

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: May 5 for May 20, 2025

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Fall 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] (May 20, 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 for Fall 2025 Out-of-Cycle Courses)
 - 4 new courses
 - GASB12H3: South Asian Kinship: Mapping, Love, Marriage, Sexuality in Global South Asia
 - GASC13H3: Where is home? The Past, Present and Future of Tamil Diasporic Belonging?
 - HISB43H3: Slavery in Canada: 1629-1834
 - HISD21H3: Black Women in Canadian History

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Fall 2025 out-of-cycle undergraduate curriculum changes for the 2025-26 academic year, as detailed in the respective curriculum report, be approved effective September 1, 2025.

DOCUMENTATION PROVIDED:

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



UNIVERSITY OF TORONTO

University of Toronto Scarborough

2025-26 Curriculum Cycle

Undergraduate Minor Curriculum Modifications for Fall 2025 Out-of-cycle Courses for Approval

May 20, 2025

Historical & Cultural Studies (UTSC), Department of

4 New Courses

GASB12H3: South Asian Kinship: Mapping, Love, Marriage, Sexuality in Global South Asia

Description:

What are marriage and love in South Asia? What do we understand about South Asian societies by studying about marriage, love, and sexuality? In South Asia, marriage is classically understood as an alliance between families or social groups for economic and political reasons, and as an instrument for maintaining a particular normative social order and perpetuating certain hierarchies. Marriage is seen as an institution which legitimizes sex and engineers social/biological reproduction. It is also placed within the private domain of society. However, recent studies on marriage show how, in this era of globalization, mobility, the notions of love, marriage and sexuality intersect with larger political, social, legal and global structures, on the one hand, and notions of gender, class, caste, morality, and modernity on the other. In these ever-changing global South Asian societies, 'alternative' and 'non-normative' conjugal relationships, love, and sexuality have been seen as part of the globalization and modernizing process. Through this course, we will critically analyse such claims and examine how love, marriage sexuality and kinships are constructed, shaped, governed and constituted politically, culturally, legally, and ideologically. How do the larger structures such as state, legal institutions, colonialism and globalisation, migration processes, class and caste configurations, gender formations, and new communication/visual technologies shape the everyday life of people by entering their private domains through the notions of love, and marriage? Moreover, by studying marriage, kinship and love in South Asia, we critically examine and unpack the dualistic ideas of private vs public, individual vs community, global vs local, modern vs traditional, change vs stagnation, and 'normative' vs 'non-normative' in South Asian societies.

Prerequisites: 1.0 credit at the A-level in any Humanities or Social Science courses

Delivery Method: In Person

Methods of Assessment:

- Student Presentations: We will begin the discussion class with a short introduction by a student or a group of students, on the central author, readings and/or topic from that week's readings (20 minutes). This is meant to serve as a simple introduction and overview of the readings, to make it easier for those who are encountering an author, topic or culture for the first time. 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. (LO 1, 2, 3, 4)
- Class Participation: There will be various formats for class discussion (question/answer; discussion in smaller groups, brief informal group presentations, mock debates on the readings, etc). (LO 1, 2, 3, 4, 5)
- Assignment: Students will be assigned three essay questions at the end of week 9, out of which they need to answer one question and write a 2500-word essay. (LO 1, 2, 3, 4, 5)
- Class Test: It will be an in-class exam which may include a short essay, as well as open-ended questions. (LO 1, 3, 4,)

- Final exam: The final written test in this course is designed to assess the student's knowledge on lectures and readings. It will be designed to critically use the knowledge gained to analyze the issues that we have covered in class. It will include short essays. (LO 1, 3, 4, 5)

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

1. The objective of the course is to critically engage with marriage, love, and sex, in South Asian social worlds and analyse how they are shaped, changed, and produced by internal and global forces.
2. Secondly, this course will enable students to use multiple sources (media, literature, ethnography research materials, and theories) to understand and analyse a particular region, its communities and its connection to global forces.
3. This course will enable students, (through modes of assessment) to be innovative and critical in their writing, presentations, and argumentations about taken-for-granted knowledge about everyday practices such as love and marriage.
4. Through scholarly scrutiny, students will be encouraged to think deeply and contemplate their own innovative ways of theorising and presenting ideas in class. At the end of the course, students will have comprehensive knowledge of these social institutions in South Asia.
5. Finally, the course will also enable students to explore how the larger social, political, economic, and legal structures not only impact on the everyday life in these regions but as importantly, how individuals process, negotiate, and engage with these critical external and internal forces

Topics Covered:

- Marriage and Love in South Asia: Part 01
- Marriage and Love in South Asia: Part 02: Shifting Concepts and Changing Practises
- Economics of Marriages
- Gender, Love, Marriage and Sexuality
- Law and Love
- Remarriage, Divorce, and Non-marriage
- Forms of Love
- Production of Love: Film, Media and Photographs
- Modernity, Globalization, Marriage, and Love

Rationale:

The course is designed to align with the existing curriculum of the Global Asian Studies programs. Currently, there is no module offered on marriage or kinship within the HCS framework. This new module aims to examine marriage and kinship and their influence on notions of gender and sexuality in South Asian societies. The course contributes to the Global Asian Studies program's overarching aim of teaching about the region and its societies in political, legal, historical, economic, and social terms, with a focus on both change and continuity in the context of globalization and social transformation. Furthermore, it complements several departmental offerings by strengthening the focus on community engagement and oral histories.

Fall 2025 out-of-cycle rationale:

This course is being proposed out of cycle due to confusion and misunderstanding by the Associate Chair, Teaching, of the window for when a faculty member is no longer considered "new," which was further compounded by staff turnovers; therefore, this course was missed for the regular cycle.

Consultation:

Course code approval: March 31, 2025 (A. Lantsman)
RO consultation: April 4, 2025 (L. Taylor)
HCS DCC approval: April 3, 2025
Anthropology, Sociology and Political Science consultations: April 22, 2025 (emails sent)

Resources:

This course will be taught by Sidharthan Maunaguru. No TA or additional resources are required

Overlap with Existing Courses:

No comparable course is currently offered at any of the University of Toronto campuses or in other departments. While this course

complements themes in existing offerings—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 distinctly foregrounds South Asian kinship and marriage and their intersections with gender, sexuality, modernity, technology, legal institutions, and the state. It thus introduces new perspectives to the study of South Asia.

Also, there are related offerings, such as ANTC09H3 F - Sex, Love, and Intimacy: Anthropological Approaches to Kinship and Marriage and SOCC29H3 S - Family and Gender in the Middle East. This proposed course differs significantly. It specifically focuses on South Asia and its diverse communities, addressing how kinship and marriage intersect with gender, sexuality, modernity, globalization, economic and legal systems, and new communication and visual media. Unlike courses that define kinship primarily through practices, rituals, and obligations, this course adopts a multidimensional approach rooted in contemporary socio-political contexts. Therefore, these courses should not be considered overlapping, as their content, focus, and methodological approaches differ considerably from those of the proposed course.

Proposal Status: Under Review

GASC13H3: Where is home? The Past, Present and Future of Tamil Diasporic Belonging

Description:

Using the experience of the Tamil diaspora as a case study, this course examines how ideas of home, identity, gender, politics, belonging, kinship and citizenship are transformed by migration and globalization. Tamil mobility has a long history. It has been shaped by colonial and post-colonial forces, war, labor and global business markets. What are the lived experiences of transnational/refugee families of Tamil communities? How is Tamil romance, marriage and intimacy actualized across national borders? How has mobility shaped Tamil politics, ideas of belonging and home? Through these questions about lived experience and drawing on ethnography fiction, and film, the course will explore debates about race, migration and diaspora, exile and nationalism, gender and immigration regimes. Prior knowledge of Tamil is not required.

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 courses in any Social Science or Humanities]

Delivery Method: In Person

Methods of Assessment:

- Seminar participation (15%); There will be various formats for class discussion (question/answer; discussion in smaller groups, brief informal group presentations). (LO 1, 2)
- Student Group Presentation (25%): Each class usually begins with a 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 (group size and number of presentations will be decided based on enrolment). 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. (LO 1, 2, 4)
- Response Papers (2) (20%): Students will be assigned a question at the end of week 4 and week 8 to which they will write a two-page response paper. The students will write a total of two response papers. This short response paper will help to work towards the final essay and find a theme for the students to develop into a research-based paper. (LO 1, 3)
- Final term research paper (40%: Proposal of the research 10% and final paper 30%) of 3500 words in response to an event concerning migration issues. In this paper, the students will be required to do research based on any of the topics they have studied in this course. Students will be graded on how well they relate the research topic to the texts and to the overall themes of the class. (LO 1, 2, 3, 4)

Breadth Requirements: Social & Behavioural Sciences

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

1. The objective of the course is to critically engage with and analyze Tamil diaspora communities across the world and their everyday life focusing in particular on their status as migrants/refugees.
2. This course will enable students to use multiple sources (films, literature, ethnography, research materials, and theories) to understand and analyze Tamil diasporic communities.
3. This course will enable students to build analytical and critical writing skills through scaffolded assignments that culminate in a research project or paper.
4. Students will learn to apply concepts and develop research questions on topics related to Tamil communities in and around Greater Toronto Area. Thereby, the course will bridge classroom-community contexts

Topics Covered:

- Migration and Diaspora
- History of Tamil migration and diaspora
- Tamil Refugees, Belonging and Undocumented Migrant
- Tamil Transnational Families, Relatedness and Kinship
- Gender and Sexuality in the Tamil diaspora communities
- Time and Migration: 'Waiting', 'In-between', and Travel in the Tamil communities
- Notions of Tamil Home: Space, identity and Place Making
- Multiculturalism, Racism and Tamil Diaspora
- Religion and Tamil diaspora

Rationale:

Canada is home to the largest Tamil diaspora globally. This seminar contributes meaningfully to the growing Tamil Studies stream within the Global Asian Studies Program at the Department of Historical and Cultural Studies (HCS). The course will incorporate guest speakers from the Tamil community, including war survivors, writers, and filmmakers whose works center on diaspora, refugee, and migrant experiences. These guest contributions—through stories, films, and poetry—will enhance the students' understanding of the complexities of migration. Furthermore, the course emphasizes bridging university and community spaces through independent research projects focused on the Tamil diaspora in Canada. It also strengthens the department's growing emphasis on community engagement and oral history methodologies.

Fall 2025 out-of-cycle rationale:

This course is being proposed out of cycle due to confusion and misunderstanding by the Associate Chair, Teaching, of the window for when a faculty member is no longer considered "new," which was further compounded by staff turnovers; therefore, this course was missed for the regular cycle.

Consultation:

Course code approval: March 31, 2025 (A. Lantsman)
RO consultation: April 4, 2025 (L. Taylor)
HCS DCC approval: April 3, 2025
Anthropology, Sociology and Political Science consultations: April 22, 2025 (emails sent)

Resources:

This course will be taught by Sidharthan Maunaguru. No TA support or additional resources are needed.

Overlap with Existing Courses:

No comparable course has been offered at any University of Toronto campus. While this course complements several existing offerings in the Global Asian Studies Program—such as GASD01H3 - Senior Seminar: Topics in Global Asian Migrations, GASC59H3 - The Making of Tamil Worlds, and GASA02H3 - Introduction to Global Asia Studies—its specific focus on the Tamil diaspora and everyday lived experiences distinguishes it within the curriculum. Related themes are explored in courses such as VPHC73H3 - Home, Away and In Between: Diaspora and Visual Culture, JOUB01H3 - Covering Immigration and Transnational Issues, and SOCC25H3 - Ethnicity, Race and Migration, this seminar differs significantly. It is distinguished by its exclusive focus on the Tamil diaspora, its emphasis on the formation and transformation of Tamil communities through various migratory processes, and its lens of everyday life, rather than centring themes such as visual culture, transnationalism, or race/ethnicity in isolation. It also shifts the focus from macro-level analyses of migration patterns, global capitalism, or civil conflict to the micro-level lived experiences of migrants themselves.

Proposal Status: Under Review

HISB43H3: Slavery in Canada: 1629-1834

Description:

Slavery was the dominant condition for Black women, men, and children in Canada from 1629 to 1834. Both the French and British colonial regimes enacted laws and ordinances that legalized slavery and gave enslavers property rights in and over Black people. This course probes the experience of enslaved Black people in New France, the five older colonies of Canada (Prince Edward Island, New Brunswick, Nova Scotia, Quebec and Ontario), with attention also paid to Newfoundland and the Ohio and Illinois valleys. Links will be drawn between slavery in Canada, the United States, and the Caribbean.

Delivery Method: In Person**Methods of Assessment:**

(1) Participation: 20%. Students will read the required material for the course and contribute to the weekly class discussion. Students will then produce a “think sheet” reviewing and summarizing the material they have engaged. There will be four think sheets. Each one will be worth 5%. This method of assessment will target the development of critical skills. (See outcome #12).

(2) Short essay: 15%. This essay will be five pages long, and will entail the review of a book chapter, article, website, film or video. This assignment will provide synergies between learning outcomes 2,9, 12, and 13: comprehending the inner working of slavery, and the reinforcement of critical skills of research, review, summary, writing, analysis, and communication.

(3) Research Paper: 35%. Students will complete a 12-page paper based on primary and secondary sources. They may choose any topic pertinent to the course. This activity is specifically pursued to achieve learning outcomes 1,2,5,6,9,12, and 13.

(4) Group Exhibit, or Film production: 30%. Students will be divided in groups and have the choice to curate an exhibit, or create a film based on a topic of slavery in Canada.

This assignment will be linked to learning outcomes 1,2,5,6,8,12, and 13. All these outcomes meet the need for the development of knowledge about slavery in Canada, the enhancement of critical skills, and hands-on competences of film-making and exhibit curation.

Breadth Requirements: History, Philosophy & Cultural Studies**CNC Allowed:** Y**Credit Value:** fixed: 0.5**Learning Outcomes:**

1. Students will learn about the practice of enslavement of Blacks in Canada from 1629 to 1834.
2. Students will understand the origin and scope of this practice.
3. Students will understand the overarching impact of the Trans-Atlantic Slave Trade on Africa and its peoples, Europe and its peoples, and the Americas and its peoples.
4. Students will critically examine Canada’s role in the global slavery economy.
5. Students will explore the role of gender and its impact on men and women.
6. Students will analyze the inner workings of slavery by paying attention to work, region, sexuality, children, and family.
7. Students will understand how the labour of enslaved Black people contributed to Canada’s colonial economy.
8. Students will gain skills in museum (exhibit) curation and in film production on slavery in Canada.
9. Students will critically assess primary and secondary sources produced by enslavers and the enslaved.
10. Because slavery is the root of modern-day anti-Black racism, students will grapple with the contemporary legacies of slavery (economic and educational marginalization, health inequities, criminal injustice, etc.).
11. Students will become acquainted with and investigate the modern reparations movement.
12. Students will gain and develop such critical skills as research, writing, reviewing, and analysis.
13. Students will gain further knowledge by visiting a crime scene of slavery in Toronto and discuss and write about the experience.

Topics Covered:

North American practices of enslavement; violence, displacement, migration, and alienation; slavery and religion; slavery and war; the making of race; work and labour; slavery as carcerality; the gendered anatomy of slavery; resistance, anti-slavery, and abolition; social, cultural, and economic reproductions of slavery; reparations.

Rationale:

The roots of modern-day anti-Black racism and current race relations are found in the period of historical slavery. Therefore, slavery must be taught for students to gain an understanding of the racial issues that have animated the modern world. This course will therefore help to fill a curriculum gap and provide a B-level course on this topic.

Fall 2025 out-of-cycle rationale:

This course is being proposed out of cycle due to confusion and misunderstanding by the Associate Chair, Teaching, of the window for when a faculty member is no longer considered "new," which was further compounded by staff turnovers; therefore, this course was missed for the regular cycle.

Consultation:

Course code approval: March 31, 2025 (A. Lantsman)

RO consultation: April 4, 2025 (L. Taylor)

HCS DCC approval: April 15, 2025

Anthropology, Sociology and Political Science consultations: April 22, 2025 (emails sent)

CCR Consultation: Professor Cooper is an expert in Black Canadian Studies and bring valuable expertise and lived experience to this work, which aligns with the recommended actions from the Campus Curriculum Review. Connie Guberman, HCS's faculty representative on the CCR Working Circle, can act as a liaison on these.

Resources: This course will be taught by Afua Cooper. No TA support or additional resources are required

Overlap with Existing Courses: None

Estimated Enrolment: 50 students

Proposal Status: Under Review

HISD21H3: Black Women in Canadian History

Description:

This D-level seminar course examines Black women's history. It will investigate how a multi-play of gender, class, sexuality, and race has shaped the historical experiences of Black women in Canada and the African Diaspora. We will explore important concepts and themes such as Black feminist thought, Black feminist methodologies, and such key issues as transnationalism, migration, slavery and freedom, consciousness, Black women sexualities, community building, leadership, civil rights, and activism, work and labour, family, education, the Black press, and spirituality. The course is taught from a feminist and critical race perspective grounded in the concept of intersectionality.

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

Enrolment Limits: 15

Delivery Method: In Person

Methods of Assessment:

1. Class participation: 15%. Students are expected to participate in every class and read all course material and contribute to class discussions and activities. This method of assessment is linked to learning outcomes, 1,2,3,4,5,6,7.
2. Black Women in Scarborough Blog: 20%. Students will identify a list of Black women in Scarborough from all walks of life. They will choose one woman, research her life, and in a blog, note her contributions and impact to the Scarborough community. The woman can be from any temporal period. This assessment is linked to learning outcomes 6,7,8,9,10,11.
3. Book/or full-length film Review: 15%. Students will choose a relevant book or film, which they will explore and review. This activity is linked to learning outcomes 1,3,4,5,7.
4. End-of-term essay: 50%. Students will write a major research essay on any aspect of Black women's history in Canada or the Black Diaspora. 50% of this work must be based on primary documents research. Learning outcomes 4,5,6,7,11 will be realized.

For methods of assessment 2,3, and 4, students will work with the UTSC librarians to gain full access to the research material available at the UT library system and archives. The course instructor will also ensure that students liaise with local library, museums, archives and historical societies.

Breadth Requirements: History, Philosophy & Cultural Studies

CNC Allowed: Y

Credit Value: fixed: 0.5

Learning Outcomes:

1. Students will be introduced to a dynamic and diverse field of Black women's and feminist history, historiography, and methodology.
2. Students will understand and become grounded in the historical contributions of Black women across time and space. Although the focus will be on Black Canadian women, attention will be paid to some aspects of the history of Black women in the African Diaspora.
3. Students will gain knowledge of and understand Black women's history through an intersectional understanding of gender, race, class, religion, identity and status (wives, single individuals, mothers, workers, intellectuals, activists), sexualities, and migration within various historical epochs.
4. Students will demonstrate the ability to assess and analyze Black women's contributions to history.
5. Students' analytical skills will be developed through the reading and interpretation of primary and secondary sources.
6. Students will develop relevant research skills through in-person research in archives, libraries, and museum, and become adept in conducting on-line and digital research.
7. Students will develop the ability to make meaning of their learning and to be co-architects of their learning.
8. Students will develop and improve their communication, writing and presentation skills.
9. Students will be able to write their mini-history of Black women's experience.
10. Students will gain the skills necessary to review and critique films on Black women's history.
11. Finally, by taking this course, students will gain vital skills such as research that will assist them in graduate studies, if they choose to take that path.

Topics Covered:

- Theorizing Black women's history: feminism or womanism?
- Enslavement
- Work and Labour
- Resistance
- Freedom and abolition
- Black Women and Religion
- Leadership and Community Building
- Civil Rights
- Migration and the Transnational Question
- Black women's intellectual production
- Black women's cultural production
- The Black press
- Education
- Black women as feminist pessimists or feminist futurists
- Ode to Joy! Black women in leisure, love, and happiness.

Rationale:

This course is proposed for the History program within HSC to expand the curriculum's offerings. Its purpose is to address the longstanding erasure of Black history—and especially Black women's history—within Western universities. Although Black women have been central to the development of Western civilization through their labor, intellect, and social contributions, their histories and epistemologies have often been overlooked, even within women's history and women's studies courses. A key goal of this course is to centre Black women as agents of their own histories and as architects of their own freedom. It also aligns with UTSC's commitments to anti-racism, anti-sexism, the reduction of white supremacist narratives, and the promotion of racial and educational justice, equity, diversity, and inclusion. The course is designed to serve specialists, majors, co-op, and other advanced students.

Fall 2025 out-of-cycle rationale:

This course is being proposed out of cycle due to confusion and misunderstanding by the Associate Chair, Teaching, of the window for when a faculty member is no longer considered "new," which was further compounded by staff turnovers; therefore, this course was missed for the regular cycle.

Consultation:

DCC approval: April 15, 2025

Course code approval: April 15, 2025 (A. Lantsman)

RO consultation: April 11, 2025 (L. Taylor)

Political Science consultation: April 16, 2025

Sociology and Anthropology consultation: April 22, 2025 (email sent)

CCR: Professor Cooper is an expert in Black Canadian Studies and bring valuable expertise and lived experience to this work, which aligns with the recommended actions from the Campus Curriculum Review. Connie Guberman, HCS's faculty representative on the CCR Working Circle, can act as a liaison on these

Resources: This course will be taught by Afua Cooper. No TA support or additional resources are required.

Overlap with Existing Courses: None

Proposal Status: Under Review