

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTSC Academic Affairs Committee

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**DATE:** February 1, 2024 for February 8, 2024

**AGENDA ITEM:** 6

**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*, 2021, Section 4).” Under section 5.6 of its terms of reference, the Committee 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).

**GOVERNANCE PATH:**

1. UTSC Academic Affairs Committee [For Approval] (February 8, 2024)

**HIGHLIGHTS:**

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC Humanities academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Historical & Cultural Studies (Report: Historical & Cultural Studies)
  - 2 program modifications
    - SCMAJ0571G: MAJOR PROGRAM IN WOMEN'S AND GENDER STUDIES (ARTS)
    - SCMIN2049: MINOR PROGRAM IN CLASSICAL STUDIES (ARTS)
  - 1 new course
    - HISD93H3: The Politics of the Past: Memories, Monuments and Museums
  - 1 course modification
    - GASB42H3: Culture and Society in Contemporary South Asia
- The Department of Language Studies (Report: Language Studies)
  - 3 program modifications
    - SCMAJ2156: MAJOR PROGRAM IN FRENCH (ARTS)
    - SCSPE2156: SPECIALIST PROGRAM IN FRENCH (ARTS)
    - SCSPE0506: SPECIALIST PROGRAM IN LINGUISTICS (ARTS)
  - 3 new courses
    - ECTD70H3: Transcultural Translations of the Wild
    - FREC70H3: Cinema, Movements and Genres
    - LINC29H3: Advanced Quantitative Methods in Linguistics
  - 14 course modifications
    - FREA01H3: Language Practice I
    - FREA02H3: Language Practice II
    - FREB01H3: Language Practice III
    - FREB02H3: Language Practice IV
    - FREB50H3: Introduction to Literature in French I
    - FREB70H3: Introduction to Film Analysis in French
    - FREC01H3: Language Practice V
    - FREC02H3: Language Practice VI
    - FREC12H3: French Semantics
    - LGGC64H3: Reading Chinese and English: China Inside Out
    - LGGD66H3: Literary Chinese and English Translations
    - LGGD67H3: Classical Chinese and English Translations
    - LINC12H3: Semantics: The Study of Meaning
    - LINB35H3: Introduction to Computational Linguistics
- The Department of Philosophy (Report: Philosophy)
  - 1 new course
    - PHLB18H3: Ethics of Artificial Intelligence

## **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 2024-25 academic year, as detailed in the respective curriculum reports, be approved.

**DOCUMENTATION PROVIDED:**

1. 2024-25 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Historical & Cultural Studies, dated February 8, 2024
2. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Language Studies, dated February 8, 2024
3. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Philosophy, dated February 8, 2024



# University of Toronto Scarborough

2024-25 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications for Approval  
February 8, 2024

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## University of Toronto Scarborough

2024-25 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications for Approval  
Department of Historical and Cultural Studies  
February 8, 2024

### Report: Historical and Cultural Studies

## 2 Program Modifications

### SCMAJ0571G: MAJOR PROGRAM IN WOMEN'S AND GENDER STUDIES (ARTS)

#### Completion Requirements:

##### Program Requirements

Students must complete 7.0 credits as follows:

#### 1. 1.0 credit from the following

- WSTA01H3 Introduction to Women's and Gender Studies
- WSTA03H3 Introduction to Feminist Theories and Thought

#### 2. WSTB05H3 ~~Understanding Power and Knowledge in Research~~ Power in Knowledge Production

#### 3. WSTB11H3 Intersections of Inequality

#### 4. WSTC02H3 Feminist Qualitative Research in Action

#### 5. 2.5 additional credits in WST courses from the list below, of which at least 0.5 credit must be at the C-level, and a further 1.0 credit must be at the D-level (including 0.5 credit from WSTD03H3 or WSTD04H3 or WSTD09H3 or WSTD10H3)

- WSTB06H3 Women in Diaspora
- WSTB09H3 Gender, Race, and Colonialism
- WSTB10H3 Women, Power and Protest: ~~Transnational~~ Perspectives
- WSTB12H3 ~~Women~~ Gender-based Violence and Resistance
- WSTB13H3 ~~Gender, Feminist~~ Critiques of Media and Culture
- WSTB20H3/(WSTC20H3) ~~Women, Feminism and The Environment, and Change~~
- WSTB22H3/HISB22H3 ~~From Freedom Runners to #BlackLivesMatter: Histories of Black Feminism in Canada: From~~ ~~'Runaway Slaves' to #BlackLivesMatter~~
- WSTB25H3 LGBTQ History, Theory and Activism
- WSTC10H3/AFSC53H3 Gender and Critical Development
- WSTC12H3 Writing the Self: Global Women's Autobiographies
- WSTC13H3 Women, Gender and Islam
- WSTC14H3 ~~Women, Community and~~ The Gender Politics of Policy Change
- WSTC16H3 ~~Criminalized Women:~~ Gender, Justice and the Law
- WSTC22H3 Gender and Film
- WSTC23H3 Community Engagement Practicum
- WSTC24H3 Gender in the Kitchen
- WSTC25H3 Transnational ~~Sexuality~~ Queer Sexualities
- WSTC26H3 Critical Race and Black Feminist Theories
- WSTC28H3/LINC28H3 Language and Gender
- WSTC30H3 Special Topics in Women's and Gender Studies
- WSTC31H3 Special Topics in Women's and Gender Studies
- WSTC40H3 Gender and Disability
- WSTC66H3/HISC66H3 Histories of Gender and Sexuality in Muslim Societies: Between Law, Ethics and Culture
- WSTD01H3 Independent Project in Women's and Gender Studies
- WSTD03H3 ~~Senior Seminar in~~ Feminist Perspectives on Sex, Gender and the Body
- WSTD04H3 ~~Senior Seminar in~~ Critical Perspectives on Gender, ~~Equity~~ and Human Rights
- ~~WSTD07H3 Themes in the History of Childhood and Culture~~
- WSTD09H3 Race, Gender, and Islamophobia
- WSTD10H3 ~~The Power of Story~~ Creating Stories for Social Change

WSTD11H3 Special Topics in Women's and Gender Studies  
 WSTD16H3/HISD16H3 Socialist Feminism in Global Context  
 WSTD30H3/GASD30H3 Gender and Techno-Orientalism  
 WSTD46H3/HISD46H3 Selected Topics in Canadian Women's History

**6. 2.0 credits from the course list below:**

AFSC97H3/HISC97H3 Women and Power in Africa  
 ANTC14H3 Feminism and Anthropology  
 ANTC15H3 Genders and Sexualities  
 ANTD01H3 The Body in Culture and Society  
 ENGB50H3 Women and Literature: Forging a Tradition  
 [(ENGB51H3) or ENGC54H3 Gender and Genre]  
 ENGB74H3 The Body in Literature and Film  
 (ENGC77H3)/(VPAC48H3) The Body in Contemporary Culture: Theories and Representations  
 ENGC34H3 Early Modern Women and Literature: 1500-1700  
 ENGC51H3 Contemporary Arab Women Writers  
 ENGD80H3 Women and Canadian Writing  
 GASB20H3 Gender and Social Institutions in Asia  
 GASC20H3 Gendering Global Asia  
 GASD20H3 Advanced Seminar: Social Change and Gender Relations in Chinese Societies  
 GASD56H3/HISD56H3 'Coolies' and Others: Asian Labouring Diasporas in the British Empire  
 GGRD09H3 Feminist Geographies  
 GGRD10H3 Health and Sexuality  
 HISC45H3 Immigrant and Race Relations in Canadian History  
 HLTC02H3 Women and Health: Past and Present  
 HLTC46H3 Gender, Health and Society  
 IDSD06H3 Feminist and Postcolonial Perspectives in Development Studies  
 MGHC23H3/(MGTC23H3) Diversity in the Workplace  
 PHLB13H3 Philosophy and Feminism  
 POLC94H3 Globalization, Gender and Development  
 PSYD18H3 Psychology of Gender  
 SOCB22H3 Sociology of Gender  
 SOCB49H3 Sociology of Family  
 SOCC09H3 Sociology of Gender and Work  
 SOCC24H3 Special Topics in Gender and Family  
 SOCC29H3 Family and Gender in the Middle East  
 SOCC38H3 Gender and Education  
 (VPHB57H3) Women in the Arts: Hot Mamas, Amazons, and Madonnas

**Description of Proposed Changes:**

- Course titles have been revised for WSTB05H3, WSTB10H3, WSTB12H3, WSTB13H3, WSTB20H3, WSTB22H3/HISB22H3, WSTC14H3, WSTC16H3, WSTC25H3, WSTD03H3, WSTD04H3 and WSTD10H3  
 - Retired WSTD07H3 has been removed as a course option for requirement 5

**Rationale:**

The course titles have been revised as these course titles are being updated to better reflect their content.  
 WSTD07H3 has been removed as a course option for requirement 5 as it is being retired.

**Impact:** None

**Consultations:** Approved by HCS DCC on October 11, 2023

**Resource Implications:** None

## SCMIN2049: MINOR PROGRAM IN CLASSICAL STUDIES (ARTS)

**Completion Requirements:**

**Program Requirements**

Students must complete 4.0 credits, as follows:

**1. Introduction**

CLAA04H3/HISA07H3 The Ancient Mediterranean World

**Note:** Students who have completed both (CLAA02H3) and (CLAA03H3) may substitute one of the courses for CLAA04H3.

**2. History and Culture**

CLAB05H3/HISB10H3 History and Culture of the Greek World

CLAB06H3/HISB11H3 History and Culture of the Roman World

**3. Mythology and Religion**

CLAA06H3 Ancient Mythology II: Greece and Rome

**Note:** Students who were enrolled at UTSC prior to the 2009 Summer Session may substitute one of (CLAA02H3) or (CLAA03H3) for CLAA06H3.

**4. Literature (0.5 credit from the following courses)**

CLAC11H3 Classical Literature I: Poetry

CLAC12H3 Classical Literature II: Prose

**5. Electives (1.5 credits from the following courses, including at least 1.0 credit at the C or D-level; before choosing their electives, students need to take at least 1.0 credit at the A-level, 1.0 credit at the B-level, and 0.5 credit at the C-level):**

*Classical Studies*

CLAA05H3 Ancient Mythology I: Mesopotamia and Egypt  
 (CLAB10H3) Greek and Latin for Scientists  
 CLAB09H3/HISB09H3 Between Two Empires: The World of Late Antiquity  
 CLAB20H3/HISB12H3 The Ancient World in Film  
 CLAC01H3 Selected Topics in Classical Literature  
 CLAC02H3 Selected Topics in Classical Civilization  
 CLAC05H3/HISC10H3 Beyond Cleopatra: Decolonial Approaches to Ancient Egypt  
 CLAC11H3 Classical Literature I: Poetry if not taken as a required course  
 CLAC12H3 Classical Literature II: Prose if not taken as a required course  
 CLAC22H3 Religions of the Ancient Mediterranean  
 CLAC24H3/HISC11H3 Race and Ethnicity in the Ancient Mediterranean and West Asian Worlds  
 CLAC26H3/HISC16H3 Indigeneity and the Classics  
 CLAC67H3/HISC67H3 Early Islam: Perspectives on the Construction of a Historical Tradition  
 CLAC68H3/HISC68H3/ANTC58H3 Constructing the Other: Orientalism through Time and Place  
 CLAC94H3/HISC94H3 The Bible and the Qur'an  
 CLAD05H3/HISD10H3 Dripping Histories: Water in the Ancient Mediterranean and West Asian Worlds  
 CLAD69H3/HISD69H3 Sufis and Desert Fathers: Mysticism in Late Antiquity and Early Islam

*Art History*

(VPHB41H3) The Human Figure in Greek Art (8th-4th cent. B.C.)  
 (VPHB52H3) Ancient Art and Architecture (ca 900 B.C.-300 A.D.)  
 (VPHB76H3) Religion in the Arts: The Judeo-Christian Traditions  
 (VPHC46H3) Topics in Art of the Ancient World  
 VPHC53H3 The Silk Routes

*English*

ENGB30H3 Classical Myth and Literature  
 ENGC16H3 The Bible and Literature I  
 ENGC17H3 The Bible and Literature II  
 ENGC26H3 Drama: Tragedy  
 ENGC27H3 Drama: Comedy

*Languages*

(LGGA50H3) Introductory Latin I  
 (LGGA51H3) Introductory Latin II  
 (LGGA54H3) Introductory Sanskrit I  
 (LGGA55H3) Introductory Sanskrit II  
 (LGGB54H3) Intermediate Sanskrit I  
 (LGGB55H3) Intermediate Sanskrit II

*Philosophy*

PHLB16H3 Political Philosophy: Ancient Greece and the Middle Ages  
 PHLB31H3 Introduction to Ancient Philosophy  
 PHLC32H3 Topics in Ancient Philosophy: Aristotle

*Religion*

(RLGB01H3) The "Holy Book" in Judaism, Christianity and Islam  
 (RLGC01H3) The Five Books of Moses  
 (RLGC02H3) The Gospels  
 (RLGC03H3) Paul and the Invention of Christianity  
 (RLGC04H3) Hindu Epic  
 RLGC05H3 The Qu'ran in Interpretive and Historical Context

*Anthropology*

(ANTB04H3) Artifacts and Prehistory  
 (ANTB12H3) Introduction to World Prehistory: The Rise of Civilization

**Description of Proposed Changes:**

Adding CLAD69H3/HISD69H3 Sufis and Desert Fathers: Mysticism in Late Antiquity and Early Islam as a course option

**Rationale:**

CLAD69H3/HISD69H3 Sufis and Desert Fathers: Mysticism in Late Antiquity and Early Islam has been added as a course option as it is a new Classics course and will provide more course options for students to complete the program.

**Impact:** None

**Consultations:** Approved by HCS DCC on October 11, 2023

**Resource Implications:** None

## 1 New Course

### HISD93H3: The Politics of the Past: Memories, Monuments and Museums

**Description:**

This course examines the politics of historical commemoration. We explore how the representation of the past both informs and reflects political, social, and cultural contexts, and examine case studies involving controversial monuments; debates over coming to terms with historical legacies of genocide, slavery, and imperialism; and processes of truth, reconciliation, and

cultural restitution. We also examine the role played by institutions (like museums and archives) and disciplines (archaeology, history, anthropology) in the construction of local, national, transnational, and colonial identities.

**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

**Breadth Requirements:** History, Philosophy & Cultural Studies

**CNC Allowed:** Y

**Credit Value:** fixed: 0.5

**Learning Outcomes:**

By the end of the course, students should be able to:

1. Critically engage with theoretical and methodological perspectives on cultural heritage and historical memory.
2. Understand how political, social, cultural, and economic forces shape and reflect practices and institutions including museums, monuments, and heritage sites.
3. Understand the role played by heritage and memory in the construction of identities; conflicts and contests over representations of the past; and strategies of resolution, restitution, and reconciliation.
4. Develop original research projects on contested cultural heritage sites.
5. Explore the diversity of practices within cultural heritage disciplines.

**Topics Covered:**

- Theorizing memory and cultural heritage;
- Tracing the development of commemorative practices and institutions like museums, monuments, and heritage sites.
- Nationalism and the past – e.g. politics of archaeology in Italy, Israel/Palestine, Rhodesia/Zimbabwe
- Monumentalization, preservation and iconoclasm
- Restitution and repatriation of cultural heritage
- Memory controversies and difficult heritage – e.g. reckonings with the past in Germany, the American South, Japan
- Truth and reconciliation processes – e.g. Canada, Spain, South Africa, Rwanda

**Methods of Assessment:**

Students will post weekly responses to the online discussion board, which will support learning by having them critically analyze and debate the theoretical and methodological perspectives presented in the weekly readings and in-class lectures. These readings include both methodological/theoretical works on essential concepts (such as memory, cultural heritage, and identity) and applied case studies (scholarly articles on individual sites – museums, monuments, etc.) As such, this exercise addresses learning outcomes #1, 2, 3, and 5. The discussion posts are worth 30% of the overall mark. Each student will also use the online posts as the basis for leading an in-class discussion of a reading, worth 10% overall. Taken together, these activities will gauge students' ability to understand, critically evaluate, and communicate key concepts in the study of cultural heritage.

The research project, developed in consultation with the instructor, involves the identification of a contested heritage site; research into its history and contemporary significance, using primary sources; and the application of the theories that the class has covered. As such, it addresses all learning outcomes (#1-5). The project consists of the following components:

- Proposal (10% of overall mark)
- Final paper (35% of overall mark)
- Research presentation (15% of overall mark)

These activities will enable students to apply theoretical and methodological frameworks to real-live case studies; understand its cultural, social, political, and historical contexts; and communicate, both in writing and verbally, their understanding of these issues.

**Rationale:**

This course provides an introduction to critical heritage studies: an exploration of how societies construct, contest, commemorate and repress the past; how representations of the past both inform and reflect power structures; the role of disciplines and institutions (museums, archives, monuments, scholarship and other commemorative practices) in memory discourse and the promotion of local, national and transnational identities; and the strategies available to intervene constructively in debates over commemoration and heritage.

The course will be offered as a reading- and research-intensive D level course, in which students will critically engage with major theories of memory and cultural heritage, and apply these to wide-ranging case studies and institutional contexts from around the globe. In consultation with the instructor, they will select a case study to research and dissect using the core concepts of the course.

At the same time, this course contributes to the department's growing strength in public history and public-facing scholarship, including digital history. Through my affiliation with the Museum Studies program at the Faculty of Information, I also plan to bring in practitioners and Museum Studies faculty who will introduce HCS students to the array of graduate and professional opportunities available in the fields of cultural heritage management and public history.

**Consultation:**

Approved by HCS DCC on October 11, 2023  
Course code approved by RO on October 16, 2023

**Resources:**

This course will be taught by a regular faculty and will not require TA support.

**Overlap with Existing Courses:**

To my knowledge, a comparable course is not offered at any of the University of Toronto campuses. Memory sometimes features in courses devoted to a particular region or context – e.g. in Fall 2022 there was a special topics course at the St. George History department on "Historical Memory and Transitional Justice in Latin America," but I am not aware of any courses that offer a comprehensive introduction to the global study of memory and its expressions in museums, monuments, and cultural heritage.



# 1 Course Modification

## GASB42H3: Culture and Society in Contemporary South Asia

<b>New Course Code:</b> <del>GASC12H3</del> GASB42H3
<b>Exclusions:</b> ANTC12H3, <del>GASC12H3</del> , ANTB42H3
<b>Description:</b> <b>Track Changes:</b> This course surveys central issues in the ethnographic study of contemporary South Asia (Afghanistan, Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka). Students will engage with classical and recent ethnographies to critically examine key thematic fault lines within national imaginations, especially along the lines of religion, caste, gender, ethnicity, and language. Not only does the course demonstrate how these fault lines continually shape the nature of nationalism, state institutions, development, social movements, violence, and militarism across the colonial and post-colonial periods but also, demonstrates how anthropological knowledge and ethnography provide us with a critical lens for exploring the most pressing issues facing South Asia in the world today. Same as <del>ANTC12H3</del> ANTB42H3.
<b>Learning Outcomes</b> <ul style="list-style-type: none"><li>- Students will learn about, one, the basic concepts and methods of ethnographic research and writing in Anthropology and, two, fundamental issues facing contemporary South Asia (e.g., nationalism, caste, religion, gender, democracy, development, environmental change, and urban-agrarian transformations). Course readings and lecture will define and explain these concepts and methods, as well as identify and recognize necessary facts and information related to the above-mentioned issues.</li><li>- Students will be required to recall these concepts and facts through various modes of assessment and communicate them with others (students, TA, and instructor) within the classroom.</li><li>- Students will also demonstrate their understanding in a series of reading responses where they will need to interpret texts in light of what they have understood throughout the class. Additionally, a prompt-based midterm and final will require they analyze ethnographic texts, which are based on concepts and methods presented earlier, and examine these issues to distinguish the range of factors shaping them. As these will be prompt-based, these assessments will require students develop a thesis related to one of the fundamental issues discussed in class, where they need to investigate how life in contemporary South Asia is shaped by historical and social dynamics arising out of colonial and ongoing processes.</li></ul>
<b>Topics Covered</b> <ul style="list-style-type: none"><li>- Nationalism, the state, and empire</li><li>- Development and modernization</li><li>- Caste and religion</li><li>- Afterlives of colonial rule</li><li>- Partition, violence, and gender</li><li>- Militarism and populism</li><li>- Colonization and decolonization</li></ul>
<b>Methods of Assessment:</b> <ul style="list-style-type: none"><li>- Students will be assessed on their participation in class. This will be worth 20% of their final grade. As attendance is required, half of their participation mark will come from attendance. The other half will come from participating in discussion, where they will communicate their understanding of key concepts and information presented in the course.</li><li>- There will be a series of five reading responses throughout the course. Each of these will be worth 4%, or 20% of their final grades. These responses will be assessed on their ability to define the concepts and duplicate the facts (i.e., social and historical dynamics) discussed in course lectures. This learning outcome will ensure students are actively learning the basic concepts and methods of ethnography and demonstrate understanding of fundamental issues in contemporary South Asia.</li><li>- Midterm and final will assess understanding of readings, concepts and information presented in lectures, and key concepts and methods presented in class. Assessment will be made based on students' synthesize of information, concepts, methods, and other materials presented throughout the course. These assignments will be used to assess how students develop a thesis, supported it by facts and information, while utilizing concepts to develop their thesis and the empirical materials. The midterm will be worth 25% and the final will be worth 35%.</li></ul>
<b>Rationale:</b> The course will now be offered at the b-level. This change reflects practices in anthropology of offering area-specific courses at the b-level. There are two major changes in the course. First, the number of readings will be reduced, while more popular writings will be integrated. The final paper has also been removed and replaced with a prompt-based midterm and final. These changes are in line with second-year undergraduates, who are still adjusting to university life, acquiring the necessary analytical and writing skills, and learning about anthropology as a discipline.
<b>Consultation:</b> 9/25 - Contacted Professor Maggie Cummings as head of the Curriculum Committee in Anthropology about the change to the course level 9/25 - Contacted Heather Seto as Program Coordinator for Historical and Cultural Studies about the change to the course level. She notified and included Professor William Nelson who is Associate Chair Teaching, and Chair of the HCS Curriculum Committee, on our email exchange. 9/26 - Shared this course change via email with Maggie, Heather, and William RO approved course code on September 27, 2023 HCS DCC approved proposal on October 11, 2023
<b>Resources:</b> None



## University of Toronto Scarborough

2024-25 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications for Approval  
Department of Language Studies  
February 8, 2024

### Report: Language Studies

### 3 Program Modifications

#### SCMAJ2156: MAJOR PROGRAM IN FRENCH (ARTS)

##### Completion Requirements:

##### Program Requirements

~~Students must complete 8.0 credits in French, of which at least 2.0 credits must be at the C- or D-level, including:~~

Students must complete 8.0 credits in French, including 2.0 credits at the C- or D-level, of which 0.5 credit must be at the D-level, as follows:

##### 1. 3.5 credits ~~as follows~~ in Language Practice:

FREA01H3 Language Practice I  
FREA02H3 Language Practice II  
FREB01H3 Language Practice III  
FREB02H3 Language Practice IV  
FREC01H3 Language Practice V  
FREC02H3 Language Practice VI  
FRED01H3 Language Practice VII: Written French

(Students with special proficiency in the French language may substitute other FRE courses with the permission of the Associate Chair)

##### 2. 1.0 credit in Linguistics:

~~Linguistics courses taught in French are:~~

FREB08H3 Practical Translation I  
FREB44H3 Introduction to Linguistics: French Phonetics and Phonology  
FREB45H3 Introduction to Linguistics: French Morphology and Syntax  
FREB46H3 History of the French Language

FREC44H3 French Semantics

FREC46H3 French Syntax

~~FREC48H3 Sociolinguistics of French~~

~~Linguistics courses taught in English are:~~

~~FREC12H3 Semantics: The Study of Meaning~~  
FREC47H3 Pidgin and Creole Languages (taught in English)  
FREC48H3 Sociolinguistics of French

##### 3. 1.0 credit in Culture:

*Culture courses are:*

FREB22H3 The Society and Culture of Québec  
FREB27H3 Modern France  
FREB28H3 The Francophone World  
FREB70H3 ~~Cinema of the French Speaking World~~ Introduction to Film Analysis in French  
FREB84H3 Folktale, Myth and the Fantastic in the French-Speaking World  
FREC03H3 French in Action I: Practical Workshop in Theatre  
FREC54H3 Paris Through the Ages  
FREC70H3 ~~Cinema of the French Speaking World~~ Cinema, Movements and Genres  
FREC83H3 Cultural Identities and Stereotypes in the French-Speaking World

##### 4. ~~2.51.5 additional credits in French as follows~~ credits in Literature:

FREB50H3 Introduction to Literature in French I  
and

1.0 credit in French Literature taken from the following:

FREB35H3 Francophone Literature  
 FREB36H3 The 20th Century Québec Novel  
 FREB37H3 Contemporary Québec Drama  
 FREB51H3 Literary History in Context: From the Middle Ages to the 17th Century  
 FREB55H3 Literary History in Context: 18th and 19th Centuries  
 FREC38H3 Topics in the Literature of Québec  
 FREC57H3 French Fiction of the 19th Century  
 FREC58H3 Literature of the Ancien Regime  
 FREC63H3 Topics in French Literature: Encountering Foreign Cultures: Travel Writing in French  
 FREC64H3 French Fiction of the 20th and 21st Centuries  
 FRED13H3 Advanced Topics in French Literature  
 FRED14H3 Advanced Topics in the Literature of Québec

*and*

~~1.0 credit in French courses not already taken~~

**5. 1.0 credit in French Linguistics, French Culture or Literature ~~courses from either the above mentioned courses (where not already taken) or from the list below:~~**

FREB11H3 French Language in the School System  
 FREB17H3 Spoken French: Conversation and Pronunciation  
 FREB18H3 Business French  
 FREB20H3 Teaching Children's Literature in French  
 FREC10H3 Community-Engaged Learning in the Francophone Community  
 FREC11H3 Teaching French as a Second Language  
 FREC18H3 Translation for Business and Professional Needs  
 FRED06H3 Language Practice VIII: Oral French

**Notes:**

1. At the A-level, only FREA01H3 and FREA02H3 may be counted towards a French Program.
2. For Co-op opportunities related to the Major Program in French please see the Humanities and Social Sciences Co-operative section in this *Calendar*.
3. Major students cannot obtain more than 0.5 credit (out of 8.0 credits) by taking a course taught in English.

**Description of Proposed Changes:**

- Modify the program requirements so that students must complete 0.5 credit at the D-level.
- Change the format of the program requirements so that the 1.0 additional credit in French is listed separately as Requirement 5 with a list of courses that students can take.
- Include FREC03H3 as part of the culture courses group.
- Also add new course proposal FREC70H3 to culture courses group, and modifying the course title for FREB70H3.
- Update requirement 2 to remove FREC12 and add FREC44, which reflects separation of the double-numbered courses with LINC12H3/FREC12H3.
- Remove headings “Linguistics courses taught in French are” and “Linguistics courses taught in English are” and add “taught in English after FREC47. Place FREC48 where it goes sequentially.

**Rationale:**

- Alongside our French Specialist students, we want to encourage French Major students to also complete at least a 0.5 D-level course in French. This way we will also have increased enrolment in the D-level courses that are offered.
- D-level courses give students the opportunity to engage more deeply with course material in a seminar-style setting. Students whose language proficiency is high enough that they do not need to take any Language Practice courses (Francophone students) cannot take FRED01 or FRED06, and therefore could conceivably finish a French Major with no D-levels in French. Requiring a D-level will encourage them to take FRED13 or FRED14, which will give them the opportunity for more advanced research.
- We’ve also made some formatting changes so that’s easier to follow the requirements and we can list out the courses in requirement 5 to give students an idea of which other courses they can take.
- We have added FREC44 to reflect the split of FREC12/LINC12 and we have reorganized the courses in Bin 2 (Linguistics) because only 1 course is now taught in English.
- We have renamed Bins 1 and 4 to be clearer.
- We have renamed FREB70 to reflect the changes proposed for this course, added FREC03 to Bin 3 because it didn’t appear anywhere, and added FREC70, a new proposed course.

**Impact:**

None

**Consultations:**

Reviewed by French faculty.  
 DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## SCSPE2156: SPECIALIST PROGRAM IN FRENCH (ARTS)

**Completion Requirements:**

**Program Requirements**

This program requires 12.0 credits as follows including at least 4.0 credits at the C- or D-level of which at least 1.0 credit must be at the D-level:

**1. 4.03.5 credits as follows in Language Practice:**

FREA01H3 Language Practice I  
 FREA02H3 Language Practice II  
 FREB01H3 Language Practice III  
 FREB02H3 Language Practice IV  
 FREC01H3 Language Practice V  
 FREC02H3 Language Practice VI

FRED01H3 Language Practice VII: Written French

~~FRED06H3 Language Practice VIII: Oral French~~

(Except where substitution of other French credits is permitted for students with special proficiency in the French language)

**2. 2.0 credits ~~selected from~~ in Linguistics:**

FREB08H3 Practical Translation I

FREB44H3 Introduction to Linguistics: French Phonetics and Phonology (~~taught in French~~)

FREB45H3 Introduction to Linguistics: French Morphology and Syntax (~~taught in French~~)

FREB46H3 History of the French Language (~~taught in French~~)

FREC44H3 French Semantics

FREC46H3 French Syntax

FREC47H3 Pidgin and Creole Languages (taught in English)

FREC48H3 Sociolinguistics of French (~~taught in French~~)

~~(FRED49H3) French Semantics~~

**3. 1.5 credits ~~selected from~~ in Culture:**

FREB22H3 The Society and Culture of Québec

FREB27H3 Modern France

FREB28H3 The Francophone World

FREB70H3 ~~Cinema of the French Speaking World~~ Introduction to Film Analysis in French

FREB84H3 Folktale, Myth and the Fantastic in the French-Speaking World

FREC03H3 French in Action I: Practical Workshop in Theatre

FREC54H3 Paris Through the Ages

FREC70H3 Cinema, Movements and Genres

FREC83H3 Cultural Identities and Stereotypes in the French-Speaking World

**4. 3.0 credits in Literature which must include:**

FREB50H3 Introduction to French Literature I

FREB35H3 Francophone Literature

and

*1.0 credit in literature from Québec, selected from the following:*

FREB36H3 The 20th Century Québec Novel

FREB37H3 Contemporary Québec Drama

FREC38H3 Topics in the Literature of Québec

FRED14H3 Advanced Topics in the Literature of Québec

and

*1.0 credit in French Literature, selected from the following:*

FREB51H3 Literary History in Context: From the Middle Ages to the 17th Century

FREB55H3 Literary History in Context: 18th and 19th Centuries

FREC57H3 French Fiction of the 19th Century

FREC58H3 Literature of the Ancien Régime

FREC63H3 Topics in French Literature: Encountering Foreign Cultures: Travel Writing in France

FREC64H3 French Fiction of the 20th and 21st Centuries

FRED13H3 Advanced Topics in French Literature

**5. ~~1.5~~ 2.0 additional credits in French Linguistics, French Culture or Literature from either the above-mentioned courses (where not already taken) or from the list below:**

~~FREB08H3 Practical Translation I~~

FREB11H3 French Language in the School System

FREB17H3 Spoken French: Conversation and Pronunciation

FREB18H3 Business French

FREB20H3 Teaching Children's Literature in French

FREC10H3 Community-Engaged Learning in the Francophone Community

FREC11H3 Teaching French as a Second Language

FREC18H3 Translation for Business and Professional Needs

FRED06H3 Language Practice VIII: Oral French

**Notes:**

1. Specialist students (including CTEP) cannot obtain more than 0.5 credit (out of 12.0) by taking a course in English. This does not include CTEP courses taught in English through OISE.

2. At the A-level, only FREA01H3 and FREA02H3 may be counted towards a French Program.

**Description of Proposed Changes:**

- Make small modifications to add new courses to Bin 3, and change course titles to requirement 3).
- Remove FREB08H3 from requirement 5 list, since it's already included under requirement 2.
- Add FREC10H3 because it did not appear anywhere.
- Remove FRED06H3 from requirement 1, and therefore reduce total number of credits to 3.5 in requirement 1, and then increase number of credits in requirement 5 from 1.5 to 2; add FRED06 to requirement 5.
- Change titles of Bins 1, 2, 3 and 5 to be clearer and to be consistent with the changes made to the same titles for the Major.
- Remove "taught in French" from courses in Bin 2 (Linguistics) since all courses are now taught in French besides FREC47.

Remove FRED49 from Bin 2 since it hasn't been taught in years and isn't offered anymore.

**Rationale:**

- Need to update requirement 3 to include FREC03H3 which wasn't under any group beforehand.
- Modify FREB70 title to reflect proposed changes to course because of addition of FREC70 (new proposed course).
- Add FREC70, new proposed course.
- Add FREC10 to Bin 5, since it did not appear before.
- Update Requirement 1 to remove FRED06H3 since this should not be a required course; add FRED06 to Requirement 5 as an optional course.

- Change titles of Bins 1, 2, 3 and 5 to be clearer and to be consistent with the changes made to the same titles for the Major.
- Remove “taught in French” from courses in Bin 2 (Linguistics) since all courses are now taught in French besides FREC47.
- Remove FRED49 from Bin 2 since it hasn’t been taught in years and isn’t offered anymore.

**Consultations:**

Reviewed by French faculty  
DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## SCSPE0506: SPECIALIST PROGRAM IN LINGUISTICS (ARTS)

**Completion Requirements:**

**Program Requirements**

Students must complete 12.0 credits, including 4.0 credits at the C- and D-level of which 1.0 credit must be at the D-level as follows:

**1. 4.5 Credits in Foundations of Linguistics: All of the following:**

- LINA01H3 Introduction to Linguistics
- LINA02H3 Applications of Linguistics
- LINB04H3 Phonology I
- LINB06H3 Syntax I
- LINB09H3 Phonetics: The Study of Speech Sounds
- LINB10H3 Morphology
- LINC02H3 Phonology II
- LINC11H3 Syntax II
- LINC12H3 Semantics: The Study of Meaning

**2. 4.5 credits from the following, including at least 1.5 credits from Group A and at least 1.5 credits from Group B:**

*Group A – Applied Linguistics*

- LINB18H3 English Grammar
- LINB20H3 Sociolinguistics
- LINB60H3 Comparative Study of English and Chinese
- LINB62H3 Structure of American Sign Language
- LINC13H3 Language Diversity and Universals
- LINC28H3 Language and Gender
- LINC47H3 Pidgin and Creole Languages
- LINC61H3 Structure of a Language
- LIND09H3 Phonetic Analysis
- LIND29H3 Linguistic Research Methodologies

*Group B - Psycholinguistics and Computational Linguistics*

- LINB19H3 Computers in Linguistics
- LINB29H3 Quantitative Methods in Linguistics
- LINB30H3 Programming for Linguists
- LINC35H3 Introduction to Computational Linguistics
- PLIC24H3 First Language Acquisition
- PLIC25H3 Second Language Acquisition
- PLIC55H3 Psycholinguistics
- PLIC75H3 Language and the Brain
- PLID34H3 The Psycholinguistics of Reading
- PLID44H3 Acquisition of the Mental Lexicon
- PLID50H3 Speech Perception
- PLID53H3 Sentence Processing
- PLID74H3 Language and Aging

**3. 1.0 credit of language study in one or more languages, which may include LINB60H3 or LINB62H3 or LINC61H3; ECT, FRE or LGG courses or language courses at another campus.**

**4. A further 2.0 credits in any LIN, PLI, JAL or JLP courses.**

**Description of Proposed Changes:**

- Adding LINB30 and LINC35 to the Group B options.
- Adding more descriptive labeling (Section 1, Section 2 -Group A &B) and total number of credits under the program requirements.

**Rationale:**

- Group B has been updated to include LINB30 and LINC35, which are two new courses offered by the Department, that train students in programming for computational linguistics (LINB30) and provide students the foundations of computational linguistics (LINC35).
- These courses fit into Group B as they are fundamentally quantitative in nature, and interface with skills acquired in LINB19, LINB29, as well as the more advanced (i.e., C- and D-level PLI courses) that emphasize quantitative reasoning in the linguistic sciences.
- Updating Group B to add new courses.

**Impact:**

None

**Consultations:**

DCC approval October 4, 2023
<b>Resource Implications:</b> None
<b>Version Start Session:</b> Fall 2024

## 3 New Courses

### ECTD70H3: Transcultural Translations of the Wild

<p><b>Description:</b></p> <p>This course connects to the subfields of ecocriticism and eco translatology to explore transcultural translations of the ‘wild’. Focusing especially on modern/contemporary fiction from the Sinosphere and linking such texts to other World Literatures, the aim is to analyze how the ‘wild’ is represented and translated interlingually and intersemiotically. The analysis of these literary translations of the ‘wild’ is important to understanding the impact and influence literature has on human appreciation and respect for the natural world.</p>
<p><b>Prerequisites:</b></p> <p>ECTC63H3</p>
<p><b>Enrolment Limits:</b></p> <p>30</p>
<p><b>Methods of Assessment:</b></p> <p>Analytical Journal (10 x 3 = 30pts)</p> <p>The journal assessment supports ILOs not only by ensuring students read at least 2/3 of all assigned materials, but also that they write short summary critiques on what they have read and how they understand issues raised; this sustained engagement with reading material assists students in honing their critical thinking skills, a vital ILO; it also provides them with practice in writing well-developed (mini-) essays</p> <p>Midterm Essay (25pts)</p> <p>The midterm essay supports ILOs by requiring students to develop a research project on the material covered in the first half of the term, thus enhancing not only research skills and essay writing, but also their understanding of ecocriticism and ecotranslatology in the analyses of both Chinese and World Literatures</p> <p>Translation Project (35pts)</p> <p>The translation project supports ILOs by providing students the opportunity to translate a chosen text that deals with and represents the ‘wild’; students will be expected to use the themes covered in the course to select the most appropriate text; their translation will also be expected to demonstrate generic understandings of the ‘wild’ (i.e., the selection of apropos vocabulary for terms, concepts, etc.); finally, the translation project will provide students with a summative outcome at the conclusion of the course (an item that can they be included in their individual translation portfolios)</p> <p>Active Participation (10pts)</p>
<p><b>Breadth Requirements:</b></p> <p>Arts, Literature &amp; Language University of Toronto Scarborough</p>
<p><b>CNC Allowed:</b></p> <p>Y</p>
<p><b>Credit Value:</b></p> <p>fixed: 0.5</p>
<p><b>Learning Outcomes:</b></p> <p>The objectives for this course include:</p> <ul style="list-style-type: none"> <li>- Strengthening students’ capability to initiate field-specific research in translation studies</li> <li>- Furnishing students with opportunities to practice real-world translation</li> <li>- Expanding and enhancing students’ horizon-of-expectations to cover emerging areas of translation in eco translatology and ecocriticism</li> <li>- Enriching the program’s interdisciplinary coverage</li> </ul> <p><b>INTENDED LEARNING OUTCOMES</b></p> <p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Independently and analytically cogitate on different eco translational methodologies to specifically chosen genre texts</li> <li>- Propound upon genre translation articulately in verbal expression and in the commission of ideas to paper</li> <li>- Critically differentiate and analyze a variety of eco translational approaches to different genre texts</li> <li>- Edit and provide constructive criticism to peers</li> </ul> <p><b>KNOWLEDGE and UNDERSTANDING</b></p> <p>After completing this course, students will be able to:</p> <ul style="list-style-type: none"> <li>- Cognitively grasp the essentiality of specific ecotexts that affect the transcultural translation of nature and concepts of the ‘wild’</li> <li>- Evince awareness of how eco translation is an iterative process</li> </ul> <p><b>COGNITIVE SKILLS</b></p> <p>After completing this course, students will be able to:</p>

- Critically engage, deliberate on and analyze generic ecotexts from Chinese and other World Literary traditions transversely
- Implement discerning critical thinking methodologies when approaching and analyzing different ecotexts
- Categorize connections between dissimilar cultural producers and ecotexts, and assemble these in relation to eco translational approaches

**PRACTICAL SKILLS/TRANSFERABLE SKILLS/EMPLOYABILITY SKILLS**

After completing this course, students will be able to:

- Manage time and work to deadlines by producing weekly critiques on assigned readings and translations
- Employ critical and active reading strategies (visualization, clarification, question, prediction, connection, and evaluation) to diverse types of ecotexts
- Assess the relevance and significance of the ideas of others (your peers)
- Compose information, ideas and arguments, orally and in writing, with due regard to the target audience
- Evidence skills of analysis
- Conduct themselves in the presentation of conceptual thinking with confidence

**Topics Covered:**

Tentative Schedule (please note, primary texts are subject to change based on availability of translations):

Week 1: Introduction (and review) of ecocriticism; eco translatology

Weeks 2 – 3: Traditions of the ‘Wild’ in premodern texts

Premodern Chinese texts: insects, animals and wildness

Premodern World Literature texts: insects, animals and wildness

Weeks 4 – 7: The ‘Wild’ in modern/contemporary Chinese language literature

Case Study 1: Lao She’s 老舍 《貓城記》 (1933); translated into English as Cat Country (2015)

Case Study 2: Wu Ming-yi’s 吳明益 《複眼人》 (2011); translated into English as The Man with the Compound Eyes (2013)

Summary Comparison

Weeks 8 – 11: The ‘Wild’ in modern/contemporary World Literature

Yevgeny Zamyatin’s We (1920/1); translated into Chinese as 《我們》

Margaret Atwood’s Oryx and Crake (2003); translated into Chinese as 《末世男女》 (aka 《羚羊與秧雞》)

Summary Comparison

Weeks 11: Translating the ‘Wild’

Configuring translations of the ‘wild’ into the mid-21st century and beyond

Week 12: Review

**Rationale:**

As contemporary environmental degradation accelerates, cultural understandings of nature and how it can be and is represented in cultural texts are increasingly important. In 2022, the ECT program launched ECTC63 Translation and the Environment. Building on the success of this unit in exploring the subfields of ecocriticism and eco translatology, this proposed course advances the study of this subfield by paying especial attention to the ‘wild’. The ‘wild’ has been conceptualized in various ways, from ideas of bucolic, pristine nature ‘out there’ to ideas of nature as threatening, dangerous and in need of human control. Exploring this important concept and its accompanying literary translations will further expand ECT offerings and continue to lay the foundation for a potential cross-departmental Environmental Humanities program of study and research.

In addition, the number of D levels on the program rota are not actually being offered as several were proposed and approved by a faculty member that is no longer teaching at UTSC. Consequently, there is a dearth of D levels being offered by instructors present at UTSC; this course intends to address that lacuna.

**Consultation:**

Shared with ECT colleagues 06 Sept 2023; feedback received 12 Sept 2023; submitted to DLS CC on 20 Sept 2023; subsequent feedback from DCC received on 20 Sept 2023; suggestions made to improve proposal; proposal resubmitted for discussion at DCC meeting 04 Oct 2023.

DCC approval: Sept. 20, 2023

RO course code approval: Sept. 18, 2023

**Resources:**

No new or additional resources required; course to be taught by current ECT faculty member Dr Christopher N Payne

**Overlap with Existing Courses:**

To my knowledge, this course does not overlap with any other offerings on the UTSC, USG, UTM campuses

**Programs of Study for Which This Course Might be Suitable:**

ECT minor program; GAS program; East Asian Studies program, Comparative Literature programs

**Estimated Enrolment:**

30

**Instructor:**

Professor Christopher N. Payne

**Version Start Session:** Fall 2024

## FREC70H3: Cinema, Movements and Genres

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

**Description:**

This course is a study of major genres (such as the musical, comedy, drama, documentary) and movements (such as the French New Wave, le Cinéma du look, social cinema, Beur cinema, political cinema) of the French-speaking world. We will study motion pictures from France, Québec, Africa and other parts of the Francophone world that have made a significant contribution to modern cinematography and culture.

**Prerequisites:**

FREB70H3, or permission of the instructor

**Methods of Assessment:**

Participation (10%): I think it is important to assign a participation grade in a C-level class to encourage active participation and discussion. This participation grade will encourage students to concretize the cinema-specific vocabulary they will be learning and to express their ideas out loud in French. Students will be given different methods to participate in the class, including attending class regularly and participating in in-class-discussions, participating in online discussion boards and emailing me their thoughts on material covered in class (for students who do not wish to or are unable to speak in class). (LO 1-4)

Midterm (25%): The in-class midterm allows me to make sure students have learned, understood and concretized the material covered in class up to that point. The midterm will consist of short-answer questions, as well as an essay question. (LO 1-3)

Film analysis (30%, at home): Students will be asked to choose two scenes from one of the films on the syllabus and analyze them using the appropriate technical vocabulary, and to explain their significance in to the film they have chosen from a sociohistorical perspective. This will ensure that students understand and are able to explain the links between certain film techniques and either a genre or a movement, and will allow them to demonstrate their critical thinking skills in a longer format (an essay written at home). (LO 1-4)

Final video project (35%): This project adds an experiential learning component to the course and allows students to demonstrate both their understanding of the material of the course and their creativity. The project will consist of three parts: a short video that students make in the style of one of the genres or movements we have studied (20%); a reflection piece on this video (5%) and a final oral interview (10%) with me, in which they explain their work and their choices. (LO 1– 5)

**Breadth Requirements:**

Arts, Literature & Language

University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

At the end of FREC70, students will be able to:

1. compare in French certain major film genres and explain their specificity to films of the French-speaking world;
2. describe and compare in French certain major film movements of the French-speaking world;
3. explain in French the links between certain film techniques and the genres or movements of which they are characteristic;
4. analyze in French a film from the syllabus from a technical and sociohistorical perspective;
5. create a two-minute video in the style of one of the major film movements studied in class.

**Topics Covered:**

A week-by-week breakdown of FREC70 could look like this:

Week 1: Introduction (The beginnings of cinema)

Week 2: Movements I: Surrealism

Week 3: Genre II: The horror film

Week 4: Movements II: The French New Wave

Week 5: Genre II: The experimental film

Week 6: MIDTERM

Week 7: Movements III: Social Cinema

Week 8: Genre III: The drama

Week 9: Movements IV: Beur cinema

Week 10: Genre IV: The action film

Week 11: Movements V: Francophone African cinema

Week 12: Genre V: The documentary

**Rationale:**

FREC70 is being proposed for two reasons; firstly, to allow students who take FREB70 to continue their studies in French-language cinema and thus fill a gap in the curriculum; and secondly, to add a C-level culture course to the possible choices of courses for program students.

To expand on the first point, FREB70 currently has one of the highest enrolments of any French class (with the exception of introductory French language classes), and this enrolment is increasing. FREB70 is capped at 40 students: final enrolment in 2019 was 33 students; final enrolment in 2021 was 40 students; and final enrolment in 2023 was 41 students. These strong enrolment numbers indicate a clear interest on the students' part to study cinema in French; anecdotally, many students have approached me to ask about taking further French film classes. Since FREB70 is currently the only film class offered in French at UTSC, students are currently unable to pursue this interest and deepen their understanding of French-language film.

Creating FREC70 will allow students to build on the knowledge they have acquired in FREB70 to better understand French-language films in their socio-historico-cultural context. The experiential component – the creation of a short video in the style of one of the major film movements or genres we will have studied – will give students the opportunity to apply their knowledge in a hands-on, creative way, while also allowing them to use their French language skills in different settings.

To expand on the second point, there are currently only two C-level culture classes on the books: FREC54 (Paris through the Ages) and FREC83 (Cultural Identities and Stereotypes in the French-Speaking World). FREC70 will allow students another option at the C-level to fulfil Requirement 3 for the Major or Specialist, and give another option for students in the Minor program.

Finally, if enrolment in FREC70 is strong, this will set the stage for the creation of a D-level cinema class, FRED70. FRED70 would expand on the experiential component of FREC70 to have students create their own short film.

**Consultation:**



<p>Consultation with French faculty: September 2023          Proposal approved by Departmental Curriculum Committee: October 4, 2023          RO course code approval: Sept. 18, 2023</p>
<p><b>Resources:</b>          This course will be taught by Jeri English, a continuing member of the French faculty. As enrolment is expected to be about 25–30 students, no TA support would be required. This course would not require any additional equipment or support.</p>
<p><b>Overlap with Existing Courses:</b>          None</p>
<p><b>Estimated Enrolment:</b>          25-30</p>
<p><b>Instructor:</b>          Jeri English</p>
<p><b>Version Start Session:</b> Fall 2024</p>

## LINC29H3: Advanced Quantitative Methods in Linguistics

<p><b>Impact on Programs:</b> This Proposal triggers modifications in the unit's programs(s)</p>
<p><b>Description:</b>          This course provides students with advanced statistical methods in linguistics and psycholinguistics. Specifically, an introduction to multiple linear regression (MLR) and its applications in linguistic and psycholinguistic research are presented. The course covers the data analysis process from data collection, to visualization, to interpretation. The goal is to provide students with the theoretical and practical skills needed to reason about and conduct MLR analyses.</p>
<p><b>Prerequisites:</b>          [LINB29H3 or STAB22H3 or STAB23H3 or PSYB07H3] and an additional 1.0 FCE at the B-level or above in Linguistics or Psycholinguistics</p>
<p><b>Exclusions:</b>          PSYC09H3, MGEC11H3</p>
<p><b>Enrolment Limits:</b>          35</p>
<p><b>Recommended Preparation:</b>          Any prior math or statistics course</p>
<p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Priority will be given to students enrolled in a Linguistics or Psycholinguistics Specialist or Major degree. If additional space remains, the course will be open to all students who meet the prerequisites.</li> <li>• This course will be run in an experiential learning format with students alternating between learning advanced statistical methods and applying that theory using a computer to inspect and analyze data in a hands-on manner. If the possibility exists, students will also engage in a consultancy project with a partner or organization in Toronto or a surrounding community that will provide students with data that require analysis to meet certain goals/objectives or to guide future work. Care will be taken to ensure that the project is of linguistic/psycholinguistic relevance. If no such opportunity exists, students will conduct advanced exploration, visualization, and analysis of data collected in our laboratories. Together, managing the various aspects of the course and sufficient interactions with students leads to this course size restriction.</li> </ul>
<p><b>Methods of Assessment:</b></p> <p>5 Assignments (15% of grade)          2 Term tests (25 + 25 = 50% of grade)          1 Consultancy project (35% of grade, broken down into several scaffolded steps)</p> <p>The two term tests will allow students to demonstrate their knowledge of the appropriateness of the tests, how to assess assumptions of individual tests, how to visualize data and how to report results, relying on the skills they have acquired in advanced usage of statistical software. (LO 1-3)</p> <p>With respect to the Consultancy Project, there are two options:</p> <ol style="list-style-type: none"> <li>1. Students will form groups and will partner with an organization within Toronto or surrounding communities (e.g., the non-profit Reading Partnership in Scarborough). Each organization affiliated with this project will provide students with anonymized data that require analysis to meet certain goals/objectives or to guide future work. Research Ethics Board approval will not be needed as students will not be participating in the actual data collection itself; they will receive anonymized data. After analysis, students will present their findings to their partnering organization in an accessible manner. The instructor will be able to draw upon the Work-Integrated Learning (WIL) Office on campus, as well as their own and other faculty's contacts to identify an appropriate project. (LO 1-3)</li> <li>2. If a community partner cannot be identified, an alternative method of assessment will be for students to conduct advanced exploration, visualization, and analysis of data collected in our laboratories in a final project group assignment. This will meet the same learning outcomes as the first Consultancy project option. (LO 1-3)</li> </ol> <p>Collectively, these assessments will support students learning of the theoretical underpinnings of regression, their successful employment using statistical software, and the ability to communicate about a multiple regression analysis. The five assignments will reinforce their theoretical knowledge of MLRs and how to conduct them in statistical software. If possible, the final consultancy project will also contribute to experiential learning and provide a more concrete example of how multiple regression impacts decisions that impact our local community. It will provide them with ample opportunity to reason about design/analysis choices that influence the appropriateness of different multiple regression methods, depending</p>

on the hypothesis and the data. It will also provide students with the ability to communicate about multiple regression analyses using standard reporting guidelines. (LO 1-3)

**Course Experience:**

University-Based Experience

**Breadth Requirements:**

Quantitative Reasoning

University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

Students can expect to:

1. Acquire the theoretical basis for multiple regression, including the core mathematical steps involved in running a multiple regression, how to clean and prepare data, the assumptions involved in running a test, how to run the test and interpret its output, and how to visualize key steps involved in running multiple regression. Moreover, students will apply their theoretical knowledge outlined above using readily available and used statistical software (R/Rstudio).
2. Reason about different design and analysis choices that influence the appropriateness of different multiple regression methods, depending on the hypothesis being tested and the data that are available or could be collected.
3. Communicate about multiple regression analyses using standard reporting guidelines (e.g., the APA statistical reporting guidelines). The course learning outcomes will enhance the overall program learning outcomes in Linguistics by further developing students' quantitative reasoning abilities concerning the analysis of linguistic data. Most higher-level courses in the program involve reading primary source material, which often include statistical analyses using multiple regression. A deeper understanding of multiple regression will enhance students' understanding and ability to interpret and think critically about the primary literature.

**Topics Covered:**

Topics covered in the course will include:

- Review of key principles of statistics, with a particular emphasis on their relation to considerations in multiple regression between- vs. within-subject designs
- Measures of central tendency and variability
- Review of correlation and simple regression methods, including all associated assumptions, effect size calculations, residual calculations, making predictions using the linear equation.
- Multiple Linear Regression: mathematical foundations and related statistics needed to interpret multiple regression
- Multiple Linear Regression assumptions: correlation matrices, univariate and multivariate outliers, normality and outliers in the residuals, linearity, missing data analyses, independence of residuals, homoscedasticity, multicollinearity. Strategies for dealing with violations of any of these assumptions.
- Mediation Analyses and moderation analysis
- Logistic Regression: performing logit transformations, understanding differences between odds, odds ratios, logged odds, conducting all associated assumptions, model assessment, interpreting slopes and associated standard errors, confidence intervals, Wald tests, p-values, creating and using logistic regression equations.
- Data Visualizations for facilitating the interpretation of multiple regression and communicating core results.

**Rationale:**

This course is being proposed to enhance the quantitative reasoning component of the Psycholinguistics program. As part of a major program revision for converting the current BA degree to a BSc degree, the psycholinguistics faculty identified the need for an enhanced quantitative reasoning course in the program, like the advanced course offered in Psychology (PSYC09). Because this course is expected to be relevant to and of interest to students in several linguistics degree programs in addition to the psycholinguistics program, we are making this course broadly available to students in all Linguistics programs. We expect that the current enrolment cap will allow all interested students to register in this course for at least the next 5 years, after which we will consider whether an additional section of the course is necessary.

This course will not replace any existing courses and is not like any other currently offered course. It builds upon the knowledge currently offered in our second-year stats course, LINB29.

Our course has been intentionally designed to resemble PSYC09, an analogous course offered in psychology. In many ways, our course aims to offer the same theoretical training in multiple regression offered in that course, only with an emphasis on applied examples from linguistics and psycholinguistics. Given how students interested in language and psychology often enroll either in a double major in psychology and linguistics or in the psycholinguistics degree program, we expect that this analogous structure in our new course will allow students to take a course that most aligns with their interests. In the longer run, we are also hopeful that having PSYC09 and LINC29 as exclusions might offer an opportunity to offer an advanced D-level course in statistics that could be of interest to students in both departments and that could be cross-listed between departments. This possibility will only be investigated in depth once our new course has been offered and we have received student feedback to guide that conversation.

This course is being proposed for Fall 2024 so as to align the course offering with the beginning of the BSc Specialist program in Psycholinguistics in Fall 2024, for which this course will be required. The proposal submitted for BSc Psycholinguistic Specialist program includes this course as part of the updated program requirements.

Note: The course experience for this course could be "partnership-based experience" or "university-based experience". The experience will depend on whether a partnership can be obtained that term.

**Consultation:**

RO Course Code Approval: February 27, 2023

DCC Approval: March 31, 2023

Additional Consultation: psycholinguistics and linguistics faculty, the statistics and research methods working group in the

Department of Psychology, Associate Chair Undergraduate in the Department of Psychology

Consultation with Experiential Learning Office (May 2023) to discuss process of creating partnerships with community organizations. Further meeting can be set-up as needed to get assistance with finding and setting up relevant partnerships.

Consultation with Research Ethics Board via email (September 6, 2023). Confirmed that there won't be any ethical issues as the data students work with will be anonymized. REB review is not required for research that relies exclusively on secondary use of anonymous information.

**Resources:**

There are no resource implications to this project. The course will be taught by a full-time faculty member and all TA support will be covered by the department's existing budget.

The course will need to be taught in the already extant computer labs on campus (e.g., Bladen Wing), and will employ free, open-source software for all coursework. There should be no additional resource needs for the course.

**Overlap with Existing Courses:**

Our course overlaps with PSYC09 and MGEC11. These courses teach the same basic principles of multiple regression using domain-specific examples as their foils.

Our course has been intentionally designed to resemble PSYC09, an analogous course offered in psychology. In many ways, our course aims to offer the same theoretical training in multiple regression offered in that course, only with an emphasis on applied examples from linguistics and psycholinguistics. Given how students interested in language and psychology often enroll either in a double major in psychology and linguistics or in the psycholinguistics degree program, we expect that this analogous structure in our new course will allow students to take a course that most aligns with their interests.

**Programs of Study for Which This Course Might be Suitable:**

This course will be considered an exclusion for PSYC09, an analogous course offered in the Department of Psychology that considers how to apply regression in a psychological context. Students in psychology who are interested in psycholinguistic research may find this course of interest as the course will essentially cover the same overall material only focused on using language/psycholinguistic data as the example cases. This course may also be of interest to Management students.

**Estimated Enrolment:**

35

**Instructor:**

Regular Faculty member

**Version Start Session:** Fall 2024

## 14 Course Modifications

### FREA01H3: Language Practice I

**Exclusions:**

Native or near-native fluency in French, (FSL161Y), (FSL181Y), FSL221Y, **FSL220H1**

**Rationale:**

The exclusion courses are updated to reflect the new course codes for UTSG courses, and the updated equivalency to our courses.

**Consultation:**

Meetings with UTSG French department to go over their new course codes and the respective equivalencies for our language practice courses.  
Reviewed by French faculty.

DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

### FREA02H3: Language Practice II

**Exclusions:**

Native or near-native fluency in French; (FREA10Y3), (FSL161Y), (FSL181Y), FSL221Y, **FSL22H1**

**Rationale:**

The exclusion courses are updated to reflect the new course codes for UTSG courses, and the updated equivalency to our courses.

**Consultation:**

Meetings with UTSG French department to go over their new course codes and the respective equivalencies for our language practice courses.  
Reviewed by French faculty.  
DCC Approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

### FREB01H3: Language Practice III

**Exclusions:**

FSL224H1, FSL225H1, (FSL261Y), (FSL281Y), FSL321Y, (FSL331Y), (FSL341Y) or equivalent or native proficiency

**Rationale:**

The exclusion courses are updated to reflect the new course codes for UTSG courses, and the updated equivalency to our courses.

**Consultation:**

Meetings with UTSG French department to go over their new course codes and the respective equivalencies for our language practice courses.

Reviewed by French faculty.

DCC Approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## FREB02H3: Language Practice IV

**Exclusions:**

FSL320H1, (FSL261Y), (FSL281Y), FSL321Y, (FSL331Y), (FSL341Y) or equivalent or native proficiency

**Rationale:**

The exclusion courses are updated to reflect the new course codes for UTSG courses, and the updated equivalency to our courses.

**Consultation:**

Meetings with UTSG French department to go over their new course codes and the respective equivalencies for our language practice courses.

Reviewed by French faculty

DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## FREB50H3: Introduction to Literature in French I

**Notes:**

FREB50H3 is a pre-requisite for all other French Literature courses at the ~~B~~, C, and D-level.

**Rationale:**

Edit the note to remove B-level courses from the list of courses that FREB50H3 is a pre-requisite for.

FREB50H3 is not listed as a pre-requisite under any of our B-level literature courses

**Consultation:**

Reviewed by French faculty

DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## FREB70H3: Introduction to Film Analysis in French

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

**Title:**

~~Cinema of the French Speaking World~~ Introduction to Film Analysis in French

**Description:**

~~An examination of films that have had a major impact on the development of the French Speaking world cinema. We will study motion pictures from France, Québec and other parts of the francophone world that have made a significant contribution to both modern cinematography and Western culture.~~

This course introduces students to the fundamental aspects of the language of cinema. By examining important films from the French-speaking world, students will learn to analyze the composition of shots and sequences, the forms of expression used in cinematographic language, film editing and certain aspects of filmic narrative.

**Methods of Assessment:**

Previous methods of assessment ¶

¶- Midterm: 25% ¶

- Shot analysis #1: 20% ¶

- Shot analysis #2: 20% ¶

- Final exam: 35% ¶

¶

New methods of assessment ¶

¶- Film vocabulary test: 15% ¶

- Shot analysis: 15% ¶

- Scene analysis: 15% ¶

- Video project: 20% ¶

- Final exam: 35% ¶

¶

Explanation of new methods of assessment ¶

Previously, in FREB70, students had a midterm exam and completed two shot analyses at home, in addition to their final exam. The original thought behind the two at-home shot analyses was to allow students to use feedback from the first assignment to improve on the second assignment. However, I would like to concentrate on giving FREB70 opportunities to expand their analytical abilities and to have them conduct a scene analysis in addition to a shot analysis. This will set them

up better for continued work in FREC70, should they continue. ¶

¶

I have also added a new video project component to this course, which students will complete at home. In this project, students will choose a scene one of the films from the course syllabus and compare it to a scene from a film of their choice. This project allows students some creative flexibility in the class and encourages them to engage in a critical analysis of a filmic text. The video format provides a way for students who are more comfortable orally than in writing to demonstrate their critical abilities. It also sets them up to engage in a future more advanced video project in FREC70, should they continue to the C-level course.

#### Learning Outcomes:

Previous learning outcomes: ¶

¶

At the end of FREB70, students will be able to: ¶

- identify and describe certain themes and techniques in French-language narrative cinema; ¶
- use technical film vocabulary appropriately; ¶
- compare and contrast the aesthetic, technical and intellectual contributions of certain major French-language filmmakers; ¶
- analyze a film shot using appropriate cinematographic vocabulary. ¶

¶

Modified learning outcomes: ¶

¶At the end of FREB70, students will be able to: ¶

- ¶- identify and describe certain themes and techniques in French-language cinema; ¶
- use the technical vocabulary specific to cinema appropriately to discuss and analyze films in French; ¶
- explain the links between certain film techniques and certain major cinematic movements in French-language cinema; ¶
- analyze a film shot, taking into account shot scale, camera movement, sound, lighting, costume, props, dialogue and special effects. ¶
- analyze a film scene, taking into account the technical elements of the shots, as well as the ways in which editing is used to assemble the shots into a scene.

#### Rationale:

The reasons for modifying FREB70 are linked to the creation of a new C-level cinema course in French: FREC70.

When FREB70 was the only cinema course offered in the French program, it needed to be fairly broad. Its original goals were to teach students how to analyze films and, at the same time to give them an overview of important movements in French-language cinema (for example, the French New Wave and social realism).

Now that I am proposing FREC70 (Cinema, Movements and Genres), FREB70 can be both a bit more specific and better tailored to the needs of B-level French students at UTSC. Please see below for specific explanations of each change:

1. The Course Title has been changed from “Cinema of the French-Speaking World” to “Introduction to Film Analysis in French” in order to better reflect what we will be doing in the class.
2. The Course Description has been changed with an eye to the development of FREC70, which will serve to historicize and contextualize some of the major movements in French-language cinema. This makes room for FREB70 to focus more closely on teaching students the important elements of film analysis.
3. The Learning Outcomes have been changed to reflect the stronger focus of the course on teaching students how to analyze a film in French.
4. The Methods of Assessment have been modified to add a scene analysis and a creative video project to encourage students to develop their oral French skills while engaging with the course content in a multimedia format.

#### Consultation:

Consultation with French faculty: September 2023.

Proposal approved by Departmental Curriculum Committee: Oct 4, 2023.

#### Overlap with Existing Courses:

None

#### Estimated Enrolment:

40

#### Instructor:

Jeri English

**Version Start Session:** Fall 2024

## FREC01H3: Language Practice V

#### Exclusions:

FSL322H1, (FSL361Y), (FSL382H), (FSL383H), FSL421Y, FSL431Y or equivalent.

#### Rationale:

The exclusion courses are updated to reflect the new course codes for UTSG courses, and the updated equivalency to our courses.

#### Consultation:

Meetings with UTSG French department to go over their new course codes and the respective equivalencies for our language practice courses.

Reviewed by French faculty.

DCC Approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## FREC02H3: Language Practice VI

**Exclusions:**

FSL420H1, (FSL361Y), (FSL382H), (FSL383H), FSL421Y, FSL431Y or equivalent

**Rationale:**

The exclusion courses are updated to reflect the new course codes for UTSG courses, and the updated equivalency to our courses.

**Consultation:**

Meetings with UTSG French department to go over their new course codes and the respective equivalencies for our language practice courses.  
Reviewed by French faculty.  
DCC Approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## FREC12H3: French Semantics

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

**New Course Code:**

FREC44H3

**Title:**

French Semantics: ~~The Study of Meaning~~

**Alias:**

~~LINC12H3~~

**Description:**

An introduction to the role of meaning in the structure, function and use of language. Approaches to the notion of meaning as applied to ~~English and~~ French data will be examined.

~~Same as LINC12H3~~

~~Taught in English~~

**Prerequisites:**

~~LINA01H3 or [FREB44H3 and FREB45H3]~~

**Exclusions:**

LINC12H3, FRE386H, LIN241H3, LIN341H, ~~(FREC49H3), (FRED49H3)~~

**Rationale:**

- The course description has been updated to remove mention of LINC12H3, because these 2 courses will no longer be double-numbered. After much consultation between FRE and LIN faculty, it was determined it would be best for both programs to stop double-numbering the course. When the course is double-numbered, the instructor must have knowledge of French in order to be able to grade FRE students' work in French; it is a challenge for the LIN program to find a suitable instructor when this French requirement is present and LINC12 is foundational for the LIN program, so it must be offered every year. Additionally, FRE and LIN students do not have the same background coming into the course, and so the different knowledge bases of the students prove challenging for the instructor.
- The course code has been updated to FREC44H3 from FREC12H3 to represent the separation of the 2 courses.
- Since this is an exclusively French course, the language of instruction will change to French and LINA01 will no longer be a prerequisite for the course.  
FREC49 and FRED49 are being removed as exclusions because they have been retired for 5 years and thus should be removed from the calendar entry.

**Consultation:**

Reviewed by French and Linguistic faculty.  
DCC approval: Oct 4, 2023  
RO course code approval: Sept. 18, 2023

**Version Start Session:** Fall 2024

## LGGC64H3: Reading Chinese and English: China Inside Out

**Notes:**

- This course is bilingual, and priority will be given to students enrolled in the Minor in English and Chinese Translation.
- This course may be taken before or after LGGC65H3, LGGD66H3, and / or LGGD67H3.
- Students who have taken this course should not subsequently take LGGC60H3, LGGC61H3, LGGC62H3, ~~or~~ LGGC63H3, or any lower level LGG Chinese courses for credit.

**Rationale:**

Since LGGC64H3, LGGC65H3, LGGD66H3, and LGGD67H3 are not offered each semester, and sometimes not even in each academic year, it is best to allow students the freedom to take one or some of the four courses when they are available. The change will also allow instructors to offer one or some of these four courses according to their expertise.

**Consultation:**

Reviewed by ECT faculty.  
DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## LGGD66H3: Literary Chinese and English Translations

**Notes:**

1. Priority will be given to students enrolled in the Minor in English and Chinese Translation.
2. Students who have taken this course should not subsequently take ~~any~~ lower-level Chinese or Chinese / English bilingual courses for credit **except LGGC64H3 and LGGC65H3**.
3. This course may be taken before or after **LGGC64H3, LGGC65H3, and/or** LGGD67H3.

**Rationale:**

On the one hand, since LGGC64H3, LGGC65H3, LGGD66H3, and LGGD67H3 are not offered each semester, not even in each academic year, it has caused trouble for students to take those four courses in sequence. On the other hand, LGGC64H3 and LGGC65H3 are not necessarily the prerequisite of LGGD66H3 and LGGD67H3. Hence, the change will accommodate students in a better way and will also allow instructors to offer one or some of these four courses according to their expertise.

**Consultation:**

During the past years among instructors who taught LGGD66H3 and LGGD67H3, e.g., between Dr. Jingsong Ma and me (Helen Wu), on July 5, 2023.  
Reviewed by ECT faculty.  
DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## LGGD67H3: Classical Chinese and English Translations

**Notes:**

1. Priority will be given to students enrolled in the Minor in English and Chinese Translation.
2. This course may be taken before or after **LGGC64H3, LGGC65H3, and/or** LGGD66H3
3. Students who have taken this course should not subsequently take ~~any~~ lower-level Chinese or Chinese/English bilingual courses for credit **except LGGC64H3 and / or LGGC65H3**.

**Rationale:**

On the one hand, since LGGC64H3, LGGC65H3, LGGD66H3, and LGGD67H3 are not offered each semester, not even in each academic year, it has caused trouble for students to take those four courses in sequence. On the other hand, LGGC64H3 and LGGC65H3 are not necessarily the prerequisite of LGGD66H3 and LGGD67H3. Hence, the change will accommodate students in a better way and will also allow instructors to offer one or some of these four courses according to their expertise.

**Consultation:**

During the past years among instructors who taught LGGD66H3 and LGGD67H3, e.g., between Dr. Jingsong Ma and me (Helen Wu), on July 5, 2023.  
Reviewed by ECT faculty.  
DCC approval: Oct. 4, 2023

**Version Start Session:** Fall 2024

## LINC12H3: Semantics: The Study of Meaning

**Description:**

An introduction to the role of meaning in the structure, function, and use of language. Approaches to the notion of meaning as applied to English ~~and French~~ data will be examined.  
~~Same as FREC12H3.~~

**Alias:**

~~FREC12H3~~

**Corequisites:**

FREC12H3, **FREC44H3**, FRE386H, LIN241H, LIN247H, LIN341H, ~~(FREC49H3), (FRED49H3)~~

**Rationale:**

- The course description has been updated to remove mention of FREC12H3, because these 2 courses will no longer be double-numbered. The exclusion has been updated to add the new course code for the FRE section of LINC12H3 (FREC44). After much consultation between FRE and LIN faculty, it was determined it would be best for both programs to stop double-numbering the course. When the course is double-numbered, the instructor must have knowledge of French in order to be able to grade FRE students' work in French; it is a challenge for the LIN program to find a suitable instructor when this French requirement is present and LINC12 is foundational for the LIN program, so it must be offered every year. Additionally, FRE and LIN students do not have the same background coming into the course, and so the different knowledge bases of the students prove challenging for the instructor.
- The course code has been updated to FREC44H3 from FREC12H3 to represent the separation of the 2 courses.
- Since this is an exclusively French course, the language of instruction will change to French and LINA01 will no longer be a prerequisite for the course.
- FREC49 and FRED49 are being removed as exclusions because they have been retired for 5 years and thus should be removed from the calendar entry.

**Consultation:**

Reviewed by French and Linguistic faculty.  
DCC approval Oct. 4, 2023

**Version Start Session:** Fall 2024

## LINB35H3: Introduction to Computational Linguistics

**Course Code:**

~~LINB35H3~~ LINC35H3

**Prerequisites:**

~~LINB19H3 Computers in Linguistics~~ LINB30H3 or with permission of instructor

**Rationale:**

There are two proposed minor modifications to LINB35:

1. LINB35 should be converted to LINC35 to appropriately reflect the level of study and to prepare for a future Minor program

This decision is based on consultations with Barend Beekhuizen and Ewan Dunbar, who are my Computational Linguistics colleagues at UTM and UTSG respectively. We are each working towards a minor program on our home campuses. The instructor, Dr. Bhattasali deemed that students in our program required additional foundational training for the course content that is necessary in an introduction to computational linguistics course. This is the rationale for including LINB30, which provides students with these foundational, requisite programming skills. There is no material to change to the course content in LINC35 from when it was offered as LINB35.

2. LINB30 should be the new prerequisite for LINC35, instead of LINB19

LINB35 was taught for the first time during the Winter 2023 term. It taught students basic programming skills and presented an overview of the different areas of computational linguistics. However, based on consultation with colleagues in the department curriculum committee, and computational linguistics faculty at the other campuses, it is more feasible to split the content into two separate courses. LINB30 was proposed last year and will be offered Fall 2024. This will be the new prerequisite for LINC35 since the current prerequisite (LINB19) does not give them sufficient breadth in programming skills to navigate the introductory computational linguistics course. In addition, the future of LINB19 is uncertain and this will hinder the planning of the future Computational Linguistics minor program in DLS. Instead, LINB30 which can be taught by Shohini Bhattasali in DLS each year will be a more feasible approach.

**Consultation:**

I have consulted with Phil Monahan, the Associate Chair for Linguistics within DLS. I have also consulted with relevant colleagues at UTM and UTSG. The proposal will be submitted to the DLS DCC for review in September 2023.

DCC approval: October 4, 2023

RO course code approval: Sept. 18, 2023

**Version Start Session:** Fall 2024





## University of Toronto Scarborough

2024-25 Curriculum Cycle  
Undergraduate Minor Curriculum Modifications for Approval  
**Department of Philosophy**  
February 8, 2024

### Report: Philosophy

#### 1 New Course

#### PHLB18H3: Ethics of Artificial Intelligence

**Contact Hours:**

Lecture: 3 / Tutorial: / Practical: / Seminar:

**Mode of Delivery:**

In Person; Online

**Course Experience:**

University-Based Experience

**Description:**

This course will provide an accessible understanding of AI systems, such as ChatGPT, focusing on the ethical issues raised by ongoing advances in AI. These issues include the collection and use of big data, the use of AI to manipulate human beliefs and behaviour, its application in the workplace and its impact on the future of employment, as well as the ethical standing of autonomous AI systems.

**Prerequisites:**

None

**Corequisites:**

None

**Exclusions:**

None

**Recommended Preparation:**

PHLA10H3 or PHLA11H3

**Methods of Assessment:**

The precise methods of assessment are to be determined by the course instructor. In line with recommended practice, the course would involve a mix of assessment methods that ensure students' progress in developing their writing and critical skills. A typical compilation assessment would involve the following:

Short Written Reports on Assigned Readings (suggested weighing total of 25%) (Course LOs:1-5)

Short Essay (suggested weighing 15%) (Course LOs:1-5)

Long Essay (suggested weighing 20%) (Course LOs:1-5)

Essay Answer Exam (suggested weighing 40%) (Course LOs:1-5)

**Breadth Requirements:**

History, Philosophy & Cultural Studies

University of Toronto Scarborough

**CNC Allowed:**

Y

**Credit Value:**

fixed: 0.5

**Learning Outcomes:**

By the end of the course, students will be able to:

1. Understand how neural networks and deep learning work: this will be achieved through engagement with the assigned readings, in lectures and class discussion and in answering the relevant essay questions and exam questions.

2. Understand and analyze key ethical issues pertaining to privacy, labour, autonomy, agency and personhood: this will be achieved through engagement with the assigned readings, lectures and class discussion, and the engagement with the assigned material in critical way by writing essays, reports on readings and answering exam questions.
3. Organize ideas and issues and put them into argumentative form: this will be achieved through the engagement with structured lectures and the writing of academic essays, and receiving feedback on written work.
4. Deal with questions of value: this will be achieved through readings, class discussion and the engagement with the material in critical way by writing essays, reports on readings and answering exam questions.
5. Distinguish fine differences between views and discover common ground between opposing positions: this will be this achieved through engagement with readings, lectures and class discussions, and engagement with the material in critical way by writing essays, reports on readings and answering exam questions.

**Topics Covered:**

1. Philosophical Foundations of Cognitive Science and Artificial Intelligence
2. Accessible Introduction to Neural Networks and the Deep Learning Algorithm used in ChatGPT
3. Key Ethical Issues Raised by AI:
  - AI and Data: Use of AI in Obtaining Information and Issues of Privacy; Use of AI to manipulate human behavior, belief and decision making; gender and racial biases in algorithms which lead to discrimination (e.g., in their use in the criminal justice system, in medicine, and in hiring/recruitment.)
  - AI and the Future of Work: Equity, diversity and accessibility issues (potential benefits, drawbacks and dilemmas) from the use of AI in education and the workplace.
  - AI and Autonomy, Agency and Responsibility: Issues concerning the ethical status of increasingly autonomous and agential AI systems

**Rationale:**

The Ethics of AI is of immense current social, political and intellectual significance. It is one of the emerging fields in Philosophy. Philosophy has been an integral part of Cognitive Science since its inception. At UTSC we have offered students training in foundational issues in Cognitive Science and AI at both the B and C levels in our philosophy of mind courses.

At this point in time, it has become urgent that we offer students a course devoted to understanding current AI developments and the Ethical Issues they raise. More specifically, this course will provide an accessible and analytical understanding of AI and the diverse ethical issues that it raises.

Students are thinking about AI, how to use it, how it will impact their individual lives and how it is changing the working world for which they are preparing as well as society more broadly. We need to give them the analytical tools to do so.

The proposed course will fit with our courses in Philosophy of Mind and it will increase our offerings in Applied Ethics – it will join Biomedical Ethics, Environmental Ethics and Business Ethics.

We recommend students take PHLA10H3 or PHLA11H3 as recommended preparation. These courses provide an introductory background of philosophical reasoning and core background concepts, which would assist students taking a B level course in Philosophy.

This course will be added as an elective for all of our programs: Minor, Major and Specialist. It will also serve an elective for students pursuing degrees in departments other than philosophy.

The design of course materials, assessment methods, and learning outcomes allows for a versatile pedagogical approach, making the course suitable for both in-person and online delivery. This design ensures an engaging and effective learning experience, tailored for diverse educational delivery methods.

**Consultation:**

Approved by Chair of Curriculum Committee on: October 2, 2023  
 Course code approved by UTSC Registrar's Office on: September 22, 2023

**Resources:**

All resources will be used within the Department's existing TA budget.

**Overlap with Existing Courses:**

The STG Department of Philosophy offers PHL377 The Ethics of Big Data which is more advanced course specifically focused on Big Data.

In addition, there is a joint position now at STG in the Computer Science and Philosophy Departments. The instructor teaches “ethics modules in computer science classes for the Embedded Ethics Education Initiative in collaboration with instructors from the Department of Computer Science.” This initiative will have minimal overlap with the proposed course, which will focus more in-depth on ethical considerations; learning outcomes will also differ as the method of assessment is grounded in argumentative writing.

**Programs of Study for Which This Course Might be Suitable:**

Philosophy Minor, Major, Specialist programs  
 CMS programs as an elective  
 Psychology programs as an elective  
 Management programs as an elective

**Estimated Enrolment:**

80-100 students

**Instructor:**

Varies

**Version Start Session:** Fall 2024