification, paleontological principles and human origins and evolution.   Science credit

Rationale:
This new course title better reflects the courses content and the name of the discipline most commonly used nowadays. The course description has been altered slightly to better reflect the topics covered in the course.
The content for ANTB14 is amenable to online presentation since it focusses on understanding core evolutionary principles that do not require interacting with specimens to be understood. We have found that students are more likely to be interactive in non-specimen-based tutorials when they are offered online—this is particularly relevant in this case because it will be helpful to students to work through examples together with the TA. We would also like to offer the course in that format because it is a key gateway course to upper-level offerings in Evolutionary Anthropology, and so maximizing access to the course is key to helping us face our enrollments challenges at the C and D level.

Consultation:
Consultation with evolutionary anthropology faculty only within the department at UTSC.
DCC Approval Date: Oct 11, 2023
DCC Approval Date: Jan 10, 2024 (Mode of Delivery)

ANTC18H3: Urban Worlds

Mode of Delivery:
In Person
Online (Summer only)

Rationale:
The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention.

Consultation:
DCC approved Jan 10, 2024

ANTC24H3: Culture, Mental Illness, and Psychiatry

Mode of Delivery:
In Person
Online (Summer only)

Description:
Does schizophrenia exist all over the world?- Does depression look different in China than it does in Canada?- By examining how local understandings of mental illness come into contact with Western psychiatric models, this course considers the role of culture in the experience, expression, definition, and treatment of mental illness and questions the universality of Western psychiatric categories.-

Rationale:
The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention. Previous experience offering this course in multiple modes suggests that the online offering is particularly appealing to those students who are keen to engage in scholarly reflections on their own experiences with mental illness, but find the topic easier to discuss in an online format.
The course description was adjusted to maintain consistency by removing an extra space after each sentence, ensuring a single space after periods/question marks throughout.

Consultation:
DCC approved Jan 10, 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Arts, Culture and Media
February 8, 2024

Arts, Culture and Media

6 Course Modifications

MDSA01H3: Introduction to Media Studies

Delivery Method:

In Person
Online (Summer only)

Rationale:
Online delivery affords pedagogical opportunities for students to be critically reflexive about the media worlds in which they are engaging. Online delivery also enables instructors to more effectively meet the pedagogical goals of the course. MDSA01 have recently been overhauled to be flipped classrooms so as to engage with students more effectively in large classes. The mode of delivery, in other words, supports and enriches understanding of the content of the courses, which focuses on digital worlds and the complex power relations that structure these worlds.

Consultation:
C&T Committee Approval for Online: January 15, 2024

MDSA02H3: History of Media

Delivery Method:

In Person
Online (Summer only)

Rationale:
Online delivery affords pedagogical opportunities for students to be critically reflexive about the media worlds in which they are engaging. MDSA02 moreover have recently been overhauled to be flipped classrooms so as to engage with students more effectively in large classes. The mode of delivery, in other words, supports and enriches understanding of the content of the courses, which focuses on digital worlds and the complex power relations that structure these worlds.

Consultation:
C&T Committee Approval for Online: January 15, 2024

MDSC41H3: Media and Popular Culture in East Asia

Delivery Method:

In Person
Online (Summer only)

Rationale:
Online delivery affords pedagogical opportunities for students to be critically reflexive about the media worlds in which they are engaging. Online delivery of all of these listed courses enables students to continue to work on program requirements, as a majority of students in ACM are international students and likely will not be in town to take in-person courses. The mode of delivery, in other words, supports and enriches understanding of the content of the courses, which focuses on digital worlds and the complex power relations that structure these worlds.

Consultation:
C&T Committee Approval for Online: January 15, 2024

MDSC65H3: Games and Play

Delivery Method:

In Person
Online (Summer Only)

Rationale:

MDSC65H3 focuses on the digital and engage in deep and sustained with social media platforms. Accordingly, online delivery affords pedagogical opportunities for students to be critically reflexive about the media worlds in which they are engaging. The mode of delivery, in other words, supports and enriches understanding of the content of the courses, which focuses on digital worlds and the complex power relations that structure these worlds. Online delivery of all of these listed courses enables students to continue to work on program requirements, as a majority of students in ACM are international students and likely will not be in town to take in-person courses.

Consultation:
C&T Committee Approval for Online: January 15, 2024

MDSC66H3: Selfie and the Selfie Culture

Delivery Method:

In Person
Online (Summer Only)

Rationale:
MDSC66H3 focuses on the digital and engage in deep and sustained with social media platforms. Accordingly, online delivery affords pedagogical opportunities for students to be critically reflexive about the media worlds in which they are engaging. The mode of delivery, in other words, supports and enriches understanding of the content of the courses, which focuses on digital worlds and the complex power relations that structure these worlds. Online delivery of all of these listed courses enables students to continue to work on program requirements, as a majority of students in ACM are international students and likely will not be in town to take in-person courses.

Consultation:
C&T Committee Approval for Online: January 15, 2024

MUZA99H3: Listening to Music

Delivery Method:

In Person
Online

Rationale:
Moving it online as this is a large course (and not a program requirement). Students take this course to fulfill breadth requirements, and keeping it online will allow for more enrollment.

Online delivery affords pedagogical opportunities for students to be critically reflexive about the media worlds in which they are engaging. Online delivery of all of these listed courses enables students to continue to work on program requirements, as a majority of students in ACM are international students and likely will not be in town to take in-person courses.

Consultation:
C&T committee: Oct 19, 2023

MDSC66H3: Selfie and the Selfie Culture

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Biological Sciences
February 8, 2024

Biological Sciences

2 Course Modifications

BIOB11H3: Molecular Aspects of Cellular and Genetic Processes

Mode of Delivery:	
In Person	
Prerequisites:	
~~BIOB10H3~~ BIOA01H3 and BIOA02H3 and CHMA10H3 and CHMA11H3	
Rationale:	
This will add flexibility for program pathways to improve student access to B-level streaming as students will be able to take the courses in any order rather than requiring students to have completed BIOB10H3 prior to BIOB11H3 and BIOB12. These two courses have limited overlap and BIOB10H3 is not needed for success in BIOB11H3 providing more flexibility for streaming. Since 2004, this course has been offered in person during the summer for co-op purposes.	
Consultation: DCC September 28, 2023	

BIOB12H3: Cell and Molecular Biology Laboratory

Mode of Delivery:	
In Person	
Corequisites:	
BIOB10H3 and BIOB11H3	
Rationale:	
This will add flexibility for program pathways to improve student access to B-level streaming as students will be able to take the courses in any order rather than requiring students to have completed BIOB10H3 prior to BIOB11H3 and BIOB12. Since 2004, this course has been offered in person during the summer for co-op purposes.	
Consultation: DCC September 28, 2023	

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of English
February 8, 2024

English

1 Course Modification

ENGB70H3: How to Read a Film

Mode of Delivery:

In Person,
Online (Summer Only)

Rationale:

We wish to offer ENGB70 (How to Read a Film) online in the summer. This course is pedagogically suited to online delivery because of its focus on media texts (films) and the multiple options that online delivery offers for that purpose. Online delivery allows for the use of more than one channel for video clips, such as the ability to use breakout rooms and other options such that students can engage closely with media clips within the lecture setting (e.g. having the option to pause, rewind, engage with multiple clips, etc.). It also allows for the use of mini-capsules and teaching from different locations (e.g. for a lecture on film locations, etc.). Overall, online delivery offers more options and flexibility for instructors in terms of the use of media-specific technologies and provides flexible opportunities to involve more students in active learning in how to analyze films closely, even within the large-lecture format (and with more flexibility than what is possible in in-person tutorial).

ENGB70 is a requirement for the Literature and Film Studies Minor. We typically only offer it once during Fall-Winter. It is a very popular course that fills up quickly. Offering a section in the summer is crucial for making sure the course is available to students who need to fulfill their requirement; offering it online is especially important, especially in the summer, as it makes the course accessible to many more students. We have integrated this flexibility with online summer courses for our other programs -- making sure to offer other A- and B-level requirements in online delivery in the summer -- to give students more access to these courses and to reduce bottlenecks for students trying to make their way through the program. So, we would like to be consistent by offering an online summer section of B70, the primary requirement for the Literature & Film Studies minor.

Consultation:
Chair's approval: Jan 19, 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Global Development Studies
February 8, 2024

Global Development Studies

1 Course Modification

IDSA01H3: Introduction to International Development Studies

Mode of Delivery:	
In Person, Online (Summer Only)	
Rationale:	
• From VPAP: "Emerging evidence suggests that it might be beneficial to routinely offer certain courses online in the summer, and in person in fall/winter/spring – for example, to acknowledge that students who are enrolled in largely in person programs during the fall/winter may benefit from increased flexibility during the summer (e.g., to acquire work and/or international experience; to focus on family/other external commitments, etc.)" • IDSA01H was offered online during the pandemic and it is a large umbrella service course that will be appealing to more than IDS students.	
Consultation:	
Chair's approval: December 20, 2023	

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Historical and Cultural Studies
February 8, 2024

Historical and Cultural Studies

4 New Courses

FSTA02H3: Food Futures: Confronting Crises, Improving Lives

Description:

This course provides innovation and entrepreneurship skills to address major problems in socially just food production, distribution, and consumption in the time of climate crisis. Students will learn to identify and understand what have been called "wicked problems" -- deeply complicated issues with multiple, conflicting stakeholders -- and to develop community-scale solutions.

Prerequisites:

Corequisites:

Exclusions:

Enrolment Limits:

Recommended Preparation:

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

1) Students will learn basic methodologies for analyzing global food systems and intimate culinary cultures.
2) They will apply this knowledge to identifying and proposing innovative solutions to problems within these systems and cultures.
3) They will develop research skills to understand power relations and stakeholders within these systems and cultures.
4) They will hone communication skills in articulating the scope of problems and potential solutions.
5) Students will improve their digital literacy will be needed for both researching problems and communicating solutions.

Topics Covered:
Food production, distribution, consumption, effects of climate crisis, social justice, nutritional health, dietary decolonization, animal cruelty, gender equity, culturally appropriate foods

Methods of Assessment:
Online quizzes (10%) and take-home exams (30%) will assess student mastery of concepts and content (Learning Outcome 1). A scaffolded major research assignment intended to identify problems and design solutions. The steps will include
- a Weekly dietary and Food Shed Map (10% Learning Outcome 1, 3, 5);
- an Annotated Recipe (10% Learning Outcome 1, 3, 4);
- a Commodity Chain Map and Political Economy Report (10% Learning Outcome 1, 2, 3, 4, 5);
- a Flavor Profile Map (10% Learning Outcome 1, 5);
- a Design Proposal (10% Learning Outcome 1, 2, 3, 4, 5); and
- a Reflective Essay (10% Learning Outcome 2, 4).

Mode of Delivery: Online

Rationale:
This course has two main goals: increasing the offerings of innovation- and entrepreneurship-focused courses for the Food Studies program (important areas in the field that are insufficiently covered by the existing curriculum) and offering courses to students who prefer online instruction due to learning style or campus access. This course will benefit both Food Studies minors and students outside the program with an interest in food, innovation, design, and entrepreneurship.

Consultation:
Approved by HCS DCC on October 10, 2023
Course code approved by RO on January 10, 2024

Resources: This course will be taught by a regular faculty member. TA support will come from the unit's existing budget.

HISB59H3: Science, Technology, Medicine and Empire

Description:	
This is a gateway course to the study of the history of science, technology, and medicine, examining the development of modern science and technology in service of and as a response to mercantile and colonial empires. Students will read historical scholarship and also get a basic introduction to the methods, big ideas, and sources for the history of science, technology and medicine. Such scientific and technological advances discussed will include geography and cartography; botany and agricultural science; race science and anthropology; tropical medicine and disease control; transportation and communication technologies.	

Prerequisites:

Corequisites:

Exclusions:

Enrolment Limits:

Recommended Preparation:

Breadth Requirements: History, Philosophy & Cultural Studies

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:
1- Students will learn how to read scholarship on the history of science, technology and medicine
2- Students will be able to discuss the way that science, technology and medicine are influenced by social, political, and material conditions
3- Students will be able to write brief argumentative essays including their own library research, with suitable evidence and citations

Topics Covered:
- Empires and colonialism
- Geography and cartography
- Botany and agricultural science
- Race science and anthropology
- Tropical medicine and disease control
- Transportation and communication technologies

Methods of Assessment:
Reading responses (five in total): Students will write biweekly reading responses of around 600 words each, summarizing and linking arguments, concepts and information in the readings, to allow them to articulate what they've understood and to practice basic writing skills of summarization, selection, and synthesis. They will have guiding questions to assist them in identifying key points when doing the readings. (Outcomes 1 and 2) 25%

Short essays : Students will write two short essays of around 1000 words each, analyzing a primary source for the history of science and producing a brief bibliography on a topic selected from several assigned. They will be expected to cite their sources in the correct format and to use the library catalogue and an online archive to do research. 15% (Outcome 3)

Mid-term test: Students will write a mid-term test, responding to multiple-choice questions and short answers (one paragraph) that test their understanding and retention of key concepts, arguments, and information presented in the course lectures and readings. 10% (Outcome 1 and 2)

Final exam: Students will write 3 long essay answers, testing their understanding and retention of key concepts, arguments, and information, their capacity to link ideas presented in different lectures and readings, and their capacity to apply principles of primary source analysis. (Outcome 1 and 2) 35%

Class participation: Students will be able to work with their peers on various in-class group activities designed to allow them to apply and work through ideas and reading/research methodologies introduced during the lecture. 15% (Outcome 1, 2 and 3)

Rationale:
This course is being proposed to offer HCS students a chance to move beyond the department's longtime strengths in cultural, social and intellectual history, gender, women's and feminist studies, food studies, and global Asia studies, towards history of science, technology and medicine as a discipline and using material that may integrate well with interests in science, technology and medicine.

This course will meet the interests of students of STEM programmes looking for a breadth requirement.

Finally, this course will provide a gateway for both HCS and non-HCS majors to confidently do work in upper-level courses on the history of science, technology and medicine, which the department hopes to introduce in the coming years.

Overlap of course content with current courses offered by other departments/programs:
N/A. While there are courses offered by other departments and programmes that engage with the social and cultural aspects of science, technology and medicine, a specifically historical perspective that serves as a grounding for future study of history is absent from UTSC curriculum.

Consultation:
Proposal approved by DCC: January 11, 2024
Course code approved by Office of the Registrar: January 10, 2024
Notified BIO, ANT, GGR, HLT of this proposal on January 18, 2024

Resources:
TA support will be required if the course meets eligibility as outlined in the department TA policy. This will come from the unit's existing budget.

HISC71H3: Race and Caste: A Connected History

Description:

Using the methods of intellectual history, this course explores the connected histories of two distinct systems of social oppression: caste and race. While caste is understood to be a peculiarly South Asian historical formation, race is identified as foundational to Atlantic slavery. Yet ideas about race and caste have intersected with each other historically from the early modern period through the course of European colonialism. How might we understand those connections and why is it important to do so? How has the colonial and modern governance of society, economy and sexuality relied on caste and race while keeping those categories resolutely apart? How have Black and Oppressed caste intellectuals and sociologists insisted on thinking race and caste together? We will explore these questions by examining primary texts and essays and the debates they provoked among thinkers from Latin America, the Caribbean, the American South, South Africa, and South Asia.

African and Asia Area

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

Corequisites:

Exclusions:

Enrolment Limits:

Recommended Preparation:

Breadth Requirements: History, Philosophy & Cultural Studies

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

L. 1. Students will learn to historicize social categories of race and caste
L. 1. a. Students will be introduced to the methods of Intellectual History via close reading and contextualizing key concepts historically.
L 1. b. Students will undertake critical qualitative textual analysis: identify the structure of arguments, key concepts, assess evidence and language of persuasion. Place texts in dialogue with each other to compare concepts.
L 2. Students will learn to write short response paragraphs and longer essays.
L 3. Students to learn to compare, contrast and think thematically across time and space.

Topics Covered:
Wk 1: Introduction
Wk 2: Caribbean and Latin America: How early modern global empires shaped caste and race
Wk 3: The abolition of slavery and the survival of caste ("the Hindu exception")
Wk 4: Colonial Governance of race and caste
Wk 5: Caste and Race: Nineteenth century Advocates of Abolition
Wk 6: Writing Self: Autobiography as method
Wk 7: Asians and Africans in South African Anti-imperial politics
Wk 8: Twentieth Century and History Sociology: B.R. Ambedkar and W.E. Dubois; Caste, Conversion and Religion
Wk 9: Caste, Race, and the Politics of Representation: What does Decolonization look like?
Wk 10: Jim Crow, the New Jim Crow, Segregation and Democracy
Wk 11: Race/Caste Capitalism: Are they the same?
Wk 12: Wrap up: Looking back and ahead

Methods of Assessment:
1. Regular Short Written Responses (5) will help students keep up with lecture and readings. This will accomplish (L. 1a. and L 1b.) 50% (5x10)
2. A Midterm paper will help formulate comparative arguments for caste and race. This will build on L.1.b and accomplish L. 2. 15%
3. A final term paper will allow students to pursue arguments across regional specificities. This will accomplish L.2 and L. 3. 20%
4. Class presentation and participation . 15% L1, L3

Rationale:
This course intends to fulfil a few significant aspects of History curriculum:
1. It will add to our decolonial pedagogy offering by contributing to studies of race, colonialism, and social justice.
2. It is a C Level class for which such a topic is an excellent fit. It will expose students to methods and arguments that will allow them to think historically and intersectionality together.
3. It will introduce students to the methods of intellectual history and analysis. Following an idea through time and space is an invaluable way of learning to think contextually and to be able think historical terms in abstract ways.
4. This class will have wide appeal to specialists and majors and minors in our HIS programs. It will also appeal to elective students search for breadth requirements as the class will not require course specific pre-reqs, rather it will ask for a certain number of university courses for enrollment.

Consultation:
Proposal approved by DCC: January 11, 2024
Course code approved by Office of the Registrar: January 10, 2024

Resources:
TA support will be required if the course meets eligibility as outlined in the department TA policy. This will come from the unit's existing budget.

HISD66H3: Documenting Conflict and Peacemaking in the Modern Middle East

Description:

This course explores the practices of documentation involved in investigating, explaining and containing the varieties of conflict that have shaped the history of the Middle East over the past two centuries. Wars, episodes of sectarian violence and political terrorism have all contributed centrally to the formation of states and subjects in the region. Drawing on key works by political historians, anthropologists of state violence and specialists in visual culture, the course examines such events and their many reverberations for Middle Eastern societies from 1798 to the present.

Course readings draw on a range of primary source materials produced by witnesses, partisans to conflict, political activists, memoirists and investigators. Classroom discussions will engage theoretical texts that have brought to bear conflicts in the Middle East on larger questions concerning humanitarian intervention, democratic publics and liberal internationalism.

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

Corequisites:

Exclusions:

Enrolment Limits:

Recommended Preparation:

Breadth Requirements: History, Philosophy & Cultural Studies

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

By the end of this course, students will:
1.   Understand the modern political history of the Middle East.
2.   Understand the political-theoretical issues posed by the study of conflict and peacemaking in the region.
3.   Understand how practices of documentation have impacted the production of knowledge about regional wars and conflicts.
4.   Evaluate primary source materials.
5.   Apply multi-disciplinary approaches to the study of the region.
6.   Practice research writing skills

Topics Covered:
- War and peacemaking in political theory
- Empire and colonialism
- World War I in the Middle East
- Sectarianism
- The Palestinian-Israeli conflict
- The Cold War in the Middle East

Methods of Assessment:
Participation and weekly response posts 25%
- this will test students' knowledge of the assignments material (Learning outcomes 1 and 2)
- provides a space for students to think spontaneously, enter into conversation with others who do not share their point of view, and reason their way through disagreement. Small group activities will allow students specializing in different disciplines (anthropology, media studies) to share ideas and perspectives.

Primary source analysis 20%
- this will give students experience working with primary sources (Learning outcome 4)

Reflection paper 25%
- this will allow students to share their ideas about the theoretical and political issues involved in conflict and peacemaking (learning outcome 2 and 3)

Research paper 30%
- this will allow students to practice their research writing skills and try out new methods (learning outcomes 5 and 6)

The assignments give students an opportunity to fine-tune their research writing skills as well as demonstrate their understanding of the assigned reading. They also give students scope to formulate their own ideas about the implications of what they have read and to practice writing about politically-contentious issues

Rationale:
This course is designed for upper-level undergraduates majoring in HCS and will not replace any existing courses. Students will earn 0.5 credits toward their degree.

The course adds to the department's current offerings in the field of Middle Eastern history, strengthening the transnational orientation of the HCS curriculum in History. The course adopts a multi-disciplinary perspective and introduces students to trends in anthropology and media studies, bridging the divide between the three disciplines.

Consultation:
Approved by HCS DCC on October 10, 2023
Course code approved by RO on January 10, 2024

Resources:
No resources will be required for this course.

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Human Geography
February 8, 2024

Human Geography

4 Course Modifications

CITC10H3: Selected Issues in City Studies

Mode of Delivery: In Person Online (Summer only)
Rationale: The on-line offerings are shared between Geography and City Studies, offering students in both programs access to larger B and C-level courses that allow for on-line flexibility in terms of where the students will be located. The courses are all lecture-based which allows for easier on-line delivery of course content.
Consultation: Chair's approval: January 9, 2024

CITC16H3: Planning and Governing the Metropolis

Mode of Delivery: In Person Online (Summer only)
Rationale: The on-line offerings are shared between Geography and City Studies, offering students in both programs access to larger B and C-level courses that allow for on-line flexibility in terms of where the students will be located. The courses are all lecture-based which allows for easier on-line delivery of course content.
Consultation: Chair's approval: January 9, 2024

GGRB28H3: Geographies of Disease

Mode of Delivery: In Person Online (Summer only)
Rationale: The on-line offerings are shared between Geography and City Studies, offering students in both programs access to larger B and C-level courses that allow for on-line flexibility in terms of where the students will be located. The courses are all lecture-based which allows for easier on-line delivery of course content.
Consultation: Chair's approval: January 9, 2024

GGRC25H3: Land Reform and Development

Mode of Delivery: In Person Online (Summer only)
Rationale: The on-line offerings are shared between Geography and City Studies, offering students in both programs access to larger B and C-level courses that allow for on-line flexibility in terms of where the students will be located. The courses are all lecture-based which allows for easier on-line delivery of course content.
Consultation: Chair's approval: January 9, 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Language Studies
February 8, 2024

Language Studies

4 Course Modifications

ECTC62H3: Translation in Media

Mode of Delivery:
In Person Online (Summer only)

Rationale:
This is a temporary change for Summer 2024 only, after which, said course units will return to in-person delivery during Autumn/Winter terms. The rationale for this change in delivery mode is:
(i) to help facilitate greater enrolment in Summer offerings by allowing students to be off-campus whilst still enrolled in courses; this is an initiative put forward by the Dean's Office that the DLS ECT program is responding to in a proactive manner; moreover, when we consider the fact that many of the students enrolled on the ECT program are international students who often desire to return home for the summer, especially considering the cost-of-living crisis in the GTA amongst higher education students, there is a certain need to offer students greater flexibility in their summer schedules;

(ii) to test the efficacy of offering these units online in both synchronous and asynchronous delivery modes for future, long-term planning; it is believed that having ECT units that can be taught in multiple delivery modes strengthens the overall program, allowing us to respond not only to Dean's Office initiatives, but also future, unplanned situations that may arise.

Consultation:
Interim Chair, Corinne Beauquis Approval: Jan 8, 2024

ECTD66H3: Translation and Adaptation

Mode of Delivery:
In Person Online (Summer only)

Rationale:
This is a temporary change for Summer 2024 only, after which, said course units will return to in-person delivery during Autumn/Winter terms. The rationale for this change in delivery mode is:
(i) to help facilitate greater enrolment in Summer offerings by allowing students to be off-campus whilst still enrolled in courses; this is an initiative put forward by the Dean's Office that the DLS ECT program is responding to in a proactive manner; moreover, when we consider the fact that many of the students enrolled on the ECT program are international students who often desire to return home for the summer, especially considering the cost-of-living crisis in the GTA amongst higher education students, there is a certain need to offer students greater flexibility in their summer schedules;

(ii) to test the efficacy of offering these units online in both synchronous and asynchronous delivery modes for future, long-term planning; it is believed that having ECT units that can be taught in multiple delivery modes strengthens the overall program, allowing us to respond not only to Dean's Office initiatives, but also future, unplanned situations that may arise.

Consultation:
Interim Chair, Corinne Beauquis Approval: Jan 8, 2024

FREB27H3: Modern France

Mode of Delivery:
In Person Online (Summer only)

Rationale:
FREB27 will be offered online in Summer 2024 in response to a request from the Dean's Office to offer more summer courses online to help increase enrolments Methods of assessment and learning outcomes will remain the same as the in-person delivery (learning outcomes/topics covered/methods of assessment have all been updated in the sections above).

Consultation:
Interim Chair, Corinne Beauquis Approval: Jan 8, 2024

LGGC65H3: Reading Chinese and English: Global Perspectives

Mode of Delivery:
In Person Online (Summer only)

Notes:
1. This course is bilingual and priority will be given to students enrolled in the Minor in English and Chinese Translation. 2. This course may be taken before or after LGGC64H3, LGGD66H3, and/or LGGD67H3. 3. Students who have taken this course may not subsequently take LGGC60H3, LGGC61H3, LGGC62H3, or LGGC63H3, or any lower level LGG Chinese courses for credit.

Rationale:
Since LGGC64H3, LGGC65H3, LGGD66H3, and LGGD67H3 are not offered each semester, and sometimes not even in each academic year, it is best to allow students the freedom to take one or some of the four courses when they are available. The change will also allow instructors to offer one or some of these four courses according to their expertise. The rationale for this change in delivery mode is: (i) to help facilitate greater enrolment in Summer offerings by allowing students to be off-campus whilst still enrolled in courses; this is an initiative put forward by the Dean's Office that the DLS ECT program is responding to in a proactive manner; moreover, when we consider the fact that many of the students enrolled on the ECT program are international students who often desire to return home for the summer, especially considering the cost-of-living crisis in the GTA amongst higher education students, there is a certain need to offer students greater flexibility in their summer schedules; (ii) to test the efficacy of offering these units online in both synchronous and asynchronous delivery modes for future, long-term planning; it is believed that having ECT units that can be taught in multiple delivery modes strengthens the overall program, allowing us to respond not only to Dean's Office initiatives, but also future, unplanned situations that may arise.

Consultation:
Reviewed by ECT faculty. DCC Approval: Oct. 4, 2023 Interim Chair, Corinne Beauquis Approval: Jan 8, 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Management
February 8, 2024

Management

2 Course Modifications

MGTA01H3: Introduction to Business

Mode of Delivery:
In Person Online (Summer only)
Rationale: The Dean's Office has asked departments to consider offering some courses online in the summer term to provide flexibility and increase accessibility to students. After reviewing our course offerings and course enrollment patterns, we felt that MGTA01H3 and MGTA02H3 are the most suitable for adding "Online (Summer only)" as the delivery mode. The summer term may present an opportunity for students to explore courses outside their own academic programs, which they may not have the opportunity to do during the regular academic semesters. The online summer course provides students ability to learn the materials at their own pace, accommodating different learning speed, style, and preference. Students taking courses, particularly in the summer may have other commitments that might limit their time and availability to be on campus, which allows students to engage with course materials at their own pace. Since MGTA01H3 is a service course, we believe the addition of this new delivery mode will improve course accessibility and allow us to address students' needs.
Consultation: Professor April Franco, Chair, Department of Management, Professor Jean-Etienne de Bettignies, Acting Chair, Department of Management Departmental Curriculum Committee approved on: January 19, 2024

MGTA02H3: Managing the Business Organization

Mode of Delivery:
In Person Online (Summer only)
Rationale: The Dean's Office has asked departments to consider offering some courses online in the summer term to provide flexibility and increase accessibility to students. After reviewing our course offerings and course enrollment patterns, we felt that MGTA01H3 and MGTA02H3 are the most suitable for adding "Online (Summer only)" as the delivery mode. The summer term may present an opportunity for students to explore courses outside their own academic programs, which they may not have the opportunity to do during the regular academic semesters. The online summer course provides students ability to learn the materials at their own pace, accommodating different learning speeds, styles, and preferences. Students taking courses, particularly in the summer may have other commitments that might limit their time and availability to be on campus, which allows students to engage with course materials at their own pace. Since MGTA02H3 is a service course, we believe the addition of this new delivery mode will improve course accessibility and allow us to address students' needs.
Consultation: Professor April Franco, Chair, Department of Management, Professor Jean-Etienne de Bettignies, Acting Chair, Department of Management Departmental Curriculum Committee approved on: January 19, 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Philosophy
February 8, 2024

Philosophy

6 Course Modifications

PHLB06H3: Business Ethics

Mode of Delivery:
In Person   Online
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting).
Consultation: Approved by Chair and Curriculum Committee on December 19, 2023.

PHLB12H3: Philosophy of Sexuality

Mode of Delivery:
In Person   Online
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting).
Consultation: Approved by Chair and Curriculum Committee on December 19, 2023.

PHLB30H3: Existentialism

Mode of Delivery:
In Person   Online
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting).
Consultation: Approved by Chair and Curriculum Committee on December 19, 2023.

PHLB55H3: Puzzles and Paradoxes

Mode of Delivery:
In Person   Online

PHLC10H3: Topics in Bioethics

Mode of Delivery:
In Person Online
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting).
Consultation: Approved by Chair and Curriculum Committee on December 19, 2023.

PHLC93H3: Topics in Political Philosophy

Mode of Delivery:
In Person Online
Rationale: The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting).
Consultation: Approved by Chair and Curriculum Committee on December 19, 2023.

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Psychology
February 8, 2024

Psychology

9 Course Modifications

PSYA01H3: Introduction to Biological and Cognitive Psychology

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding the "Online (summer only)" mode of delivery to PSYA01 and PSYA02. PSYA01 is a huge course that services more than 2000 students per year. The course has operated successfully with online components for nearly two decades now, via weboption. Online delivery has addressed classroom capacity issues, and provided opportunities for students to engage in learning activities that may otherwise not be possible in a large class. Learning is enhanced through a set of online tools, including peerScholar (a peer assessment tool that facilities group work and student interactions) and Riipen (which pairs students with industry partners to complete an experiential learning activity.) From a pedagogical perspective, the course is appropriate for online delivery, given that most components of the course (lectures, assignments) are already successfully operating with online options, and the remaining in-person components (midterm, final exam) are multiple-choice format, and can easily converted to an online modality.

It is important for PSYA01 and PSYA02 to be offered in the summer terms, as these courses are critical to students' progression through many UTSC programs. Offering a fully online summer versions of the course would provide student increased flexibility in completing these important courses.

Consultation:
Approved by Dept. Chair, Suzanne Erb, Jan 11 2024.

PSYA02H3: Introduction to Clinical, Developmental, Personality and Social Psychology

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding the "Online (summer only)" mode of delivery to PSYA01 and PSYA02. PSYA02 is a huge course that services more than 2000 students per year. The course has operated successfully with online components for nearly two decades now, via weboption. Online delivery has addressed classroom capacity issues, and provided opportunities for students to engage in learning activities that may otherwise not be possible in a large class. Learning is enhanced through a set of online tools, including peerScholar (a peer assessment tool that facilities group work and student interactions) and Riipen (which pairs students with industry partners to complete an experiential learning activity.) From a pedagogical perspective, the course is appropriate for online delivery, given that most components of the course (lectures, assignments) are already successfully operating with online options, and the remaining in-person components (midterm, final exam) are multiple-choice format, and can easily converted to an online modality.

It is important for PSYA01 and PSYA02 to be offered in the summer terms, as these courses are critical to students' progression through many UTSC programs. Offering a fully online summer versions of the course would provide student increased flexibility in completing these important courses.

Consultation:
Approved by Dept. Chair, Suzanne Erb, Jan 11 2024

PSYB10H3: Introduction to Social Psychology

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding an "Online (Summer only)" mode of delivery to PSYB10. From a pedagogical perspective, this course lends itself well to online delivery, as demonstrated by its success operating as a web-optioned course over the past decades. Course assignments and lectures have been successfully conducted online, and the remaining in-person components (exams) can be easily converted to an online modality. PSYB10 is a popular course, and adding a fully online Summer delivery mode will help address capacity issues that this course experiences with its fall/winter offering. This course is also a prerequisite for a huge number of B- and C-level offerings for students in Psychology and Mental Health Studies programs, and so the flexibility provided by an online summer section will help students progress through their degrees.

Consultation:
Approved by Dept. Chair, Suzanne Erb, Jan 11, 2024.

PSYB20H3: Introduction to Developmental Psychology

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding an "Online (Summer only)" mode of delivery to PSYB20. From a pedagogical perspective, this course lends itself well to online delivery, as demonstrated by its success operating as a web-optioned course over the past decades. Course assignments and lectures have been successfully conducted online, and the remaining in-person components (exams) can be easily converted to an online modality. PSYB20 is a popular course, and adding a fully online Summer delivery mode will help address capacity issues that this course experiences with its fall/winter offering. This course is also a prerequisite for a huge number of B- and C-level offerings for students in Psychology and Mental Health Studies programs, and so the flexibility provided by an online summer section will help students progress through their degrees.

Consultation:
Approved by Dept. Chair, Suzanne Erb - Jan 11, 2024

PSYB32H3: Introduction to Clinical Psychology

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding an "Online (Summer only)" mode of delivery to PSYB32. From a pedagogical perspective, this course lends itself well to online delivery, as demonstrated by its success operating as a web-optioned course over the past decades. Course assignments and lectures have been successfully conducted online, and the remaining in-person components (exams) can be easily converted to an online modality. PSYB32 is a popular course, and adding a fully online Summer delivery mode will help address capacity issues that this course experiences with its fall/winter offering. This course is also a prerequisite for a huge number of B- and C-level offerings for students in Mental Health Studies programs, and so the flexibility provided by an online summer section will help students progress through their degrees.

Consultation:
Approved by Dept. Chair, Suzanne Erb - Jan 11, 2024

PSYB51H3: Introduction to Perception

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding an "Online (Summer only)" mode of delivery to PSYB51. From a pedagogical perspective, this course lends itself well to online delivery, as demonstrated by its success operating as a web-optioned course over the past decades. Course assignments and lectures have been successfully conducted online, and the remaining in-person components (exams) can be easily converted to an online modality. Adding a fully online Summer delivery mode will help address capacity issues that this course experiences with its fall/winter offering. This course is also a prerequisite for many B- and C-level offerings for students in Neuroscience and Psychology programs, and so the flexibility provided by an online summer section will help students progress through their degrees.

Consultation:
Approved by Dept. Chair, Suzanne Erb - Jan 11, 2024

PSYB55H3: Introduction to Cognitive Neuroscience

Mode of Delivery:
In person, **Online (Summer Only)**

Rationale:
We are adding an "Online (Summer only)" mode of delivery to PSYB55. From a pedagogical perspective, this course lends itself well to online delivery, as demonstrated by its success operating as a web-optioned course over the past decades. Course assignments and lectures have been successfully conducted online, and the remaining in-person components (exams) can be easily converted to an online modality. PSYB55 is a popular course, and adding a fully online Summer delivery mode will help address capacity issues that this course experiences with its fall/winter offering. This course is also a prerequisite for a huge number of B- and C-level offerings for students in Psychology, Mental Health Studies, and Neuroscience programs, and so the flexibility provided by an online summer section will help students progress through their degrees.

PSYB70H3: Methods in Psychological Science

Mode of Delivery:

In person, **Online (Summer Only)**

Rationale:

We are adding an "Online (Summer only)" mode of delivery to PSYB70. From a pedagogical perspective, this course lends itself well to online delivery, as demonstrated by its success operating as a web-optioned course over the past decades. Course assignments and lectures have been successfully conducted online, and the remaining in-person components (exams) can be easily converted to an online modality. Adding a fully online Summer delivery mode will help address capacity issues that this course experiences with its fall/winter offering. PSYB70 is a critical component of the Psychology, Mental Health Studies, and Neuroscience programs, as it is a prerequisite for all C- and D-level courses in the department. The flexibility provided by an online summer section will help students progress through their degrees.

Consultation:

Approved by Dept. Chair, Suzanne Erb - Jan 11, 2024

PSYC31H3: Neuropsychological Assessment

Mode of Delivery:

In person, **Online**

Rationale:

We are adding an Online mode of delivery for this course (for any term.)

Pedagogical Reasoning to Offer PsyC31 Remotely

Having offered PsyC31 both in person and remotely in past, I have come to learn that its remote delivery with both synchronous and asynchronous components has cultivated a manner in which I am able to achieve my course learning objectives and more; much of which was unanticipated and only discovered by way of having offered the course in this platform. To explain:

- Typically, in person delivery of PsyC31 lectures is limited to my rather passive power point presentation and discussion of course content and principles with sparse input from students—e.g. the odd comment is made, and/or question is addressed. These are two-hour lectures. We also utilize pre-recorded examples of "neuropsychological testing" which feeds into a course assignment that students have historically viewed outside of class lecture.
- When taught remotely, the very same lectures are provided to students. I record these lectures and and do not deviate from the in-person lectures via my power point slides. Students can watch them at their own pace and own time during the week which assists in pace and ultimately learning. Students also review the examples of 'neuropsychological testing' on their own time. These components are offered asynchronously.
- What differs in my remote offering of the course, however, is that I also include a 60 to 90 minute remotely delivered synchronous "supplementary lecture" via Zoom (also recorded and offered to students to watch if they are unable to make the synchronous time/day on any given week).

It is here that I have discovered a supplementary method to teaching that has revigorated my idealistic belief that our course content can be buttressed with dialogue that allows our students to truly 'think.'

Let me explain further.

In these supplementary lectures, I bring the concept of 'ecological validity' to life and provide various real life critical case scenarios (e.g. actual referral requests and examination reports and findings that we dissect; examples of correspondence from persons trying to subvert neuropsychological examinations; college complaints; legal issues; practice issues and other 'tricky' clinical issues and so on) to students which formulate the topic of discussion and debate each week. Because of its remote delivery, I am also able to invite guests (e.g. practicing neuropsychologists) to the supplementary lectures who would be otherwise unavailable to attend in person) who share their real-world experience and expertise and help lead discussions and debates with students. It has also allowed students to 'network' with clinicians they would otherwise never have had an opportunity to meet and interact with. It is here that students begin to 'think' about how the course material is applied to real world settings with real world issues and gives them an experiential learning opportunity that would otherwise allude them within the context of an in-person lecture. To this end further, in these remote supplementary lectures, I have discovered that Zoom provides and fosters FAR MORE student interaction both verbally and via the chat function whereas I have never witnessed such participation in an actual classroom setting. I won't postulate why, but I might gather that one's social anxiety is attenuated within a remote platform (particularly via the chat function or with their camera off—although I constantly try to reinforce students to keep cameras on and let go of their anxieties). I might also add that it's been my experience that in person teaching limits discussion to only a select few; those confident enough to express their thoughts or ask questions. In this context, we are certainly not being inclusive as students with social anxiety are left out. To go on, Zoom also offers students a chat window as a secondary manner to participate and feel included. Together, I can address all comments both verbal and recorded in the chat window. By doing so, I have been able to create in vivo debates, offer students the opportunity to learn from others and appreciate diverse perspectives which is a further impossibility when only hearing from a select few within the context of an in person offering. I have also found students to be incredibly engaged when the course is offered remotely whilst personal feedback has been exceptionally rewarding in learning that students have felt empowered to be able to engage in course content rather than sit silently in class in fear that their comments/questions would be judged or ignored. I have also been told how validating it is when students can see opinions on the chat or shared with others that fit with their very own perspectives. In short, offering this course remotely has brought to my attention much of what I did not realize was wrong with my in-person course experience to many students- i.e., the ability to be more engaged, feel included, and validated and by default, develop student public speaking skills whilst attenuating social anxieties—something incredibly important to me being a clinical psychologist. By extension, and I don't believe this to be trite, Zoom has also allowed me to learn student names and call students by their first names. This has also created a welcoming atmosphere that is simply impossible in a

course of 100 students whilst teaching in person. Here, students have told me that they feel further empowered to share what they are 'thinking' with myself and others, attenuating what is likely an impersonal experience within the context of a large in person lecture; and rather, create what amounts to an experience not unlike a small graduate level seminar, motivating students for further learning experiences in their upper undergraduate years and beyond.

I might also note that my qualitative opinions here is surely supported by way of my teaching evaluation data whereby when offered remotely, with the now added synchronous supplementary lectures (i.e. Fall 2023 for PsyC31; and for my summer and fall 2023 offerings of PsyB32), my course evaluations and written feedback have never been higher and as complimentary- as have been the unsolicited emails received from students.

In summary, and for these pedagogical reasons, I wish to teach PsyC32 remotely with both synchronous and asynchronous components.

Consultation:
Approved by Dept Chair Suzanne Erb, Jan 11 2024

University of Toronto Scarborough

2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications
(Out of Cycle Courses, Summer 2024)
for Approval
Department of Sociology
February 8, 2024

Sociology

1 New Course

SOCD18H3: The History and Evolution of Reconciliation: The Indian Residential School Settlement

Mode of Delivery:	
In Person	
Description:	
This course examines the largest class action settlement in Canadian history: the Indian Residential School Settlement Agreement enacted in Canada in 2006. This analysis is framed within a 50-year history of reconciliation in Canada. Areas of study include the recent history of residential schools, the Royal Commission on Aboriginal Peoples report and the government response, and the establishment of the Aboriginal Healing Foundation.	
Prerequisites:	
10.0 credits including SOCB05H3 and one of [SOCB47H3 or SOCC61H3]	
Enrolment Limits:	
20	
Methods of Assessment:	
The following methods of assessment will be used in this course: 1) Research paper (35%) will require students to analyze the political process in developing the Indian Residential School Settlement Agreement (IRSSA) which both embodies Canada's strength in building cross cultural and historic agreements, and also its shortcomings in trying to emerge from a colonial history. (learning outcomes 1, 2, and 3) 2) In class presentations (25%) will cultivate advanced oral communication skills (learning outcome 3) 3) Annotated bibliography (25%) will provide the foundation for the final research paper (learning outcomes 1, 2, and 3) 4) Participation (15%) will give students an opportunity to practice collaboration and peer learning through the discussion of the course material in a seminar-style environment (learning outcomes 3 and 4)	
Breadth Requirements:	
Social & Behavioural Sciences	
University of Toronto Scarborough	
Distribution Requirements:	
Social Science	
CNC Allowed:	
Y	
Credit Value:	
fixed: 0.5	
Learning Outcomes:	
By the end of this course, students will be able to: 1) Distinguish a path to progress in reconciliation from political processes that work against meaningful social change. 2) Demonstrate more sophisticated cognitive skills such as analysis, synthesis, evaluation, and application of knowledge. 3) Demonstrate advanced written and oral communication skills. 4) Engage in collaborative and peer learning practices and discussion.	
Topics Covered:	
• The History of Indigenous approaches to reconciliation • How reconciliation became embedded in an approach of government policy	

- The work of the Aboriginal Healing Foundation and the challenges of working with inter-generational trauma
- The nature and types of compensation payment
- The character of the Truth and Reconciliation Commission Report and the 94 calls to action.
- The role of an apology in relation to the IRSSA and TRC, with particular attention paid to the responses of survivors, especially Mary Simon
- The role of the Catholic Church and the 2022 visit by the Pope.
- What has been the broad social impact of Reconciliation? What more can be done?
- What comes next? The role of universities, the convening of diverse perspectives, and the importance of places and spaces.

Rationale:

The rationale for the course is to provide a more complete perspective on Truth and Reconciliation. While there has been broad social acceptance of the TRC Report, many are unaware that reconciliation efforts in Canada date back 50 years.

The course brings together some of the recent history of residential schools, the RCAP report and the government response, and the establishment of the Aboriginal Healing Foundation. It will also cover the Law Commission Report upon which the settlement is based, and the deliberations and intentions for the settlement, which in some cases went astray. The elements of the settlement, such as financial measures and the Truth and Reconciliation Commission, and how each part manifested itself in the subsequent decades, will also be discussed. The absence of Apology in the agreement, and its later impact, will be presented.

We often believe strongest in the report we last read. The TRC report seems to have come to define what reconciliation might be for Canada. Students need to know that there is much more to reconciliation than the 94 Calls to Action. The political process in developing the Indian Residential School Settlement Agreement (IRSSA) both embodies Canada's strength in building cross cultural and historic agreements, and also its shortcomings in trying to emerge from a colonial history.

This course will serve our senior students in all program streams, as well as students interested in Indigenous issues. We expect the course will also serve students from outside the department who have a special interest in Indigeneity and reconciliation. In the future, this course could play a vital role in any specific Indigenous study programming or institutional concentration.

The course is distinctive because it focuses on the history of reconciliation in Canada itself, and how this history has led us to the conditions of the present. No similar course is taught at UTSC or U of T.

This D level course contributes to the curriculum delivery by developing more sophisticated cognitive skills such as analysis, synthesis, evaluation, and application of knowledge. This course also places a heavier emphasis on advanced written and oral communication. This course provides students with a seminar-style environment that fosters collaborative and peer learning practices and discussion.

May also contribute to any future addition of minors and majors in the area of Indigenous studies in sociology or in the of other departments.

This course is being offered in Summer 2024 so that it follows on the heels of SOCB47 and SOCC61, both courses with heavy indigenous content, offered in Fall and Winter, respectively. The timing of SOCD18 anticipates that demand for this course will arise from students' exposure to these two prerequisites.

The curriculum committee saw no substantive need to consult HCS for this course. The course does not overlap in any significant way with any courses offered by HCS, nor does it assume a 'historical' approach as understood by that discipline. It does not apply nor does it require students to be familiar with historical methods. The term history and historical as used in SOCD18 (description and substance) simply denotes tracking of a dialogue and the arch of change in policy dialogues, the changing tenor of dialogues and agendas over time in Indigenous-State relations in Canada. It takes a long view of the process of reconciliation, reflecting a pretty standard sociological approach to social policy, and social issues more broadly.

Consultation:

Course code approved by RO on Sep 20, 2023
DCC approval date: Oct 3, 2023
Chair Approval for Summer offering: January 10, 2024

Resources:

This course will be taught within the current faculty complement, within the current Teaching Assistant budget.
No additional equipment or infrastructure support will be needed.
No ancillary or laboratory fees will be required.

Estimated Enrolment:

20

Instructor:

Regular Faculty

4 Course Modifications

SOCB05H3: Logic of Social Inquiry

Mode of Delivery:

In Person
Online (Summer Only)

Prerequisites:

[SOCA05H3 or [(SOCA01H3) and (SOCA02H3)]] or (SOCA03Y3)] and enrolment in a Sociology program] or [any 4.0 credits and enrolment in the Minor Critical Migration Studies] or [any 4.0 credits and enrolment in the Major Program in Public Law]

Rationale:
The prerequisites of the course are being updated to include a pathway for students enrolled in the Major Program in Public Law (tentative launch of Fall 2024). This course is embedded in the core program requirements of the new program as part of a methods requirement. The Sociology courses included in the proposed Major touch on three central intersections between legal and sociological scholarship: a) sociological approaches to the law; b) the Canadian state and Indigenous Peoples; and c) empirical evidence literacy. Students will be introduced to these three areas in B-level courses – SOCB59H3 and SOCB05H3. Through consultation with the Department of Sociology the prerequisites are being updated to include a pathway for the Public Law Major students as they will be adequately prepared to participate in the course based on the proposed program structure.

SOCA03Y3 is being retired and replaced by a new introductory course: SOCA05H3

Rationale for offering the course online during the summer session:
Based on the department's prior experiences with online and in-person teaching of this course, we are confident that any version of the course will achieve all of the stated course learning objectives. The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting). In terms of Accessibility and academic integrity, mode of delivery has no impact on the decisions made already to support these principles.

According to the dean's memo "programs are required to have no more than 30% of coursework earned in an online-only manner", so if a SOC major takes B05, B42 and B43 online this summer they still have 5.5 credits remaining that would have to be taken in-person. Since the metric is how many total courses are online in the course of the program, not in the course of a semester, there is not an issue. If a student took all three that would be less than 30% of their program (21.4% total)- we do not offer any SOC courses online during the Fall/Winter. |
| **Consultation:** |
| Consultation has occurred with the Department of Political Science (email approval: confirmed on June 28th 2023)

DCC Approval date: Sep 19, 2023
Chair Approval for Summer offering: January 10, 2024 |

SOCB42H3: Theory I: Discovering the Social

Mode of Delivery:
In Person
Online (Summer Only)
Prerequisites:
Track Changes:
[[SOCA05H3 or [(SOCA01H3) and (SOCA02H3)]] or (SOCA03Y3)] and enrolment in a Sociology program
Rationale:
SOCA03Y3 is being retired and replaced by a new introductory course: SOCA05H3

Rationale for offering the course online during the summer session:
Based on the department's prior experiences with online and in-person teaching of this course, we are confident that any version of the course will achieve all of the stated course learning objectives. The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting). In terms of Accessibility and academic integrity, mode of delivery has no impact on the decisions made already to support these principles.

According to the dean's memo "programs are required to have no more than 30% of coursework earned in an online-only manner", so if a SOC major takes B05, B42 and B43 online this summer they still have 5.5 credits remaining that would have to be taken in-person. Since the metric is how many total courses are online in the course of the program, not in the course of a semester, there is not an issue. If a student took all three that would be less than 30% of their program (21.4% total)- we do not offer any SOC courses online during the Fall/Winter. |
| **Consultation:** |
| DCC Approval: Sep 19, 2023
Chair Approval for Summer offering: January 10, 2024 |

SOCB43H3: Theory II: Big Ideas in Sociology

Mode of Delivery:
In Person
Online (Summer Only)
Prerequisites:
[[SOCA05H3 or [(SOCA01H3) and (SOCA02H3)]] or (SOCA03Y3)] and SOCB42H3 and enrolment in a Sociology program<
Rationale:
SOCA03Y3 is being retired and replaced by a new introductory course: SOCA05H3

Rationale for offering the course online during the summer session: |

Based on the department's prior experiences with online and in-person teaching of this course, we are confident that any version of the course will achieve all of the stated course learning objectives. The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting). In terms of Accessibility and academic integrity, mode of delivery has no impact on the decisions made already to support these principles.

According to the dean's memo "programs are required to have no more than 30% of coursework earned in an online-only manner", so if a SOC major takes B05, B42 and B43 online this summer they still have 5.5 credits remaining that would have to be taken in-person. Since the metric is how many total courses are online in the course of the program, not in the course of a semester, there is not an issue. If a student took all three that would be less than 30% of their program (21.4% total)- we do not offer any SOC courses online during the Fall/Winter.

Consultation:
DCC Approval: Sep 19, 2023
Chair Approval for Summer offering: January 10, 2024

SOCC25H3: Ethnicity, Race and Migration

Mode of Delivery:

In Person
Online (Summer Only)

Prerequisites:

[[SOCB05H3 or SOCB35H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]] or [SOCB60H3 and an additional 8.0 credits and enrolment in the Minor program in Critical Migration Studies] or [IDSB07H3 and an additional 8.0 credits, and enrolment in the Specialist/Specialist Co-op Program/Major/Minor Program in International Development Studies (Arts)]

Rationale:

This change is being made to permit a greater number of IDS student to enroll in this course. These students are well-positioned to succeed in this course.

Rationale for offering the course online during the summer session:
Based on the department's prior experiences with online and in-person teaching of this course, we are confident that any version of the course will achieve all of the stated course learning objectives. The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making this course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience that is responsive to student needs and promotes greater student retention (a noted priority in the recent CAD meeting). In terms of Accessibility and academic integrity, mode of delivery has no impact on the decisions made already to support these principles.

Consultation:
Consultation undertaken with IDS department and course instructor via email July 2023

Approved by DCC on: Oct 3, 2023
Chair Approval for Summer offering: January 10, 2024