

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: January 30, 2025, for February 06, 2025

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Summer 2025 Out-of-Cycle Courses, UTSC (for approval) *

JURISDICTIONAL INFORMATION:

The UTSC Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference*, 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] (February 06, 2025)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package contains minor modifications to the undergraduate curriculum for out-of-cycle new courses scheduled for Summer 2025, submitted by the UTSC academic units listed below. These changes require governance approval. Minor modifications are defined as adjustments that do not substantially alter program or course learning outcomes but may involve modest changes to the structure of a program or course. Upon approval, these updates will be implemented for Summer 2025, within the 2024-25 academic year.

- Department of Biological Sciences (Report: Undergraduate Minor Curriculum Modifications: Summer 2025 Out of Cycle for Approval)
 - 1 New Course:
 - BIOA12H3: General Biology: Concepts and Processes of Biological Systems
- Department of Historical and Cultural Studies (Report: Undergraduate Minor Curriculum Modifications: Summer 2025 Out of Cycle for Approval)
 - 1 New Course:
 - HISA02H3: Rise of the Machines: How Technology Remakes the World
- Department of Language Studies (Report: Undergraduate Minor Curriculum Modifications: Summer 2025 Out of Cycle for Approval)
 - 1 New Course:
 - LGGA96H3: Introductory Anishinaabemowin (Ojibwe) I
- Department of Physical and Environmental Sciences (Report: Undergraduate Minor Curriculum Modifications: Summer 2025 Out of Cycle for Approval)
 - 2 New Courses:
 - FSTB14H3: Why We Cook
 - FSTD12H3: Cuisine, Culture, Ecology

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Summer 2025 out of cycle undergraduate curriculum changes for the 2024-25 academic year, as detailed in the respective curriculum report, be approved, effective February 06, 2025.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications Summer 2025 Out of Cycle for Approval



UNIVERSITY OF TORONTO

University of Toronto Scarborough
2024-25 Curriculum Cycle
Undergraduate Minor Curriculum Modifications Summer 2025 Out-of-Cycle Courses for Approval
February 06, 2025

Biological Sciences (UTSC), Department of

1 New Course

BIOA12H3: General Biology: Concepts and Processes of Biological Systems

Description:

This course will explore the fundamentals of biology across organisms. This will include aspects of biochemistry, molecular genetics, cellular biology, ecology, evolution, principles in physiology and biodiversity. The course content will link biology to real-life topics with an emphasis on scientific literacy.

Exclusions:

Grade 12 Biology, BIOA01H3, BIOA02H3, BIOA11H3.

Enrolment Limits:

120

Notes:

- (1) Students enrolled in Life Science degree posts may not take this course for credit towards any program.
- (2) Priority will be given to students planning to major or specialise in Psychology. Students across all disciplines will be admitted if space permits.
- (3) Students who have passed BIOA12H3 will be permitted to take BIOA01H3 and BIOA02H3.
- (4) Please refer to the requirements of your intended program to determine whether this course is appropriate for your degree. Specifically, students intending to join a program in Health and Society should enroll in BIOA11H3 instead.

Delivery Method:

Online

Methods of Assessment:

1. Weekly on-line quizzes or homework assignments (16%) (LOs 1-5)
2. Participation in and contributions to on-line discussion boards (12%) (LOs 1-6)
3. In class active learning assignments (12%) (LOs 1-6)
4. Two midterms (10% and 15%) (LOs 1-5)
5. Final Exam 35% (LOs 1-5)

Breadth Requirements:

Natural Sciences

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

1. Identify the characteristics and basic needs of living organisms and ecosystems. Explain the processes of growth and development in individuals and populations
2. Recognize the relationship between structure and function at different levels of organization
3. Understand and apply the roles of various types of molecules that make up living organisms and how these contribute to cellular functions
4. Understand how interactions between organisms and their environments drive the dynamics of individuals, populations, communities, and ecosystems
5. Describe relevant impacts of humans on the biosphere
6. Understand and explain why science is integral to addressing social and environmental problems.

Topics Covered:

Major themes to be covered

1. The Life of the cell
2. Genetics
3. Evolution and Biological Diversity
4. The Biosphere and Global Change Biology
5. Organismal Biology

Rationale:

This is a synchronous on-line lecture course (total of 3 hrs. a week) that is being developed as a service course for the following reasons:

1. Remove the pressure from BIOA11H3 which was developed for the Department of Health and Society and is used by students interested in speech pathology that requires completion of BIOB35H3 (Essentials of Human Physiology). The content of BIOA11H3 is a Human Biology course that does not reflect the need

for a general biology background.

2. Provide a service course to support students interested in POSTing to Psychology programs who have not completed grade 12 biology. This course has been designed to cover the material related to grade 12 biology and a university level for non-majors in Biology.
3. Support the needs of students in DPES who need the equivalent of high school biology to enter BIOA01H3 and BIOA02H3 the first-year foundation courses for Biology programs as well as several DPES programs.
4. Provide a gateway for students entering UTSC in non-science related degree posts who may be interested in entering Life Sciences programs who have not completed Grade 12 biology, including Green Path students.

Consultation:

DCC September 12, 2024

UTSC Campus Curriculum Meeting September 27, 2024

Meeting with David Zweig, Chair of Psychology, Chair of Biological Sciences, Shelby Verboven, Michael Souza and other staff January 19, 2024

Registrar's Office course code approval by Amber Lantsman and Naureen September 16, 2024

DCC Psychology October 10, 2024

OVPD Office (resource request approval) January 10, 2025

Resources:

The Department of Biological Sciences has requested the Office of the Vice-Principal Academic & Dean (OVPD) support for two teaching stipends (Summer 2025 and Fall 2025) and 140 TA hours (70 TA hours per course).

OVPD commits to provide 70 TA hours per course (for a total of 140 TA hours) and up to two teaching stipends for Summer 2025 and Fall 2025. This commitment is one-time-only and made with the understanding that the Department's overall FCE enrolment will increase, and that the departmental TA budget does not have sufficient funds to cover these course offerings.

Overlap with Existing Courses:

None: This is designed as a biology course for non-majors which will provide the background necessary to prepare students for entry into our first-year course. Alternatively, it can be used by students who have not taken Grade 12 Biology interested in taking one biology course for breadth requirements.

Programs of Study for Which This Course Might be Suitable:

- A gateway to Psychology programs for those students lacking grade 12 biology as an enrolment requirement only. Gateway to BIOA01 and BIOA02 for programs in DPES and Biological Sciences.
- This course may not be used for credit in any Biological Sciences program.

Estimated Enrolment:

120

Proposal Status:

Under Review

Historical & Cultural Studies (UTSC), Department of

HISA02H3: Rise of the Machines: How Technology Remakes the World

Description:

We live in a world that has been profoundly altered by technology. Our homes, our work, our relationships, even our bodies all give evidence of our complex historical and cultural relationship with the tools we use. In this course, we examine how technology makes our world by studying pivotal moments in which technology has deeply transformed economic, social, and cultural relationships. We end by considering some of the ways in which contemporary technology is changing how we think and act. Students will explore theories of technological change and apply them to historical and cultural analysis, including an examination of their own experience. We pay particular attention to the ways that information technology both enable and constrain our work as investigators of historical and cultural phenomena, and we make extensive use of tools from the digital humanities to enhance our understanding and abilities.

Enrolment Limits: 200

Methods of Assessment:

- Participation (10%)
- Reading Responses (15%)
- Digital Humanities Modules (15%)
- Culminating Project (25%)
- Final Exam (35%)

Reading Responses (2x) help students engage with course materials and practice fundamental writing and interpretative skills. Digital Humanities modules encourage students to make use of IT tools in a self-conscious manner, and to reflect on how the tool transforms their thinking and practice. The culminating project is a scaffolded assignment that requires students to apply course learnings to technologies that operate in their own lives, while the final examination ensures that students have an opportunity to demonstrate their mastery of all course materials.

Breadth Requirements:

- History, Philosophy & Cultural Studies
- University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

Students should: 1. understand basic theoretical perspectives on the relationship between technology (on the one hand) and society and culture (on the other).

They should be able to formulate criticisms of common frameworks and offer examples of the kind of phenomena that they explain well (and poorly) 2. be conversant with a variety of important moments in the history of technology, and be able to explain the role that technology played in different kinds of historical transformations. 3. be familiar with foundational concepts of cultural studies 4. develop a sophisticated understanding of the contemporary technological and media environment, and how they affect political, social, and cultural phenomena 5. be confident users of introductory tools in the digital humanities

Topics Covered:

- Foundational theories of the relationship between technology and society
- Technology, Work, and the Economy (e.g., steam engines and the industrial revolution; surveillance technology and gig work)
- Technology and Warfare (e.g., rifles, trenches, RADAR, atomic weapons)
- Technologies of Place (e.g., maps, surveillance, GIS)
- Technology and Identity (e.g., surveillance, police power, and personal identity; technology and self-fashioning)
- Technologies of Community (e.g. mass media and nation-building; social media and collective action)
- Technologies and Biology (forever chemicals; reproductive technologies)
- Technology, Information, and Intelligence (rise of the computer; Algorithms and the economy; algorithmic culture; defining "artificial intelligence")

Rationale:

UTSC has an increasing number of students in STEM fields who would benefit greatly from more opportunities to reflection and understand the complex interactions between technological development and social change. This course gives students intellectual frameworks for understanding the many ways in which their world has been shaped by technologies, and also presses them to think more broadly about social and cultural processes. For many STEM students, the fact that human interactions can be studied rigorously through interpretative methods remains something of a surprise. This course opens up the broad vista of historical and cultural thinking to a wide audience. For HCS majors and minors, the course has the somewhat orthogonal function of demonstrating that technologies can be understood using the tools of historical and cultural analysis that they will encounter elsewhere in the HCS department. For both sets of students, the course fills a significant gap in UTSC's offerings. This course will be offered as a Summer 2025 online course.

Consultation:

DCC Approval: October 24, 2024
 RO Approval (Amber L.) October 21, 2024

Resources:

This course will be taught by a part-time faculty member, and TA support is required only if enrollment reaches 45 or more which the department plans to cover with their existing budget.

Budget Implications:

Overlap with Existing Courses:

HPS202H1 - Technology in the Modern World covers some similar topics, but is not accessible to most UTSC students & is oriented towards HPS majors, designed as a single historical narrative (rather than an introduction to historical and cultural studies of technology), and is taught at the 200 level. Therefore, the department does not think this course warrants an exclusion.

Instructor: Matthew Price

Proposal Status:

Under Review

Language Studies (UTSC), Department of

1 New Course

LGGA96H3: Introductory Anishinaabemowin (Ojibwe) I

Description:

Introductory Anishinaabemowin (Ojibwe) I is a beginner's course that aims to introduce students to the Anishinaabemowin language. Anishinaabemowin is classified as a severely endangered language by UNESCO and is the second most widely spoken First Nations language in Canada. Learners will be equipped with basic skills to understand conjugation patterns, memorize the 500 most used words, master the beginnings of sentence structure through usage of spaced repetition software.

Exclusions:

INS210Y1

Delivery Method:

Online

Methods of Assessment:

1. Weekly quizzes
2. Two assignments
3. Two mid-terms covering vocabulary, grammar, and usage.

Breadth Requirements:

Arts, Literature & Language

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

1. To work towards A1 level of the Common European Framework of Reference for Languages (CEFR) language proficiency in Anishinaabemowin (Ojibwe.)
2. To acquire a vocabulary of ~500 most used words in Anishinaabemowin (Ojibwe).

3. To understand the parts of speech and major grammatical classes of Ojibwe (e.g., four verb types, independent vs. conjunct conjugation).
4. To learn the main conjugation patterns for a set of verbs that are representative of most conjugations present in the language.
5. To learn to use spaced repetition software to support language learning.

Course Experience:

University-Based Experience

Topics Covered:

The Anishinaabemowin (Ojibwe) language (Southwestern dialect) will be taught on a beginner level using a structured curriculum to be available on Quercus, including dialogs, grammar notes, and vocabulary lists.

Students will be taught to use Spaced Repetition Software (SRS) to memorize vocabulary and conjugations.

The structured curriculum will be supplemented with texts and other multimedia materials. Students will be taught to extract new vocabulary from such resources and memorize it with SRS.

Rationale:

There is a critical need for instruction in Indigenous languages of North America that are in danger of disappearing. Learning such languages presents unique challenges not present with mainstream languages, including the dearth of learning materials, immersion opportunities, and media available in the target language. Nonetheless, effective techniques for self-directed language learning have made it easier to acquire under-resourced languages, but few university learners have knowledge of these techniques. This course aims not only to teach Anishinaabemowin up to an elementary level, but also to provide learners with tools and techniques that they can use to further their learning after completion of the course.

This introductory language course is a first implementation of Strategy 1.6 of the 56 recommended actions of the UTSC Curriculum Renewal report that mandates our campus to “[M]eaningfully integrate Indigenous and Black knowledges into the curriculum across disciplines at UTSC by 2025”. The Department of Language Studies has consulted with Mike DeGagné, Special Advisor on Indigenous Initiatives at U of T Scarborough, regarding the development of this course.

Learning will be supported by Spaced Repetition Software (SRS) as demonstrated by the ‘Kidon Minwaa’ course curriculum, available online at <https://ciel.utsc.utoronto.ca/ojibwe-textbook>. This project was developed under a SSHRC Partnership Development Grant for which Prof. Juvenal Ndayiragije is a co-Principal Investigator. The dialog for the Kidon Minwaa curriculum were provided by native Anishinaabemowin speakers, and the grammar notes were proofread by Indigenous linguists. The curriculum is currently undergoing additional evaluation with a group of adult learners in Kingston, in partnership with the Kingston Indigenous Languages Nest organization.

The curriculum for Introductory Anishinaabemowin (Ojibwe) I will be developed by an Indigenous educator with fluency in Anishinaabemowin and expertise in language instruction and education (see attached CV). The curriculum developer will use the Kidon Minwaa curriculum as a starting point will consult with Juvenal Ndayiragije and other UTSC members to develop university-level language pedagogy that draws on and complements the resources already available at UTSC. This process will include consultation with Sarah Guay, Indigenous Librarian, UTSC, beginning in March 2025. The curriculum development contract will consist of 20 hours per week for 16 weeks (320 hours total), entirely funded by the SSHRC Partnership Development Grant.

The curriculum developer will have the opportunity to be considered for the Introductory Anishinaabemowin (Ojibwe) I sessional instructor position, applying through the approved CUPE 3902 hiring process.

The qualified instructor will include significant Land-based Education elements in the course content. This course will be taught in Summer 2025 as an online synchronous offering, allowing the instructor to teach from within their community and include other community members in sharing cultural and material context for the course content. Vocabulary and grammar lessons will incorporate traditional Indigenous locations and real objects, so students will apply their theoretical knowledge while developing a deeper understanding of another community's relationship to the land. The course will also include opportunities for students to reflect on their EL experience.

Consultation:

- Proposal approved by DCC: October 11, 2024
- Course code approved by RO with Amber Lantsman: November 12, 2024
- EL Office Consultation: January 16, 2025
- Consultation with Mike DeGagné, Special Advisor on Indigenous Initiatives at U of T Scarborough: August 2024

Resources:

None – All resources will be covered within the Department of Language Studies existing budgets.

Overlap with Existing Courses:

~50% overlap with INS210Y1: Introduction to Anishinaabemowin - LGGA96H is a 0.5 credit course, so it will overlap with approximately half the content of the Y course

Part of a Program Proposal?

This is the first step towards the development of an Indigenous language certificate (2.0 credits) at UTSC. Introductory Anishinaabemowin II is under construction and should be ready to be taught in Summer 2026.

Programs of Study for Which This Course Might be Suitable:

All UTSC programs in Humanities and Social Sciences, and beyond.

Instructor:

John Daniel - Sessional instructor on stipend

Proposal Status:

Under Review

Physical & Environmental Sciences (UTSC), Department of

2 New Courses

FSTB14H3: Why We Cook

Description:

An exploration of how eating and cooking traditions around the world have been affected by economic, environmental, and social changes, including imperialism, migration, climate change, and urbanization. Topics include: immigrant cuisines, commodity exchanges, and the rise of the restaurant. Tutorials focus on exploring cooking traditions from across time and around the world. exploration of how eating traditions around the world have been affected by economic and social changes, including imperialism, migration, the rise of a global economy, and urbanization. Lectures will be supplemented by cooking demonstrations.

Exclusions: (HISB14H3)

Enrolment Limits: 100

Delivery Method:

In Person

Methods of Assessment:

Weekly lab reports 25% including reflection on experience (learning outcomes 1, 2, 3, 4, 5);

Participation 20% (learning outcomes 1, 2, 5);

Midterm exam 20% (learning outcomes 1, 2, 3, 4);

Final exam 35% (learning outcomes 1, 2, 3, 4).

CNC Allowed: Y

Credit Value: 0.5

Learning Outcomes:

- 1) Understand the importance of cuisine in society and culture historically;
- (2) Apply this knowledge through the reconstruction of historical recipes;
- (3) Develop research skills through critical analysis of culinary texts;
- (4) Improve analytical and communication skills;
- (5) Gain experiential knowledge through work in the Culinary Kitchen Laboratory

Course Experience: University-Based Experience

Topics Covered:

Food in relationship to economic and social changes, including imperialism, migration, the rise of a global economy, and urbanization. Immigrant cuisines, commodity exchanges, and the rise of the restaurant.

Rationale:

This course has been a core requirement of the Food Studies program from the beginning. Cross-listing was not allowed previously, but with the program's move from HCS to DPES, a Food Studies version is needed and the existing HISB14H3 course will be deleted. This is a core course for Food Studies that is offered each year and needs to be offered Summer 2025 out-of-cycle with its new course code of FSTB14H3.

Consultation:

DCC Approval: Sept 30, 2024

RO Approval (Amber L.): 10/2/24

EL consult: Atiya Hamid and Al Hearn 1/7/25

Resources:

This class will be taught by regular faculty, visiting faculty, or sessional instructors. TA support will be determined in the future according to departmental policies

Overlap with Existing Courses:

HISB14H3 has significant overlap with this course, it has been deleted but reflected as an exclusion with round brackets

Instructor:

Daniel Bender

Proposal Status:

Under Review

FSTD12H3: Cuisine, Culture, Ecology

Description:

This course examines the central place of cuisine and ecology to cultures around the world, with a focus on community growing, home cooking, food preservation, and experiences of gardens, restaurants, kitchens and marketplaces. Learning methods include oral interviews, field trips, sensory tasting and cooking sessions, multi-media experiential learning, as well as critical reading and writing.

Prerequisites: 9.5 credits

Exclusions: GASD72H3

Enrolment Limits: 15

Recommended Preparation: FSTA01H3 or FSTA02H3 or FSTB01H3

Notes: Priority will be given to students enrolled in the Food Studies, Environmental Studies, and Environmental Sciences programs. Additional students will be admitted as space permits.

Delivery Method:

In Person

Methods of Assessment:

Writing responses based on weekly readings 20% (Learning outcomes 1, 2, 3, 4).

Annotated resources and commodity maps 20% (Learning outcomes 1, 2, 3, 4, 5).

Team presentations 15% (Learning outcomes 1, 2, 3, 4, 5).

Class and team participation 10% (Learning outcome 4).

Final exam 35% (Learning outcomes 1, 2, 3). Student reflections on experience with guiding questions and prompts as part of team presentation.

CNC Allowed: Y

Credit Value: 0.5

Learning Outcomes:

- 1) Students will learn interdisciplinary perspectives on food cultures and environmental processes especially as relevant to an era of climate change.
- 2) They will apply this knowledge in a broad sustainability framework.
- 3) They will develop research skills to understand cultural ecologies related to food.
- 4) They will hone communication skills and interpersonal relations through individual and team assignments.
- 5) Students will improve digital and multi-media literacy by researching topics and communicating results.

Course Experience: University-Based Experience

Topics Covered:

Cultural ecological systems; food cultures; Indigenous food knowledge and practices; imperial and post-colonial power relations; local food systems; fair trade and food justice; organic and bio-dynamic production systems; climate change and commodity production; sustainable transitions.

Rationale:

This class offers a seminar for advanced students while shifting the emphasis toward Environmental Studies. The course provides a fourth-year capstone seminar for Food Studies students with an interest in Environmental Sciences and Studies. This course is a University-Based Experience experiential learning course and is critical for harmonizing the Food Studies program with its new home in DPES. It is being offered out of cycle in Summer 2025 because the department needs to increase the offerings of D-level classes for students to fulfill their requirements.

Consultation:

DCC Approval: Sept 30, 2024
RO Approval (Amber L.): 10/2/24
EL consult: Atiya Hamid and Al Hearn 1/7/25

Resources:

This class will be taught by existing or visiting faculty or postdocs. No additional resources or TA resources will be required

Overlap with Existing Courses:

GASD72H3 has significant overlap with this course and is therefore listed as an exclusion

Instructor:

Jayeeta Sharma

Proposal Status:

Under Review