

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. Karin Ruhlandt, Vice-Principal Academic and Dean,
CONTACT INFO: vpdean.utsc@utoronto.ca

PRESENTER: Prof. Katie Larson, Vice-Dean Teaching, Learning & Undergraduate Programs
CONTACT INFO: vdundergrad.utsc@utoronto.ca

DATE: January 8 for January 26, 2026

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] (January 26, 2026)**

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 changes are in effect as of Fall 2026, for the 2026-27 academic year.

- Department of Historical and Cultural Studies (Report: Undergraduate Minor Curriculum Modifications Humanities for Approval)
 - 4 New Courses:
 - GASB17H3: Global Tamil Cinema
 - HISB77H3: Revolution and Revolutionaries
 - HISC72H3: Imperialism and Anti-Imperialism
 - HISD74H3: East African South Asians: From India to Africa to Canada

- Department of Language Studies (Report: Undergraduate Minor Curriculum Modifications Humanities for Approval)
 - 1 New Course:
 - ECTD71H3: Bridging Cultures with AI: English and Chinese Translation

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 2026-27 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
 2026-27 Curriculum Cycle
 Undergraduate Minor Curriculum Modifications Humanities for Approval
 January 26, 2026

Historical & Cultural Studies (UTSC), Department of

4 New Courses

GASB17H3: Global Tamil Cinema

Description:

This course will examine the role of Tamil cinema, its impacts, and its representation in the everyday life of Tamil societies. Cinema has become an integral part of the politics and social life of people in Tamil societies across the globe. It is shaping, affecting and influencing every part of the public life. Cinema as form of public culture shapes and impacts the modern life of Tamil societies. In this class, we will look at the links between public culture and the medium of cinema: How does cinema become the visual culture through which certain notions of culture, justice, politics, community and nations are circulated, created, and negotiated? Are the audience passive receivers of the visual culture or active participants? How do larger political, social, and economic forces interplay within the medium of cinema among Tamils in South Asia and in various Tamil diaspora? This course introduces important conceptual and ethnographic tools to critically engage with and understand Global Tamil cinema, its themes around contemporary Global Tamil societies, politics and culture, and its impact on the daily life of people. We will use conceptual tools, the medium of cinema, and other readings to critically understand and unpack Tamil societies and their contemporary issues through visual mediums.

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

Delivery Method:

In Person

Methods of Assessment:

Class participation (15%); There will be various formats for class discussion (question/answer; discussion in smaller groups, brief informal group presentations). Though students should not feel pressured to participate in all of these formats, they should find at least one format in which they would feel comfortable. (LO 1, 2, 4, 5)

Student Group Presentation (25%): Students are expected to do a 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 three or more students, depending on the topics to be covered and the size of the class. The students are expected to bring out the important points of the readings, connect the readings with films that are assigned for the week or other films 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, interpret and critically reflect on the films to facilitate discussion, engage with other students and debate ideas while coming up with new ideas. (LO 1, 2, 4, 5)

Participation in Panel discussion and response essay (25%: Participation in the panel discussion 10% + response paper 15%): Students will write a 2000-word response paper to the panel discussion. The event includes panel discussions and screening of films by filmmakers. The event will bring together filmmakers (from first- and second-generation filmmakers from the Tamil community across the globe), film critics, researchers, community members, faculty and students to critically reflect on diasporic Tamil films. Students will participate and write a critical response essay on the overall event and the discussion that took place. In the essay students will use what they studied in the class about diversity, inclusive and representational lenses to reflect how the event or the panelist or their work captured it or not. (LO 3, 4, 5)

Class Test 10%: It will be an in-class exam which may include a short essay, as well as open-ended questions. (LO 1, 4, 5)

Visual assignment (25%): Create a 10 to 15-minutes video clip: This is a group work assignment. Students will be divided into small groups. Each group will create a digital video clip or short video on Tamil politics, culture, gender, sexuality, Justice etc. Each group may collect stories, images and narratives from the Tamil communities in and around Scarborough. Each group can collect different forms of expressions of Tamil life from poems, photos, drawings, news, posters, interviews and other images. The students are encouraged to bring out an inclusive and diverse vision of Tamil thinking with the lenses of gender, sexuality, politics, representation, diversity, and multiple voices. (LO 1, 2, 3, 4, 5)

Breadth Requirements:

History, Philosophy & Cultural Studies

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

1. The objective of the course is to critically engage and analyze Tamil public cultures and societies that are represented, shaped, and produced by Tamil popular cinema and other internal and external forces associated with the medium of cinema and visual representation.

2. This course will enable students to use multiple sources (films, literature on films, ethnography, research materials, and theories) to understand and analyze Tamil cinema and societies through various forms of visual representations.
3. This course will enable students to be innovative and critical in their writing, creating visual presentations, group presentations, collective work and arguments.
4. Through scholarly scrutiny, students will be encouraged to think deeply and contemplate their own innovative ways of theorizing and presenting ideas in class. At the end of the course, students will have a critical and comprehensive knowledge of the relationships between cinema, visual representation, power and public culture.
5. Finally, the course will enable students to explore how the visual mediums, their production and circulation, along with their visual representation, shape and impact politics, and the everyday lives of ordinary Tamil persons.

Topics Covered:

- Cinema, Public Culture and Visual Culture
- Tamil Cinema, Representation and Everyday life
- Tamil Cinema, Family and Love
- Desire, Dance, and Music in Tamil Cinema
- Fragmented Tamil Cinema: Instagram, Tiktok, YouTube.
- Sexuality, Gender, Cinema, and Tamil Society
- Politics, Social Justice in Tamil Cinema
- Tamil Diasporic Cinema
- Tamil Language and Tamil Cinema

Rationale:

This course supports the growing Tamil studies stream in the Global Asian Studies Program. It introduces students to key concepts in visual representation and cinema, focusing on how film and social media shape Tamil societies and their public cultures. Through written assignments, research projects, and visual creation work, students will develop skills in critical thinking, analysis, and communication. While the course aligns with themes in existing offerings (e.g., GASC12H3, GASC59H3, GASC42H3, GASC45H3), it offers a distinct focus on Tamil cinema and the production of public culture within Tamil communities, adding new perspectives to Global South Asia. It also strengthens the program’s emphasis on community engagement and oral histories. The course will include guest speakers such as Tamil filmmakers, artists, and critics, as well as film screenings and panel discussions with local Tamil creatives. These activities will connect classroom learning with community contexts and give students direct access to experts. No comparable course exists across U of T. While several courses address film studies more broadly (e.g., GASC42H3, FLMB75H3, GASC45H3, FLMC93H3, FLMC95H3, WSTC22H3, ANTB09H3), this course is distinct in its specific focus on Tamil communities. It examines how Tamil cinema and other visual media (Instagram, Facebook, TikTok, YouTube) circulate, fragment, and shape everyday Tamil life globally. Unlike most film courses, it centers the lived experience of these visual cultures and their role in making and remaking Tamil communities.

Consultation:

Department of English: Email sent September 22, 2025
 RO Course Code Approval: October 1, 2025, Amber Lantsman
 RO Consultation: October 10, 2025, Lindsey Taylor
 DCC Approval: September 18, 2025
 CCC: Sept 22, 2025

Resources: This course will be taught by Sidharthan Maunaguru, no additional resources are needed for this course

Proposal Status: Under Review

HISB77H3: Revolution and Revolutionaries

Description:

In examining the history of different revolutions in the modern world we will focus on three things: revolutionary events, revolutionary lives, and revolutionary ideas. We may ask what is the source of a revolution? We will also think how the history of revolutions is written.

Transnational Area

Delivery Method:

In Person

Methods of Assessment:

- Two short reading responses
- Small research assignment
- Midterm exam
- Final exam

Breadth Requirements:

History, Philosophy & Cultural Studies

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

1. To learn how to distinguish history from other forms of dealing with the past, like memory or fiction.
2. To learn how to evaluate different types of sources with regard to their form and content.
3. To recognize how historians distinguish revolutions from other forms of upheaval or transformation.
4. To recognize the historical dynamism of the world beyond the West, in contrast to notions of its stasis.
5. To situate local developments in their global context, structurally and narratively.

Topics Covered:

- The social and political revolutions of the nineteenth and twentieth century
- Revolutions on university campuses in the 1960s and 70s
- The Haitian and French revolutions and their global history
- Why particular forms of history writing elide certain revolutions and elevate others
- The relationship between a rebellion and revolution
- The impact history of rebellions across the British imperial realm in the middle of the nineteenth century (in Jamaica, India, etc.)
- The Russian Revolution and its interpreters
- Global 1968

Rationale:

Except for a course on the French Revolution, no courses in HCS focus on the idea of revolution itself (in English and Political Science, two courses do take revolution as their analytical frame). Revolution, however, constitutes a major site of historical research, with considerable determining power in many periodizations. Moreover, the study of revolution offers an opportunity to think through political questions over the relationship between theory and action, philosophical questions over the relationship between history and memory, and social questions over the relationship between classes, groups, and communities.

Consultation:

DCC Approval: October 23, 2025
 RO Course Code Approval: October 24, 2025, Amber Lantsman
 RO Consultation: October 29, 2025, Lindsey Taylor
 POL Consultation: November 24, 2025
 ENG Consultation: November 24, 2025

Resources: Esmat Elhalaby will be teaching this course; no additional resources are required.

Overlap with Existing Courses:

None. “ENGD55H3 - Literature, Politics, Revolution” is a senior-level seminar focused on literature. “POLC71H3 - Political Thought: Rights, Revolution and Resistance” focuses on classical works of Western political theory. “HISC26H3 - The French Revolution and the Napoleonic Empire” is much more limited in its spatial and temporal scope. All of these courses have no significant overlap with the proposed course.

Proposal Status: Under Review

HISC72H3: Imperialism and Anti-Imperialism**Description:**

What is imperialism? What are its social, cultural, political, and economic effects? What is the relationship between imperialism and capitalism? Or imperialism and authoritarianism? This course focuses on the intellectual history of modern imperialism. We will read the writings of imperialists themselves alongside critical accounts of imperialism and its effects.

Transnational Area

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

Delivery Method:

In Person

Methods of Assessment:

- Three papers responding to reading prompts
- Final exam

Breadth Requirements:

History, Philosophy & Cultural Studies

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

1. To learn how to think historically, situate ideas and historical developments in the context of their time
2. To learn how to critically read different types of primary and secondary sources for their form, rhetoric, and expressivity and not just for facts.
3. To learn to evaluate both types of sources to support and craft original arguments that engage and contribute to historiography.
4. To recognize the value of reading texts in relationship with each other in order to trace debates between different thinkers
5. To take seriously the relationship between writing and political activity

Topics Covered:

- The way imperialism was justified in religious terms or according to science (and the differences between these two forms of justification).
- The relationship between imperialism and capitalism.
- The presence of imperialism in modern European literature.
- The life and work of anti-imperialists and the conditions of their intellectual production (both Europeans and non-Europeans).
- They way anti-imperialist thought articulated arguments of global transformation.
- Writers such as John Stuart Mill, Evelyn Baring, Rudyard Kipling, Henry Maine, Ernest Renan, Frederick Lugard, Edward Said, V.I. Lenin, Hannah Arendt, George Padmore, Rosa Luxemburg, Mahdi Amel, Claudia Jones, and Frantz Fanon.

Rationale:

Imperialism continues the structure of our everyday life, yet it is largely absent from public discourse. And those paltry discussions of imperialism that do occur often lack analytical clarity or historical accuracy. This course offers students a crash course in the history of modern imperialism and does so through

close reading. This course is an opportunity for students who are interested in dealing with big ideas and problems through the old methods. While other courses with more focused temporal or geographical scope must cover a certain number of events or areas, this course aims to deal with only one thing, imperialism, and deal with it in a comprehensive manner, thus filling a curriculum gap.

Consultation:

DCC Approval: October 23, 2025
RO Course Code Approval: October 24, 2025, Amber Lantsman
RO Consultation: October 29, 2025, Lindsey Taylor
ENG Consultation: November 24, 2025

Resources: Esmat Elhalaby will be teaching this course; no additional resources are required.

Overlap with Existing Courses:

Courses on orientalism or postcolonialism in HCS or English, may have some overlap, but not significant enough to be noted as exclusions.

Proposal Status: Under Review

HISD74H3: East African South Asians: From India to Africa to Canada

Description:

Who are East African South Asians? Are they East African or South Asian? Are they a homogenous group or a minority racial community constituting of a diversity of religious, ethnic and caste backgrounds? This course examines the history of East African South Asians, beginning with their resettlement from India to East Africa from the 12th century to the mid-1940s and ending with their exodus from East Africa to Canada during the period of nation-building that took place shortly after the dissolution of European empire in Africa from the 1960s to the mid-1980s. The course will examine themes of trade and commerce, (im-)migration, diaspora, (Anti-Asian and intra-Asian) racism, segregation, citizenship politics and Islamophobia as it pertains to East African South Asians in Africa and Canada. It will also foreground the experiences of East African South Asians.

Africa and Asia Area

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

Enrolment Limits: 15

Recommended Preparation: HISB51H3/AFSB51H3 or HISB54H3/AFSB54H3

Delivery Method:

In Person

Methods of Assessment:

Class Participation (20%) – Students will be required to read weekly assigned readings prior to class and discuss their thoughts with peers and the instructor in class, responding to the instructor/assigned discussion leader’s pre-circulated questions.

Discussion Leader (10%) – Students will generate 3-4 analytical questions on the assigned readings and materials of a week of their choice. The questions will be circulated to the class a few days before and the students will use the questions to lead class discussion that week.

Research Proposal(10%) – Students will submit a three page (double-spaced) proposal of their research project, detailing their research questions. Students will meet individually with the course instructor to further develop their research project.

Oral Presentation of Research Paper (10%) – Students will present a 20 minute oral presentation of their research project, articulating their argument(s), its significance and share key evidence to the class. There will be a Q&A following the presentation, allowing the student to elaborate on their argument, as well as receive feedback from peers and the instructor to incorporate in their research paper.

Research Paper (40%) – Students will submit a 20-25 page (double-spaced) research paper that is based on a combination of primary and secondary sources.

Peer Review of Research Paper (10%) – Students will be randomly assigned to review a draft of a peer’s research paper and provide written comments.

Breadth Requirements:

History, Philosophy & Cultural Studies

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

fixed: 0.5

Learning Outcomes:

- To develop a deep and nuanced understanding of the history of East African South Asians, as well as of racism, colonialism and decolonization in Eastern Africa and immigration politics and Islamophobia in Canada.
- To critically engage with scholars and community practitioners on the complexity of the construction and implementation of racial categorization, segregation and immigration policies in different temporal and geographic contexts.
- To expose students to a range of sources, including scholarly works, documentary evidence via archival sources, photographs, novels, poetry, oral histories and East African South Asian communities’ religious and social spaces in the GTA.
- To sharpen critical thinking skills and research capacities through various oral and written assignments and participation.

Topics Covered:

- Early cyclical migration of Asians from India to East Africa based on monsoon patterns, 12th-19th century
 - Permanent migration of Asians from India to East African shores from 1880s to mid-1940s and how gender, caste, religion and ethnicity played a role
 - Trade, community building in East Africa
 - Racial segregation and Intra-Asian divisions along religious, ethnic and caste lines, with particular focus on gender
 - East African Asians political engagement in decolonization in Kenya, Tanzania and Uganda
 - Nation-building, citizenship politics and exodus of Asians in post-independence era, with particular focus on Uganda and Tanzania. Sub-topics will include: “Africanization” policies, the impact of gendered and racial violence on Asians during and after the Zanzibar Revolution in 1964.
 - East Africa Asian Resettlement to Canada in the 1960s and 1970s, with particular focus on the expulsion of Asians from Uganda under Idi Amin’s rule.
 - The formation of an East African Asian diaspora in Canada, with particular focus on the Ismaili Aga Khan community and Khoja Shia Ithna Asheri community
- Immigration, citizenship and racial politics facing East African Asians in Canada

Rationale:

There is a notable gap in the department’s course offerings on Canada, Africa, and Asia regarding East African South Asians. This course fills that gap by examining the history of a significant minority community in East Africa and Canada, while also moving beyond a Western-centric Area Studies model. By tracing connections across India, East Africa, Canada, and the Indian Ocean region, it offers a broader, transnational framework. It will strengthen advanced offerings in History, Global Asia Studies, and African Studies. The course complement HCS offerings on colonialism, race, diaspora, and migration. It provides students with a nuanced understanding of these themes and challenges Western-centric racial categories. It also introduces students to issues of (de)colonization in Africa and Islamophobia in Canada through the lens of the Indian Ocean world and the experiences of East African South Asians. No comparable course exists at UTSC, UTM, or St. George. Students across the Tri-campus seeking to deepen their understanding of Africa, Asia, Canada, and the Indian Ocean region would benefit from this course.

Consultation:

DCC Approval: October 23, 2025
 Course Code Approval: October 17, 2025, Amber Lantsman
 RO Consultation: October 10, 2025, Lindsey Taylor
 GDS Consultation: October 7, 2025

Resources: Husseina Dinani will be teaching this course; no other resources are required.

Overlap with Existing Courses: None

Proposal Status: Under Review

1 New Course

ECTD71H3: Bridging Cultures with AI: English and Chinese Translation

<p>Description:</p> <p>This advanced seminar explores AI translation between English and Chinese. Students analyze the capabilities and limits of machine translation, applying advanced tools to diverse texts. The course emphasizes a collaborative human-AI model, focusing on challenges requiring human expertise in context, culture, and intent for effective cross-cultural communication.</p>
<p>Prerequisites:</p> <p>ECTB58H3 or ECTB61H3 or permission of the instructor.</p>
<p>Enrolment Limits:</p> <p>20</p>
<p>Delivery Method:</p> <p>In Person</p>
<p>Methods of Assessment:</p> <ul style="list-style-type: none"> - Reflection Journals (25%) Five short written responses on AI translation performance, cultural/linguistic issues, and personal learning insights. - Analysis of AI Mistranslations (25%) Individual assignment analyzing AI mistranslations (accuracy, style, cultural nuance). - Comparative Translation Project Presentation (25%) Translate a chosen text using both AI and human approaches; present annotated commentary. - Final Translation Research Project (25%) Option A: Research paper on an AI/human translation issue. Option B: Substantial translation project with critical commentary.
<p>Breadth Requirements:</p> <p>Arts, Literature & Language University of Toronto Scarborough</p>
<p>CNC Allowed:</p> <p>Y</p>
<p>Credit Value:</p> <p>Fixed: 0.5</p>
<p>Learning Outcomes:</p> <p>By the end of this course, students will be able to: Demonstrate the ability to apply AI-assisted tools to translate texts between English and Chinese across multiple genres. Compare and evaluate the outputs of machine translation systems against human translations, identifying strengths and limitations. Produce annotated translations that explain choices in relation to linguistic, cultural, and contextual challenges. Apply relevant theories of translation to critically analyze AI-mediated translation processes. Design and present a research project that integrates human expertise and AI tools in the translation of selected texts. Assess the ethical, cultural, and professional implications of AI in translation practice.</p>
<p>Course Experience:</p> <p>University-Based Experience</p>
<p>Topics Covered:</p> <ul style="list-style-type: none"> Overview of AI and machine translation technologies Linguistic and structural contrasts between English and Chinese Cultural differences and their impact on translation accuracy Strengths and limitations of machine translation systems Human expertise in interpreting context, nuance, and intent Comparative analysis: AI outputs vs. human translations Application of AI tools in practical translation tasks Translation of traditional and modern texts Research methods in AI-assisted translation studies Collaborative Human and AI translation Ethical and professional considerations in AI-mediated translation Future directions of translation in a technologically mediated world
<p>Rationale:</p> <p>This advanced seminar responds to the urgent academic need to prepare students for the transformative impact of Artificial Intelligence (AI) on translation. While machine translation tools are now widely available, their greatest value emerges when paired with human judgment. Students must therefore be trained not only to use such tools but also to critically evaluate, refine, and contextualize their output. English–Chinese translation provides a particularly rich testing ground due to the significant structural differences and cultural depth of both languages.</p> <p>The course introduces a distinct and permanent focus on human–AI collaboration in translation. It directly supports the English and Chinese Translation Minor, complementing existing courses while filling a critical gap in addressing AI explicitly. A review of offerings across the university confirms that no permanent course systematically explores AI translation in this context.</p>

Although a special topic course ECTC67H3 exists, its transient nature is insufficient to address the permanent, transformative impact of AI. Establishing a titled course ensures long-term curricular strength and highlights the department's leadership in this emerging field.

The primary audience is Translation Minor students with prior coursework in translation, though the course will also appeal to students in Computer Science, International Relations, and Global Business with bilingual proficiency.

This course aligns with institutional priorities by emphasizing culture, ethics, and equity in AI translation. It supports recommendations from the Anti-Black Racism Task Force Report on culturally responsive teaching and advances UN Sustainable Development Goals on Quality Education and Reduced Inequalities.

In sum, Bridging Cultures with AI prepares students with high-demand skills at the intersection of language, culture, and technology, ensuring the program remains innovative, relevant, and socially responsible.

Based on consultation with the Experiential Learning office, the course will be tagged as a University-Based Experience, incorporating the following EL elements:

Hands-on AI Tool Application: Students practice with leading AI and CAT platforms (e.g., DeepL, Google Translate, GPT-based tools) on selected Chinese and English texts.

Translation Workshops: Peer collaboration to refine AI drafts, compare strategies, and address cultural/linguistic challenges.

Case Studies: Analysis of AI vs. human translations of classical and modern texts; identification of strengths, weaknesses, and cultural gaps.

Tool Demonstrations: Instructor-led sessions showcasing practical functions and limitations of AI translation technologies.

Reflective Writing: Short reflection papers after workshops/projects to connect practice with theory and assess personal learning.

Final Project: Final collaborative translation project integrating AI outputs with human cultural and contextual interpretation.

Consultation:

Proposal approved by Departmental Curriculum Committee: October 22, 2025
Course code approved by Office of the Registrar by Amber Lantsman, October 6, 2025
Office of the Registrar: Lindsey Taylor, October 10, 2025
EL Consultation: Edward (AI) Hearn: October 20, 2025

Resources:

None

Overlap with Existing Courses:

No

Programs of Study for Which This Course Might be Suitable:

DLS Units:
English and Chinese Translation
Linguistics
External Units:
Comparative Literature
Computer Science
International Business

Estimated Enrolment:

20

Instructor:

Jingsong Ma

Proposal Status:

Under Review