

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

<b>TO:</b>	UTSC Academic Affairs Committee
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<b>DATE:</b>	May 20, 2024 for May 27, 2024
<b>AGENDA ITEM:</b>	9

**ITEM IDENTIFICATION:**

Minor Modifications: Undergraduate Curriculum Changes (Out-of-Cycle Courses – Fall 2024), 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*, 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] May 27, 2024)**

**HIGHLIGHTS:**

This package includes minor modifications to the undergraduate curriculum, for Fall 2024, for the 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.

UTSC Academic Affairs Committee - Undergraduate Minor Modifications –Fall 2024  
Out-of-Cycle Courses– for Approval

- **The Department of English** (Report: Fall 2024 Out-of-Cycle Undergraduate Minor Curriculum Modifications)
  - 1 New Course
    - ENGD90H3: Creative Writing: Genre Bending and Other Methods of Breaking Form
- **The Department of History** (Report: Fall 2024 Out-of-Cycle Undergraduate Minor Curriculum Modifications)
  - 1 New Course
    - GASD13H3: Living within Violence: Exploring South Asia
- **The Department of Human Geography** (Report: Fall 2024 Out-of-Cycle Undergraduate Minor Curriculum Modifications)
  - 3 New Courses
    - CITB05H3: Researching the City: An Introduction to Methods
    - CITB07H3: Introduction to Global Urbanisms
    - CITC54H3: City Studies Field Trip Course
- **The Department of Philosophy** (Report: Fall 2024 Out-of-Cycle Undergraduate Minor Curriculum Modifications)
  - 1 New Course
    - PHLC45H3: Advanced Topics in Philosophy

**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 2024-25 academic year, as detailed in the respective curriculum reports, dated May 27, 2024, be approved.

**DOCUMENTATION PROVIDED:**

1. Report - Fall 2024 Out-of-Cycle Undergraduate Minor Curriculum Modifications FOR APPROVAL, dated May 27, 2024



# University of Toronto Scarborough

2023-24 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications  
(Out of Cycle Courses, Fall 2024)  
For Approval  
May 27, 2024

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## University of Toronto Scarborough

2023-24 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications  
(Out of Cycle Courses, Fall 2024)  
for Approval  
**Department of English**  
May 27, 2024

### English

### 1 New Course

#### ENGD90H3 Creative Writing: Genre Bending and Other Methods of Breaking Form

**Description:**

Feminist scholar, Gloria Anzaldúa writes in *Borderlands/La Frontera*, “I cannot separate my writing from any part of my life. It is all one.” In this class, students will engage with a genre-expansive survey of non-linear and experimental forms of life writing in which lived experience inspires and cultivates form. Some of these genres include flash fiction, auto-theory, auto-fiction, book length essays, ekphrasis, anti-memoir, performance texts, and many others. This course is rooted in intersectional feminist philosophy as a foundational tool for interdisciplinary practice. Throughout the semester, we will explore theoretical approaches that center decolonial literary analysis. We will pair these readings with literature that exemplifies these approaches. In this class, “the personal is political” is the fertile center for our rigorous process of writing and craft excavation.

**Prerequisites:**

[0.5 credit at the B-level in Creative Writing] and [0.5 credit at the C-level in Creative Writing]

**Corequisites:**

**Exclusions:**

**Enrolment Limits:** 20

**Recommended Preparation:**

**Notes:**

**Delivery Method:** In Person

**Breadth Requirements:** Arts, Literature & Language

**CNC Allowed:** Y

**Credit Value:** 0.5

**Topics Covered:**

Creative nonfiction, auto theory, auto fiction, flash fiction, performance texts, intersectionality, hybrid forms, outlaw genres, nonlinear forms

**Learning Outcomes:**

Students taking this course will:

1. Critically analyze a diverse selection of mixed genre and hybrid literature
2. Expand concepts of traditional genres (fiction, poetry, nonfiction, playwriting)
3. Apply decolonial theories and frameworks to course readings
4. Understand and employ connections between critical and creative literary genres
5. Think critically about the selection of form and genre in creative writing
6. Learn to generate positive and constructive feedback that enriches their writing and the writing of their peers

**Methods of Assessment:**

1. Five entry diaries (5 assignments at 2% each = 10% of mark):

Journal entries on course readings of approximately 150 words each. Students will be invited to draw upon the model of literary diary entries by Renee Gladman and Virginia Woolf. (LO 1)

2. In-class Writing (10% of mark):

Free writing in class in response to prompts inviting critical reflection on readings. (LOs 1-3)

3. Reading Responses (10% of mark):

one-page reading response for each required book, structured as a response to five questions provided by instructor. (LOs 1-3)

4. Fragmentation writings (15% of mark):

Creative writings produced over the semester totaling 1000 - 1500 words, guided by prompts from instructor, where students practice writing in fragmentary styles. (LOs 4-5)

5. Braided Narrative (20% of mark)

2000-2500 word creative piece developed in consultation with instructor in which students practice developing two or more themes in parallel. (LOs 4-5)

6. Long Form Hybrid Project (25% of mark)

2500-3000 word piece, developed in consultation with instructor and informed by course readings, in which students develop a creative piece with a complex organizing principle that breaks linearity. (All LOs but especially LOs 4-5)

7. Class Participation: (10% of mark)

Participation in discussions and in peer workshopping of works in progress. (LOs 1 - 4; 6)

**Overlap with Existing Courses:**

There is no significant overlap with other departments' or programs' course offerings.

**Rationale:**

Much of our creative writing curriculum is organized by genre and form (e.g. Poetry, Prose, Non-fiction.) This course complements these offerings by inviting students to think critically, in theoretically-informed ways, about the significance of literary forms and genres. The course gives advanced students the opportunity to work in hybrid genres and to break the rules of form and genre. The course also complements current course offerings, both in creative writing and literature, that explore the relation between writing and personal and political lives. (e.g. ENGC05: Creative Writing: Poetry, Experimentation, and Activism, ENGB12: Life Writing, and ENGD12: Topics in Life Writing.)

**Consultation:**

Approved by department curriculum committee: March 4 2024

Approved at full department meeting: March 8 2024

Course code approved by the RO May 17, 2024

**Resources:**

No new resources required. This course will be taught by Erica Cardwell, a new faculty member in the English department.

**Instructor:**

Erica Cardwell (CLTA)



## University of Toronto Scarborough

2023-24 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications  
(Out of Cycle Courses, Fall 2024)  
for Approval  
Department of Historical and Cultural Studies  
May 27, 2024

### Historical and Cultural Studies

#### 1 New Course

#### GASD13H3: Living within Violence: Exploring South Asia

**Description:**

What is violence? How do we study violence and its impact? How do people subjected to violence communicate, cope and live with violence? The course is designed to study South Asian communities through the concept of violence by exploring various texts. By looking at the various cases, structures and concepts in relation to violence in different parts of South Asia the course will analyze and understand how forms of violence transfigure, impact, make and remake individual life, and communities within and beyond South Asia. We will analyze different forms of violence from structural, symbolic to discreet and every-day expressions of violence. The course closely looks at how, on the one hand, violence operates in the everyday life of people and how it creates social suffering, pain, silence, loss of voice, difficulties of communicating the experience of violence, etc. On the other hand, the course will focus on how ordinary people who were subjected to violence cope, live, recover and rebuild their life during and in the aftermath of violence.

**Prerequisites:**

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

**Corequisites:**

**Exclusions:**

**Enrolment Limits:** 15

**Recommended Preparation:**

**Notes:**

**Delivery Method:** In Person

**Breadth Requirements:** Social & Behavioural Sciences

**CNC Allowed:** Y

**Credit Value:** fixed: 0.5

**Topics Covered:**

- 1 - Theorizing Violence from South Asia
- 2 – Colonialism, Violence and South Asia
- 3 – War, Militancy and Violence
- 4 – Structural Violence
- 5 – Gendered Violence
- 6 – Event and Everyday
- 7 – Coping With Violence
- 8 – Remaking the World/ Memories

**Learning Outcomes:**

- 1. The objective of the course is to critically engage with and analyze South Asian communities across the world and how their everyday life are/were shaped, impacted and lived by/through forms of violence.
- 2. This course will enable students to be innovative and critical in writing, presenting, and arguing complex concepts, issues and ideas.
- 3. This course will enable students to use multiple sources (films, ethnography, research materials, and theories) to understand and analyze South Asian societies.

4. Students will gain a wide range of knowledge, views and concepts on violence, social suffering, social hierarchies, memories, politics, war and everyday life in South Asian societies.
5. Students will learn to do research and will apply their learned knowledge to the communities they are living with.
6. Students will learn how forms of violence, and social, political, economic, and legal structures impact the everyday life of the people and how people work with, negotiate, and engage with such large external and internal forces.

**Methods of Assessment:**

**Class Participation (15%):** There will be various formats for class discussion. Students are expected to read the assigned readings and actively participate in the class discussion and presentations. This will allow students to critically approach and understand complex issues through various sources (learning outcomes 1 and 4).

**Student presentations (25%):** Each class usually begins with student/students' group presentation. Students should be able to extract what they deem to be important questions driving the texts assigned for the week. We will circulate a sign-up sheet to assign the various weeks to two or more students, depending on the topics to be covered and the size of the class. This will be a group exercise. The students are expected to bring out the important points, interlink the points of the readings, connect the readings and come up with important questions at the end to facilitate a class discussion. Through this method, students take charge of their learning, critically formulate questions to facilitate discussion, engage with other students and debate ideas while coming up with new ideas. One page write-up on the group presentation should be submitted along with the presentation. Students will be able to apply the learned new knowledge, and approach them innovatively and critically. They will also learn to approach complex issues with care and through multiple sources (learning outcomes 2, 3 and 6).

**Response paper (10%):** Students will write an 800 words response paper within the first 4 weeks. The response paper is not meant to be a summary of the particular readings of that week. Rather, students have to pick an idea/theme from the readings and critically write about it. Students are expected to offer a strong, unique critical reflection on the reading(s). This will enable the students to approach sources with critical thinking. They will also learn how to analyze and do close reading of texts (learning outcomes 1-3).

**Research proposal (15%):** Students will write and propose a two-page proposal of an independent research project that they will submit at the end of semester. The student will then work with the instructor to develop and carry out the research project for the final assignment. The students will present their proposal to the class as well. This will enable students to apply the learned knowledge to conduct research and develop skills on crafting research projects (learning outcomes 4 and 5).

**Research essay (35%):** Students can choose any topic or themes covered by the course and write a 3500 words research-based essay (research topic emerging from the research proposal). The essay should not exceed the 3500-word limit. This must be an original ethnographic study on a topic of general significance to violence and South Asia. Students will be able to apply the learned knowledge in the classroom to the wider community and improve their research and writing skills (learning outcomes 2, 5 and 6).

**Overlap with Existing Courses:**

To my knowledge, a comparable course has not been offered at any of the University of Toronto campuses and other departments. However, there are the following courses that deal with the concept of violence: ANTD04H3 - The Anthropology of Violence and Suffering, HLTD46H3 - Violence and Health: Critical Perspectives, and WSTB12H3 - Women, Violence and Resistance. This course differs from these courses because, firstly, it focuses specially on a region, South Asia, and its particular communities and their specific experience in relation to violence. Secondly, it explores how such communities are made and remade through forms of violence rather than focusing on violence as the sole central theme. Finally, it engages with the concept of forms of violence that is not only related to war and catastrophic events but also to structural, everyday and symbolic forms of violence and living with such forms of violence rather than exclusively defining and conceptualizing violence through the lenses of major events or civil war. The courses above mentioned should not be regarded as exclusions since the content, focus, region and the approach of this proposed course is drastically different from these courses.

**Rationale:**

The course is designed to fit within Global Asia Studies' existing courses and curriculum. This course introduces students to studies on violence: how do people live, experience, and rebuild their life in the time of and the aftermath of violence in South Asia. This course, through carefully selected scholarly and other materials on South Asian communities, will help to explore the notion of violence along with connected notions of suffering, pain, silence, resilience, and memory. The course is designed for a D-level with a focus on research and close reading of texts and other materials. This course will enable students, through written and research-based assignments, to develop skills in innovative and critical thinking, and in presenting and analyzing complex concepts, issues, and ideas. Further, students will gain a wide range of knowledge, views and concepts on violence, social suffering, social hierarchies, memories, politics, war and everyday life in South Asian societies and they will learn to do research on complex and sensitive issues.

While this course is supportive and connected to the themes of some of the courses, that are offered in the area (such as, GASC12H3 - Culture and Society in Contemporary South Asia, GASC20H3 - Gendering Global Asia, GASC59H3 - The Making of Tamil Worlds, and GASA02H3 - Introduction to Global Asia Studies), it foregrounds forms of violence and its relation to communities, institutions, structures and everyday life, that shape the societies of the South Asian region, and thus brings new perspectives on the region. Moreover, it will complement a number of courses offered by the department while strengthening the department's focus on course offerings related to community engagement and oral histories. I will be bringing a number of war survivors or writers who have written on violence to share their stories and poems with the students during the course. Further, this research-based course will bridge the community and university spaces through independent research and readings on South Asia. The students at the end of the course will be able to work with a number of communities in and around Toronto who have experienced political violence or war. Thus, the students will learn to work and approach sensitive issues with care, respect, and skills.

**Consultation:**

Proposal approved by DCC: April 24, 2024  
 Course code approved by Office of the Registrar: [March 25 2024]

Consultation with the Program Coordinator of Global Asian Studies (April 24), the Associate Chair, Teaching of HCS, and the Curriculum Committee of HCS. (Mar 29)

**Resources:**

This course will not require any new or additional resources.

**Instructor:**

Sidharthan Maunaguru





## University of Toronto Scarborough

2023-24 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications  
(Out of Cycle Courses, Fall 2024)  
for Approval  
Department of Human Geography  
May 27, 2024

### Human Geography

### 3 New Courses

#### CITB05H3: Researching the City: An Introduction to Methods

<p><b>Description:</b></p> <p>This course introduces quantitative and qualitative methods in city studies. Students will engage in observation and interviews; descriptive data analysis and visualization; surveys and sampling; and document analysis.</p>
<p><b>Prerequisites:</b> CITA01H3 and CITA02H3</p>
<p><b>Corequisites:</b></p>
<p><b>Exclusions:</b></p>
<p><b>Enrolment Limits:</b> 160</p>
<p><b>Recommended Preparation:</b></p>
<p><b>Notes:</b> Priority will be given to students enrolled in Specialist, Major, Major (Co-op) and Minor Programs in City Studies.</p>
<p><b>Delivery Method:</b> In Person</p>
<p><b>Breadth Requirements:</b> Social &amp; Behavioural Sciences</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Topics Covered:</b></p> <ol style="list-style-type: none"> <li>1. Field methods: observation in public spaces, and interviews (structured, semi-structured, in-depth, and go-along).</li> <li>2. Descriptive data analysis: obtaining and processing fine-grained data (census tract, ward, and postal code); calculating descriptive statistics (measures of centrality and dispersion); and producing and interpreting tables.</li> <li>3. Data visualization: producing and interpreting graphs for different types of variables, including bar charts, histograms, density curves, scatterplots, and fitted lines.</li> <li>4. Basic mapping: producing and interpreting maps with discrete and aggregate variables (choropleth and point maps).</li> <li>5. Coding qualitative data: performing iterative coding on textual data and identifying patterns using memos.</li> </ol>
<p><b>Learning Outcomes:</b></p> <p>By the end of the course, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Collect data using field methods (observation and interview) and online surveys.</li> <li>2. Analyze sociodemographic and built environment data using descriptive statistics, visualizations, and maps.</li> <li>3. Analyze qualitative data (fieldwork notes, interview transcripts, and gray literature) using iterative coding and memos.</li> <li>4. Integrate findings from different types of analysis in a single research report.</li> </ol>
<p><b>Methods of Assessment:</b></p> <p>The course offers a hands-on introduction to research methods in city studies. Students will select a research topic from a list of suggested themes and places and will submit five short assignments through the semester. The assignments include:</p> <ol style="list-style-type: none"> <li>1. Observation of public spaces (12%) – Learning Outcomes 1 and 3</li> <li>2. Analysis of gray literature (12%) – Learning Outcome 3</li> <li>3. Interview (12%) -- Learning Outcomes 1 and 3</li> <li>4. Sociodemographic data collection and analysis (12%) – Learning Outcome 2</li> </ol>

<p>5. Built environment data collection, visualization, and mapping (12%) – Learning outcome 2          Additionally, the participation of students in lectures and tutorials will count towards 15% of their grade. The final examination is a research report (25%) where they compile the findings from their prior assignments.</p>
<p><b>Overlap with Existing Courses:</b>          None</p>
<p><b>Rationale:</b>          As part of our external program review and associated curriculum development discussions and planning processes, including two Departmental Curriculum Retreats in 2022, and consultation with the Geography and City Studies Student Association (GCSA) the City Studies Committee and Departmental Curriculum Committee developed and agreed a proposal to strengthen research methods training in City Studies. This proposed core course is a primary outcome of those discussions. It will be a prerequisite for all research-intensive courses at the C-level and D-level. We plan to submit the change to the relevant C- and D-level prerequisites this fall, so they will be active as of the 2025-26 Calendar. This prerequisite will be waived for students who are already far along in their programs.          In 2023 the Department of Human Geography hired Fernando Calderon Figueroa. He is an expert in both qualitative and quantitative urban research methods, and this course will be one of his primary teaching responsibilities.</p>
<p><b>Consultation:</b>          Proposal approved by DCC: March 21, 2024          Course code approved by Office of the Registrar: February 1, 2024</p>
<p><b>Resources:</b>          This course will be taught by Prof. Fernando Calderon Figueroa, a new faculty member.          This course will require two (2) hours of TA support per student and will be covered by the department's existing TA budget.</p>
<p><b>Programs of Study for Which This Course Might be Suitable:</b>          City Studies, Human Geography</p>
<p><b>Estimated Enrolment:</b> 160</p>
<p><b>Instructor:</b> Fernando Calderon Figueroa</p>

## CITB07H3: Introduction to Global Urbanisms

<p><b>Description:</b>          This introductory course will encourage students to exercise their relational and comparative imagination to understand how the urban issues and challenges they experience in Scarborough and Toronto are interconnected with people, ideas and resources in other parts of the world. Students will examine the complexities of urbanization processes across different regions in the world, including themes such as globalization, urban governance, sustainability, climate change, equity and inclusion. Through interactive lectures, collaborative work and reflective assignments, students will learn to apply comparative and place-based interventions for fostering inclusive, equitable, and sustainable urban futures.</p>
<p><b>Prerequisites:</b> CITA01H3 and CITA02H3</p>
<p><b>Corequisites:</b></p>
<p><b>Exclusions:</b></p>
<p><b>Enrolment Limits:</b> 120</p>
<p><b>Recommended Preparation:</b></p>
<p><b>Notes:</b></p>
<p><b>Delivery Method:</b> In Person</p>
<p><b>Breadth Requirements:</b> Social &amp; Behavioural Sciences</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Relational and comparative approaches to cities</li> <li>- Global cities, worlding cities: postcolonial and intersectional approaches to cities and planning</li> <li>- Place-based approaches: beyond urban solutionism, towards inter-city learning</li> <li>- Urban politics and governance in a global perspective</li> <li>- Urban transport and mobility</li> <li>- Cultural heritage, global capital and local gentrifications</li> <li>- Informal urbanism and informal economies</li> <li>- Climate Change and cities</li> <li>- Urban health and well-being</li> <li>- Feminist and anti-racist approaches to planning and cities</li> <li>- Inclusive economies and sustainable livelihoods</li> </ul>
<p><b>Learning Outcomes:</b>          By the end of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the historical, social, economic, and political factors influencing urban development globally.</li> <li>2. Conceptualize the relationship between local and global from a relational perspective that emphasizes interconnectedness, mutual influence, and the dynamic and uneven exchange of ideas, resources, and people across geographical boundaries.</li> <li>3. Understand the role of international organizations, global agendas and communities of practice in shaping urban politics, policy and planning.</li> </ol>

<p>4. Explore the interplay between globalization, urbanization, and sustainability, considering the possibilities and limits of local action in global issues such as climate change, economic inequality, identity politics or uneven development.</p> <p>5. Explore the link between inclusive economies and sustainable livelihoods from a place-based approach</p> <p>6. Apply interdisciplinary and comparative perspectives to analyze urban problems and propose innovative place-based interventions for creating more inclusive, equitable, and sustainable urban futures.</p>
<p><b>Methods of Assessment:</b></p> <p>The course assessment will incorporate individual reflections as well as collaborative assignments to encourage students to understand how the urban issues they experience in Scarborough and Toronto are related with the rest of the world. Beginning with an individual reflective essay, students will be prompted to draw on global connections between Toronto and their family origins or with a city they have visited, aiming at integrating personal perspectives into more abstract reflections on urban issues. This assignment will weigh 30% of the grade (learning objectives 1 and 2). Additionally, students will engage in collaborative projects where they will analyze case studies from various cities, presenting their findings in oral presentations that will highlight how global learning and comparative insights can inform the design or implementation of place-based urban interventions. Case studies will be 40% of the grade, with a presentation counting for 10% (learning objectives 3, 4, 5 and 6). A final exam will be the rest of the 20% of the grade.</p>
<p><b>Overlap with Existing Courses:</b></p> <p>None</p>
<p><b>Rationale:</b></p> <p>This course is being introduced as a new City Studies core course in preparation for our new, fourth Area of Concentration (AoC) in City Studies: Global Urbanisms, which will be proposed in next year's curriculum cycle. Each AoC in City Studies has a B-level core course that serves as a gateway to the topic area, introduces relevant theoretical and research challenges, and serves as a prerequisite for other courses in the AoC. This new AoC is being introduced because until now the primary focus of City Studies has been Toronto and Ontario, as a pre-professional program for students seeking careers in city planning, community development, and city governance. Yet current faculty in the Department of Human Geography do urban studies research in several other parts of the globe, including South Asia, East Asia, Africa, the Caribbean, Latin America, and Europe. The department already offers several Urban Geography courses on aspects of Global Urbanisms that will contribute to this new area of concentration. Our students' family origins are from countries around the world, and we hope and expect that this new AoC will help develop a stronger connection between and understanding of urban issues in Toronto and those in the rest of the world.</p>
<p><b>Consultation:</b></p> <p>This course proposal is one product of a 2-year curriculum review and program review in 2022-23 and 2023-24 within the Department of Human Geography. Proposal approved by DCC: March 21, 2024  Course code approved by Office of the Registrar: March 1, 2024  Consultation with IDS Chair April 2024.</p>
<p><b>Resources:</b></p> <p>This course will be taught by Prof. Sergio Montero, a new faculty member.  This course will require two (2) hours of TA support per student and will be covered by the department's existing TA budget.</p>
<p><b>Programs of Study for Which This Course Might be Suitable:</b></p> <p>City Studies, Human Geography, IDS</p>
<p><b>Estimated Enrolment:</b> 120</p>
<p><b>Instructor:</b> Sergio Montero</p>

## CITC54H3: City Studies Field Trip Course

<p><b>Description:</b></p> <p>A central focus of city studies is the attempt to understand the diversity of cities and urbanization processes globally. This course provides an opportunity to engage in field research work on a common research topic in a city outside Toronto. Students will prepare case study questions; engage in data collection including interviews, archives, and observation; networking; and case analysis in a final report.</p>
<p><b>Prerequisites:</b> CITB05H3</p>
<p><b>Corequisites:</b></p>
<p><b>Exclusions:</b> GGRC54H3</p>
<p><b>Enrolment Limits:</b> 20</p>
<p><b>Recommended Preparation:</b> CITB07H3</p>
<p><b>Notes:</b></p>
<p><b>Delivery Method:</b> In Person</p>
<p><b>Breadth Requirements:</b> Social &amp; Behavioural Sciences</p>
<p><b>CNC Allowed:</b> Y</p>
<p><b>Credit Value:</b> fixed: 0.5</p>
<p><b>Topics Covered:</b></p> <ul style="list-style-type: none"> <li>- Comparative urban research theories and research methods</li> <li>- City studies field research methods</li> <li>- Case study data collection and data management</li> <li>- Interview methods and types</li> </ul>

- Intercultural communication
- Safety abroad

**Learning Outcomes:**

By the end of the course, students should be able to:

1. Prepare for team-based field-work case study research
2. Develop case study research questions
3. Review case-relevant literature
4. Draft interview scripts
5. Interview fieldwork partners
6. Conduct field observation and note-taking
7. Make presentations about findings

This course is designed to be deployed for a variety of field trip cities, topics, and instructors, so learning outcomes will vary.

**Methods of Assessment:**

Will depend on the field trip destination, partners, and instructor.

Participants will be assessed partly as individuals and partly as teams, including on their participation (25%; learning outcomes 1,7), case study proposals (10%; learning outcomes 2, 3, 4), interview notes and transcriptions (10%; learning outcomes 5,6), workshop preparation and facilitation (25%; learning outcomes 4,5,7), and final reports (30%; learning outcomes 2,3,7). There will be no final exam.

**Course Experience:**

Partnership-Based Experience

**Overlap with Existing Courses:**

This course will be similar to GGRC54H3 Human Geography Field Trip (which we are now credit-excluding from this course), but targeted at City Studies program students. Although some City Studies students took GGRC54, this course will allow the development of field trips designed primarily for City Studies students, and will allow students to count the course towards their CIT program requirements.

**Rationale:**

As part of our external program review and associated curriculum development discussions and planning processes, including two Departmental Curriculum Retreats in 2022, and Departmental Plan process in 2024, consultation with the Geography and City Studies Student Association (GCSA) the City Studies Committee and Departmental Curriculum Committee. This proposed course is a major outcome of those discussions. We believe that Field Trips are vitally important city studies learning experiences. Field trips expose students to a greater diversity of urban environmental and policy challenges, practices, and solutions, and encourage deeper thinking about the nature of cities. They are also valuable cohort-building experiences. We plan to require CITB05H3 as a prerequisite for all CIT C-level courses that involve original student research projects. The training in CITB05H3 in handling qualitative data and interview methods will be essential for student success in this course. CITB07H3 will be a recommended preparation as this course will often involve field trips to locations outside Canada. So CITB07H3 will provide important foundational knowledge related to comparative urban studies that will help students make the most of the field trip experience. Also, although CITC54H3 may be taught by different instructors, Sergio will be teaching it in Spring/Summer of 2025 and he plans to run the field trip course regularly.

**Consultation:**

This course proposal is one product of a 2-year curriculum review and program review in 2022-23 and 2023-24 within the Department of Human Geography. Proposal approved by DCC: March 21, 2024  
 Course code approved by Office of the Registrar: March 1, 2024  
 Consultation with Experiential Learning office, April 27, 2024.

**Resources:**

Travel abroad assistance will be applied for each time the course is offered to ensure equitable access to field work experiences. Small enrolment course, no TA support.  
 This course will be taught by regular full-time faculty in the department.

**Estimated Enrolment:**

10-14

**Instructor:**

Full-time faculty, will vary year to year.



## University of Toronto Scarborough

2023-24 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications  
(Out of Cycle Courses, Fall 2024)  
for Approval  
**Department of Philosophy**  
May 27, 2024

### Philosophy

#### 1 New Course

#### PHLC45H3: Advanced Topics in Philosophy

<b>Contact Hours:</b> Lecture: 3 / Tutorial: / Practical: / Seminar:
<b>Description:</b> This course critically examines advanced topics in philosophy.
<b>Prerequisites:</b> Any 4.5 credits and [an additional 1.0 credit in PHL courses]
<b>Delivery Method:</b> In Person
<b>Course Experience:</b> University-Based Experience
<b>Breadth Requirements:</b> History, Philosophy & Cultural Studies University of Toronto Scarborough
<b>CNC Allowed:</b> Y
<b>Credit Value:</b> fixed: 0.5
<b>Learning Outcomes:</b> By the end of the course, students will be able to: 1. Understand key concepts and argumentative positions in the literature that surrounds the advanced topic: this will be achieved through engagement with the assigned readings, in lectures and class discussion and in answering the relevant essay questions and exam questions. 2. Organize ideas and issues related to the advanced topic, and put them into argumentative form: this will be achieved through the engagement with structured lectures and the writing of academic essays, and receiving feedback on written work. 3. Deal with questions of value: this will be achieved through readings, class discussion and the engagement with the material in critical way by writing essays, reports on readings and answering exam questions. 4. Distinguish fine differences between views and discover common ground between opposing positions: this will be this achieved through engagement with readings, lectures and class discussions, and engagement with the material in critical way by writing essays, reports on readings and answering exam questions.
<b>Topics Covered:</b> This course will critically examine advanced topics in Philosophy. The precise content of the topics covered can change from year to year, and depends on the instructor and the Department's teaching needs in any given year.
<b>Methods of Assessment:</b> The precise methods of assessment are to be determined by the course instructor. In line with recommended practice, the course would involve a mix of assessment methods that ensure students' progress in developing their writing and critical thinking skills. A typical compilation assessment would involve the following:  Short Written Reports on Assigned Readings (suggested weighing total of 25%) In these weekly reports, students will be asked to offer a short reflection on the assigned readings. These reflections will be used in the seminars to generate peer engagement and discussion. These reports help students engage with the assigned readings (outcome 1), deepen their understanding of key concepts (outcome 2), and learn how to distinguish the various positions discussed in the course and critically engage with them (outcomes 3 and 4). It will also develop students' capacity to organize ideas and issues into argumentative form, through practical experience and feedback.  Short Essay (suggested weighing 15%) This shorter essay would ask students to engage with one or two of the core readings at greater length (typically 3-4 pages).  The shorter essay will start consolidating students' writing and argumentative skills by requiring them to dive more deeply into one

of the discussed topics, help students engage with the assigned readings deepen their understanding of key concepts (outcome 1), and learn how to distinguish the various positions discussed in the course and critically engage with them (outcomes 2 and 3). It will also develop students' capacity to organize ideas and issues into argumentative form, through practical experience and feedback (outcome 4).

**Long Essay (suggested weighing 20%)**

In the longer essay students are asked to synthesize the materials they covered in the course so far, through critical engagement with various core readings, and consideration of their broader implications and applications.

The longer essay will deepen students' engagement with the material, and building on earlier assignments will require them to further develop their skills by engaging with additional topics at a deeper level. It will enable students' deeper engagement with the assigned readings, deepen their understanding of key concepts (outcome 1), and learn how to distinguish the various positions discussed in the course and critically engage with them (outcomes 2 and 3). It will also develop students' capacity to organize ideas and issues into argumentative form, through practical experience and feedback (outcome 4).

**Essay Answer Exam (suggested weighing 40%)**

In the final exam students will have the opportunity to test and demonstrate their knowledge on a wide range of topics discussed in the course. Studying for the exam and writing it will enable students engage with the assigned readings, deepen their understanding of key concepts (outcome 1), and learn how to distinguish the various positions discussed in the course and critically engage with them (outcomes 2 and 3). It will also develop students' capacity to organize ideas and issues into argumentative form, through practical experience and feedback (outcome 4).

**Rationale:**

This course aims to allow the Department to offer an advanced course in Philosophy on a range of topics that would be of interest to our students. The topics covered will be determined in light of instructors' availability and the Department's teaching needs.

At the moment our C-level courses include C86: Topics in Philosophy of Mind; C10: Topics in Bioethics; C07: Death & Dying; C31: Plato C32: Aristotle; C36: Empiricism; C37: Kant; C89: Topics in Analytical Philosophy C80: Language; C22: Topics in Theory of Knowledge; C06: Topics in Ethical Theory; C09: Continental Philosophy; C14: Topics in Non-Western Philosophy; C93: Topics in Political Philosophy.

There is a rationale to a general C-level course in topics in philosophy so that we are able to offer courses on a yearly basis, using our rotating teaching-stream faculty, and on topics that do not clearly fit into any of the above "topics" courses. Topics that could be offered here include Philosophy of Race, Africana Philosophy, Philosophy of Action and Time and Rationality.

The course is designed to serve students in our Minor, Major and Specialist programs.

**Consultation:**

Proposal approved by DCC: April 18, 2024

Course code approved by Office of the Registrar: April 11, 2024

**Resources:**

All resources will be used within the Department's existing TA budget.

**Overlap with Existing Courses:**

There is no overlap between this course and courses offered in other departments.

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

Philosophy Minor, Major, Specialist Programs

**Estimated Enrolment:**

35 students

**Instructor:**

Caitlin Hamblin-Yule (new P/T Faculty hire starting July 1, 2024) will teach the first offering of this course. Other offerings, the faculty member may vary.