

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: April 22, 2026 for April 29, 2026

AGENDA ITEM: 12

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Social Sciences 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] (April 29, 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 Social Sciences 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 Health and Society (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
 - 1 Program Modification
 - SCMAJ2086H: MAJOR PROGRAM IN POPULATION HEALTH (SCIENCE)
 - 1 New Course
 - HLTC32H3: Biomedical Data Science
 - 1 Course Modification:
 - HLTB40H3: Health Policy and Health Systems
- Department of Sociology (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
 - 4 New Courses
 - SOCB20H3: The City and the Fight Against Climate Change
 - SOCB29H3: Artificial Intelligence and Society
 - SOCD03H3: The Sociology of Neighbourhoods
 - SOCD22H3: Genocide and Mass Violence
 - 1 Course Modification:
 - SOCC70H3: Applied Modeling for Social Data Science

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved:

THAT the proposed Social Sciences undergraduate curriculum changes for the 2026-27 academic year, as detailed in the respective curriculum report, be approved effective September 1, 2026.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications Social Sciences for Approval

University of Toronto Scarborough
2026-27 Curriculum Cycle
Undergraduate Minor Curriculum Modifications Social Sciences for Approval
April 29, 2026

Health and Society (UTSC), Department of

1 Program Modification

SCMAJ2086H: MAJOR PROGRAM IN POPULATION HEALTH (SCIENCE)

Completion Requirements:

Program Requirements

This program requires the completion of 8.5 credits, as described below.

Note: The Major/Major (Co-op) Program in Population Health (B.Sc.) and Major/Major (Co-op) Program in Health Policy (B.A.) cannot be combined.

First Year

2.5 credits

1. 0.5 credit from the following:

BIOA01H3 Life on Earth: Unifying Principles or
BIOA11H3 Introduction to the Biology of Humans

2. 0.5 credit from the following:

STAB22H3 Statistics I
STAB23H3 Introduction to Statistics for the Social Sciences (preferred)

3. 1.5 ~~2.0~~ credits as follows:

HLTA02H3 Exploring Health and Society: Theories, Perspectives, and Patterns
HLTA03H3 Navigating Health and Society: Research, Practice, and Policy
HLTA20H3 Physiology Through the Life Course: From Birth Through Death
~~STAB23H3 Introduction to Statistics for the Social Sciences~~

Second Year

3.5 credits

4. ~~3~~ 2.5 credits as follows:

HLTB15H3 Health Research Methodology
HLTB16H3 Public Health
HLTB22H3 Biological Determinants of Health
HLTB27H3 Applied Statistics for Public Health
HLTB41H3 Social Determinants of Health

5. ~~4~~ 0.5 credit from the following:

BIOB35H3 Essentials of Human Physiology
HLTB33H3 Human Development and Anatomy
HLTB44H3 Pathophysiology and Etiology of Disease

6. ~~5~~ 0.5 credit from the following:

BIOB35H3 Essentials of Human Physiology (if not used towards requirement 5) ~~4~~
GGRB28H3 Geographies of ~~Disease~~: **Beyond Epidemiology** ~~Disease~~
HLTB11H3 Human Nutrition
HLTB20H3 Human Biological Variation and Evolution
HLTB33H3 Human Development and Anatomy (if not used towards requirement 5) ~~4~~
HLTB40H3 Health Policy and Health Systems
HLTB42H3 Perspectives of Culture, Illness, and Healing
HLTB44H3 Pathophysiology and Etiology of Disease (if not used towards requirement 5) ~~4~~
HLTB50H3 Introduction to Health Humanities
HLTB60H3 Introduction to Interdisciplinary Disability Studies
PHLB09H3 ~~Biomedical Ethics~~ **Bioethics**
STAB27H3 Statistics II

The following courses may be used as a program requirement if the content is science-focused; please consult with the Program Coordinator to have the topic

assessed for program usage:

HLTB30H3 Current Issues in Health
HLTB31H3 Synergies Among Science, Policy, and Action

Third Year
2.0 credits

7. ~~6~~ 0.5 credit as follows:

HLTC27H3 Community Health and Epidemiology

8. ~~7~~ 0.5 credit from the following:

HLTC19H3 Chronic Diseases
HLTC25H3 Infectious Diseases

9. ~~8~~ 1.0 credit from the following:

ANTC47H3 Human Skeletal Anatomy and Biology
ANTC48H3 Advanced Topics in Human Osteology
ANTC68H3 Deconstructing Epidemics
BIOC70H3 An Introduction to Bias in STEMM (Science, Technology, Engineering, Mathematics, and Medicine)
HLTC04H3 Qualitative Health Research
HLTC16H3 Health Information Systems
HLTC17H3 Rehabilitation Sciences
HLTC19H3 Chronic Diseases (if not used towards requirement 8) ↗
HLTC22H3 Health, Aging and the Life Cycle
HLTC23H3 Child Health and Development
HLTC24H3 Environment and Health
HLTC25H3 Infectious Diseases (if not used towards requirement 8) ↗
HLTC26H3 Global Health and Human Biology
HLTC28H3 Special Topics in Health Sciences
HLTC29H3 Special Topics in Health Sciences
HLTC30H3 Understanding Cancer: From Cells to Communities
HLTC31H3 Pick Your Poison! Toxicology and Risk Assessment
HLTC32H3 Biomedical Data Science
HLTC46H3 Globalization, Gender, and Health
HLTC49H3 Indigenous Health
HLTC81H3 Health Professions and Practice

The following courses may be used as a program requirement if the content is science-focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTC48H3 Special Topics in Health and Society
HLTC51H3 Special Topics in Health and Society

Fourth Year
0.5 credits

10. ~~9~~ 0.5 credit from the following:

HLTD07H3 Advanced Rehabilitation Sciences: Disability Studies and Lived Experiences of 'Normalcy'
HLTD08H3 Advanced Topics in Health Sciences
HLTD09H3 Population Perspectives on Reproductive Health
HLTD13H3 Advanced Topics in Global Health and Human Biology
HLTD18H3 Dental Sciences
HLTD20H3 Advanced Topics in Sex, Gender, and the Life Course
HLTD23H3 Indigenous Peoples: Pandemics, Epidemics, and Outbreaks
HLTD25H3 Advanced Topics in Environmental Health
HLTD26H3 Embodiment Across the Life Course
HLTD27H3 Food Security, Food Sovereignty, and Health
HLTD28H3 Innovations for Global Health
HLTD29H3 Advanced Topics in Inequality, Inequity, and Health
HLTD40H3 The Politics of Care, Self-Care, and Mutual Aid
HLTD44H3 Environmental Contaminants, Vulnerability, and Toxicity
HLTD46H3 Violence and Health: Critical Perspectives
HLTD47H3 Advanced Topics in Health and Wellness
HLTD48H3 Advanced Topics in Global Health
HLTD49H3 Global Health Governance: Thinking Alongside the World's Leaders
HLTD80H3 Critical Health Education
HLTD81H3 Health Professions Education

The following courses may be used as a program requirement if the content is science-focused; please consult with the Program Coordinator to have the topic assessed for program usage:

HLTD01H3 Directed Readings in Health and Society
HLTD02H3 Health Research Seminar
HLTD04H3 Advanced Topics in Health and Society
HLTD05H3 Directed Research on Health Services and Institutions
HLTD12H3 Advanced Topics in Health and Society

HLTD21H3 Advanced Topics in Health and Society HLTD22H3 Advanced Topics in Health and Society HLTD71Y3 Directed Research in Health and Society
Enrolment Requirements: Enrolment in the program is limited. Admissions will require: A. completion of 4.0 credits including [BIOA01H3 or BIOA11H3], HLTA02H3, HLTA03H3, HLTA20H3, and [STAB22H3 or STAB23H3], STAB23H3 , and B. either (1) a final grade of 67% or higher in both [BIOA01H3 or BIOA11H3] and HLTA20H3, or (2) a final grade of 60% or higher in both [BIOA01H3 or BIOA11H3] and HLTA20H3, and a final grade of 72% or higher in HLTB22H3
Description of Proposed Changes: Re-addition of STAB22H3 as a program requirement. Addition of HLTC32H3 as a program requirement. Requirement 6: updated course titles for GGRB28H3 and PHLB09H3. Addition of STAB22H3 as an enrollment requirement.
Rationale: STAB22H3: In the last curriculum cycle, the Department of Health and Society (DHS) decided to require students to take STAB23H3, as it was specifically designed for the social sciences and therefore better aligned with the program's learning objectives. However, many other programs on campus require STAB22H3, and a significant number of our students are double majoring in those programs. As a result, these students are opting to take STAB22H3 instead of STAB23H3. Since the two courses are exclusions, we have been granting manual program exceptions in Degree Explorer to allow STAB22H3 to count toward the DHS program. This process is both time-consuming and administratively burdensome. Therefore, we propose to re-include STAB22H3 in the program requirements. Addition of new course as a program requirement option. Update to course titles to ensure accuracy throughout the calendar.
Impact: Re-including STAB22H3 in the program requirements will reduce administrative workload by eliminating the need for manual exceptions in Degree Explorer. It will also provide greater flexibility for double-major students, allowing them to meet requirements for multiple programs more efficiently while maintaining academic integrity and consistency.
Consultations: Campus Curriculum Committee Meeting: September 29, 2025 DCC: October 21, 2025 CMS Consultation (Kelly S.): October 22, 2025 BIO Consultation (Jen C.): October 22-27, 2025 RO Consultation (Lindsey Taylor and Amber Lantsman): October 23 and 29, 2025 HG Consultation (Sarah C. on behalf of Arifa N.): Nov 7, 2025 PHL Consultation (Lee B. on behalf of Jason F.) Nov 26, 2025
Resource Implications: None
Proposal Status: Under Review

1 New Course

HLTC32H3: Biomedical Data Science

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)
Description: A technical introduction to the methodology and practice of biomedical data science. This course introduces core concepts for analyzing health and biomedical data, including electronic health data, large datasets, phenotyping algorithms, and association studies.
Prerequisites: HLTB27H3 or STAC33H3
Recommended Preparation: Extra programming experience is highly recommended
Delivery Method: In Person
Methods of Assessment: - In class programming worksheets - Programming Assignment - Midterm Examination - Final Presentation
Breadth Requirements: Quantitative Reasoning
CNC Allowed: Y
Credit Value: Fixed: 0.50

Learning Outcomes: 1. To understand main conceptual and technical ideas in the field of Biomedical Data Science 2. Learn relevant programming skills using the R programming language through practical, hands-on experience 3. Learn how to apply the preceding to real world health scenarios
Topics Covered: - Biomedical data and where it comes from - Electronic Health Records - Electronic Phenotyping - Genome/Phenome Wide Association Studies - R Programming/Data Wrangling of Large Datasets - Human Centered Data Science
Rationale: Data science is a fundamental part of modern biomedical and health sciences. In the modern era of health research, scientists have access to a wide variety of data types that come from hospital records, sequencing, imaging data, etc. Fundamentally, biomedical data science involves processing and analyzing vast amounts of biomedical data to answer biomedical scientific questions. As a result, developing computer programming skills are essential for analyzing datasets that are collected as part of health science work. Biomedical research additionally often entails working with heterogeneous data sources to study human health. For example, electronic phenotyping is a specialized topic that often requires multiple datatypes to determine cases and controls for observational studies. Furthermore, with more genomic data now available, much of biomedical research involves investigating genetic factors for health outcomes. As such, students will learn these different types of data, how to interact and analyze them, and develop critical thinking skills to assess how results may be biased. In this course, students will gain experience with programming and data analysis techniques commonly encountered in the field of biomedical data science. Experiences students gain in this class will prepare them for co-op and further work in the field of biomedical data science.
Consultation: Campus Curriculum Committee Meeting September 29, 2025 DCC October 21, 2025 CMS Consultation (Kelly S.): October 22, 2025 BIO Consultation (Jen C.): October 22-27, 2025 RO Consultation (Lindsey T. and Amber L.): February 5, 2026
Resources: David Schlueter will teach this course. TA hours that will come from the department's existing budget- 80-90 hours in total for an enrollment cap of 60.
Overlap with Existing Courses: NA
Programs of Study for Which This Course Might be Suitable: Statistics, Health and Society
Estimated Enrolment: 60
Proposal Status: Under Review

1 Course Modification

HLTB40H3: Health Policy and Health Systems

Delivery Method: In Class; Online
Rationale: The Department of Health and Society (UTSC) is seeking approval to deliver the Fall 2025 offering of HLTB40H3: Health Policy and Health Systems in an online format. This course was originally assigned to a tenured faculty member; however, due to an unexpected family emergency, they are unable to teach this term. With the semester beginning in just over a week, the Department has acted proactively to secure a qualified replacement. The candidate is both interested and available but, due to existing commitments, can only accept the assignment if the course is offered online. HLTB40H3 is a foundational, core, and gateway course in the Health Policy program. It is a required Fall offering that enables proper sequencing with Winter courses and ensures students remain on track to graduate in a timely manner. Postponing to Winter is not an option, as it would create cascading disruptions, particularly for students enrolled in the co-op stream. The course is currently at full capacity (105 students), and in recognition of its central role, enrollment was recently expanded to accommodate waitlisted students. Three tutorials, each capped at 35 students, remain in place to support student engagement and learning. In light of the essential nature of this course, the full enrollment, and the urgent circumstances surrounding instructor availability, the Department respectfully requests approval for this one-time online delivery to ensure academic continuity and prevent negative impacts on student progression.
Consultation: Dean's Office: August 21, 2025 DCC: October 21, 2025 RO Consultation (Lindsey T. and Amber L.): February 5, 2026
Resources: None
Proposal Status: Under Review

4 New Courses

SOCB20H3: The City and the Fight Against Climate Change

Description: Our societies must transform themselves to reduce dependence on fossil energy sources and protect from climate change impacts. Cities hold the lion's share of the capacity to foster these transformations, but they are also complex places where actions are fraught with contention. This course will critically examine urban policies and social innovations that have been enacted to address the climate crisis and how cities can foster justice while enacting climate action.
Prerequisites: [SOCA05H3 or [(SOCA01H3) and (SOCA02H3)] or (SOCA03Y3)]
Delivery Method: In Person
Methods of Assessment: Requirements and Evaluation include: -Participation and attendance (30%) -Short Essays (30%) of 500 words or less discuss and apply themes and concepts encountered in the course readings and videos. -Final paper (40%) examining a topic of interest related to the course. The paper requires a statement of a central thesis or argument, a brief literature review, and a discussion of the supporting evidence and your conclusions.
Breadth Requirements: Social & Behavioural Sciences University of Toronto Scarborough
CNC Allowed: Y
Credit Value: Fixed: 0.5
Learning Outcomes: By the end of the course, students will learn to do the following: 1. Understand the complex relationships between cities and the climate crisis. 2. Demonstrate a critical understanding of theoretical and methodological approaches to cities and climate change, inequities and sustainability transitions, and equity and justice in climate action. 3. Examine the techno-economic, sociopolitical and cultural dimensions of urban climate and sustainability action. 4. Demonstrate cognitive skills such as analysis, synthesis, evaluation, and application of knowledge. 5. Demonstrate advanced written and oral communication skills. 6. Engage in collaborative learning practices and discussions.
Course Experience: None
Topics Covered: The course has three parts. Part one will introduce the complex relationships and approaches to cities and the climate crisis. We will explore dominant perspectives on climate change problems and the potential for actions to pursue mitigation and adaptation in equitable and sustainable ways. Part two will examine the most influential growth, equity, sustainability transitions, critical frameworks, and the differences between technocentric, sociotechnical, and sustainable approaches to climate action. In the third and final part, we will examine the techno-economic, sociopolitical, and cultural dimensions, as well as the challenges and possibilities of climate action. Through case studies, we will also explore how cities enact justice and sustainability in climate mitigation and adaptation action.
Rationale: This course integrates into the unit's overall curriculum by offering a rigorous B level offering that will be interesting to a great number of undergraduate students. This course provides an accessible platform for our Canada Excellence Research Chair Paty Romero-Lankao to share her research with students. This course will be an elective to the planned new minor in social data science. Students in the minor, major and specialist programs will also benefit most from this new topic in our course offerings. This course also fits into strategic planning in terms of enrolment considerations. This course has been added as a core course option for the Major Program in Climate Change Studies (ARTS)
Consultation: Course code approved by Office of the Registrar (Amber Lantsman): March 4, 2025 Prerequisites approved by RO (Lindsey Taylor) on: April 15, 2025 Campus Curriculum Committee Meeting: September 29, 2025 Proposal approved by DCC: Oct 21, 2025 DPES Consultation: December 9, 2025
Resources: No additional resources required.
Overlap with Existing Courses: A scan of UTSC courses using keywords from the course description generated a long list of related courses. Of these courses, ESTB04H3, ESSD06H3, EESC25H3 and GGRA03H3 appear to overlap with some themes of this course.

However, this course is distinct in that it 1) the course specifically focuses on the legal and political character of cities in a much more specific way than an analysis of ‘urban’ 2) the course is focused not simply on mitigating climate change, but rather on strategies of transformation within the context of city structures and processes. 3) this course is unique then in how it relies on an emphasis on sustainability, rather than vague ideas of change.
Estimated Enrolment: 120
Instructor: Patricia Romero-Lankao
Proposal Status: Under Review

SOCB29H3: Artificial Intelligence and Society

Impact on Programs: This Proposal triggers modifications in the unit's program(s)
Description: This course examines artificial intelligence (AI) through core sociological perspectives, analyzing its impact on social inequality, organizations, family dynamics, education, healthcare, and work. Students investigate how AI transforms social interactions, institutional processes, collective behaviour, and meaning-making while also considering power relations, inequality reproduction, and emerging forms of social organization.
Prerequisites: [SOCA05H3 or [(SOCA01H3) and (SOCA02H3)] or (SOCA03Y3)] or enrolment in the Social Data Science minor
Delivery Method: In Person
Methods of Assessment: Students will be assessed in the following ways: (1) Response papers: several short response papers on topics of their choice; this will be used to assess their ability to critically examine the topics discussed in the course (2) Exams: at least one essay-based exam; this will be used to assess their knowledge of the course material, helping them develop a basic understanding of the core topics on AI and society (3) Final Project: final paper on a topic related to AI and society; this project will be used to assess students’ ability to understand and apply the sociological perspectives and concepts covered in the course
Breadth Requirements: Social & Behavioural Sciences University of Toronto Scarborough
CNC Allowed: Y
Credit Value: Fixed: 0.5
Learning Outcomes: Upon successful completion of the course, students will be able to: (1) Critically analyze the social, political, and socioeconomic implications of AI using sociological theories and methods (2) Explain how AI is reshaping labor markets, social structures, and/or human interaction (3) Evaluate ongoing debates around the use of AI and human values and belief systems (4) Critically interpret representations of AI in popular culture through a sociological lens (5) Apply sociological reasoning to near- and long-term forecasts of AI and automation
Course Experience: None
Topics Covered: Topics are focused on the sociological aspects of AI, and include: (1) Sociological theories of technology and social change (2) AI's impact on labor markets, work automation, and social class structures (3) Power dynamics in AI development and deployment (4) Social construction of AI narratives in media and popular culture, focusing on contemporary society (5) The digital divide and AI-driven social stratification (6) Collective behavior and social movements in the AI era (7) The AI alignment problem as a sociological challenge (8) Multi-agent systems and human-computer social interactions (9) Forecasting future social change and developments in AI
Rationale: This course fills a critical gap in the sociology curriculum by providing students with the sociological tools (theoretical and analytical) needed to understand the profound societal implications of AI. As AI increasingly mediates social interactions, shapes institutional decisions, and transforms socioeconomic structures, sociological analysis is essential to understanding these changes. In short, this course prepares students to engage with AI as a social force that is fundamentally reshaping contemporary society, not just as a technological development or tool. This course will be offered as a core course requirement for the Social Data Science minor by offering explicit sociological perspectives on technology and social change.
Consultation:

Campus Curriculum Committee Meeting: Sept 29, 2025 Proposal approved by Departmental Curriculum Committee: Sept 30, 2025 Course code approved by Office of the Registrar (Amber L.): Oct 19, 2025 RO Consultation (Lindsey T.): December 1, 2025 Dept of Philosophy (Sonia S.): December 3, 2025
Resources: The course will be taught by Ethan Fosse, a full-time tenure stream faculty member. It is part of his normal teaching load. The course will require TA support, which will be covered by the existing budget. It does not require any space or infrastructure support beyond what is covered by the unit's budget.
Overlap with Existing Courses: There is no course at UTSC that offers a sociological perspective on AI. While a handful of UTSC courses currently focus on AI, each approaches the topic from a distinct disciplinary perspective that differs substantially from sociology. For instance, CSCD84H3 (Artificial Intelligence), a computer science course, focuses on technical implementation (e.g., algorithms and programming). Likewise, PHLB18H3 (Artificial Intelligence, Mind and Ethics), a philosophy course, examines ethical/moral questions about AI systems. Similarly, MDSC28H3 (Data and Artificial Intelligence) approaches AI through the lens of media studies, emphasizing representation and discourse. By contrast, SOCB29H3 uses sociological methods, analyses, and perspectives to examine AI and its role in society.
Instructor: Ethan Fosse
Proposal Status: Under Review

SOC03H3: The Sociology of Neighbourhoods

Impact on Programs: This Proposal triggers modifications in the unit's program(s)
Description: This course explores urban neighborhoods from a sociological perspective. Students conduct a semester-long, multi-method field study of a single Toronto neighborhood, using observation, interviews, and archival and quantitative data. Findings are used to understand and assess major theories of neighborhood composition, change, and social dynamics.
Prerequisites: 10.0 credits and SOCB05H3
Delivery Method: In Person
Methods of Assessment: The methods of assessment for this course are structured as a series of scaffolded assignments culminating in a final research report. -Observational Field Report: A narrative document of approximately 1200 words detailing students' initial observations of their chosen neighborhood's social and physical environment. This report includes initial reflections connecting these observations to course themes. -Archival Research Report: A 1200-word narrative based on a search of historical documents, archives, and media. This assignment requires students to construct a historical timeline and analyze the neighborhood's cultural representation. -Quantitative Data Report: A report presenting and analyzing census and business data at the neighborhood level. The assessment requires students to use tables and graphics and to reflect on how the quantitative findings connect to prior observations and course readings. -Interview Research Report: A 1200-word report based on an in-depth interview with a long-term resident. Students must transcribe and code the interview, connect the resident's family genealogy to the neighborhood's history, and reflect on how the findings build upon previous data. Submission of a signed consent form is also required. -Final Research Report: A comprehensive 4000-word report that combines and synthesizes the data from all previous assignments. The central task is to use this cumulative empirical evidence to critically assess two major sociological theories about neighborhoods. -Reflective Component: Each assignment incorporates a reflective component. Students are consistently assessed on their ability to formulate written reflections that connect their own empirical findings to the theoretical concepts discussed in the course readings
Breadth Requirements: Social & Behavioural Sciences University of Toronto Scarborough
CNC Allowed: Y
Credit Value: Fixed: 0.5
Learning Outcomes: Upon successful completion of this course, students will be able to: -Apply Sociological Theories: Identify and summarize the core arguments of major sociological theories concerning neighborhoods. Students will then assess the validity of these theories by testing them against original empirical data. -Master Multiple Research Methods: Design and execute a multi-method field study of a specific urban neighborhood. This includes: -Conducting systematic observations and writing detailed descriptive field notes. -Searching archives and databases to construct a historical narrative from photos, maps, and media reports. -Collecting, interpreting, and presenting census and business data in tables and graphics to characterize a neighborhood's demographic and economic profile. -Conducting, transcribing, and coding in-depth interviews with residents to understand their lived experiences and perspectives. -Synthesize Diverse Data: Integrate qualitative, quantitative, and historical data to construct a comprehensive and persuasive analysis of a neighborhood.

-Communicate Research Findings: Produce a series of reports, culminating in a final research paper that articulates a clear argument supported by evidence. -Practice Ethical Research: Understand and apply ethical protocols for research with human subjects, including securing informed consent and ensuring participant confidentiality.
Course Experience: University-Based Experience
Topics Covered: The course covers the following topics: -Sociological Research Methods -Field Observation: Students learn to observe and document a neighborhood's built and social environments, including its public spaces, land use, and the habits of its inhabitants. -Archival and Document Research: The course covers methods for researching a neighborhood's history and media representations using city archives, library databases, historical photos, maps, and news stories. -Quantitative Data Analysis: Students are taught to collect, compile, and interpret census and business data to analyze neighborhood demographics, economic activity, and the built environment. -In-Depth Interviewing: The curriculum includes conducting, transcribing, and coding in-depth interviews with long-term residents to understand family genealogy and lived experience in relation to the neighborhood. -Ethical Conduct in Research: A key topic is the application of ethical protocols in social research, including the use of information sheets and obtaining signed informed consent from participants. Core Concepts in Urban Sociology: -Theories of Neighborhoods: The course engages with major theoretical frameworks about how neighborhoods are structured and function, using empirical findings to assess theories. -Neighborhood History and Change: A central theme is the historical evolution of neighborhoods, covering milestones, preservation efforts, and redevelopment. Contemporary issues such as gentrification and suburbanization are featured. -Demographic and Economic Structure: The course examines the composition of neighborhoods through core variables such as population density, median income, housing stock, visible minority population, and types of employment. It also analyzes the local business landscape, from retail and restaurants to community services. -Cultural Representation of Place: Students analyze how neighborhoods are depicted in media, historical documents, and artistic works like novels, poetry, and songs to grasp their cultural representations. -Politics and Community Life: The curriculum explores the political and social dynamics of neighborhoods, including the study of public gatherings, local voting patterns, and the mapping of political and social symbols
Rationale: This proposal seeks to formalize the "Sociology of Neighborhoods," which has been a successful special topics course, as a permanent offering in the academic calendar. This course addresses a key need in our curriculum by providing students with an intensive, hands-on experiential research seminar. It serves as a practical capstone that integrates the foundational knowledge students have acquired in separate courses on sociological theory and research methods. Students are required to apply theoretical frameworks directly to empirical data they collect themselves, moving from abstract concepts to grounded analysis. The course is designed primarily for advanced undergraduate students in the Sociology programs, though it also often appeals to students in the City Studies program. It offers them a valuable opportunity to design and execute a multi-method research project from beginning to end. This comprehensive training in observation, archival research, quantitative data analysis, and in-depth interviewing provides practical skills beneficial for those pursuing graduate studies or careers in urban planning, policy analysis, and community-based research. This course does not replace any existing courses in the curriculum. While other courses may touch upon urban sociology, the intensive, fieldwork-based pedagogy of SOCD01 is distinct, as is the close focus on neighbourhoods. Its focus on local Toronto communities aligns with institutional priorities for promoting experiential learning and community-engaged scholarship.
Consultation: Departmental Curriculum Committee: September 30, 2025 Office of the Registrar: Course code - Amber Lantsman, Prerequisites - Lindsey Taylor, October 16, 2025 EL Consultation (Al Hearn): Dec 18, 2025
Resources: This course will be taught by Daniel Silver; no additional resources are needed for this course.
Overlap with Existing Courses: There are some City Studies courses offered at UTSC that study the development of neighbourhoods and communities but not from an urban sociology lens with the intensive fieldwork-based pedagogy of this course and focus on social dynamics.
Estimated Enrolment: 20
Instructor: Daniel Silver
Proposal Status: Under Review

SOCD22H3: Genocide and Mass Violence

Description: Why do societies commit mass murder, and how do ordinary people become perpetrators? This course explores the social, political, and historical forces that drive genocide and mass violence through an exploration of contemporary cases.
Prerequisites: 10.0 credits including SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]
Delivery Method: In Person
Methods of Assessment: Reading Responses (30%) (LO 1, 2, and 3) -Students will write a reading response that engages with the assigned readings of the week. They will write a summary, synthesize the readings, and pose two questions that emerged from the readings. Case Study and Survivor Testimonies (30%) (LO 1 and 3) -Students will create an original artistic work inspired by survivor testimonies of genocide and mass violence. After selecting and analyzing a testimony from a reputable source, students will translate the survivor's experiences, emotions, and themes into a creative medium of their choice. This could include visual art, poetry, music, film, or another artistic expression. Accompanying the artwork, students will submit a short reflection explaining their art product. Research Paper (40%) (LO 1, 2, and 3): -Students will write an 8–10-page research paper on a topic of your choice that explores a contemporary case of genocide and mass violence.
Breadth Requirements: Social & Behavioural Sciences University of Toronto Scarborough
CNC Allowed: Y
Credit Value: fixed: 0.5
Learning Outcomes: This course explores the social, political, and historical forces that drive genocide and mass violence. We will examine key cases from the 20th and 21st centuries, analyzing the conditions that enable such atrocities, the roles of perpetrators, victims, and bystanders, and the aftermath of mass violence, including issues of justice and memory. We will draw on survivor testimonies, human rights reports, and films. The material in this course will thought provoking, and students will walk away with a richer sociological understanding of an urgent problem that persists today. Specifically, students will: 1. Gain a deeper understanding of the social, political, and historical underpinnings of genocide and mass violence. 2. Develop critical thinking skills to sociologically analyze genocide and mass violence. 3. Critically engage with contemporary issues and case studies related to genocide and mass violence in Canada and the world.
Topics Covered: -Ethnic Cleansing, Crimes Against Humanity, and Genocide -Victims, Bystanders, and Perpetrators -Cultural Genocide of Indigenous Peoples -Gender and Genocide in Rwanda and Iraq -Denial and Remembrance -Genocide Trials -Mass Graves and Exhumations
Rationale: This course integrates into the unit's overall curriculum by offering a rigorous D level offering that will be interest to a great number of undergraduate students. Specifically, this course will contribute to the core teaching area of criminology and socio-legal studies in the department. Students in the minor, major and specialist programs will benefit most from this offering. This course will not replace a current course being offered.
Consultation: Course code approved by Office of the Registrar: March 4, 2025 by Amber Lantsman Prerequisites approved by Lindsey T. on April 17, 2025 Proposal approved by DCC: September 1, 2025 Campus Curriculum Committee Meeting: September 29, 2025
Resources: This course will be taught by Miray Philips; no additional resources are needed for this course.
Overlap with Existing Courses: A scan was conducted of all courses UTSC Courses using relevant keywords and one course showed similarities: HISD93H3: The Politics of the Past: Memories, Monuments and Museums. Although related, there is no substantive overlap with the proposed course which examines processes of genocidal and mass violence
Estimated Enrolment: 20
Instructor: Miray Philips
Proposal Status: Under Review

1 Course Modification

SOCC70H3: Applied Modeling for Social Data Science

Title: Models of the Social World Applied Modeling for Social Data Science
Delivery Method: In-Class Hybrid
Rationale: The title of the course has been updated to better reflect the course content and align with the new proposed Minor in Social Data Science. All course content remains the same. The department proposes to convert this course to a hybrid format. This will significantly strengthen the course without altering the course’s learning outcomes, content, or assessment structures. SOCC70 is particularly well-suited for a hybrid model because its methods- and programming-based content (a blend of lectures, code demonstrations, and applied exercises) lends itself to a strategic division of learning activities. In-person sessions will be dedicated to conceptual topics and collaborative discussions, where real-time interaction is important for deepening understanding and building a sense of community among students. Concurrently, virtual sessions will be used for technical instruction, such as code walk-throughs and applied exercises, which benefit from a format that allows students to learn at their own pace. This structure offers significant pedagogical advantages, as students can pause and revisit complex demonstrations to master difficult material, which has been found to be a huge benefit for teaching difficult technical skills. As well, the flexibility inherent in hybrid delivery promotes more equitable access to the course. It offers support for students who commute long distances or must balance their academic responsibilities with work and caregiving, removing significant barriers to success that often impacts socioeconomically disadvantaged students. To maintain academic integrity, key assessments such as the midterm exam will remain in-person. The department fully expects that the transition to a hybrid format will require no additional staffing, and anticipates that it will allow for greater scalability of the course to larger enrollments while reducing TA commitments.
Consultation: Campus Curriculum Committee: September 29, 2025 DCC: September 30, 2025 Registrar’s Office (Lindsey T): October 15, 2025
Resources: No additional resources required.
Proposal Status: Under Review