

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: March 19, 2025 for March 26, 2025

AGENDA ITEM: 4

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Humanities 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] (March 26, 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 submitted by the UTSC Humanities 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 the 2025-2026 academic year.

- Department of Historical and Cultural Studies (Report: Undergraduate Minor Curriculum Modifications Humanities for Approval)
 - 9 New Courses:
 - HCSB01H3: Public Memory: Power, Knowledge and Community
 - HCSB02H3: Every Thing Tells a Story: Interpreting Material Evidence
 - HCSB03H3: Ready for Research: HCS Skills Lab
 - HCSB04H3: Research Practicum in Historical and Cultural Studies
 - HISA01H3: Drugs: A History
 - HISB48H3: Animals, Science, and Society
 - HISC76H3: Dirt and Disease in the Global City
 - HISD49H3: Environments and People in African History
 - WSTB23H3: Black Radical Thought
- Department of Language Studies (Report: Undergraduate Minor Curriculum Modifications Humanities for Approval)
 - 1 New Course:
 - FREC04H3: French in Action II: Creative Writing in French
 - 1 Course Modification:
 - FREC03H3: French in Action I: Practical Workshop in Theatre

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Humanities undergraduate curriculum changes for the 2025-26 academic year, as detailed in the respective curriculum report, be approved.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications Humanities for Approval



UNIVERSITY OF TORONTO

University of Toronto Scarborough
 2024-25 Curriculum Cycle
 Undergraduate Minor Curriculum Modifications Humanities for Approval
 March 26, 2025

Historical & Cultural Studies (UTSC), Department of

9 New Courses

HCSB01H3: Public Memory: Power, Knowledge and Community

Description:

How – and why – do societies remember? How do institutions like museums and archives work, and how do they connect to their political, social, and cultural environments? What is the relationship between memory, knowledge and power? This course examines the ways in which groups conserve, commemorate, and contest memories, as well as the roles played by institutions and professional practices, political and social factors, and community stakeholders in their development. Students will explore key methodological and conceptual frameworks, meet practitioners in the field, and develop original research in collaboration with community partners.

Enrolment Limits: 30

Delivery Method: In Person

Methods of Assessment:

- Reading responses (25%)
- Participation (15%)
- Research proposal (10%)
- Research project (30%)
- Reflective essay (20%)

Students will develop group research projects on sites of public memory within their communities. This will include a proposal, an essay in which they reflect on their methodological choices, and public-facing project that could take the form of a poster presentation, a virtual exhibit, a podcast, or other form. The topic will be developed in conjunction with a community partner, likely the Multicultural History Society of Ontario. Taken as a whole, the research project directly connects to learning outcomes #5 and #6, and also draws on the theoretical and methodological frameworks from learning outcomes #1-4.

Students will also post responses to the readings on the Quercus discussion board, which will support learning by having them critically analyze and debate the theoretical and methodological perspectives presented in the readings and in-class lectures. These readings include both methodological/theoretical works on essential concepts and applied case studies. As such, this exercise addresses all learning outcomes (#1-6), and especially #1-4. Along with in-class discussions, these activities will gauge students’ ability to understand, critically evaluate, and communicate key concepts in the study of public memory in writing and verbally.

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

- To develop an understanding of foundational theoretical and methodological perspectives on the study of public memory.
- To understand how political, social, cultural, and economic factors shape and reflect practices and institutions including (but not limited to) museums, archives, monuments, and heritage sites.
- To explore the historical development and contemporary roles of memory institutions, professions, and practices.
- To understand the role played by memory in the construction of local, national, and transnational identities; in conflicts and contests over representations of the past; and in strategies of resolution, restitution, and reconciliation.
- To examine the role of grassroots and community organizations in promoting new memory narratives and challenging hegemonic memories.
- To explore the diversity of practices and professional pathways in public-facing scholarship.

Course Experience: Partnership-Based Experience

Topics Covered:

- Exploring the intersection of power, knowledge and memory.
- Historical and disciplinary development of mnemonic institutions like museums and archives.
- The role of mnemonic institutions/practices in promoting dominant narratives around race, gender, and nation; and strategies for the promotion of counter-narratives and de-institutionalization.
- Decolonizing and Indigenizing institutions; ownership, restitution and repatriation.
- Memory discourses surrounding genocide and trauma.
- Strategies for confronting “dissonant” or “difficult” memories and material heritage.
- Transnational, diasporic, and familial memories.
- The intersection of memory, place and space.
- Defining publics and engaging with audiences and communities.

Rationale:

This new B-level course introduces HCS students to public memory—how communities construct, contest, and commemorate the past, how memory reflects power structures, and the role of institutions like museums and archives in shaping identities. It also explores strategies for engaging in commemoration debates. The course strengthens the department’s focus on public-facing scholarship and history, leveraging its affiliation with the Museum Studies program to connect students with practitioners and iSchool faculty for graduate and professional opportunities. It also lays the foundation for my course, HISD93H3, which examines contested heritage cases. An Experiential Learning component is planned, partnering with organizations like the Multicultural History Society of Ontario or Heritage Toronto. Students will complete a semester-long research project based on a real-world challenge and present their work at a poster fair with community partners and other stakeholders.

Consultation:

DCC Approval: August 28, 2024.
 RO Approval (Amber L.): October 1, 2024
 EL Consultation: CC Chair met with EL team January 16, 2025

Resources:

This course will be taught by Joshua Arthurs. This course will not require any new or additional resources. TA support will only be required if enrollment reaches more than 45 students, which will be covered by the departments existing budget.

Proposal Status: Under Review**HCSB02H3: Every Thing Tells a Story: Interpreting Material Evidence****Description:**

What do ‘things’ tell us about the society that made them? This is a fundamental question for historians, anthropologists, and anyone studying social or cultural issues. By interpreting the material evidence produced – from monuments and buildings to everyday items or images – we find clues about how a society thinks, works, lives, and presents itself. This course will teach you how to recognise and interpret the ‘stuff’ that societies have made as a way of understanding those societies. It will introduce you to a range of examples of material evidence produced in different time periods and how this is studied by different disciplines. You will interact with ‘things’ and develop your critical, analytical, and communication skills.

Enrolment Limits: 30**Delivery Method:** In Person**Methods of Assessment:**

Class Engagement – 10%
 2 Reading Comprehensions – 15% x 2 = 30%
 Initial Reflection – discuss a modern object of importance to you – 5%
 Group work on artefact-handling and in-class presentation – 10%
 Ancient artefact analysis – 15%
 Research proposal and peer critique – 10%
 Research Essay – 20%

This course will require the completion of several low-stakes exercises to keep students engaged throughout, while also reducing pressure about the weight of any single assignment. It is designed to incorporate intensive feedback from the instructor or peers at all stages. Throughout, there is a focus on building communication skills through group work and class presentations, and on developing writing skill and confidence by using several small exercises (Learning Outcome 7). The most significant assignment – the Research proposal and Essay is divided up to encourage the incorporation of feedback and time to rework. The assessments are structured so that the student will acquire the fundamental investigative skills of material culture analysis stage by stage: first the Initial Reflection; then artefact analysis; then an analytical Research essay which will address issues to do with the preservation and collection of artefacts (Learning Outcomes 1, 2, 5, 6, 7). This is supported by in-class artefact-handling sessions, where the student groups will together interpret the material evidence and articulate their findings (Learning Outcomes 1, 2 & 7). The reading comprehension will be based on course reading to develop engagement with key concepts in the field (Learning Outcomes 3 & 7).

CNC Allowed: Y**Credit Value:** fixed: 0.5**Learning Outcomes:**

- Encounter a range of examples of material culture of importance to different historical societies
- Develop close observation and visual literacy skills to determine what material culture can reveal about its production, practical function, and cultural meaning within a society
- Engage with some of the basic theoretical principles useful for interpreting material evidence
- Experience some of the different ways in which various academic disciplines use material as evidence for social interpretation
- Understand how the preservation and presentation of material evidence affects current understanding and learn to critically assess the limits of the evidence
- Appreciate some of the ethical issues surrounding the modern collection and display practices of heritage material
- Develop strong oral and written communication skills

Topics Covered:

- Critically analyse different case studies of material culture using historical examples to understand how and why they are made and look the way that they do: e.g. everyday objects (tools, pots, glass, coins); buildings and monuments; written material (inscriptions, manuscripts, books); and unwritten representations and imagery (images on objects, art, photography)
- Explore how close visual observation and analysis of this material reveals how it was originally made and used, and what messages it was designed to convey.
- Consider how this material has survived (or been deliberately preserved or destroyed) and is presented today. This would include: issues about the ethics of collecting heritage material; how historical material has been co-opted to create particular identities in the modern world (e.g. the Fascist use of Greek and Roman antiquity); how the choices in the collection and presentation of heritage material have created particular narratives about past societies (and suppressed others).
- Invite guest speakers (maximum of 4) to discuss for around 30-45 minutes an object or set of objects of importance to their subject. This would include HCS faculty working in other disciplines and an Indigenous speaker.
- Include hands-on sessions where groups of students inspect artefacts (modern and historical replicas), and present their conclusions to the rest of the class

Rationale:

This new course introduces HCS students to critical analysis of material culture, a core skill in history and cultural studies. Students will learn to examine material evidence, uncovering its production methods, functions, and societal significance. Illustrated lectures and case studies will explore historical artifacts in their cultural contexts, with guest speakers from various disciplines joining the instructor for discussions. The course emphasizes cross-disciplinary learning, integrating Indigenous perspectives and highlighting the limitations of material evidence due to collection and preservation choices. A small class size, structured assignments, and detailed feedback will help develop students' oral and written communication skills. Part of an HCS initiative to create foundational, cross-disciplinary courses, this course complements other offerings on public heritage, including Joshua Arthurs' proposed B-level HCS course; and also appealing to Anthropology students at UTSC.

Consultation:

DCC Approval: October 10, 2024
 RO Approval (Amber L.): October 1, 2024

Indigenous Consultation:

- Kelly Crawford, in her role as Assistant Director, Indigenous Initiatives at UTSC was consulted repeatedly by the HCS Equity Committee about our departmental Indigenous Speaker series and in relation to our two-year long (and still ongoing) initiative to support individual HCS instructors inviting indigenous speakers to their classes.
- Both instructors have already hosted indigenous speakers in their courses through this program.

In addition, the department has had three departmental events:

Nov 27, 2023: The first event in our HCS Indigenous Speaker series. We had a meeting with Elder Josh Eshkawkogan.

Nov 27, 2023: In the second event of the HCS Indigenous Speaker series, we had a Tobacco Tying Workshop lead by Kelly Crawford

January 18, 2024: In the second meeting of our HCS Indigenous Speaker series, we have a two-hour workshop with Ange Loft indigenous artist, activist, member of the Talking Treaties Collective, and co-creator of *A Treaty Guide for Torontonians*.

Resources:

This course will be taught by Kate Cooper. Departmental resources (Indigenous Speaker Series) to invite an indigenous guest speaker for one session. TA support will be required if enrollment is over 45 and will be covered by the department's existing budget.

Overlap with Existing Courses:

There are two similar courses taught at UTSG NMC264H1 and Victoria College MCS224H1 exploring types of material evidence sometimes using the downtown Toronto museums, they do not dwell on the multi-disciplinary study of material culture that is a core aspect of the proposed course. & therefore, do not need to be noted as an exclusion

Proposal Status: Under Review

HCSB03H3: Ready for Research: HCS Skills Lab

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

Description:

This course prepares students to actively use a wide variety of research methods in the Humanities. Students will develop hands-on skills in key methods and interpretive perspectives, cultivating skills and knowledge applicable to their future research and professional lives. These will include textual, visual, and material analysis; digital humanities methods; community-engaged research; feminist research methods; archival research; and oral interviewing methods. The course also specifically prepares students to contribute to faculty-led research projects.

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

Enrolment Limits: 30; to facilitate hands-on development of a variety of research skills tailored to engagement in pre-selected future research projects.

Recommended Preparation:

Notes: Students who successfully complete the course will receive priority placement in HCSB04H3.

Delivery Method: In Person

Methods of Assessment:

- Reflection journal: students will keep a journal in which they reflect on the skills they are developing and their value to future research projects (Learning Outcomes 1, 3)
- Skills assignments: 3-5 assignments that demonstrate comprehension and mastery of individual skills taught in class sessions. (Learning Outcomes 1, 3)
- Culminating assignment: a lengthy assignment in which students deploy the tools they have been taught and make methodological justifications for the manner in which they are used. Includes a substantive class presentation. (Learning Outcomes 1,2)
- Group research exercises: students will engage in structured group activities applying research techniques to the ongoing project (Learning outcome #3)

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

- By the end of this course, students will be able to:
- Describe and apply diverse research methodologies, such as textual, visual, and visual material analysis, community-engaged research, GIS, working with structured data and other digital humanities methods; feminist research methods; gender & race-based analysis; oral history; and archival research.
 - Learn how to present and disseminate research to a variety of scholarly, public, and virtual audiences, through written and verbal communication.
 - Develop organizational and collaborative research skills.

Course Experience: University-Based Experience

Topics Covered:

- Research methodologies in the Humanities, including (but not limited to) textual and visual analysis, community-engaged research, GIS, working with structured data and other digital humanities methods; feminist research methods; gender & race-based analysis; oral history; and archival research.
- Research methodologies in the Humanities, including (but not limited to) textual and visual analysis, community-engaged research, GIS, working with

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| structured data and other digital humanities methods; oral history; and archival research. - Strategies for research presentation and dissemination, including digital humanities projects, research publications, and public-facing scholarship. |
| Rationale: This new course introduces HCS students to applied research methodologies in the Humanities, covering a range of approaches, including textual and visual analysis, community-engaged research, GIS, structured data and digital humanities methods, oral history, and archival research. Through hands-on learning experiences, students will develop practical skills and interpretive perspectives that will be valuable for their academic and professional futures. Students will regularly engage in critical reflections on their research experiences, collaborate in research teams, and present their findings across various formats and settings. While open to all students in their second year and beyond, this course is specifically designed to prepare students for HCSB04: Research Practicum in Historical and Cultural Studies. In this practicum, students will work in research teams under faculty supervision, contributing to ongoing faculty research projects. |
| Consultation: RO Approval (Amber L.): October 21, 2024 DCC Approval: October 24, 2024 EL Consultation Date: January 10, 2025 |
| Resources: This course is being taught by a full-time or a part-time faculty and does not require any new or additional resources. |
| Overlap with Existing Courses: None |
| Proposal Status: Under Review |

HCSB04H3: Research Practicum in Historical and Cultural Studies

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| Impact on Programs: This Proposal triggers modifications in the unit's programs(s) |
| Description: This course offers students the opportunity to collaborate in ongoing faculty research in Historical and Cultural Studies. Working alongside faculty mentors, students will engage hands-on with key methods and interpretive perspectives and contribute directly to project outcomes. In the process, they will cultivate skills and knowledge applicable to their future research and professional lives. |
| Prerequisites: HCSB03H3 |
| Enrolment Limits: 30 – to facilitate student participation in faculty research projects. |
| Notes: Students may contribute to ongoing faculty research projects across multiple semesters. |
| Delivery Method: In Person |
| Methods of Assessment: - Reflection journal: students will keep a research journal in which they reflect on the research process and the skills they are developing. (Learning outcome #1) - Research presentation: students will participate in a forum in which they present their contributions to the larger research project. (Learning outcome #2) - Group research exercises: students will engage in structured group activities applying research techniques to the ongoing project (Learning outcome #3) |
| CNC Allowed: Y |
| Credit Value: fixed: 0.5 |
| Learning Outcomes: By the end of this course, students will be able to: - Describe and apply advanced diverse research methodologies, such as textual and visual analysis, community-engaged research, GIS, working with structured data and other digital humanities methods; oral history; and archival research. - Present and disseminate research to a variety of scholarly, public, and virtual audiences, through written and verbal communication. - Develop organizational and collaborative research skills. - In addition, students will have Made substantive contributions to an ongoing, large-scale research project in historical and cultural studies. |
| Course Experience: University-Based Experience |
| Topics Covered: - Research methodologies in the Humanities, including (but not limited to) textual, visual, and material analysis, community-engaged research, GIS, working with structured data and other digital humanities methods; oral history; and archival research. - Strategies for research presentation and dissemination, including digital humanities projects, research publications, and public-facing scholarship. |
| Rationale: This new course offers students the opportunity to partner with HCS faculty researchers on a specific project. In the process, they will directly apply research methodologies in the Humanities, including (but not limited to) textual and visual analysis, community-engaged research, GIS, working with structured data and other digital humanities methods; oral history; and archival research. They will regularly engage in critical reflection about their experiences, work in research teams, and present research in a variety of forums. |
| Consultation: RO Approval (Amber L.): October 21, 2024 DCC Approval: October 24, 2024 EL Consultation: January 10, 2025 |
| Resources: This course is being taught by a full-time or a part-time faculty and does not require any new or additional resources. |
| Budget Implications: |
| Overlap with Existing Courses: None |
| Proposal Status: Under Review |

HISA01H3: Drugs: A History

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| <p>Description:</p> <p>The course investigates licit and illicit drugs over time and place to reveal shifts in how they have been used, understood, controlled, and represented. Zooming in and out on specific drugs in specific historical contexts, we will look at how they have played a role in religious ceremonies, imperial struggles, criminal enterprises, medical treatments, cultural movements, and attempts at consciousness expansion.</p> |
| <p>Enrolment Limits: 50</p> |
| <p>Delivery Method: In Person</p> |
| <p>Methods of Assessment:</p> <ol style="list-style-type: none"> 1. Short reflective essay on existing knowledge and understanding of history of drugs and sources of such existing knowledge (1, 3, 5) 5% 2. Annotated bibliography (1, 3, 5) 5% 3. Primary source analysis (1, 2, 3, 5) 15% 4. Midterm exam (matching, short answer, essay) (1, 2, 3) 25% 5. Final exam (matching, short answer, essay) (1, 2, 3) 35% 6. Engagement in tutorial discussion (1, 3, 6) 15% |
| <p>CNC Allowed: Y</p> |
| <p>Credit Value: fixed: 0.5</p> |
| <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Improved analytical skills in thinking and talking critically and with nuance about histories of colonialism, medicine, law, and commerce. - Understanding and appropriately analyzing different types of primary sources (e.g. newspaper articles, speeches, political writing, oral history, film, and literature). - Understand the emergence and significance of major developments in global history from 1700-2000 through the history of drugs. - Independently research and write an analytical essay. - Better incorporate feedback into the revision of writing. - Improve group discussion skills, note-taking, reflection on difficult or contentious historical narratives |
| <p>Topics Covered:</p> <ul style="list-style-type: none"> - Drugs as global commodities - Drugs as medicine - Drugs as sacred tool - Drugs as recreation - Drugs as tool of colonialism - Drugs as tool of capitalism - Drugs as consciousness expanders - Drugs as tool of criminalization - Drugs as modern pharmaceuticals |
| <p>Rationale:</p> <p>The History program within HCS is updating its A-level offerings with new courses that clearly define their topics and scope. Instead of covering the global history of drugs within the existing “Themes in World History” shell courses (HISA04H3 or HISA05H3), the department is introducing a dedicated course with a specific title to enhance clarity for students. This new A-level course aligns with the department’s broader approach to introductory courses and is not a response to a review recommendation. The department aims to offer more A-level courses with clearly defined world history topics, as students tend to engage more with courses that announce specific themes rather than broad survey titles.</p> |
| <p>Consultation:</p> <p>DCC Approval: October 24, 2024 RO Approval (Amber L.): October 21, 2024</p> |
| <p>Resources:</p> <p>This course will be taught by William Nelson. No additional resources are required. TA support may be necessary if enrollment reaches 45 or more which the department will cover with their existing budget.</p> |
| <p>Overlap with Existing Courses:</p> <p>POLC34H3: The Politics of Crime focuses exclusively on material since the 1970s, whereas this course covers the previous 300 years, ensuring no significant overlap. Similarly, FAS course PSY199H1: Psychology and History of Drug Use does not overlap substantially enough to warrant exclusion. While there may be some minor content overlap with Health Studies courses at UTSC, the department is not aware of any courses within the unit specifically addressing drugs or their history.</p> |
| <p>Proposal Status: Under Review</p> |

HISB48H3: Animals, Science, and Society

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| <p>Description:</p> <p>How have relationships between humans and animals depended on and shaped the development of science? This course examines precisely how these relationships have been mediated through various forms of science – veterinary science, laboratory and biological sciences, medical sciences, agricultural sciences, and zoology, among others – and how these scientific modes interact with broader socio-cultural understandings of animal life across the globe.</p> |
| <p>Enrolment Limits: 60</p> |
| <p>Delivery Method: In Person</p> |
| <p>Methods of Assessment:</p> <ul style="list-style-type: none"> - Reading essays (two in total): Students will write two essays, summarizing and linking arguments, concepts and information across the readings, to allow them to articulate what they’ve understood and to practice basic writing skills of summarization, selection, and synthesis. (Outcomes 1, 2, 3) - Short essays : Students will write two short essays of around 1000 words each, analyzing a primary source for the history of animals, science, and society. (Outcome 1, 2 and 3) - Mid-term test: Students will write a mid-term test, responding to multiple-choice questions and short answers (one paragraph) that test their understanding and retention of key concepts, arguments, and information presented in the course lectures and readings. (Outcome 1 and 2) |

- Final exam: Students will write 3 long essay answers, testing their understanding and retention of key concepts, arguments, and information, their capacity to link ideas presented in different lectures and readings, and their capacity to apply principles of primary source analysis. (Outcome 1, 2, 3)
- Class participation: Students will be able to work with their peers on various in-class group activities designed to allow them to apply and work through ideas and reading/research methodologies introduced during the lecture. (Outcome 1, 2, 3, 4)

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

1. Students will learn how to read and relate ideas in scholarship on the history of science
2. Students will be able to discuss the way that the relationships between humans and animals are mediated through science
3. Students will be able to write brief argumentative essays including their own library research and course readings, with suitable evidence and citations
4. Students will practice their discussion skills and their ability to articulate their understanding and analysis of topics and sources verbally

Topics Covered:

- Species and classification in the early modern world
- Animals as agricultural tools
- Breeding pet animals
- Veterinary medicine and its colonial concerns
- Animal testing and vivisection
- The rise of animal welfare organizations
- Animals in the labour force
- Disease and the animal body
- Conserving animals
- Animals as food
- Considering animal agency in historical narrative
- Animals in surveying and cartography

Rationale:

This new course adds another opportunity for students to engage in the global history of science, particularly with a focus on human-animal relationships. There is no such course currently offered in the history curriculum, and it would be an important addition to the developing curriculum in the global history of science. This course would be of potential interest to STEM students (particularly in the life sciences), as well as to students of the broader humanities beyond HIS.

Consultation:

RO Approval (Amber L.): October 1, 2024 - Amber Lantsman
DCC Approval: October 24, 2024

Resources:

This is being taught by a part-time faculty. TA if enrollment reaches 45 or more which will be covered by the department's existing budget.

Overlap with Existing Courses: None

Proposal Status: Under Review

HISC76H3: Dirt and Disease in the Global City

Description:

Over millennia, urban communities globally have existed alongside, produced, harboured, and found ways to deal with whatever they considered dirty and disease-carrying – from sewage and smoke to cholera and COVID-19 to sex workers and pilgrim travellers. This course explores the history of urban sanitation and health in a variety of global cities, with a focus on the 16th to 21st centuries. You will travel through course your reading of research and primary sources we will travel to cities like London, Bombay, Hong Kong, New York, Mexico City, Istanbul, and Dar Es Salaam. Over the semester, you will follow the journeys of germs, pollutants, waste, and the humans and animals seen as their carriers or causes, as they were made subject to governments, the law, science, medicine, and technology striving to control or eliminate everything understood as dirt and disease, toward the goal of making cities that reflected frequently colonial, capitalist and nationalist ideals. Assessment will be through a combination of class participation, reading notes, primary source analysis and essays.

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

Enrolment Limits: 30

Delivery Method: In Person

Methods of Assessment:

- 1) Short reflective essay relating any four course readings (1, 3, 6)
- 2) Annotated bibliography (1, 3, 5)
- 3) Primary source analysis (1, 2, 3, 5)
- 4) Final research essay (1, 2, 3, 4, 5)
- 5) Participation: 1) Engagement in class discussion (1, 3, 6) 2) Prepared individual discussion with instructor in class or office hours on a particular reading/topic (1, 3, 6)

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

- 1) Improved analytical skills in thinking and talking critically and with nuance about histories of urban space, public health and sanitation, development, colonialism and capitalism
- 2) Understanding the difference between types of primary (i.e. newspaper articles, speeches, political writing, oral history, film, and literature) and being able to appropriately analyze them.
- 3) Understand the approaches of urban history, global history, history of science, technology and medicine, and non-human history
- 4) Independently research and write an analytical essay
- 5) Better incorporate feedback in revision of writing.
- 6) Improve group discussion skills, note-taking, reflection on complex historical narratives

Topics Covered:

Sewage and engineering
 Regulating and inspecting food
 Water purification and contamination
 Animals out of place as vectors of disease
 Industrial pollution
 Automobiles and pollution
 Mobility and the crisis of disease control
 The development of sanitation departments
 Diseased human bodies and their containment
 The growth of medicine and hospitals
 Waste and its control

Rationale:

This new course promises to offer students the opportunity to examine questions about city planning and governance, science, technology and medicine, and public health and disease control from a historical point of view. There is no course at present offered in HIS that engages with such subject matter, nor is there one in city studies that takes such a historical approach and thus will help to fill a curriculum gap. The course will be of interest to students in development studies, STEM, city studies, among others.

Consultation:

DCC Approval: October 24, 2024
 RO Approval: October 1, 2024, Amber Lantsman

Resources:

This is being taught by a part-time faculty. No additional resources will be required. TA resources will be required only if the enrollment exceeds 45 which the department will cover with their existing budget.

Overlap with Existing Courses: None**Proposal Status:** Under Review**HISD49H3: Environments and People in African History****Description:**

This seminar course examines how Africans have interacted with their natural environments across time and space in varying regions. Topics may include rainmakers and nature shrines; crops and food production; climate change; animal and plant diseases; colonial invasions and environmental crisis; demographic change and urbanization; wildlife and conservation; big dams and resource exploitation.

Prerequisites: AFSB50H3/HISB50H3 or AFSB51H3/HISB51H3 or AFSB54H3/HISB54H3 or AFSC55H3/HISC55H3 or AFSC97H3/HISC97H3

Enrolment Limits: 15

Delivery Method: In Person

Methods of Assessment:

Map quiz or exercise
 Book review
 Essay proposal
 Student presentation
 Final essay
 Participation

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

- Have a working knowledge of how African peoples have adapted to and managed their environments historically and the impact of environmental change through the precolonial, colonial and postcolonial eras.
 - Make connections between the experiences of colonialism, conflict, violence, resource exploitation, and environmental change.
 - Appreciate relationships between environmental change and African and global economies, politics, social change, and cultural expression.
 - Be able to critically participate in debates around topics such as climate change, the impact of animal and plant diseases, environmental management, conservation, the environment and economic development, urbanization and the environment, pollution, water management.
- Practical outcomes:
- Carry out advanced library and internet research.
 - Critically engage with a wide range of texts, media, maps and other sources.
 - Utilize formal writing skills including the presentation of an argument or thesis with detailed supporting evidence.
 - Develop oral presentation skills.

Topics Covered:

1. Monsoon lands, forests, savannahs and deserts
2. The Sahara: From green land to desert
3. Crops and food production
4. Iron Age civilizations make landscapes
5. Riverine cultures, trade and urbanization: the Middle Niger
6. Rainmakers and shrines: culture and nature
7. Monsoon worlds: the Indian Ocean and East Africa
8. The colonial conquests: demographic and environmental crises
9. Colonial environmental dogmas: the deforestation myth
10. The colonial city: urban segregation, health and housing
11. Paradise or purgatory? Colonial conservation and the creation of national parks
12. Famine and the colonial legacy

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| <p>13. Elephants and ivory: wildlife under threat 14. Big dams on the Zambezi and the Nile 15. The AIDS pandemic 16. The crisis of climate change 17. African mega cities and their environments 18. climate change and refugees and internal displacement 19. gender and environmental activism and development</p> |
| <p>Rationale: There are very few specific courses in environmental history available at UTSC, and none in African history. At the tri-campus level, there are no similar courses. Therefore, this course will help to fill a major curriculum gap. This course will add not only to HIS, but also to AFS offerings for advanced students. It could also be of interest to students in the Department of Global Development Studies. It could be listed as an option in the Certificate in Global Development, Environment and Health. In addition, it could perhaps provide opportunities for students through the Institute for Environment, Conservation and Sustainability.</p> |
| <p>Consultation: DCC Approval: October 10, 2024 RO Approval (Amber L.): October 1, 2024</p> |
| <p>Resources: Stephen Rockel and Husseina Dinani will alternate teaching the course. There are no additional resources or TA support required for this course.</p> |
| <p>Overlap with Existing Courses: None</p> |
| <p>Proposal Status: Under Review</p> |

WSTB23H3: Black Radical Thought

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| <p>Description: This course is an introduction to the works of Black thinkers who have formulated theories of liberation as a response to slavery, capitalism, colonialism, sexism and patriarchy. Central themes include popular and revolutionary protest movements, uprisings, decolonial feminism, abolition, queer theory, and transnational solidarity.</p> |
| <p>Prerequisites: 1.0 credit at the A-level in any Humanities or Social Science courses</p> |
| <p>Enrolment Limits: 60</p> |
| <p>Recommended Preparation: WSTA01H3 or WSRA03H3</p> |
| <p>Delivery Method: In Person</p> |
| <p>Methods of Assessment:</p> <ul style="list-style-type: none"> - Analytical reading reflections - Multi-media assignments - Book review - Experiential learning assignments - Exam |
| <p>CNC Allowed: Y</p> |
| <p>Credit Value: fixed: 0.5</p> |
| <p>Learning Outcomes: Upon completion of this course, students will:</p> <ul style="list-style-type: none"> - Acquire skills in critical thinking, theoretical analysis, and close reading of complex texts - Learn how to interpret the complex ramifications of slavery, colonialism, and capitalism in the West and across the global Black world - Develop skills in interpreting primary texts (speeches, manifestos) - Demonstrate a complex understanding of the intellectual and political contributions of canonical and lesser-known Black radical thinkers and their impacts on contemporary scholarly debates - Identify and interpret the means by which historical legacies shape contemporary public debates on race and politics - Learn to engage and interpret a wide-spanning range of theories on structural oppression and social change |
| <p>Topics Covered: Main theories and methodologies:</p> <ul style="list-style-type: none"> - Racial capitalism and Black feminist theory: Political economies of race and gender as interpreted by African, Caribbean, and Black North American thinkers. - Central topics - Intellectual lineages produced in opposition to slavery, colonialism, capitalism and carcerality - Black political movements (Civil rights, Black Power in the Caribbean, anti-colonial struggle in Caribbean and Africa, North America and the UK) |
| <p>Rationale: After a WST Curriculum meeting there was a consensus on the need to offer more introductory courses on theory at a B level, in order to prepare WST and other students for more complex analytical work in the third and fourth year. This course will help to fill a critical curriculum gap and also prepare students for advanced level courses.</p> |
| <p>Consultation: DCC Approval: October 10, 2024 RO Approval (Amber L.): October 1, 2024</p> <p>Working Circle Consultation: The department will give information about the Working Circle's Resource Hub to the faculty members teaching this course (William Nelson, Feb 6, 2025)</p> |
| <p>Resources:</p> |

Robyn Maynard will teach this course. No additional resources required. TA is required only if enrollment is over 45, which will be covered by the department's existing budget.

Overlap with Existing Courses:

POLD74H3: The Black Radical Tradition is noted as having some content overlap, but the department does not believe it requires exclusion. These courses are offered at different levels and within different disciplines and departments, which does not necessitate an exclusion.

Proposal Status: Under Review

1 New Course

FREC04H3: French in Action II: Creative Writing in French

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| Impact on Programs: This Proposal triggers modifications in the unit's programs(s) |
| <p>Description:</p> <p>This course develops students' communication skills in French through creative writing while also incorporating oral exercises such as discussions. By focusing on short texts (short stories, tales, fragments, essays), students will discover the art of creative writing, using precise ideas and techniques. To better understand the phenomenon of creation, students will read short literary texts by different authors and from different periods, which will serve as models. We will explore creation through forms and genres, from impersonal style to autobiographical writing, from science fiction to hyperrealism.</p> |
| <p>Prerequisites:</p> <p>FREB02H3 and FREB50H3</p> |
| <p>Exclusions:</p> <p>FRE482H5</p> |
| <p>Enrolment Limits:</p> <p>20</p> |
| <p>Delivery Method:</p> <p>In Person</p> |
| <p>Methods of Assessment:</p> <ol style="list-style-type: none"> Creative Written Texts (50%) <ul style="list-style-type: none"> Students will produce three original creative texts, each progressively building on their understanding of genre, style, and narrative techniques <ul style="list-style-type: none"> 1st text (10%) - Introduction to creative writing and experimentation with form. 2nd text (20%) - Development of a more structured piece, integrating peer and instructor feedback. 3rd text (20%) - A polished final creative work demonstrating growth in both writing technique and personal expression Creative Journal (25%) <ul style="list-style-type: none"> Students will maintain a reflective journal documenting their creative process, challenges, and insights gained from peer collaboration and guest author sessions. The journal will include double-entry reflections, with one side dedicated to writing exercises and drafts, and the other to personal observations, revisions, and lessons learned. Active participation in class (15%) <ul style="list-style-type: none"> Engagement in discussions, workshops, and peer feedback sessions. Contributions to collaborative learning through constructive critiques and dialogue with invited guest authors. Final public reading of creative texts (10%) <ul style="list-style-type: none"> Students will present an excerpt from their final creative piece in a public reading event, reflecting on their writing journey and sharing their work with a wider audience. |
| <p>Breadth Requirements:</p> <p>Arts, Literature & Language</p> |
| <p>CNC Allowed:</p> <p>Y</p> |
| <p>Credit Value:</p> <p>Fixed: 0.5</p> |
| <p>Learning Outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> develop their skills in analyzing literary works by identifying and explaining the stylistic and rhetorical devices and narrative choices employed by various authors, while developing their own writing style; express literary and analytical ideas in a clear and structured way, both in writing and orally, by actively participating in group discussions, workshops and critical feedback on other students' creations; write a well-argued short essay and two short stories with distinctive literary styles; create original narratives in French, exploring different literary genres and adapting their style to suit the chosen genre; justify their writing choices based on theoretical, stylistic and rhetorical principles, demonstrating a thorough understanding of short forms (fiction and non-fiction); perfect their texts through a process of revision, taking into account critical feedback from other students and the teacher; evaluate and comment constructively on each other's texts, developing a critical approach to their own and others' work. |
| <p>Course Experience:</p> <p>University-Based Experience</p> |
| <p>Topics Covered:</p> <ol style="list-style-type: none"> the art of creation; literary genres; style; argumentation; community; intercultural life |
| <p>Rationale:</p> <p>Our French programs already offer several practical French courses. To help students improve their skills in French, it is important to use different methods and to give students the opportunity to write in French in a different way from their usual French literature classes. FREC04 (French in Action II: Creative</p> |

Writing in French) is an experiential course that follows a similar logic to that underpinning FREC03 French in Action I (Practical Workshop in Theatre). The new course FREC04 fits into the unit's overall curriculum by giving students a framework within which to understand literature differently, from the creator's point of view.

Experiential Learning Components:

To enrich the course with real-world applications, students will interact with members of the Francophone literary community:

- Guest Authors: Two French-language authors will be invited to participate in the course.
- The first author will discuss their creative process, providing insight into the different stages of writing, from initial inspiration to final revision.
- The second author will lead a genre-specific writing workshop (e.g., autobiography, essay, fiction) to guide students in exploring and refining their own creative voice.

Reflective Writing and Peer Collaboration:

- Students will keep a double-entry journal, allowing them to document both their writing progress and their personal reflections on the creative process.
- They will regularly share excerpts from their journals in class discussions, receiving constructive feedback from peers. This collaborative approach encourages students to learn from each other's experiences and challenges while refining their work.

Final Public Reading:

At the end of the course, students will present their work in a public reading event, giving them an opportunity to showcase their writing in an authentic setting. This experience fosters confidence in their ability to write creatively in French while engaging with a broader audience. This experience will also give them the opportunity to develop their public speaking skills.

Consultation:

Proposal approved by DCC: October 11, 2024
Course code approved by Office of the Registrar: November 5, 2024
EL Office Consultation: December 16, 2024
Revised proposal approved by DCC: February 13, 2025
Registrar's Office (Lindsey Taylor) February 28, 2025

Resources:

The course will be offered by a regular Faculty member (Pascal Riendeau or Maud Pillet); the course is going to serve Specialist, Major and Minor students; the course will not need extra TA support. We plan to apply to the ELF grant to support the experiential aspects of the course.

Overlap with Existing Courses:

UTSC's Department of English offers creative writing courses; however, since this course will be conducted entirely in French—including all readings and written assignments—it is not expected to create significant overlap. A similar course, FRE428H5: Creative Writing, which is also taught in French at UTM, has been designated as an exclusion for this course.

Part of a Program Proposal:

FREC04H3 will be added as an option to Requirement 3 (1.5 credits in Culture) of the French Major and French Specialist Programs

Estimated Enrolment:

15-20

Instructor:

Pascal Riendeau or Maud Pillet

Proposal Status:

Under Review

1 Course Modification

FREC03H3: French in Action I: Practical Workshop in Theatre

Methods of Assessment:

- ~~1. The critical analysis of a French language play: this supports the learning outcomes by ensuring students familiarize themselves with the technical, theoretical and thematic aspects of French and Québécois drama. ¶~~
- ~~2. The writing of a short play/scene; this supports the learning outcomes by focusing on developing students' creative writing abilities. ¶~~
- ~~3. The engagement in multiple theatre workshops; this supports the learning outcomes by ensuring students develop the skills to give and receive critical feedback in French. ¶~~
- ~~4. The final performance; this supports the learning outcomes by encouraging students to engage in a larger, more complex project in French. ¶~~

The new grading breakdown is as follows:

1. Participation in 3 acting workshops: 10% (5% per workshop, the top two grades will count) ¶
 - Personal reflection pieces: 15% (reflection on participation in acting workshops, 5% each, students need to submit 2; + reflection piece on field trip to TFT, 5%)
 - Writing and presentation of a monologue: 20% (10% writing and 10% presentation) ¶
 - Practical analysis of a scene from a play: 20% ¶
 - Writing and acting of a dialogue: 35% (task done in pairs; 15% for writing and 20% for acting) ¶ ¶

Course Experience:

University-Based Experience

Rationale:

Based on feedback from the Dean's Office and consultation with the Experiential Learning Office, we are submitting a modification proposal to designate FREC03H3 as a University-Based Experience course. We will also be applying for ELF grant support for the 2025-2026 academic year.

The goal of FREC03 is to hone students' oral French skills by having them develop improvisation and acting skills, and to improve their French writing skills by having them write short scenes and skits in French. This EL course allows them to use French outside the normal academic context, in a more creative format, and shows them the value that French has in the arts in Toronto today. The principal EL activities are the implementation of improvisation and acting workshops given by a French-language acting coach, as well as the writing and performance of an end-of-year show. The acting workshops are an essential

component of this course, as they allow students to develop insights into artistic practice through their engagement with a professional in the field. Students participate in three 3-hour acting workshops over the course of the semester; after two of these workshops, students write reflection pieces in which they evaluate their participation in these activities, and they relate what they have learned to other experiences they have had previously. The end-of-year show allows students to put into practice the acting techniques they have learned throughout the semester and to showcase the original work they have written.

The methods of assessment (MOA) have been revised to enhance the course’s practical focus. The critical analysis of a French-language play has been removed and replaced with a practical analysis of a scene from a French-language play. In this new approach, students take on the role of a director, making decisions about movements, props, set décor, and other staging elements. Finally, the MOA now includes the writing and presentation of a monologue, allowing students to practice individually before progressing to the writing and performance of a dialogue with a partner.

Additionally, three personal reflection pieces have been incorporated: two based on the acting workshops and one reflecting on an excursion to the Théâtre français de Toronto (TfT) to watch a play in French. The TfT excursion was originally part of the course but was omitted in Fall 2022 due to the lingering effects of lockdown, which resulted in fewer performances. We plan to reinstate this experience in Winter 2026, allowing students to engage with French in a live, artistic setting. Following the performance, they will write a reflection piece on the experience, reinforcing the real-world value of French beyond the classroom.

Consultation:

EL Office Consultation: December 16, 2024
DCC Approval: February 13, 2025
Registrar’s Office (Lindsey Taylor) February 28, 2025

Resources:

We will be applying for ELF grant support for the 2025-2026 academic year. All other resources will be covered by the department’s existing budget.

Proposal Status:

Under Review