TO: University of Toronto Scarborough Academic Committee
SPONSOR: John Scherk, Vice-Dean, Undergraduate
DATE: June 18, 2013
AGENDA ITEM: For approval

ITEM IDENTIFICATION:
Out-of-cycle curriculum change proposals as identified below:

Department of Anthropology
1. New Course
   • HLTB05H3 Introduction to Sport Management, Health and the Environment

Department of Arts Culture and Media
1. Minor Program Modifications
   • Major in Music and Culture
   • Minor in Music and Culture
2. Course Deletions
   • VPMA79H3
   • VPMA80H3
3. Course Changes
   • VPMA93H3
   • VPMB80H3
   • VPMB81H3
   • VPMB82H3
   • VPMB93H3
   • VPSB88H3
4. Course Change
   • MDSC63H3 Media Ethics

Centre for Critical Development Studies
1. Minor Program Modifications
   • Specialist in International Development Studies (B.Sc.)
   • Specialist (Co-operative) in International Development Studies (B.Sc.)
2. Course Change
   • IDSC19H3 The Role of Researcher-Practitioner Engagement in Development

Department of Historical and Cultural Studies
1. New Courses:
   • GASB53H3/HISB53H3 Asia in the Time of European Expansion (double-numbered course)
   • GASB54H3/HISB54H3 Being Tamil: Race, Culture, Nation (double-numbered course)
Department of Human Geography
1. Course Change
   • GGRB30H3 Socio-Spatial Analysis (Intermediate GIS)

Department of Political Science
1. New Courses:
   • POLC58H3 The Politics of National Identity and Diversity
   • POLD53H3 Political Disagreement in Canada

Department of Sociology
1. Course Changes
   • CTEB01H3 Equity and Diversity in Education
   • CTEC01H3 Communication and Conflict Resolution

JURISDICTIONAL INFORMATION:
University of Toronto Scarborough Academic Committee has authority to oversee and approve all curricular and academic matters on which the Committee’s decision is required, including programs, courses, and academic regulations and policies.

SUMMARY:

Department of Anthropology
1. The Health Studies group is introducing a new course – HLTB05H3 (Introduction to Sport Management, Health and the Environment). This course is being proposed out-of-cycle so that it can be offered in Fall 2013. With the development of the new Toronto Pan-Am Sports Centre, UTSC is poised to become nationally recognized for its athletic facilities and programs, including those represented by national and provincial sport organizations, and growth in high performance athletes attending UTSC for academic purposes is anticipated. The proposed course is a first step in leveraging the many advantages and opportunities afforded by the new athletics facility.

In addition, student interest in health education is increasing, with 61 high schools in Ontario offering programs in Sport and over 200 Ontario high schools offering programs in Health & Wellness. Currently, none of UTSC’s largest competitors (York, Ryerson, Waterloo, UofT St. George) offer a sport management, or other sport-based program.

The proposed course will provide an overview and introduction to sport management, focusing on the micro aspects of management as it is applied to sport, while also investigating the social, financial and environmental aspects of sustainability. The course will also touch on health management. This course is designed for the Health Studies programs.

Department of Arts, Culture and Media
1. The Music group is deleting two A-level introductory courses on western music history – VPMA79H3 and VPMA80H3, which attract fewer than 20 students each, from both the Major and Minor programs in Music and Culture. These courses have considerable overlap with B- and C-level courses on the historical periods of western music so the material continues to be well covered. In place of these two courses, VPMA93H3 will be added to both the Major and Minor
programs in Music and Culture. VPMA93H3 is a more general course that attracts approximately 175 students each session. Finally, in order to maintain an overall 8.0 credits in the Major program, the Performance requirement will increase from 1.0 credit to 1.5 credits; to maintain an overall 4.0 credits in the Minor program, 0.5 credit in Performance is added as a requirement. These changes allow for more effective use of existing resources. There is no negative impact on students.

2. The Music group is deleting VPMA79H3 Introduction to Music and Culture I and VPMB80H3 Introduction to Music and Culture II. These courses are not popular with students and are being replaced with VPMA93H3 Listening to Music. The material covered in these courses is well covered in several B- and C-level courses in western music history.

3. The exclusions, prerequisites and recommended preparation for VPMA93H3, VPMB80H3, VPMB81H3, VPMB82H3, VPMB93H3, and VPSB88H3 are being modified to reflect the deletion of VPMA79H3 and VPMA80H3.

4. The Media Studies group is deleting the exclusion JOUA06H3 from MDSC63H3 (Media Ethics) because there is insufficient overlap between the courses to warrant retaining this exclusion. This change is being proposed out-of-cycle because the course will be offered in the Winter 2014 session.

Centre for Critical Development Studies
1. The current program requirements for the Specialist and Specialist (Co-operative) programs in International Development Studies (B.Sc.) (which were introduced in the 2012-13 and 2013-14 curriculum cycles respectively), include a requirement to complete “6.0 credits at the C- or D-level including at least 1.0 at the D-level,” and are impossible for students to complete. In addition, the Dean’s Office discovered that the program requirements did not meet the UTSC Degree Criteria (2010) for a Specialist program. Minor modifications have been made to the programs to ensure students can complete them, and that they meet the UTSC Degree Criteria. Only a small number of students are impacted. Program Exception forms will be used to accommodate students who enrolled in the program in 2012-13. These changes are being proposed out-of-cycle so as to minimize the number of students who will be impacted by the problem.

2. IDSC19H3 (The Role of Researcher-Practitioner Engagement in Development) was proposed as a new course in the 2013-14 curriculum cycle. It has not yet been mounted, but is scheduled to be offered in the Fall 2013 session. The IDS group is changing the level of study from C- to D-level in response to student requests for more D-level course offerings to assist them in meeting the D-level requirements for Specialist and Major programs. In addition, an enrolment limit of 25 students is being added to course to facilitate the inclusion of a strong experiential learning component in the form of a collaborative research project with practitioners into the program. These changes are being proposed out-of-cycle because the course will be offered in the Fall 2013 session.

Department of Historical and Cultural Studies
1. The Global and Asia Studies and History groups are introducing two new double numbered courses (4 new courses in total).

GASB53H3/HISB53H3 (Asia in the Time of European Expansion) exposes students to non-European and pre-Modern Asian history that is trans-regional in scope and compels them to
rethink conventional historical narratives. The course will function as a gateway course to South Asian studies and will be of interest to students in Global Asia Studies, Political Science, Anthropology and History. This course, which will be taught by new faculty, is being proposed out-of-cycle because it will be offered in the Winter 2014 session.

GASB54H3/HISB54H3 (Being Tamil: Race, Culture, Nation) uses Tamil nationalism as a case study to think historically and transnationally about ethno-nationalism in the modern world. The course will discuss transnational themes such as migration, homelands, diasporic politics, and national self-determination in the post-colonial era. The course will feed into C-level GAS offerings such as GASC43H3 (Colonialisms and Cultures in Modern East Asia), and it is hoped that it will appeal to students outside of the Department of Historical and Cultural Studies. This course, which will be taught by new faculty, is being proposed out-of-cycle because it will be offered in the Fall 2013 session.

Department of Human Geography
1. GGRB30H3 (Socio-Spatial Analysis (Intermediate GIS)) was approved in the 2012-13 curriculum cycle. It was offered once, but had to be cancelled due to low enrolment. The Human Geography group has reviewed the course and they now see it as a stand-alone Geographic theory and quantitative methods course, rather than as an introductory course for the Major in Human Geography.

GGRA30H3 (Geographic Information Systems (GIS) and Empirical Reasoning) will continue to act as an introduction to empirical reasoning, and students will see examples of research that uses GIS and do some very complex GIS assignments in a heavily guided fashion. GGRB30H3 will become the introductory course in GIS methods and approaches. Students will learn how to do their own data analysis and mapping, gaining hands-on experience with ArcGIS software.

This change is being proposed out-of-cycle as a first step in the development of a freestanding Minor program in GIS.

Department of Political Science
1. The Political Science group is introducing two new courses – POLC58H3 and POLD53H3.

POLC58H3 (The Politics of National Identity and Diversity) offers an in-depth analysis of the core concepts of “nation” and “nationalism” that are essential to understanding modern politics. The course provides students with a conceptual framework of the key theories of nation, nationalism and national identity that can be applied to help them better understand and analyze issues such as multiculturalism, minorities, and conflict. This course will be an addition to the Canadian and comparative politics offerings at UTSC, providing students with an opportunity to apply theoretical and empirical analysis to better understand contemporary issues across a broad range of cases. This new course, which will be taught by new faculty, is being proposed out of cycle because it will be offered in the Winter 2014 session.

POLD53H3 (Political Disagreement in Canada) investigates the main theories of political disagreement and applies these theories to an analysis of perennial and contemporary manifestations of political disagreement in Canada. This course provides an in-depth coverage of Canadian political debates and compares these debates to similar lines of disagreement in other
democratic countries. This new course, which will be taught by existing faculty, is being proposed out-of-cycle because it will be offered in the Winter 2014 session.

Department of Sociology
1. The administrative home for all CTE ( Concurrent Teacher Education) courses has been moved to the Department of Sociology, and CTEB01H3/CTEC01H3 will no longer be restricted to CTEP students. The prerequisites of both courses are being revised to make them accessible to students outside of CTEP. A note has been added to both courses indicate that priority will be given to students enrolled in CTEP. The enrolment limit for CTEC01H3 has been changed from 35 to 60 students so as to align this course with the standard for C-level courses in Sociology.
DEPARTMENT OF ANTHROPOLOGY

1. NEW COURSE:

HLTB05H3 Introduction to Sport Management, Health and the Environment

This course provides an overview of the business of sport, while also investigating the micro aspects of management applied to sport, including: human resources, sport marketing, sponsorship, finance, facility and event management, sport law, sustainability and sport and related issues to health management. A combination of theoretical framework and practical case studies, along with critical thinking assignments and current issues discussion will be utilized. Guest speakers will address various aspects of the industry.

Breadth Requirement: Social & Behavioural Sciences
NOTE: Priority will be given to students enrolled in the Health Studies and Specialist in Management, Health Management stream programs.

Learning Outcomes:
The course objective is to advance understanding of the basic concepts and current issues in the sport and health industry. By the end of the course students will be able to:
• Understand and recognize concepts and terms associated with micro aspects of management as it applies to sport, and be able to apply this knowledge to the analysis of sport management issues
• To research a sport management topic in order to create a logical argument
• To discuss issues/concepts related to sport management, health and the environment
To describe/explain concepts and terms associated with sport management, health and the environment

Topics Covered:
• Sport economics
• Marketing and sponsorship
• Corporate social responsibility
• Sport law
• Facility and event management
• Sport and Environmental impact
• Health and Wellness

Methods of Assessment:
• Seminar – Leading – 15%
• Seminar – Participation – 15%
• Mid-term – 20%
• Research paper – 20%
• Final examination – 30%
DEPARTMENT OF ARTS, CULTURE AND MEDIA

1. MINOR PROGRAM MODIFICATIONS:

Major in Music and Culture

Overview of Changes:
• Delete VPMA79H3 and VPMA80H3 from requirement #1.
• Add VPMA93H3 to requirement #1
• Increase requirement #5 from 1.0 credit in Performance to 1.5 credits in Performance.

Proposed Program Requirements:
MAJOR PROGRAM IN MUSIC AND CULTURE (ARTS)
Undergraduate Advisor: Email: music-program-supervisor@utsc.utoronto.ca

Program Requirements
Students are required to complete eight (8.0) credits as follows:
1. ACMA01H3 Exploring Key Questions in Humanities
   VPMA79H3 Introduction to Music and Culture I
   VPMA80H3 Introduction to Music and Culture II
   VPMA90H3 Materials of Music I
   VPMA93H3 Listening to Music
   VPMA99H3 Music of the World's Peoples
   VPMB90H3 Materials of Music II
2. One and one-half (1.5) credits from VPMB80H3 and VPMB82H3
3. One half (0.5) credit chosen from the following courses:
   VPMB65H3 Music and Healing
   VPMB75H3 Music in Islamic Cultures
   VPMB77H3 Music in Religion and Ritual
   VPMB78H3 Balinese Gamelan: Performance and Context
   VPMB79H3 Performing Arts of Asia
4. Two (2.0) credits chosen from VPAC89H3 and the sequence VPMC80H3 to VPMC97H3.
   Qualified students may substitute one half credit from VPMD80H3 -VPMD81H3. Depending on the
   topic, IEEC71H3 or IEEC81H3 may also be substituted with the permission of the program
   supervisor.
5. One (1.0) and one-half (1.5) credits in Performance. Students must choose the graded option
   for this credit.

Minor in Music and Culture

Overview of Changes:
• Delete VPMA79H3 and VPMA80H3 from requirement #1.
• Add VPMA93H3 to requirement #1
• Add a new requirement (#4): 0.5 credit in Performance
Proposed Program Requirements:
MINOR PROGRAM IN MUSIC AND CULTURE (ARTS)
Undergraduate Advisor: Email: music-program-supervisor@utsc.utoronto.ca

Program Requirements
Students are required to complete 4.0 credits as follows:
1. VPMA79H3 Introduction to Music and Culture I
   VPMA80H3 Introduction to Music and Culture II
   VPMA90H3 Materials of Music I
   VPMA93H3 Listening to Music
   VPMA99H3 Music of the World's Peoples
2. 1.0 credit from the sequence VPMB80H3 to VPMB82H3.
3. 1.0 credit from VPAC89H3 and the sequence VPMC80H3 to VPMC97H3. Depending on topic, IEEC71H3 or IEEC81H3 may also be substituted with the permission of the program supervisor.
4. 0.5 credit in Performance. Students must choose the graded option for this credit.

2. COURSE DELETIONS:
   • VPMA79H3 Introduction to Music and Culture I
   • VPMA80H3 Introduction to Music and Culture II

3. COURSE CHANGES:

VPMA93H3 Listening to Music
An introduction to the language of music for non-musicians through a survey of musical styles, genres and development of intelligent listening skills. No previous musical experience is necessary.
Exclusion: VPMA93H3 may not be taken after or concurrently with VPMA79H3 or VPMA80H3.
Breadth Requirement: History, Philosophy & Cultural Studies

VPMB80H3 Music in the Baroque and Classical Eras
An examination of music in Western Society during the period ca. 1600 to ca. 1800. This course integrates close analysis of selected compositions with a study of the historical, social, cultural, and political contexts of music-making during this period.
Prerequisite: VPMA79H3 & VPMA80H3 & VPMA90H3 and VPMA93H3
Exclusion: (VPMB87H3)
Breadth Requirement: History, Philosophy & Cultural Studies

VPMB81H3 Music in the Romantic Era
An examination of music in Western society during the period ca. 1800 to ca. 1900. This course integrates close analysis of selected compositions with a study of the historical, social, cultural, and political contexts of music-making during this period.
Prerequisite: VPMA79H3 & VPMA80H3 & VPMA90H3 and VPMA93H3
Exclusion: (VPMB88H3)
Breadth Requirement: History, Philosophy & Cultural Studies
VPMB82H3  Music in the Modern and Contemporary Eras
An examination of music in Western society during the period ca. 1900 to the present. This course integrates close analysis of selected compositions with a study of the historical, social, cultural, and political contexts of music-making during this period.
Prerequisite: VPMA79H3 & VPMA80H3 & VPMA90H3 and VPMA93H3
Exclusion: (VPMB89H3)
Breadth Requirement: History, Philosophy & Cultural Studies

VPMB93H3  Music for the Theatre
An introduction, across time and cultures, to how music is combined with other arts in the theatre. Broad topics of study include opera, film music, puppet theatre, dance-drama, ballet and musicals. Students will study audio-visual materials and, where possible, attend live performances. No previous musical experience is required.
Recommended Preparation: VPMA80H3 or VPMA93H3 or VPMA99H3
Breadth Requirement: History, Philosophy & Cultural Studies

VPSB88H3  Introduction to Sound Art
Students will be introduced to sound as a medium for art making. Listening, recording, mapping, editing, and contextualizing sounds will be the focus of this course. Sound investigations will be explored within both contemporary art and experimental sound/music contexts.
Prerequisite: [VPSA62H3 & VPSA63H3] or VPMA80H3
Enrolment Limits: 20
Breadth Requirement: Arts, Literature & Language

4.  COURSE CHANGE:

MDSC63H3  Media Ethics
Introduces students to ethical issues in media. Students learn theoretical aspects of ethics and apply them to media industries and practices in the context of advertising, public relations, journalism, mass media entertainment, and online culture.
Prerequisite: 5.0 credits, including [MDSA01H3 or (NMEA20H3)]
Exclusion: JOUA06H3
Enrolment Limits: 35
Breadth Requirement: History, Philosophy & Cultural Studies
CENTRE FOR CRITICAL DEVELOPMENT STUDIES

1. MINOR PROGRAM MODIFICATIONS:

Specialist in International Development Studies (B.Sc.)

Overview of Changes:
- Reduce the total number of program requirements at the C- or D-level from 6.0 to 4.0. This will continue to include 1.0 credit at the D-level.
- Add POLC78H3 to methods requirement to mirror requirements in IDS Specialist (Arts).
- Combine requirements 5 and 6 of the program, and add GGRC22H3, GGRC26H3 and GGRC44H3 to requirement 5.

Proposed Program Requirements:
SPECIALIST PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)
Program Requirements:
This program requires 14.0 credits of which at least 6.0 4.0 must be at the C-or D- level including at least 1.0 at the D-level.

1. Introduction to International Development Studies (2.0 credits)
IDSA01H3 Introduction to International Development Studies
[MGEA01H3/(ECMA01H3) Introduction to Microeconomics or MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach]
[MGEA05H3/(ECMA05H3) Introduction to Macroeconomics or MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach]
EESA01H3 Introduction to Environmental Science

2. Core courses in International Development (3.5 credits)
IDSB01H3 Political Economy of International Development
IDSB02H3 Development and Environment
IDSB04H3 International Health Policy Analysis
IDSB06H3 Equity, Ethics and Justice in International Development
POLB90H3 Comparative Development in International Perspective
POLB91H3 Comparative Development in Political Perspective
IDSD02H3 Supervised Research in International Development

3. Methods for International Development Studies (1.5 credits)
IDSC04H3 Project Management I
0.5 credit in Quantitative/statistical methods (one of ANTC35H3, MGB11H3/(ECMB11H3), GGRA30H3, POLB11H3, PSYB07H3, STAB22H3)
and
0.5 FCE in Qualitative Methods (one of ANTB19H3, GGRB02H3, SOCB05H3, POLC78H3)

4. Specialized Courses: Core (3.0 credits)
BIOA01H3 Life on Earth: Unifying Principles
BIOA02H3 Life on Earth: Form, Function and Interactions
CHMA10H3 Introductory Chemistry I: Structure and Bonding
CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms

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MATA30H3 Calculus I for Biological and Physical Sciences
[PHYA10H3 or PHYA11H3 Introduction to Physics IA or IB]

5. **1.5 credits from:**
   BIOB50H3 Ecology
   CHMB55H3 Environmental Chemistry
   EESB02H3 Principles of Geomorphology
   EESB03H3 Principles of Climatology
   EESB04H3 Principles of Hydrology
   EESB05H3 Principles of Soil Science
   EESB15H3 Earth History
   EESB16H3 Feeding Humans - The Cost to the Planet

6. **0.5 credit from:**
   EESB17H3 Hydro Politics and Transboundary Water Resource Management
   GGRC22H3 Political Ecology Theory and Applications
   GGRC26H3 Geographies of Environmental Governance
   GGRC44H3 Environmental Conservation and Sustainable Development
   PSCB57H3 Introduction to Scientific Computing

7. **3.0 credits from** C- and D-level EES courses, with at least 0.5 credits at the D-level, from the following:
   EESC04H3 Biodiversity and Biogeography
   EESC07H3 Groundwater
   EESC13H3 Environmental Impact Assessment and Auditing
   EESC20H3 Geochemistry
   EESC21H3 Urban Environmental Problems of the Greater Toronto Area
   EESD02H3 Contaminant Hydrogeology
   EESD06H3 Climate Change Impact Assessment
   EESD11H3 Process Hydrology
   EESD15H3 Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

Specialist (Co-operative) in International Development Studies (B.Sc.)

**Overview of Changes:**
- Reduce the total number of program requirements at the C- or D-level from 6.0 to 4.0. This will continue to include 1.0 credits at the D-level.
- Add POLC78H3 to methods requirement to mirror requirements in IDS Specialist (Arts).
- Combine requirements 5 and 6 of the program, and add GGRC22H3, GGRC26H3 and GGRC44H3 to requirement 5.

**Proposed Program Requirements:**

**SPECIALIST (CO-OPERATIVE) PROGRAM IN INTERNATIONAL DEVELOPMENT STUDIES (SCIENCE)**

Co-op Contact: askcoop@utsc.utoronto.ca
The Co-operative Program in International Development Studies (B.Sc.) at the University of Toronto Scarborough, is a five year undergraduate Program which aims to provide students with a critical understanding of international development issues through exposure to a variety of academic
disciplines and to another culture. The Program combines interdisciplinary academic study in the social and environmental sciences and humanities with a practical work experience in a developing country. IDS students graduate with an Honours B.Sc. with a Specialist certification in International Development Studies.

**Program Admission**

Enrolment in the Program is limited. Interviews are normally held from March until May for students who pass the initial screening. Admissions are granted on the basis of the applicants' academic performance, background in relevant subjects, language skills, experience or interest in international development studies and work. For information on fees and status in the Program, please see the Co-operative Programs section of this Calendar.

*Prospective Applicants:* For direct admission from secondary school or for students who wish to transfer to U of T Scarborough from another U of T faculty or from another post-secondary institution, see the Co-operative Programs section in this Calendar.

*Current U of T Scarborough students:* Application procedures can be found at the Registrar's Office website at: [www.utsc.utoronto.ca/subjectpost](http://www.utsc.utoronto.ca/subjectpost). The minimum qualifications for entry are 4.0 credits and a cumulative GPA of at least 2.5. An interview is required.

**Work Placement**

This Program requires twenty courses (four years) of study and one work term of eight to twelve months in duration. The work term will normally begin between May and September of the third year. The IDS work term is an integral part of the co-op curriculum and is designed to provide students with practical hands on experience in a developing country. The majority of work terms are with Canadian NGOs, research institutes or private sector consulting firms. The location of placements will vary according to each student's disciplinary and regional preferences and abilities, the availability of positions, and the practicability and safety of the area. Placement employers are asked to cover the living allowance of the student. Those students who choose to carry out their placement with no funding will be asked to finance the living allowance themselves.

Students are required to submit progress reports every 2 months and begin work on a major research project. To be eligible for placement, students must have completed 14.5 full credits including 12.0 IDS credits. These 12 must include **IDSC01H3**, **IDSC04H3** plus 9.5 other credits from Requirements 1 through 4. For information about status in the co-op program, fees, and regulations, please see the Co-operative Programs section of this Calendar.

Students who successfully complete all requirements associated with a work term are awarded credit, these credits being additional to the 20.0 normally required for the degree. Work terms are evaluated by program faculty, the co-op office, and the employer, and a grade of CR (credit)/NCR (no credit) is recorded on the transcript.

**IDS Co-op Tutorial and Pre-Departure Orientation**

Students participate in a non-credit co-op tutorial, commencing at the end of the year in which they complete 10 credits, and continuing through the following year (the pre-placement year). Presentations, group exercises and individual assignments prepare students for the placement experience. There are mandatory sessions on cross-cultural understanding, health and safety issues on placement, researching for the **IDSD01Y3** thesis, and other key topics. A weekend retreat with
the fifth years (who have returned from placement) provides the opportunity for sharing of first-hand experience.

**Program Requirements:**
This program requires 16.5 credits of which at least 6.0 must be at the C- or D-level including at least 1.0 at the D-level. Note: 14.0 of the 16.5 credits are equivalent to the Specialist Program in International Studies (B.Sc.), and 2.5 credits are specific to the co-op requirements:

1. **Introduction to International Development Studies** (2.0 credits)
   IDSA01H3 Introduction to International Development Studies
   [MGEA01H3/(ECMA01H3) Introduction to Microeconomics or MGEA02H3/(ECMA04H3) Introduction to Microeconomics: A Mathematical Approach]
   [MGEA05H3/(ECMA05H3) Introduction to Macroeconomics or MGEA06H3/(ECMA06H3) Introduction to Macroeconomics: A Mathematical Approach]
   EESA01H3 Introduction to Environmental Science

2. **Core courses in International Development** (3.5 credits)
   IDSB01H3 Political Economy of International Development
   IDSB02H3 Development and Environment
   IDSB04H3 International Health Policy Analysis
   IDSB06H3 Equity, Ethics and Justice in International Development
   POLB90H3 Comparative Development in International Perspective
   POLB91H3 Comparative Development in Political Perspective
   IDSD02H3 Supervised Research in International Development

3. **Methods for International Development Studies** (1.5 credits)
   IDSC04H3 Project Management I
   0.5 credit in Quantitative/statistical methods (one of ANTC35H3, MGB01H3/(ECMB11H3), GGRA30H3, POLB11H3, PSYB07H3, STAB22H3)
   and
   0.5 FCE in Qualitative Methods (one of ANTB19H3, GGRB02H3, SOCB05H3, POLC78H3)

4. **Specialized Courses**: Core (3.0 credits)
   BIOA01H3 Life on Earth: Unifying Principles
   BIOA02H3 Life on Earth: Form, Function and Interactions
   CHMA10H3 Introductory Chemistry I: Structure and Bonding
   CHMA11H3 Introductory Chemistry II: Reactions and Mechanisms
   MATA30H3 Calculus I for Biological and Physical Sciences
   [PHYA10H3 or PHYA11H3 Introduction to Physics IA or IB]

5. **1.5 credits from:**
   BIOB50H3 Ecology
   CHMB55H3 Environmental Chemistry
   EESB02H3 Principles of Geomorphology
   EESB03H3 Principles of Climatology
   EESB04H3 Principles of Hydrology
   EESB05H3 Principles of Soil Science
   EESB15H3 Earth History

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EESB16H3 Feeding Humans- The Cost to the Planet
6.0.5 credit from:
EESB17H3 Hydro Politics and Transboundary Water Resource Management
GGRC22H3 Political Ecology Theory and Applications
GGRC26H3 Geographies of Environmental Governance
GGRC44H3 Environmental Conservation and Sustainable Development
PSCB57H3 Introduction to Scientific Computing

2. 6.0.5 credits from C- and D-level EES courses, with at least 0.5 credits at the D-level, from
the following:
EESC04H3 Biodiversity and Biogeography
EESC07H3 Groundwater
EESC13H3 Environmental Impact Assessment and Auditing
EESC20H3 Geochemistry
EESC21H3 Urban Environmental Problems of the Greater Toronto Area
EESD02H3 Contaminant Hydrogeology
EESD06H3 Climate Change Impact Assessment
EESD11H3 Process Hydrology
EESD15H3 Cleaning Up Our Mess: Remediation of Terrestrial and Aquatic Environments

8. Co-operative Requirements (2.5 credits):
1.0 full credits in a second language
IDSC01H3 Research Design for Development Fieldwork* (*must be taken prior to co-op
placement)
IDSD01Y3 Post-placement Seminar and Thesis

2. COURSE CHANGE:

**IDSC19H3 IDSD19H3 The Role of Researcher-Practitioner Engagement in Development**
This course focuses on recent theories and approaches to researcher-practitioner engagement in
development. Using case studies, interviews, and extensive literature review, students will explore
whether such engagements offer opportunities for effective social change and improved theory.
Prerequisite: IDSA01H3 and IDSB01H3 and permission of the instructor.
Recommended Preparation: IDSC04H3
Enrolment Limits: 25
Breadth Requirement: Social & Behavioural Sciences
DEPARTMENT OF HISTORICAL AND CRITICAL STUDIES

1. NEW COURSES:

GASB53H3 Asia in the Time of European Expansion

Why does Asia’s pre-colonial history matter? Using materials that illustrate the connected worlds of Central Asia, South Asia and the Indian Ocean rim, we will query conventional histories of Asia in the time of European expansion.
Same as: HISB53H3
0.5 pre-1800 credit
Africa & Asia Area
Exclusion: HISB53H3
Breadth Requirement: History, Philosophy & Cultural Studies

HISB53H3 Asia in the Time of European Expansion

Why does Asia’s pre-colonial history matter? Using materials that illustrate the connected worlds of Central Asia, South Asia and the Indian Ocean rim, we will query conventional histories of Asia in the time of European expansion.
Same as: GASB53H3
0.5 pre-1800 credit
Africa & Asia Area
Exclusion: GASB53H3
Breadth Requirement: History, Philosophy & Cultural Studies

Learning Outcomes:
Students will be able to:
- Think comparatively about Non-Western/Colonial/Postcolonial History in trans-regional terms.
- Read both secondary and primary sources closely and critically.
- Learn to synthesize disparate information and to craft historical arguments.

Topics Covered:
Mongol Empire, Mughals, Iconoclasm and Syncretism, Translation, Islam, Popular Worship, Sovereignty, Trade, European Travel, Jesuits, Early Colonialism.

Methods of Assessment:
Map quiz (15%), 2 papers (20% and 20%), a final exam (35%) and class participation (10%).

GASB54H3 Being Tamil: Race, Culture, Nation

This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.
Same as HISB54H3
Africa and Asia Area
Exclusion: HISB54H3
Breadth Requirement: History, Philosophy & Cultural Studies

**HISB54H3 Being Tamil: Race, Culture, Nation**

This course explores the transnational history of Tamil nationalism in the modern world. How have ideas of race and culture created modern Tamil national identity? Themes include ethnic politics, self-determination, mass-mobilization and diaspora.

Same as GASB54H3
Africa and Asia Area
Exclusion: GASB54H3
Breadth Requirement: History, Philosophy & Cultural Studies

**Learning Outcomes:**
- The course will provide students with a basic knowledge of the political history of Tamil nationalism.
- Students will learn to use a case study and place it in the context of transnational and world history. In particular, they will learn to locate the emergence of Tamil nationalism in the political history of the Bay of Bengal rim and in broader context of South Asian history.
- Students will be prepared to undertake more advanced study of Asian cultural and political history.
- Students will be exposed to some of the important approaches and methodologies for the study of ethno-nationalism and majoritarianism.
- Students will be able to situate the recent history of Tamil nationalist movements within a long-term transnational framework.
- Students will acquire a basic knowledge of South and South East Asian political geography and relate it to forms of electoral political representation sponsored by colonial rule.
- The course will encourage the development of analytical, written and oral communication skills.

**Topics Covered:**
History of Kinship and Race, Mass Mobilization and Populism, Self-determination and Secession. Diaspora and Homelands.

**Methods of Assessment:**
- Presentation, response, participation: 25%
- Short papers each 10% (3 pages): 20%
- Popular Culture comment (5-6 Pages): 20%
- Final exam: 35%
DEPARTMENT OF HUMAN GEOGRAPHY

1. COURSE CHANGE:

GGRB30H3  Socio-Spatial Analysis (Intermediate GIS) Fundamentals of GIS

This course builds on GGRA30H3 by providing students with practical spatial analysis methods and theories needed to understand geographic problems using geographic information system (GIS) software and a variety of data types and sources. This course provides a practical introduction to digital mapping and spatial analysis using a geographic information system (GIS). The course is designed to provide a hands-on experience using GIS to analyse digital spatial data, and create maps that effectively communicate data meanings. Students are instructed in GIS methods and approaches that are relevant not only to Geography but also many other disciplines. In the lectures, we discuss mapping and analysis concepts and how you can apply them using GIS software. In the practice exercises and assignments, you then learn how to do your own data analysis and mapping, gaining hands-on experience with ArcGIS software, the most widely used GIS software.

Prerequisite: GGRA30H3
Corequisite: STAB22H3
Recommended Preparation: GGRA30H3
Exclusion: GGR273H
Enrolment Limits: 150
Breadth Requirement: Social & Behavioural Sciences
DEPARTMENT OF POLITICAL SCIENCE

1. NEW COURSES:

POLC58H3 The Politics of National Identity and Diversity
This course explores the foundational concepts of nation and nationalism in Canadian and comparative politics, and the related issues associated with diversity. The first section looks at the theories related to nationalism and national identity, while the second applies these to better understand such pressing issues as minorities, multiculturalism, conflict, and, globalization.
Prerequisite: POLB92H3 or POLB50Y3
Recommended Preparation: POLB93H3
Breath Requirement: Social & Behavioural Sciences

Learning Outcomes:
By the end of the course, students will be able to:
• Clearly distinguish between the core concepts of state, nation and nationalism – and understand the importance of the linkages between them;
• Understand the competing theories that seek to explain the phenomena of nationalism and national identity, as well as the implications of approaching these phenomena from a particular perspective;
• Apply the theories of nationalism/national identity to better understand the drivers and consequences of some of the key topics/issues in contemporary politics stemming from the intersection of nationalism/national identity and diversity;
• Critically analyze the literature and policy responses to many of these issues, using the theoretical and empirical knowledge gained to develop alternative proposals; and,
• Contribute to some of the fundamental debates in the discipline, notably on the tension between unity and diversity, facilitated through active in-class discussions.

Topics Covered:
The following topics will be covered in two broad sections:
National Identity and the State: Context and Theory
• Core concepts/definitions: state; nation; nationalism; national identity; ethnic identity
• Overview of Key Historical/Empirical Context
  1. French Revolution to 1919
  2. Post-War period to Post-1989 period
• Three core theories of nationalism/national identity:
  1. Modernism
  2. Primordialism
  3. Ethno-symbolism
National Identity and Diversity: Key Issues/Responses (and Cases)
• National Identity and Diversity: the Different Conflict Dynamics and their Management (Former Yugoslavia / Iraq / Sri Lanka)
• The “Problem” of National Minorities and the “Solution” of Territorial Autonomy (Canada / Spain / UK)
• Multiculturalism: Drivers and Consequences (Canada / Europe)
• Migration and Socio-Political Cohesion (Europe)
• Religion: the Demographic Realities and Intersection with National Identity (TBD)
• Globalization: the Rise or Fall of the Nation-State System? (EU, TBD)
Methods of Assessment:

- Research Essay Proposal: A short research essay proposal, scoping a topic, proposing a research question and identifying linkages to key concepts in the course. Feedback will be provided in advance of the final date to drop the course. This will allow students an opportunity to receive early feedback on their comprehension of key concepts.

- Research Paper: Students will write one original research paper on a selected topic. This evaluation method will allow students to demonstrate their grasp of the literature and their ability to utilize theory and empirical evidence to make an analytical argument.

- Final Exam: Students will write one final exam, which tests their knowledge of the cumulative material of the entire course. The final exam will allow students to select from a list of essay questions, and will be scheduled during the regular exam period.

POLD53H3 Political Disagreement in Canada

Why do Canadians disagree in their opinions about abortion, same-sex marriage, crime and punishment, welfare, taxes, immigration, the environment, religion, and many other subjects? This course examines the major social scientific theories of political disagreement and applies these theories to an analysis of political disagreement in Canada.

Prerequisite: (POLB50H3 and POLB52H3) or POLB50Y3 or POL214Y1
Recommended Preparation: POLB11H3 or STAB22H3 or equivalent

Enrolment Limits: 25
Breath Requirement: Social & Behavioural Sciences

Learning Outcomes:

By the end of the course, students will:

- Understand the assumptions and evidence behind the main social science theories for why people disagree about politics.
- Understand the main lines of political disagreement in Canada from the perspectives of different sides of these debates.
- Understand the history of political disagreement in Canada.
- Understand how political disagreement in Canada compares to political disagreement in other democratic countries.

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

- Interpret and assess statistical evidence in academic articles.
- Employ open-source software for basic analysis and visualization of data.
- Employ open-source software for basic analysis and visualization of social networks.
- Write about evidence in a research paper.

Topics Covered:

The course covers the following lines of disagreement:

- Ethno-Cultural Disagreement
- Religious Disagreement
- Nationalism/Regionalism
- Left/Right Disagreement
- Partisan Disagreement
The course covers the following theories of disagreement:

- Personality Trait Theory (Moral Foundations Theory)
- Behavioral Genetics (Gene-Culture Interaction)
- Social Network Theory
- Social Psychology (Elite and Media Effects / Group Identities)
- Social Cleavage Theory
- Modernization and Socialization Theory

Methods of Assessment:

- Midterm Exam (25%) + Final Exam (35%): This course is organized around class discussion of assigned readings. It is imperative that students are doing the readings. An exam rewards the students that would do the readings anyway and incentivizes the rest.
- Research Paper (30%): A 12-page research paper, based on the course readings and supplemental research.
- Journal and Participation (15%): Students will be asked to keep an e-journal or a hardcopy folder—their choice—of their notes/annotations on the assigned readings, and to submit to their folder the materials for the readings for each week at the beginning of class.
DEPARTMENT OF SOCIOLOGY

1. COURSE CHANGES:

CTEB01H3  Equity and Diversity in Education

Focuses on raising awareness and sensitivity to issues related to equity, diversity and inclusion facing teachers and students in diverse schools and cultural communities. It includes field experience that entails observation of, and participation in equity and diversity efforts in a culturally-rooted school and/or community organization. (Note: course includes 12-20 hour field placements.)
Prerequisite: PSYB21H3 or [SOCA01H3 and SOCA02H3]
Exclusion: CTE200H
Enrolment Limits: Restricted to CTEP students
Breadth Requirement: History, Philosophy & Cultural Studies
Note: Priority will be given to students enrolled in the Concurrent Teacher Education Program.

CTEC01H3  Communication and Conflict Resolution

This course will provide theoretical knowledge about small-group interactions and their application for interpersonal communication and conflict resolution. First, we will study the role of status characteristics, cross-cultural variation in communication, and the emergence of power as they relate to the etiology of conflict. How the same facts can be re-organized in conflict management and resolution will be the focus in the second half of the course. Students will work on case studies and write reports about them.
Prerequisite: CTEB01H3 & PSYB21H3 or SOCB26H3
Exclusion: CTE250H
Enrolment Limits: 35 - 60. Restricted to CTEP students.
Breadth Requirement: Social & Behavioural Sciences
Note: Priority will be given to students enrolled in the Concurrent Teacher Education Program.