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

TO:	UTSC Academic Affairs Committee
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DATE:	March 20, 2024 for March 27, 2024
AGENDA ITEM:	5

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Social Sciences, UTSC

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*, section 4)." Under section 5.6 of its *Terms of Reference*, the AAC 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 and 3.3).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (March 27, 2024)**

HIGHLIGHTS:

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

- The Department of Anthropology (Report: Anthropology)
    - 4 new courses

- ANTC29H3: Archaeologies of North America
- ANTC65H3: Anthropology of Science, Medicine, and Technology
- ANTD18H3: Palaeolithic Archaeology
- ANTD33H3: Geoarchaeological Perspectives of Human-Environment Interactions
- The Department of Global Development Studies (Report: Global Development Studies)
  - 2 program modifications
    - SCMINAFS: MINOR PROGRAM IN AFRICAN STUDIES (ARTS)
    - SCSPE2540A: SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)
  - 1 new course
    - IDSD05H3: Historical Perspectives on Global Health and Development
- The Department of Health and Society (Report: Health and Society)
  - 1 program modification
    - SC CPHP: CERTIFICATE IN PATHWAYS TO HEALTH PROFESSIONALS
- The Department of Sociology (Report: Sociology)
  - 3 new courses
    - SOCA05H3: The Sociological Imagination
    - SOCA06H3: Sociology in the World: Careers and Applications
    - SOCC32H3: Human Rights and Counterterrorism

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Social Sciences undergraduate curriculum changes for the 2024-25 academic year, as detailed in the respective curriculum reports, be approved, effective September 1, 2024.

DOCUMENTATION PROVIDED:

1. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval, Report: Anthropology, dated March 11, 2024.
2. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval, Report: Global Development Studies, dated March 11, 2024.
3. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval, Report: Health and Society, dated March 11, 2024.
4. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval, Report: Sociology, dated March 11, 2024.

2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Social Sciences
March 11, 2024

Table of Contents

2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Anthropology
March 11, 2024

Report: Anthropology

4 New Courses

ANTC29H3: Archaeologies of North America

Description:

This course engages with the diverse histories of First Nations societies in North America, from time immemorial, through over 14 thousand years of archaeology, to the period approaching European arrivals. We tack across the Arctic, Plains, Northwest Coast, Woodlands, and East Coast to chart the major cultural periods and societal advancements told by First Nations histories and the archaeological record. Along with foundational discussions of ancestral peoples, societal development, and human paleoecology, we also engage with core topical debates in North American archaeology, such as the ethics of ancient DNA, peopling processes, environmental change, response, and conservation, inequalities, decolonization, and progress in Indigenous archaeologies.

Prerequisites:

ANTA01H3

Delivery Method:

In Person

Methods of Assessment:

Active Learning Self-Evaluation of engagement in lectures, discussions readings, activities. (Learning Outcomes 1-7) 10%

Midterm Exam: Students will have an opportunity to demonstrate their knowledge concerning archaeology in North America through a multiple choice and short answer midterm. (Learning Objectives 1-7) 15%

Responding to the Troubled History of Archaeology: Students will confront archaeology's colonial roots in North America by researching a case study of their choosing that illustrates the inequitable treatment of Indigenous people, heritage, and culture by archaeologists. Students will explore and think critically about approaches to decolonizing archaeology within the frameworks of Indigenous archaeologies and Truth and Reconciliation Commissions' Calls to Action. The delivery modality is open. Students will be encouraged to explore diverse types of presentation: e.g., poster, policy brief, social media post, video essay, blog post, poem, song, short story, essay, oral presentation, etc. (Learning Objectives 2, 3, 8) 20%

Archaeological Heritage Resources Management Project: This experiential project will have students investigate the process of conducting heritage impact assessments and mitigative research using materials from a previously conducted project in Ontario. Students will be asked to develop a strategy to find and protect archaeological resources in response to a proposed land development. The work will engage students with legislative policies and diverse rightsholder needs to protect and promote heritage. The project will introduce students to archaeological hard skills and the archaeological cultural resources management industry in Ontario with the aim of providing an experience and crystalline example of a potential career path in archaeology. Evaluation will include the completion of three sets of hands-on artifact analyses and associated questions / forms designed to have students think critically about how to find sites, evaluate them, and propose strategies for mitigating development impacts that adhere with legislative guidelines. (Learning Objectives 1, 2, 4, 7, 8) 30%

Final Paper: the paper scaffolds from the above project and will present the results of the archaeological analyses and present recommendations for impact mitigation. The paper will take the form of a standard industry report. (Learning Objectives 1, 2, 4, 7, 8) 25%

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

Distribution Requirements:

Social Science

CNC Allowed: Y
Credit Value: fixed: 0.5
Learning Outcomes: Through lectures, discussions, readings, and experiential research, we will work together to improve our proficiencies and confidence in: 1. defining the theories and methods used in North American archaeology. 2. classifying artifacts and understanding the socio-cultural and environmental information encoded within material culture. 3. contributing to debates concerning the peopling of North America. 4. assessing the quality of scientific literature. 5. explaining mechanisms of societal change and continuity and how are they are expressed in the archaeological record. 6. explaining the importance of human-environment interactions, human ecosystem engineering, and eco-heritage landscapes. 7. engaging with legislative policies and diverse rightsholder needs to protect and promote heritage.
Course Experience: University-Based Experience
Topics Covered: • Archaeological theory and method • Histories of archaeology in the United States, Canada, and Ontario • First Nations histories in the United States, Canada, and Ontario • The peopling of North America (integrating First Nations, archaeological and genomic perspectives) • Arctic climate change and societal resilience • Indigenous archaeologies • Underrepresented archaeologies • Decolonization, repatriation, and community archaeologies • The development of societies, food production, art, religion, inequality, and warfare • Heritage resources management • Evolving narratives of culture and history
Rationale: In response to external review and internal growth strategies, the Department of Anthropology has hired two new tenure stream faculty members to further strengthen the archaeology and experiential learning components of its Evolutionary Anthropology programs. The Department is addressing these goals through a successful search for a geoarchaeologist specializing in human-environment interactions in North America. Developed by this new faculty member, the proposed course is designed to support teaching in the Specialist and Major Programs in Evolutionary Anthropology. The course will also become a required component of a new archaeology program and heritage studies certificate the department is developing.
Consultation: The course is being developed by a new tenure stream faculty member specializing in geoarchaeology and North American archaeology. Informal consultation was undertaken internally among the Department of Anthropology members involved in the Evolutionary Anthropology stream. Faculty members are in the early stages of exploring strategies for developing new programs in archaeology and heritage studies that will include this new course. Approved by the DCC on Oct 11, 2023; updated approved by DCC Jan 10, 2024 Course code approved by RO on Oct 11, 2023
Resources: This course will be taught by a regular faculty member. This course will not require any additional equipment, infrastructure support, or ancillary or laboratory fees. . If TA support is needed, it will be drawn from the existing TA budget.
Overlap with Existing Courses: This is the first course of its kind offered at UTSC. There may be minor overlap with ANTB80H3 and ANTB11H3. The overlap will be an overview of general archaeological goals and methods, yet these will be built upon and applied uniquely to addressing issues specific to North American Archaeology.
Estimated Enrolment: 30
Instructor: Donald Butler, Regular Faculty
Proposal Status: Under Review

ANTC65H3: Anthropology of Science, Medicine, and Technology

Description: This course is an enquiry into the social construction of science and scientific expertise, with a particular focus on medicine and health. The interdisciplinary field of Science and Technology Studies (STS) opens up a very different perspective from what gets taught in biology classes about how medical knowledge is created, disseminated, becomes authoritative (or not), and is taken up by different groups of people. In our current era of increasing anti-science attitudes and "alternative facts," this course will offer students an important new awareness of the politics of knowledge production.
Prerequisites: ANTB19H3 and ANTB20H3
Exclusions:

Students who enrolled in ANTC69H3 in Fall 2023 may not take this course for credit.

Delivery Method:

In Person

Enrolment Limits:

60

Methods of Assessment:

Assessment will be based on 4 components:

10% participation, and course engagement (LO 1- 5)

30% Biweekly reading responses, in which students engage in-depth with at least one of the assigned readings, critically reflecting and posing at least one discussion question. This will support students' critical analytical skills and promote reflection on STS theories. It replaces what might otherwise be a midterm examination (LO 1 -5)

30% A term essay, based on any topic related to STS of the student's choosing, which engages with course materials to develop a thesis or argument; this further encourages critical reflection rather than rote memorization (LO 1-5)

30% A final exam, which will take the form of short-answer and 1 essay question, all of which are designed to ensure a broad understanding of STS. (LO 1-5)

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 the semester, students will:
1. Gain a new kind of scientific literacy—one that reflects on the scientific process itself, and recognizes its cultural conventions and representational challenges
2. Reflect critically on complex ethical questions associated with health and technoscience, engaging with our own moral compasses in novel ways
3. Learn new strategies for analyzing scientific journalism and the ways research is translated for public consumption
4. Theorize the ways in which actual scientists respond to and engage with STS anthropological perspectives, as well as their reactions to growing anti-science movements
5. Examine science and technology as historical practices and as social institutions, and gain fluency in the theories, concepts, and methods used in this endeavour

Students will acquire these skills through each of the assessment methods: which are designed to ensure they do the readings, attend all course sessions, apply STS knowledge to an area of their own choosing (in the essay), and reflect critically on course concepts (in the reading responses, essay, and final exam).

Topics Covered:
- The use of DNA testing to "prove" Indigenous ancestry and the surprising rise of "raceshifting" claims wherein many white French-Canadians are now using genetic ancestry testing to claim Indigenous Métis status… and associated political dispensations
- Controversies around the Chinese scientist who edited the human genome and "made" three babies who may have genetic protection against ever contracting HIV
- Contemporary hallucinogen research… aka psychedelics to heal humankind's tortured brains
- The strategies used by white supremacist groups to justify their continual claims to pure whiteness, even after receiving genetic profiles indicating they had non-white ancestors
- The sociocultural processes by which scientists make science, including reflections on the competition to come up with the "prettiest" model of the HIV virus
- The messy world of pharmaceutical development, testing, and dissemination
- What is at stake in the ways that experimental psychology structures its studies
- The reasons some of us are so profoundly at the mercy of our wearable activity trackers
- How new studies about health translate into public action
- Epigenetics, racism, and ableism
- Asking what authority experts have amidst widespread anti-science populism, and what are the techniques by which they try to assert their expertise

Rationale:

UTSC Anthropology already has a strong suite of medical anthropology courses in both sociocultural (SCL) and evolutionary approaches. This course adds to the SCL offerings. There are two major fields within SCL medical anthropology: critical medical anthropology, and science and technology studies (STS). Until now, we have not offered any courses devoted solely to STS medical anthropology. This course rectifies that omission.

This course will also form an important part of our proposed new Medical Anthropology major and minor. While there is already considerable student interest in this field, this course aims to attract students from across the humanities, social sciences, and hard sciences, creating provocative interdisciplinary conversations.

This course will serve anthropology specialists, majors, and minors (it can count toward the C-level courses requirements in

all these degrees). It will also attract students from adjacent fields who may not be pursuing anthropology degrees.

An enrollment limit of 60 will permit students to take an active role in discussing material presented during lectures. Any larger discussions will become impossible.

Consultation:
Internal consultation within the anthropology department. This course was offered as a pilot special topics course in Fall 2023 (under the course code ANTC69: Ideas That Matter).

Approved by DCC: Oct 11, 2023; Updates approved by DCC Jan 10, 2024

Course code approved by RO: Sep 27, 2023

Resources:
The course will be taught by regular faculty.

If the course exceeds 40 students, it would require TA support from within the unit's existing budgets. (Estimated enrollment is 20-30).

No additional resources or fees are required.

Overlap with Existing Courses:
ESTC35H3: Environmental Science and Technology in Society: this course provides STS perspectives from environmental science and geography. While some of the theory used is similar, the topical content is different enough so as not to warrant listing the courses as exclusions from each other.

BIOC70H3 - An Introduction to Bias in the Sciences: while the course engages with some STS perspectives, its sole focus on bias engages with only a small portion of the field that will be presented in this new course. No exclusions warranted.

MDSB01H3 - Human, Animal, Machine: this course uses some STS topics (notably, multispecies and cyborg approaches), but the focus on film, television, and literature is entirely different from the proposed new course (which is based in ethnography). No exclusions.

Estimated Enrolment:
25

Instructor:
Bianca Dahl

Proposal Status:
Under Review

ANTD18H3: Palaeolithic Archaeology

Description:

This seminar style course provides a foundation in the anthropology and archaeology of small-scale societies, particularly hunter-gatherers. The seminar's temporal remit is broad, spanning ~2.5 million years of human evolution from the earliest tool-making hominins to living human societies. A selection of critical topics will therefore be covered. These include theoretical aspects of and evolutionary trends in forager subsistence strategies; technologies; mobility and use of space; sociopolitical organization; cognition; symbolism, ritual and religion; and transitions to food production. Topics will be illustrated using diverse case studies drawn from throughout the Paleolithic.

Prerequisites:

ANTA01H3

Enrolment Limits:

25

Delivery Method:

In Person

Methods of Assessment:
- Discussion participation and leading: 20% (LO#2,4)
- Every week two students will summarize and lead discussion on one of the seminal papers read in class.
- Weekly synopses/questions: 30% (LO #1,4)
- Every week all students will submit a one-page synopsis of the assigned readings and propose two questions that are uploaded to Quercus to help guide discussion. The synopsis and questions are due at midnight on the Sunday preceding the class so the discussion leaders can include the questions inter discussions.
- Ethnographic presentations: 20% (5% for handout) (LO#3,4)
- Every week one or two students will present an ethnography of a different hunter gatherer group to identify key components of their lifestyle and reflect on how we use ethnographies as analogies to develop hypotheses to interpret archaeological sites.
- Final paper: 30% (LO #4)

Each student will write a final research paper aligned with their interests, to explore a topic related to the course (with approval of the instructor to ensure the topic is on point and not too broad).

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

Distribution Requirements:

Science

CNC Allowed:

Y

| **Credit Value:** |
| fixed: 0.5 |

Learning Outcomes:

1. This course is intended to expose students to advanced topics in anthropological research. Students will learn to concisely summarize seminal papers through weekly synopses and generating two questions per article.
2. They will also take turns leading and participating in class discussions, ensuring they can absorb information and clearly explain it in their own words.
3. Students will enhance their oral presentation skills through an ethnographic presentation to the class and continue to develop writing and research skills through an independent research project to be determined by the student with permission from the professor. This will ensure they choose a topic they are interested in but one that is not too broad.
4. Written and oral presentations skills will be emphasized throughout the course as they become familiar with the material and build confidence and professional skills

Course Experience:

University-Based Experience

Topics Covered:

- Course introduction
- History of foragers in anthropological and archaeological research
- Perceiving foragers: Site formation & archaeological visibility
- Modeling foragers: Actualistic, evolutionary & social approaches
- Forager subsistence: Provisioning, partitioning & politics
- Forager technologies: Production, use & transmission
- Foragers on the landscape: Mobility, territoriality & interaction
- Foragers in the campsite: Occupation patterns, spatial organization
- Size matters: Communication, cooperation & cognitive evolution
- The origins of 'behavioral modernity': Competing explanations
- Inside their minds: Ritual, religion & cosmology
- Manipulating their environment: The origins of domestication

Rationale:

We are currently putting together a new Archaeology Program that will begin with a minor and work up to a major. This is a fourth-year theory class that we are currently running this semester as a Special Topics course. This will become one of the Capstone courses for the Archaeology Program once we have enough courses to launch a minor. Note: This course was offered as a pilot special topics course in Fall 2023 (under the course code ANTC69: Ideas That Matter).

Consultation:

Approved by DCC: Oct 11, 2023; Updates approved by DCC Jan 10, 2024
Course code approved by RO: Sep 27, 2023

Resources:
The course will be taught by regular faculty.
If TA support is required, it will be taken from within the unit's existing budgets. (Estimated enrollment is 20-30).
No additional resources or fees are required.

Overlap with Existing Courses:

There is minor overlap with the UTSG course ANT410H1 Hunter-Gatherers Past and Present However, in the UTSG course, they focus primarily on modern hunter-gatherers that contribute to the development of Anthropological theory. In this proposed course, we spend a few weeks discussing modern foragers but for the majority of the course we look at the archaeology of forager populations, using the modern ethnographies as analogies to interpret the past. So, there is very limited overlap.

Programs of Study for Which This Course Might be Suitable:
Evolutionary Anthropology Minor and Major

Instructor:
Genevieve Dewar/Regular Faculty

Proposal Status:
Under Review

ANTD33H3: Geoarchaeological Perspectives of Human-Environment Interactions

Description:

This course investigates global diversity in human-environment dialogues from a geoarchaeological perspective. We will emphasize the place of geoarchaeology in evolutionary anthropology, specifically addressing topics such as the role of fire in human evolution, human-ecosystem coevolution, societal resilience and collapse, and the developing Anthropocene. Through hands-on authentic research, the class will engage with the collection and interpretation of chronological, geochemical, biomolecular, micromorphological, and micro-sedimentary data for site formation processes, paleoenvironments, and human behaviors. We will collaborate on developing new geoarchaeological perspectives of the human-environment interactions unfolding along the eastern branch of Yat-qui-i-be-no-nick (Highland Creek) coursing through UTSC. How did Highland Creek shape cultures and societies through time? How did people shape the Creek's environs?

Prerequisites:

One of ANTA01H3, EESA01H3, ESTB01H3

Delivery Method:

In Person

Enrolment Limits:

15

Recommended Preparation:

Physical Geography and/or Earth Sciences at Secondary or Post-Secondary level (beneficial but not required).

Methods of Assessment:

1. Active learning self-evaluation of engagement in lectures, discussions readings, activities. (Learning Outcomes 1-6) 10%

2. A research proposal assignment will help students a) identify central themes of personal interest in studies of human-environment interactions and b) develop geoarchaeological research addressing these themes. Class members will outline their own research project based on their academic and personal interests. Students are encouraged to think about what topic (including timeframe, culture, place, specific land use type, etc.) they are interested in studying within the realm of human-environment interactions; why is it important; their goals; how they will achieve these goals; the predicted outcomes? We will think about how the project addresses knowledge gaps in different areas of research interest within the framework of human-environment interactions. What is the relevance of your project outside of outside archaeology - and outside academics? Specifically, how does the project contribute to the core themes guiding SSHRC, including "Inhabiting Challenging Environments", "Living within Earth's Carrying Capacity", and "Evolving Narratives of Culture and History". (Learning Outcomes 3-6) 15%

3. Four laboratory based methodological exercises and written reflections will help students develop proficiencies in technical laboratory / instrumentation hard skills relevant to geoarchaeology and other environmental sciences. In their reflections, students are encouraged to a) summarize the results of the analyses; b) explain how the results contribute to our understandings of human- environment interactions along the Highland Creek study area, b) explore ways of mobilizing (geo)archaeological research, c) frame their ideas within current SSHRC themes, and d) demonstrate how these methods could be used to achieve the project goals outlined in their proposal assignment. (Learning Outcomes 3-6) 40%

4. A final take home essay scaffolding from the proposal, workshop, field and lab exercises, and reflections will assess student engagement with all course content. The essay is a full research proposal tying all our projects, lectures, and readings together, with the same goals outlined above for the reflections. (Learning Outcomes 3-6) 35%

Breadth Requirements:

Natural Sciences

University of Toronto Scarborough

Distribution Requirements:

Science

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

Throughout our course we will work together to improve our proficiencies and confidence in:
1. defining the central themes and broad relevance of human-environment interactions research by engaging with lecture materials, assigned readings of key literature, and in class discussions
2. explaining how geoarchaeological research contributes to addressing debates concerning human-environment interactions through lectures, readings, discussions, and authentic research on Highland Creek
3. evaluating and developing geoarchaeological research through investigations of case studies, participating in a proposal development mini-workshop, and creating a proposal abstract
4. applying procedural knowledge of fundamental geoarchaeological techniques by partnering on meaningful field and laboratory research at Highland Creek; hard skills include: sediment profile characterization, recording, and sampling; plant microfossil analysis; geochemistry and minerology by spectroscopy; sediment particle analyses; sedimentary micromorphology
5. mobilizing (geo)archaeological research by leveraging our own personal and academic interests to "Imagine Canada's Future" (https://www.sshrc-crsh.gc.ca/funding-financement/programs-programmes/challenge_areas-domaines_des_defis/index-eng.aspx) within the thematic framework proposed by Social Sciences and Humanities Research Council of Canada, which includes "Inhabiting Challenging Environments", "Living within Earth's Carrying Capacity", and "Evolving Narratives of Culture and History"

Course Experience:

University-Based Experience

Topics Covered:
- Human-environment interactions (human behavioural ecology; niche construction; resilience)
- Landscape evolution, habitat reconfiguration, and human / wildlife responses
- Human impacts on environments and the Anthropocene
- Archaeological site formation processes
- Paleoenvironmental reconstruction
- Human land / resource use, mobility, and migration
- Geochemical, mineralogical, micromorphological, microfossil, and biomolecular proxies for local environments and human resource / land use strategies

Rationale:

In response to external review and internal growth strategies, the Department of Anthropology has hired two new tenure stream faculty members to further strengthen science-based experiential learning within its Evolutionary Anthropology programs. The Department is addressing these goals through a successful search for a geoarchaeologist specializing in human-environment interactions in North America. Developed by this new faculty member, the proposed course is designed to support teaching in the Specialist and Major Programs in Evolutionary Anthropology. The course will become a required component of a new archaeology program the program is developing.

An enrolment limit of 15 is requested to accommodate the course's experiential learning and authentic research components. Field exercises will focus on documenting fluvial and anthropogenic landscape evolution processes along Highland Creek. Laboratory-based analyses of sediments will be completed at the Department of Anthropology's Geoarchaeology Laboratory

located in Science Wing Room 222b (SW 222b). A 15-student cap will help us limit foot traffic along the creek banks and accommodate student training and research in our geoarchaeology facility.

The course specifically integrates advanced geoscientific and archaeological theory and method to grow student's abilities to effectively contribute to diverse interdisciplinary work in established and emergent areas of archaeology and evolutionary anthropology, including landscape evolution, archaeological site formation processes, human-environment co-evolution, the onset and consequences of the Anthropocene, and sustainable micro-archaeologies.

This is the first time a dedicated geoarchaeology course will be offered within the University of Toronto tri-campus system. The course is fully immersed in experiential learning via authentic research focusing on the geoarchaeology of human-environment interactions at Yat-qui-i-be-no-nick, or Highland Creek. This is real research, with real questions and goals, focusing on new data generation with unplanned outcomes, and developing new understandings of coupled human-environment systems with complex socio-cultural histories.

Highland Creek Ravine was carved by retreating glacial ice and meltwater flowing off the Oak Ridge Moraine around 12,000 years ago. Archaeology indicates that First Nations people lived in the Highland Creek watershed as early as 9,500 years ago, and Mississauga oral tradition tells us it was much earlier. Six hundred years ago, ancestral Wendat people settled a large agricultural village near the creek's headwaters, in an area known today as L'Amoreaux Park. The 19th century introduced profound change, with the creek becoming a key shipping lane and power source for agricultural and forestry mills.

Our goals are to
1) explore the social and environmental factors shaping histories of First Nations and settler land use tied to Yat-qui-i-be-no-nick / Highland Creek;
2) characterize the sedimentary units exposed along the creek-banks using fundamental geoarchaeological techniques;
3) clarify how land use in and around the village at L'Amoreaux shaped downstream habitats;
4) track the influence of 19th century industries on local habitats;
5) mobilize our work to develop holistic approaches to addressing challenge areas in environmental studies beyond archaeology and academics.

Using the Valley Land Trail, we will investigate an exposed cut-bank sedimentary profile on the creek. Sediments from the bank will be studied in class using grain size analyses, microfossils, geochemistry, and micromorphology – all key techniques in geoarchaeology and environmental sciences. The course will also provide a mini-workshop designed to teach proposal writing strategies. We will learn to address key themes proposed by SSHRC, including "Inhabiting Challenging Environments", "Living within Earth's Carrying Capacity", and "Evolving Narratives of Culture and History".

Consultation:
The course is being developed by a new tenure stream faculty member specializing in geoarchaeology. Informal consultation was undertaken internally among the Department of Anthropology members involved in the Evolutionary Anthropology Stream. Faculty members are in the early stages of exploring strategies for developing new programs in archaeology and heritage studies that will include this new geoarchaeology course.

Approved by the DCC on Oct 11, 2023; updated approved by DCC Jan 10, 2024
Course code approved by RO on Sept 27, 2023

Resources:
This course will be taught by a regular faculty member. This course will not require any additional equipment, infrastructure support, or ancillary or laboratory fees.

Overlap with Existing Courses:
There is no overlap with anthropology courses. This is the first course of its kind offered at UTSC. There may be minor overlap in DPES courses offering experiential components at Highland Creek.

Part of a program proposal?

The course will provide a new 0.5 D-Level science credit option for both the Specialist Program in Evolutionary Anthropology and Major in Evolutionary Anthropology programs.

Programs of Study for Which This Course Might be Suitable:
Environmental Science
Environmental Studies

Estimated Enrolment:
15

Instructor:
Donald Butler, Regular Faculty

Proposal Status:
Under Review

2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Global Development Studies
March 11, 2024

Report: Global Development Studies

2 Program Modifications

SCMINAFS: MINOR PROGRAM IN AFRICAN STUDIES (ARTS)

Completion Requirements:

Program Requirements
Students must complete 4.0 credits, 1.0 credit of which must be at the C- or D-level

1. ~~1.0~~ 0.5 credit as follows:
AFSA01H3/HISA08H3 Africa in the World: An Introduction
~~AFSB01H3/HISB52H3 African Religious Traditions Through History~~

2. ~~1.0~~ 1.5 credits from the following (students should check course descriptions for prerequisites):
AFSA03H3/IDSA02H3 Experiencing Development in Africa
AFSB01H3/HISB52H3 African Religious Traditions Through History
AFSB05H3/ANTB05H3 Culture and Society in Africa
AFSB50H3/HISB50H3 Africa in the Era of the Slave Trade
AFSB51H3/HISB51H3 Africa from the Colonial Conquests to Independence
AFSB54H3/HISB54H3 Africa in the Postcolonial Era
AFSC03H3/IDSC03H3 Contemporary Africa: State, Society, and Politics
~~AFSC30H3/HISC96H3 Language and Society in the Arab World~~
AFSC52H3/HISC52H3/VPHC52H3 Ethiopia: Seeing History
AFSC53H3/WSTC10H3 Gender and Critical Development
AFSC55H3/HISC55H3 War and Society in Modern Africa
AFSC70H3/HISC70H3 The Caribbean Diaspora
AFSC97H3/HISC97H3 Women and Power in Africa
AFSD07H3/IDSD07H3 Extractive Industries in Africa
AFSD20H3/IDSD20H3 Thinking Conflict, Security, and Development
AFSD51H3/HISD51H3 Southern Africa: Colonial Rule, Apartheid and Liberation
AFSD52H3/HISD52H3 East African Societies in Transition
AFSD53H3/GASD53H3/HISD53H3 Africa and Asia in the First World War
GGRD09H3 Feminist Geographies
IDSD06H3 Feminist and Postcolonial Perspectives in Development Studies

3. 2.0 credits from the following list (students should check course descriptions for prerequisites):
Note: Though not required, students are encouraged to specialize in one of the areas of concentration below.

Africa the Continent
AFSA03H3/IDSA02H3 Experiencing Development in Africa (if not used in Requirement 2)
AFSB05H3/ANTB05H3 Culture and Society in Africa (if not used in Requirement 2)
AFSB50H3/HISB50H3 Africa in the Era of the Slave Trade (if not used in Requirement 2)
AFSB51H3/HISB51H3 Africa from the Colonial Conquests to Independence (if not used in Requirement 2)
AFSB54H3/HISB54H3 Africa in the Postcolonial Era (if not used in Requirement 2)
AFSC03H3/IDSC03H3 Contemporary Africa: State, Society, and Politics (if not used in Requirement 2)
~~AFSC30H3/HISC96H3 Language and Society in the Arab World (if not used in Requirement 2)~~
AFSC52H3/HISC52H3/VPHC52H3 Ethiopia: Seeing History (if not used in Requirement 2)
AFSC53H3/WSTC10H3 Gender and Critical Development (if not used in Requirement 2)
AFSC55H3/HISC55H3 War and Society in Modern Africa (if not used in Requirement 2)
AFSC97H3/HISC97H3 Women and Power in Africa (if not used in Requirement 2)
AFSD07H3/IDSD07H3 Extractive Industries in Africa (if not used in Requirement 2)
AFSD51H3/HISD51H3 Southern Africa: Colonial Rule, Apartheid and Liberation (if not used in Requirement 2)

AFSD52H3/HISD52H3 East African Societies in Transition (if not used in Requirement 2)
AFSD53H3/GASD53H3/HISD53H3 Africa and Asia in the First World War (if not used in Requirement 2)
(ANTC06H3) African Cultures and Societies II: Case Studies
ENGB22H3 Contemporary Literature from Africa
ENGD08H3 Topics in African Literature
GGRC25H3 Land Reform and Development
HISD50H3 Southern Africa: Conquest and Resistance, 1652-1900
POLC80H3 International Relations of Africa
VPHB50H3 Africa through the Photographic Lens
(VPHB65H3) Exhibiting Africa: Spectacle and the Politics of Representation
Note: We that students interests in courses from the above customer expanded their language skills in Swahili

The Black Diaspora
AFSC70H3/HISC70H3 The Caribbean Diaspora (if not used in Requirement 2)
ENGB17H3 Contemporary Literature from the Caribbean
ENGC14H3 Black Canadian Literature
ENGD13H3 Rap Poetics
(ENGD61H3) James Baldwin, the African American Experience, and the Liberal Imagination
FREB28H3 The Francophone World
FREB35H3 Francophone Literature
FREC47H3 Pidgin and Creole Languages
FREC83H3 Cultural Identities and Stereotypes in the French-Speaking World
HISB02H3 The British Empire: A Short History
HISC08H3 Colonialism on Film
HISC09H3 Pirates of the Caribbean
HISC34H3 Race, Segregation, Protest: South Africa and the United States
HISC39H3 Hellhound on My Trail: Living the Blues in the Mississippi Delta, 1890-1945
HISC68H3 Constructing the Other: Orientalism through Time and Place
HISD70H3 History of Empire and Foods
IDSC19H3/AFSC19H3 Community-driven Development: Cooperatives, Social Enterprises and the Black Social Economy
IDSD16H3/AFSD16H3 Africana Political Economy in Comparative Perspective
POLC31H3 Contemporary Africana Social and Political Philosophy
POLD74H3 The Black Radical Tradition

North Africa and the Middle East
CLAC05H3/HISC10H3 Beyond Cleopatra: Decolonial Approaches to Ancient Egypt
ENGC51H3 Contemporary Arab Women Writers
HISC96H3 Language and Society in the Arab World
HISD57H3 Conflict in the Horn of Africa, 13th through 21st Centuries
HISD63H3 The Crusades: I
HISD64H3 The Crusades: II
(LGGA40H3) Introductory Modern Standard Arabic I
(LGGA41H3) Introductory Modern Standard Arabic II
(LGGB42H3) Intermediate Modern Standard Arabic I
(LGGB43H3) Intermediate Modern Standard Arabic II
(LGGB45H3) Modern Standard Arabic I for Students with Prior Background
POLC96H3 State Formation and Authoritarianism in the Middle East
POLC97H3 Protest Politics in the Middle East
SOCC29H3 Family and Gender in the Middle East
WSTC13H3 Women, Gender and Islam

Africa and Toronto
CITC01H3 Urban Communities and Neighbourhoods Case Study: East Scarborough
FREC10H3 Community-Based Learning in the Francophone Community
GGRC33H3 The Toronto Region
HISC45H3 Immigrants and Race Relations in Canadian History
SOCD21H3 Immigrant Scarborough
WSTB06H3 Women in Diaspora

Note: Not all courses in Requirement #2 and #3 are offered every year.

Description of Proposed Changes:
1. Removed AFSB01H3 from Requirement 1 (core courses) and added to Requirement 2 instead
2. Adjusted the credit in Requirement 1 and 2
3. AFSC03H3/IDSC03H3 - Added under Req 2 and Req 3 (Concentration - Africa the Continent - if not used in req 2)
4. Removed AFSC30H3/HISC96H3 from Requirement 2 and 3
5. AFSD20H3/IDSD20H3 - Added under Requirement 2
6. GGRDO09H3 and IDSD06H3: Added under Requirement 2

Rationale:
1. Removing AFSB01 from core course (requirement 1) because there is not much interest in the course from students and there is low enrolment because the course doesn't provide foundation to African Studies either. Hence the DCC found that removing the course from the core requirement aligns better with program objectives. The course is still relevant to the program; hence we have added it under Requirement 2.

2. Credit adjustment in Requirement 1 and 2 – removing AFSB01H3 from the core course caused Requirement 1 to go down from 1.0 credit to 0.5 credit. And DCC decided that it is most appropriate to move this 0.5 credit to Requirement 2 in order to balance the credits of the program.

3. AFSC03H3/IDSC03H3 have been added under Requirement 2 and Requirement 3 because a broad critical survey of contemporary African politics and society and hence falls under the AFS program and 'Africa the Continent' concentration.

4. Removing AFSC30H3/HISC96H3 because the course was never intended for AFS program and now it is being de-double numbered by the host department, HCS. AFSC30 is being retired. Hence, there is no need to keep it under the program.

5. AFSD20H3/IDSD20H3 have been added under Requirement 2 because it provides substantial engagement with conflicts in the continent and their interpretations and hence falls under the AFS program.

6. IDSD06H3 and GGRD09H3 have been added under Requirement 2 because they already offer substantial materials that fit within UTSC African Studies program with regards to theories, topics, themes and scholarly debates.

Impact:
Adding IDSD06H3/GGRD09H3 to AFS Minor Program will provide an additional and continuous option for AFS students in upper years. Program Coordinators have mentioned that AFS students struggle to find upper year courses to complete minor. No negative impact to department, but hopefully more options for AFS and GDS students and their interests.

Consultations:
Prof. Sharlene Mollett have consulted with both Program coordinators and the past program supervisor Thembela Kepe about IDSD06H3/GGRD09H3.

DCC has met and agreed upon other changes.
DCC Approved: September 29, 2023

Resource Implications:
None

SCSPE2540A: SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (ARTS)

Completion Requirements:

Program Requirements
This program requires the completion of 13.0 credits, of which at least 4.0 credits must be at the C- or D-level including at least 1.0 credit at the D-level.

1. Introduction to International Development Studies (2.0 credits as follows)
IDSA01H3 Introduction to International Development Studies
[MGEA01H3 Introduction to Microeconomics *or* MGEA02H3 Introduction to Microeconomics: A Mathematical Approach]
[MGEA05H3 Introduction to Macroeconomics *or* MGEA06H3 Introduction to Macroeconomics: A Mathematical Approach]
EESA01H3 Introduction to Environmental Science

2. Core courses in International Development (at least 3.0 credits from among the following)
IDSB01H3 Political Economy of International Development
IDSB02H3 Development and Environment
IDSB04H3 Introduction to International/Global Health
IDSB06H3 Equity, Ethics and Justice in International Development
IDSB07H3 Confronting Development's Racist Past and Present
POLB90H3 Comparative Development in International Perspective
POLB91H3 Comparative Development in Political Perspective
Note: We highly recommend that students select IDSB07H3 as part of their core B-level courses. Students in the IDS co-op program must complete IDSB07H3 prior to enrolling in IDSC01H3.

3. Methods for International Development Studies (1.5 credits as follows)
IDSC04H3 Project Management I
and
0.5 credit in Quantitative/statistical methods from the following:
ANTC35H3 Quantitative Methods in Anthropology
MGEB11H3 Quantitative Methods in Economics I
GGRA30H3 Geographic Information Systems (GIS) and Empirical Reasoning
GGRB30H3 Fundamentals of GIS I
HLTB15H3 Introduction to Health Research Methodology
STAB23H3 Introduction to Statistics for the Social Sciences
and
 0.5 credit in Qualitative methods from the following:
ANTB19H3 Ethnography and the Comparative Study of Human Societies
GGRC31H3 Qualitative Geographical Methods: Place and Ethnography
HLTC04H3 Fieldwork Practices in Health and Society Research
POLC78H3 Political Analysis I
WSTB05H3 ~~Understanding Power and Knowledge in Research~~ Power in Knowledge Production

4. Research in International Development Requirement (0.5 credit):
IDSD02H3 Advanced Research Seminar in Critical Development Studies

5. Specialized Courses: Approaches to International Development (6.0 credits)
A minimum of 2.0 credits must be chosen from two different clusters below for a total of 4.0 credits. The other 2.0 credits may be selected from any of the courses listed below, and IDSA02H3/AFSA03H3, IDSC07H3, IDSC10H3, IDSC15H3, IDSC20H3, IDSC21H3 IDSD10H3, IDSD12H3 and IDSD13H3, IDSD14H3 and IDSD15H3 may also be counted towards the completion of this requirement.

Media and Development
ANTB09H3 Culture from Film and Media

ANTC53H3 Anthropology of Media and Publics
FLMB77H3/(ENGB77H3) Cinema and Colonialism
FLMC83H3/(ENGC83H3) World Cinema
FLMC84H3/(ENGC84H3) Cinema and Migration
GASC40H3/MDSC40H3 Chinese Media and Politics
GASC41H3/MDSC41H3 Media and Popular Culture in East Asia
IDSB10H3 Political Economy of Knowledge Technology and Development
IDSC08H3 Media and Development
IDSD08H3 Community-Centered Media Tactics for Development Advocacy and Social Change
MDSA01H3 Introduction to Media Studies
MDSB05H3/GASB05H3 Media and Globalization
MDSB10H3 Technology, Culture and Society
MDSB15H3 Social Media, Platform Politics and Digital Cultures
MDSB61H3 Mapping New Media
MGEC20H3 Economics of Media
MDSC62H3 Media, Journalism and Digital Labour
SOCC44H3 Media and Society
THRB21H3 Intercultural and Global Theatre
THRC20H3/(VPDC13H3) Theatre and Social Justice
THRC40H3 Performance and Activism
VPHB50H3 Africa Through the Photographic Lens
WSTB13H3 Gender, Feminist Critiques of Media and Culture

Culture and Society
ANTB05H3/AFSB05H3 Culture and Society in Africa
ANTB18H3 Development, Inequality and Social Change in Latin America
ANTB20H3 Ethnography and the Global Contemporary
ANTB64H3 Are You What You Eat?: The Anthropology of Food
ANTC10H3 Anthropological Perspectives on Development
ANTC34H3 The Anthropology of Transnationalism
ANTC52H3 The Global Politics of Language
ANTC59H3 Anthropology of Language and Media
ANTC66H3 Anthropology of Tourism
GASC43H3 Colonialism and Cultures in Modern East Asia
GGRD14H3 Social Justice and the City
HISB50H3 Africa in the Era of the Slave Trade
HISB51H3/AFSB51H3 Africa from the Colonial Conquests to Independence
HISB54H3 Africa in the Postcolonial Era
HISB57H3/GASB57H3 Sub-Continental Histories: South Asia in the World
HISC29H3 Global Commodities: Nature, Culture, History
HISC55H3/AFSC55H3 War and Society in Modern Africa
HISD51H3/AFSD51H3 Southern Africa: Colonial Rule, Apartheid and Liberation
IDSC03H3/ AFSC03H3 Contemporary Africa: State, Society, and Politics
IDSD06H3 Feminist and Postcolonial Perspectives in Development Studies
MUZC01H3/(VPMC01H3) Exploring Community Music
MUZD01H3/(VPMD01H3) Senior Seminar: Music in Our Communities
PHLB05H3 Social Issues
SOCB58H3 Sociology of Culture
SOCB70H3 Social Change
SOCC25H3 Ethnicity, Race and Migration
SOCC29H3 Family and Gender in the Middle East
SOCC34H3 Migrations & Transnationalisms
SOCC58H3 Global Transformations: Politics, Economy & Society

Economics of Development
ANTC19H3 Producing People and Things: Economics and Social Life
MGEB32H3 Economic Aspects of Public Policy
(MGEB60H3) Comparative Economic Systems
(MGEC21H3) Classics in the History of Economic Thought
MGEC61H3 International Economics: Finance
MGEC62H3 International Economics: Trade Theory
MGEC81H3 Economic Development
MGEC82H3 International Aspects of Development Policy
MGED63H3 Financial Crises: Causes, Consequences and Policy Implications
IDSC12H3 Economics of Small Enterprise and Micro-Credit
IDSC14H3 The Political Economy of Food
IDSC19H3/AFSC19H3 Community-driven Development: Cooperatives, Social Enterprises and the Black Social Economy
IDSD16H3/AFSD16H3 Africana Political Economy in Comparative Perspective
GGRC48H3 Geographies of Urban Poverty
POLC69H3 Political Economy: International and Comparative Perspectives
POLC98H3 International Political Economy of Finance

Environment and Land Use
ANTB01H3 Political Ecology
EESB16H3 Feeding Humans - the Cost to the Planet
EESB17H3 Hydro Politics and Transboundary Water Resources Management
ESTC34H3 Sustainability in Practice
ESTC36H3 Knowledge, Ethics and Environmental Decision-Making
GGRB21H3 Political Ecology: Nature, Society and Environmental Change
GGRC10H3 Urbanization and Development

GGRC25H3 Land Reform and Development
GGRC26H3 Geographies of Environmental Governance
GGRC28H3 Indigenous Peoples, Environment and Justice
GGRC44H3 Environmental Conservation and Sustainable Development
GGRD09H3 Feminist Geographies
GGRD49H3 Land and Land Conflicts in the Americas
IDSC02H3 Environmental Science and Evidence-Based Policy
IDSC14H3 The Political Economy of Food
IDSD07H3/AFSD07H3 Extractive Industries in Africa
PHLB02H3 Environmental Ethics
WSTB20H3/(WSTC20H3) ~~Women, the Environment, and Change~~ Feminism and The Environment

Gender, Health and Development
ANTC14H3 Feminism and Anthropology
ANTC15H3 Genders and Sexualities
ANTC24H3 Culture, Mental Illness, and Psychiatry
ANTC61H3 Medical Anthropology: Illness and Healing in Cultural Perspective
GGRB28H3 Geographies of Disease
GGRD10H3 Health and Sexuality
HLTC02H3 Women and Health: Past and Present
IDSC11H3 Issues in Global and International Health
IDSD05H3 Historical Perspectives on Global Health and Development
POLC79H3 Feminist Political Thought
POLC94H3 Globalization, Gender and Development
WSTB10H3 Women, Power and Protest: Transnational Perspectives
WSTB11H3 Intersections of Inequality
WSTC10H3/AFSC53H3 Gender and Critical Development

Politics and Policy
ANTC32H3 Political Anthropology
IDSC11H3 Issues in Global and International Health
IDSC13H3 State Formation and the Politics of Development in the Global South: Explaining Divergent Outcomes
IDSC16H3 Populism, Development, and Globalization in the Global South
IDSC17H3 Development, Citizen Action and Social Change in the Global South
IDSC18H3 New Paradigms in Development: The Role of Emerging Powers
IDSD05H3 Historical Perspectives on Global Health and Development
IDSD19H3 The Role of Researcher-Practitioner Engagement in Development
IDSD20H3/AFSD20H3 Thinking Conflict, Security, and Development
POLB80H3 Introduction to International Relations I
POLB81H3 Introduction to International Relations II
POLC09H3 International Security: Conflict, Crisis and War
POLC16H3 Chinese Politics
POLC37H3 Global Justice
POLC80H3 International Relations of Africa
POLC87H3 International Cooperation and Institutions
POLC88H3 The New International Agenda
POLC90H3 Development Studies: Political and Historical Perspectives
POLC91H3 Latin America: Dictatorship and Democracy
POLC96H3 State Formation and Authoritarianism in the Middle East
POLC97H3 Protest Politics in the Middle East
POLC99H3 Latin America: Politics of the Dispossessed
POLD09H3 Advanced Topics in International Security
POLD87H3 Rational Choice and International Cooperation
POLD89H3 Global Environmental Politics
POLD90H3/IDSD90H3 Public Policy and Human Development in the Global South
POLD91H3 Protests and Social Movements in Comparative Perspective
POLD92H3 Survival and Demise of Dictatorships
POLD94H3 Selected Topics on Developing Areas

Description of Proposed Changes:
Adding new and existing courses to the program under clusters they fit into:
1. ENGC83H3 – Media & Development
2. IDSC03H3/AFSC03H3- Culture & Society
3. IDSC13H3 – Politics and Policy cluster
4. IDSC14H3 – Environment and Land Use
5. IDSD05H3 – Gender & Health and Politics & Policy clusters
6. IDSD20H3/AFSD20H3 - Politics and Policy
7. GGRD09H3 – Environment and Land Use

Updated titles: WSTB05H3, WSTB10H3, WSTB13H3, WSTB20H3.
Renumbered course: ENGB77H3 is now FLMB77H3; ENG84H3 is now FLMC84H3

Rationale:
1. FLMC83H3/(ENGC83H3) under 'Media & Development' cluster – It is being counted towards the 'Media and Development' cluster already in Degree Explorer but somehow is missing in the Calendar. DCC agrees that this course should be published on the Calendar for students to have a clearer sense of the cluster options.

2. IDSC03H3/AFSC03H3 under 'Culture and Society' cluster - focuses on African society and politics and it is taught from this perspective, hence, falls nicely under Culture & Society

3. IDSC13H3 under 'Politics and Policy' cluster - This course analyses debates relating to state formation and state capacity in

the Global South and, hence, provides students with a fundamental way to understand why states in the developing world have differential degrees of success in implementing their policies.

4. IDSC14H3 under 'Environment and Land Use' cluster – The course gives significant attention to how changes in the provisioning of food in shape land use practices.

5. IDSD05H3 under 'Gender & Health' and 'Politics and Policy' clusters – the course covers substantial topics in both 'Gender & Health' and 'Politics and Policy' sectors of international development.

6. IDSD20H3/AFSD20H3 under 'Politics and Policy' cluster - the course tries to understand how global policy of the merger of security and development came about so it falls under policy.

7. GGRD09H3 under 'Environment and Land Use' cluster – Prof. Mollett will teach it from a feminist political ecology lens (gender, land and environment) and hence falls well under the cluster indicated.

Updated WST course titles in response to changes made by Dept. of Historical & Cultural Studies.
Updated ENGB77/C84 course codes to FLMB77/C84 in response to changes made by the Dept. of English

| **Consultations:** |
| DCC agreed upon the changes on September 29, 2023. |
| **Resource Implications:** |
| None |

1 New Course

IDSD05H3: Historical Perspectives on Global Health and Development

Description:

This seminar course examines the history of global/international health and invites students to contemplate the ongoing resonance of past ideologies, institutions, and practices of the field for the global health and development arena in the present. Through exploration of historical documents (primary sources, images, and films) and scholarly works, the course will cover themes including: the role of health in empire-building and capitalist expansion via invasion/occupation, missionary work, enslavement, migration, trade, and labor/resource extraction; perennial fears around epidemics/pandemics and their economic and social consequences; the ways in which international/global health has interacted with and reflected overt and embedded patterns of oppression and discrimination relating to race, Indigeneity, gender, and social class; and colonial and post-colonial health governance, research, and institution-building.

Prerequisites: [12.0 credits, including IDSB04H3] or permission of the instructor

Corequisites:

Exclusions:

Enrolment Limits: 25

Recommended Preparation:

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

a. To become familiar with a sample of recent and classic scholarship, primary sources, and documentary films relating to the history of international/global health.
b. To increase the ability to think critically about global and international health ideologies, institutions, and practices, past and present.
c. To understand the contemporary fields of global and international health in historical perspective.
d. To hone skills in oral discussion and debate, historical analysis, research, and writing.

Topics Covered:
Themes covered include:
- the role of health in empire-building and capitalist expansion via invasion/occupation, missionary work, enslavement, migration, trade, and labor/resource extraction;
- perennial fears around epidemics/pandemics and their economic and social consequences;
the ways in which international/global health has interacted with and reflected overt and embedded patterns of oppression and discrimination relating to race, Indigeneity, gender, and social class;
- colonial and post-colonial health governance, research, and institution-building.

The seminar also provides critical historical perspectives on a range of contemporary global health concerns, such as:
- the tensions around (bio)security and borders;
- (the limits to) humanitarianism; foreign policy and development "assistance";
- the role of multilateral agencies and private actors in health agenda-setting;
- alternative circuits of cooperation and circulation of ideas around health and its betterment;
- renewed debates around decolonizing global health;
- struggles over global health's techno-biological vs. integrative-social justice paradigms of success.

Methods of Assessment:
1)   Discussant Role: Each week two or three students will be in charge of analyzing and raising questions from the readings and leading class discussion (and, optionally, commenting on the films). The discussants will have up to 10 minutes for an

initial presentation (which, again, should be analytical, NOT a summary of the readings). Following the presentation, the discussants will guide the class discussion based on the analytic questions they have prepared.

The discussant(s) should develop a 1-page handout to email to the instructor the night before the class session. Each week's handout will be posted on Quercus before class. Other students should come to class prepared with at least 2 questions or discussion points stemming from the readings. Further guidelines will be explained in class. Addresses learning outcomes (a.) to (d.).

2)   Colonial/International Health Officer Briefing Memo: Prepare a 3-5 page (typed, double-spaced, standard font and margins) briefing memo from the perspective of a late 19th or early 20th century medical officer justifying the importance of a particular activity, institution, or policy. The memo should be written to a high-level administrator in a colonial office or international organization and should outline the scope and nature of the initiative/problem and provide a clear rationale for its implementation. The memo should draw from events and experiences covered in the course readings but may also "invent" relevant (historically contextualized) details. Addresses learning outcomes (a.), (b.), and (d.).

3)   Group Research Project: Groups of 2 or 3 students (depending on class size) will prepare either an interactive website or a 17-20 (+references) research essay (typed, double-spaced, standard font and margins). Provide an in-depth historical analysis of any topic in the recent or distant past of global/international health.   Use newspapers, medical journals, images, and other available sources to reconstruct "all sides" of the story.   A more detailed description of the assignment will be posted on Quercus. Addresses learning outcomes (a.), (b.), and (d.).

Components of Group Project (Due dates TBA)
Discuss/finalize research project topic with Prof. Birn during office hours or by zoom appointment)
Outline and Annotated Bibliography
Optional Draft paper or website (assessed but not marked)
Project Presentations (using visuals) to be scheduled for last few weeks of class
Final Project

IV. MARKING SCHEME

Class participation, including discussant role	20%
Briefing Memo	20%
Outline and Annotated Bibliography	10%
Project presentation	15%
Final project	35%

Rationale:

This course will contribute to the historical offerings in Global Development Studies and provide specialized global health and development content for upper-year students. This course proposal resides directly in Prof. Birn's area of specialty, and she has never taught directly on this topic at UTSC. Students in IDSB04H3 "Introduction to International/Global Health" have often requested an advanced, specialized elective course to expand on historical themes that can only be touched upon lightly in the introductory course. Historical topics are not covered in IDSC11H3 "Issues in Global and International Health" which focuses on current global health politics and policy.

The course is capped at 25 since it is a seminar course and requires active participation of the students. Discussions tend to be stymied in larger class sizes.

Consultation:

Proposal approved by DCC: [September 29, 2023]
Course code approved by Office of the Registrar: [September 21, 2023]
As a courtesy, the Dept. of Historical and Cultural Studies has been alerted to the creation of this new course, in case they want to consider adding it to their programs in future.

Resources:

The course would be taught by Prof. Anne-Emanuelle Birn. It would not require any TA support given the small class size.

Overlap with Existing Courses:

HST464H1: The Nature of Global Health has been examined for possible overlap. IDSD05H3 is not a historical course and there is minimal overlap. Hence, it doesn't need to be considered as an exclusion.

Programs of Study for Which This Course Might be Suitable: Possibly HCS – History Programs

Estimated Enrolment: 12-20

Instructor: Prof. Anne-Emanuelle Birn

Report: Health and Society

1 Program Modification

SC CPHP: CERTIFICATE IN PATHWAYS TO HEALTH PROFESSIONS

Completion Requirements:

Students must complete a minimum of 2.0 credits, including at least 0.5 credit at the C- or D-level, as follows:

1. 0.5 credit from Complex Systems, Structures and Settings:

ANTA02H3: Introduction to Anthropology: Society, Culture and Language
ANTC24H3: Culture, Mental Illness, and Psychiatry
~~ANTD10H3: The Anthropology of 'Life' Itself~~
ANTD16H3: Biomedical Anthropology
EESA06H3: Introduction to Planet Earth
EESA10H3: Human Health and Environment
EESA11H3: Environmental Pollution
EESB16H3: Feeding Humans – The Cost to the Planet
EESC04H3: Biodiversity and Biogeography
IDSB04H3: Introduction to International/Global Health
GGRB28H3: Geographies of Disease
HLTB40H3: Health Policy and Health Systems
~~HLTC29H3: Special Topics in Health Studies~~
HLTC42H3: Emerging Health Issues and Policy Needs
HLTC43H3: Politics of Canadian Health Policy
HLTC44H3: Comparative Health Policy Systems
HLTD04H3: ~~Special~~Advanced Topics in Health and Society
HLTD40H3: The Politics of Care, Self-Care and Mutual Aid
~~HLTD49H3: Thinking Alongside the World's Leaders~~
HLTD81H3: Health Professions Education
~~MGEC34H3: Economics of Health Care~~
MDSA01H3: Introduction to Media Studies
MGTA01H3: Introduction to Business
POLD59H3: Politics of Disability
VPAA10H3: Introduction to Arts and Media Management

2. 0.5 credit from Cultures, Communities and Care:

ACMB10H3: Equity and Diversity in the Arts
ANTA01H3: Introduction to Anthropology, Becoming Human
ANTB64H3: Are You What You Eat? The Anthropology of Food
~~ANTC15H3: Gender and Sexualities~~
~~ANTC25H3: Anthropology and Psychology~~
ANTC61H3: Medical Anthropology: Illness and Healing in Cultural Perspective
ANTD26H3: Caveman, Farmer, Herder, Trader: Evolution of Diet in Society
CITB03H3: Social Planning and Community Development
GGRD10H3: Health & Sexuality
HISC27H3: The History of European Sexuality: From Antiquity to the Present
HLTB41H3: Introduction to the Social Determinants of Health
HLTB42H3: Perspectives of Culture, Illness and Healing
HLTB60H3: Introduction to Interdisciplinary Disability Studies
~~HLTC20H3: Global Disability Studies~~
HLTC22H3: Health, Aging and the Life Cycle
HLTD18H3: Dental Sciences

HLTD47H3: ~~Special Topics in Health:~~ Advanced Topics in Health and Wellness
HLTD47H3: Advanced Topics in Health and Wellness
PHLB12H3: Philosophy of Sexuality
PHLC07H3: Death and Dying
POLC43H3: Prejudice and Racism
PSYA02H3: Introduction to Clinical, Developmental, Personality and Social Psychology
PSYB32H3: Introduction to Clinical Psychology
PSYC14H3: Cross-Cultural Social Psychology
PSYC15H3: Foundations in Community Psychology
PSYC18H3: Psychology of Emotion
PSYC19H3: Psychology of Self Control
PSYC34H3: Psychology of Happiness and Meaning
PSYD10H3: Community and Applied Social Psychology
PSYD13H3: The Psychology of Emotion Regulation
SOCB22H3: Sociology of Gender
SOCB47H3: Social Inequality
SOCC55H3: Special Topics in Race and Ethnicity
SOCB49H3: Sociology of Family
SOCC49H3/HLTC49H3: Indigenous Health
WSTB11H3: Intersections of Inequality

3. 0.5 credit from Critical and Creative Thinking:

ANTB14H3: Evolutionary Anthropology
ANTB15H3: Contemporary Human Evolution and Variation
ANTC62H3: Medical Anthropology: Biological and Demographic Perspectives
ANTC68H3: Deconstructing Epidemics
~~ANTC70H3: Ethnographic Methods in Anthropology: Past, Present & Future~~
BIOB20H3: Introduction to Computational Biology
BIOC70H3: An Introduction to Bias in the Sciences
BIOD59H3: Models to Ecology, Epidemiology, and Conservation
CHMD89H3: Introduction to Green Chemistry
~~CSCA20H3: Introduction to Programming~~
~~CSCA08H3: Introduction to Computer Science I~~
CSCB20H3: Introduction to Web Development and Applications
ENGB52H3: Literature and Science
~~ENGC74H3: Persuasive Writing and Community-Engaged Learning~~
HLTB15H3: ~~Introduction to~~ Health Research Methodologies
~~HLTC55H3: Methods in Arts-Based Health Research~~
HLTC81H3: Health Professions and Practice
JOUA01H3: Introduction to Journalism and News Literacy I
LINB30H3: Programming for Linguists
MATA02H3: The Magic of Numbers
~~MATC90H3: Beginnings of Mathematics~~
PHLA10H3: Reason and Truth
PHLA11H3: Introduction to Ethics
PHLB09H3: Biomedical Ethics
~~PHLB58H3: Reasoning Under Uncertainty~~
~~POLB30H3: Law, Justice & Rights~~
PSYB03H3: Introduction to Computers in Psychological Research
PSYB80H3: Psychology in Context
PSYC03H3: Computers in Psychological Research: Advanced Topics
PSYC13H3: Social Cognition: Understanding Ourselves and Others
~~PSYC16H3: Psychology of Imagination~~
STAB22H3: Statistics I
STAB52H3: An Introduction to Probability
STAB53H3: Introduction to Applied Probability
~~WSTC26H3: Critical Race and Black Feminist Theories~~

4. 0.5 credit from Communication and Leadership:

~~ACMB10H3: Equity and Diversity in the Arts~~
~~HLTC29H3: Special Topics in Health Studies~~
~~MGTA38H3: Management Communications~~
MGTA02H3: Managing the Business Organization
PHLB06H3: Business Ethics
PHLB58H3: Reasoning Under Uncertainty
POLC13H3: Program Evaluation
PSYB38H3: Introduction to Behaviour Modification
PSYC02H3: Scientific Communication in Psychology
PSYC10H3: Judgment and Decision-Making
PSYD19H3: The Science of Behaviour Change

Additional course options may be added in future years.

In addition to the formal curricular components, students are encouraged to participate in at least one of each of the following areas to complement their work in the certificate and build a cohort experience:

- participation in a community of practice or service activity recognized on the Co-curricular Record;
- professional development workshop or learning module offered by at UofT Scarborough or tri-campus office;

- annual program events, including a capstone event upon completion of the certificate.

Description of Proposed Changes:

1. **Credit requirement alteration**

   Broaden the minimum of 0.5 credit of D-level courses to 0.5 credit of C- or D-level courses.

2. **Modification of course options**

   <u>**ADDING**</u> **the following courses to Bin 1** (Complex Systems, Structures, and Settings):
   EESA06H3, EESA10H3, EESA11H3, EESB16H3, EESC04H3, HLTC42H3, HLTD81H3, MDSA01H3, MGTA01H3, POLD59H3, VPAA10H3
   <u>**REMOVING**</u> **the following courses from Bin 1** (Complex Systems, Structures, and Settings):
   ANTD10H3, HLTC29H3, HLTD49H3, MGEC34H3

   <u>**ADDING**</u> **the following courses to Bin 2** (Cultures, Communities and Care):
   ANTB64H3, ANTD26H3, HISC27H3, HLTB42H3, HLTC22H3, HLTC49H3, HLTD18H3, PHLB12H3, PHLC07H3, PHLC43H3, PSYA02H3, PSYB32H3, PSYC18H3, PSYC19H3, PSYC34H3, PSYD13H3, SOCB22H3, SOCB49H3.
   <u>**REMOVING**</u> **the following courses from Bin 2** (Cultures, Communities and Care):
   ANTC15H3, ANTC25H3, HLTC20H3, SOCC55H3

   <u>**ADDING**</u> **the following courses to Bin 3** (Critical and Creative Thinking):
   ANTB14H3, BIOB20H3, BIOD59H3, CHMD89H3, CSCB20H3, ENGB52H3, HLTC81H3, JOUA01H3, LINB30H3, PHLA10H3, PHLA11H3, PHLC10H3, PHLD09H3, PSYB03H3, PSYB80H3, PSYC13H3.
   <u>**REMOVING**</u> **the following courses from Bin 3** (Critical and Creative Thinking):
   ANTC70H3, CSCA08H3, CSCA20H3, ENGC74H3, HLTC55H3, PHLB58, POLB30H3, PSYC16H3, WSTC26H3

   <u>**ADDING**</u> **the following courses to Bin 4** (Communication and Leadership):
   ENGB02H3, HLTD49H3 (moved from Bin 1 to Bin 4), MGEB32H3, MGTA02H3, PHLB06H3, PHLB58H3 (moved from Bin 3 to Bin 4), POLC13H3, PSYB38H3, PSYC10H3, PSYD19H3.
   <u>**REMOVING**</u> **the following courses from Bin 4** (Communication and Leadership):
   HLTC29H3, MGTA38H3

Rationale:
1.   **Credit requirement alteration**
The original intention with requiring 0.5 credits at the D-level was to ensure that students took at least one advanced course in the certificate. Because many excellent, advanced courses exist at the C-level across various units, we wanted to broaden the range of course options available to students. So, 0.5 credit of C- or D-level courses protects the original goal and intention of the certificate while at the same time broadening the ways in which students might satisfy it.

2.   **Modification of course options**
New courses. New courses have been added to each of the four bins in a manner that is thematically consistent with the spirit of each bin. This is meant to expand the range of options that students have to explore their interests in the context of this certificate.
Adding a double-numbered course. HLTC49H3 is a double-numbered course with SOCC49H3, which is already in Bin 2. It is being added alongside SOCC49H3 to make clear that either numbering is acceptable.
Course removals. Courses have been removed from Bins 1-4 at the request of the respective department due to (one or both) of the following reasons:
    (1) The course cannot be reasonably accessed by certificate students due to existing high enrolment challenges.
    (2) The prerequisites for the course have been deemed too arduous for a certificate student to complete, practically speaking.
Courses moving from one bin to another bin. HLTD49H3 (originally in Bin 1) and PHLB58H3 (originally in Bin 4) thematically load on their respective bins as well as Bin 4. To improve Bin 4 options for students, they are being strategically shifted to Bin 4.

Impact:
The broadening of the 0.5 credit of D-level course requirement, as well as the addition of many new courses across the four bins, should make course selection and access more favorable for students. While a number of courses were removed from the certificate, the net gain of courses far exceeds the number of courses removed.

Consultations:
The following departments were consulted via virtual meetings with the Department Chair and/or relevant departmental leadership:

Department of Anthropology on 23 Nov 2023
Department of Arts, Culture, and Media on 21 Nov 2023
Department of Biological Sciences on 13 Nov 2023
Department of Computer and Mathematical Sciences on 16 Nov 2023
Department of English on 17 Nov 2023
Department of Health and Society on 07 Nov 2023
Department of Historical and Cultural Studies on 24 Nov 2023
Department of Language Studies on 10 Nov 2023
Department of Management on 14 Nov 2023 and 25 Jan 2024
Department of Philosophy on 27 Nov 2023, and via email on 23 February 2024
Department of Physical and Environmental Sciences on 17 Nov 2023
Department of Political Science on 21 Nov 2023
Department of Psychology on 24 Nov 2023
Department of Sociology on 23 Nov 2023

Resource Implications:
None

Proposal Status:
Under Review

UNIVERSITY OF
TORONTO
SCARBOROUGH

2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Sociology
March 11, 2024

Report: Sociology

3 New Courses

SOCA05H3: The Sociological Imagination

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

Description:

Sociology focuses on explaining social patterns and how they impact individual lives. This course teaches students how to think sociologically, using empirical research methods and theories to make sense of society. Students will learn about the causes and consequences of inequalities, the ways in which our social worlds are constructed rather than natural, and the role of institutions in shaping our lives.

Exclusions:

(SOC101Y1), (SOCA01H3), (SOCA02H3), (SOCA03Y3)

Recommended Preparation:

Methods of Assessment:

Weekly quizzes (15%) on reading assignments will support knowledge acquisition and retention (learning outcomes 1-3 and 6).

Tutorials (10%) will provide students with instruction on the research process and cultivate basic academic skills such as how to use the library databases and how to cite sources (learning outcomes 3-7).

Three short written assignments: application of theory to a newspaper article (15%) (learning outcomes 1-2), mini literature review (15%) (learnings outcomes 4, 6-7), and mini qualitative study (15%) (learnings outcomes 3-7).

A final exam (30%) will assess students' ability to explain, understand, and apply course material (learning outcomes 1-7).

Breadth Requirements:

Social & Behavioural Sciences

Distribution Requirements:

Social Science

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

Students who successfully complete the course will be able to:
1) Understand and apply selected classical and contemporary sociological theories
2) Explain core concepts in sociology including structure, agency, social institutions, socialization, culture, and social stratification
3) Demonstrate knowledge of Sociological research methods, including distinguishing between qualitative and quantitative research methods
4) Demonstrate basic academic skills, such as identifying appropriate academic sources and finding them in the library, as well as understanding academic integrity, why it matters, and how to uphold it
5) Interpret Sociological data and use effective academic writing to report patterns across groups and over time
6) Summarize and analyze an empirical research paper in Sociology
7) Produce a brief literature review using effective academic writing

Topics Covered:

Classical and contemporary Sociological theories, research methods, culture, structure, agency, social institutions, socialization, culture, social inequalities and social stratification.

Rationale:

This proposal involves replacing a full year course (SOCA03Y3) with two half courses (SOCA05H3 and SOCA06H3). SOCA05H3 retains core pedagogical features of SOCA03 that can prepare students for entry into sociology programs. SOCA03Y3 involved a second semester that exposed students to sub-fields within the discipline, which will now be dropped. Instead, we are introducing a second A-level Sociology offering, SOCA06H3, 'Sociology in the World: Careers and Applications,' which highlights how Sociology offers professional skills as well as tools for social change, and will be required to complete the Sociology major.

SOCA05H3 will still be a program completion requirement for the Sociology minor program, and is one of a number of possible A-level courses that students in the Minor in Culture, Creativity, and Cities and the Minor in Critical Migration Studies can select for program completion.
The proposed change brings Sociology in line with other humanities and social science disciplines on campus – Sociology remains the only discipline that requires a full year introductory course for admission into its programs.

The course change responds to recent trends in how students are entering into programs. As noted in the recent Sociology self-study, double majors have become popular in the Social Sciences for the perceived advantage they can offer graduates in a flexible employment market. Related to this trend is that scheduling a one-year course into students' studies is viewed as cumbersome and limits their ability to arrange course offerings required for an immediate entry into one or more majors, or more specifically into relatively new Sociology program offerings such as the Minor in Culture, Creativity, and Cities and the Minor in Critical Migration Studies.

This streamlining is reflected in the new title for SOCA05H3, from 'Introduction to Sociology' to 'The Sociological Imagination'. This title reflects a much more elegant and focused launching pad from which students can satisfy a requirement for entry or completion of Sociology programs.

Consultation:
Course code approved by the RO: Aug 3, 2023
DCC Approval date: Oct 3, 2023

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.

Overlap with Existing Courses:
There is no overlap of course content with other departments/programs; the St. George course is listed as an exclusion: (SOC101Y1)

Estimated Enrolment:
500

Instructor:
Regular Faculty

Version Start Session: Fall 2024

SOCA06H3: Sociology in the World: Careers and Applications

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

Description:

This course explores real-world uses of Sociology, including the preparation Sociology provides for professional schools, and the advantages of Sociology training for serving communities, governments, and the voluntary and private sectors. This course focuses in particular on the unique skills Sociologists have, including data generation and interpretation, communication and analysis techniques, and the evaluation of social processes and outcomes.

Notes:

Major and Specialist students will be given priority access to SOCA06H3.

Methods of Assessment:

- Weekly quizzes (20%) on reading assignments will support knowledge acquisition and retention (learning outcomes 1-4).
- Tutorials (10%) will provide students with instruction on the application of Sociological approaches and cultivate basic academic written and oral communication skills (learning outcome 6).
- One scaffolded essay assignment (20%) consisting of application of Sociological methods to solve a social problem (learning outcomes 1, 3, 5, and 7)
- Midterm (25%) and final exams (25%) will assess students' ability to explain, understand, and apply course material (learning outcomes 1-6).

Breadth Requirements:

Social & Behavioural Sciences

Distribution Requirements:

Social Science

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

Students who successfully complete this course will be able to:
1) Demonstrate knowledge of real-world applications of Sociology
2) Identify career paths for Sociologists
3) Explain how Sociological approaches can aid problem-solving in other disciplines
4) Explain ways that Sociological approaches can effect social change
5) Apply Sociological approaches to solve examples of real-world problems

6) Interpret Sociological data and use effective academic writing and oral communication to report patterns across groups and over time
7) Produce an essay using effective academic writing

Topics Covered:

Sociology as a career, Sociology in selected professions, Sociology for professional and graduate training in Social Work, Education, Health, and Law, gathering and analyzing data, oral and written communication skills.

Rationale:

The proposed course fits into the unit's overall curriculum in the following ways:

- This course is one of 2 new half courses (SOCA05H3 and SOCA06H3) replacing a full year course (SOCA03Y3). SOCA03Y3 prepared students for entry into sociology programs, a function that will be served by SOCA05H3 moving forward. SOCA03Y3 involved a second semester that exposed students to sub-fields within the discipline, which will now be dropped and replaced by SOCA06H3.
- SOCA06H3 is designed for students in the Sociology Major program and will be a completion requirement;
- SOCA06H3 fills a gap in our curriculum by demonstrating the utility of a sociology degree to students and parents and excites Majors to the opportunities that a sociology background can afford;
- This course may attract students curious about the opportunities that a Social Science degree may provide and may serve as an entry point into Sociology programs.
- The content of the course corresponds to the five core curriculum areas in the department: culture and cities; criminology and sociology of law; gender and families; migration and ethnicity; and economy, politics, and society.

Consultation:

Course code approved by RO: Sept 20, 2023
DCC Approval date: Oct 3, 2023

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:

100

Instructor:

Regular Faculty

Version Start Session: Fall 2024

SOCC32H3: Human Rights and Counterterrorism

Description:

After 9/11, terrorism was labeled a global threat, fueling the war on terror and the adoption of extensive counterterrorism actions. These measures, however, often compromised human rights in the pursuit of national security goals. This course grapples with questions pertaining to terrorism, counterterrorism, and human rights in the age of security.

Prerequisites:

[SOCB05H3 and 0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3] or [IDSA01 and an additional 8.0 credits, and enrolment in the Specialist/Major Program in IDS] or [POLB80 and an additional 8.0 credits, and enrolment in the Specialist/Major Program in Political Science]

Delivery Method:

In Person

Methods of Assessment:

- Reading Responses (20%) (LO 1&2)
  - You will write a reading response that engages with the assigned readings of the week. You will write a summary, synthesize the readings, and pose two questions that emerged from the readings.
- Defining Terrorism (30%) (LO #1,2&3)
  - One of the major challenges in combatting terrorism and the misuse of counterterrorism measures emerges from the fact that there is no single agreed upon definition of terrorism. You will write an essay that analyzes existing definitions of terrorism, applies them to a particular case study, and proposes a redefinition that addresses extant limitations and weaknesses.
- Policy Brief (35%) (LO #2&3)
  - Over the course of the term, we will cover various issues pertaining to human rights violations in the context of the global war on terror. For this assignment, you will craft a policy brief that explores a real-world case study of a particular topic pertaining to human rights violations in the age of security.
- Opinion Piece (15%) (LO #2&3)
  - Learning about the Yazidi Genocide by ISIS and the Shamima Begum case has introduced several contentious topics including genocide recognition and accountability, terrorism trials, conceptions of justice, the role of women in terror organizations, denaturalization, and foreign fighter repatriation, among many others. Select one of these topics and write an opinion piece that explains the dilemma embedded in the topic and offers a well-reasoned position from a sociological perspective

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

Distribution Requirements:

Social Science

CNC Allowed:

Y

Credit Value:
fixed: 0.5

Learning Outcomes:

1. Gain a deeper understanding of the politics of human rights and counterterrorism from a sociological perspective.
2. Develop critical thinking skills to analyze the war on terror and the impact of counterterrorism measures on human rights.
3. Critically engage with contemporary issues and case studies related to human rights and counterterrorism in Canada and the world.

Topics Covered:
- Defining Terror, Terrorists, and Terrorism
- The War on Terror and States of Exception
- The Terrorism Industry
- Threat Perception and the Racialized Other
- Detention and Torture
- Mass Surveillance and Technology
- Civil Society and the Suppression of Dissent

Rationale:

In the aftermath of 9/11, the international community declared terrorism as the ultimate global threat, catapulting the war on terror and the expansion of counterterrorism measures. In the process, human rights were violated in the name of national security. We will explore the following questions: How is terrorism defined sociologically and legally? How did the terrorism industry emerge? How does counterterrorism lead to the suppression of human rights and civil society? What are the long-term impacts of the war on terror? Along with analyzing government actions, policies, and laws, we will focus on the people who are at the heart of these tensions, whose lives are transformed by the politics of human rights and counterterrorism. We will draw on domestic and international legal cases, UN reports, films, and testimonies. The material in this course will undoubtedly be difficult, but students will walk away with a richer sociological understanding of a problem that has animated the world in the last several decades.

Consultation:

RO approved course code: 1/10/2024
Consultation with IDS and POL departments regarding prerequisites took place in early Jan 2024.
DCC approval date: 1/10/2024

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.

Overlap with Existing Courses:

A scan of the UTSC calendar revealed that there are no courses that engage either human rights or counterterrorism in a similar way.

Estimated Enrolment:
60

Instructor:
Regular faculty/Miray Philips

Proposal Status:
Under Review

Version Start Session: Fall 2024