

**Humanities**

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# SUMMARY OF COURSE CHANGES

Department Name	No. of full courses deleted	No. of full courses added	No. of half courses deleted	No. of half courses added	No. of full courses changed	No. of half courses changed
Cinema Studies	0	0	0	3	0	4
Classics	0	0	0	0	0	1
Communication, Culture and Information Technology	0	0	0	0	0	1
Diaspora and Transnational Studies	0	0	0	0	0	0
Drama	0	0	0	0	0	0
English	0	0	0	0	0	0
Erindale Courses	0	0	0	0	0	0
European Studies	0	0	0	0	0	0
Fine Art History (FAH)	0	0	0	1	0	1
Fine Art Studio (FAS)	0	0	0	0	3	3
French	5	1	3	12	0	8
History	0	0	0	1	0	8
History of Religions	0	0	0	3	0	5
Italian	3	0	6	4	1	0
Language Studies	1	4	2	0	1	0
Linguistics	0	0	0	0	0	4
Philosophy	0	0	0	0	0	0
Visual Culture and Communication	0	0	0	1	0	10
Women and Gender Studies	0	0	0	1	1	3

# New Programs

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## Program #1 ERMIN1200 English Language Linguistics - Minor

4.5 credits are required, including 1.0 credit at the 300/400 level.

First Year:	LIN100Y5
Second Year:	LIN204H5, LIN205H5 Additional 1.5 credits at the 200 level: 1. LIN203H5 2. LIN228H5 3. LIN228H5
Upper Years	Remaining credits (1.0) at the 300/400 level, to be selected from the following list: LIN356H5, LIN360H5, LIN380H5, LIN486H5, JAL353H5.

**Rationale for creation:** This change is in alignment with our proposal for a New Minor Program: ERMINXXX English Language Linguistics.

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# Programs - Resource Implications

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## **Program #1 ERMAJ0151 History of Religions (Arts)**

Resource implications: No resource implications.

## **Program #2 ERMAJ1249 Language Teaching and Learning: Italian (Arts)**

Resource implications: None.

## **Program #3 ERMAJ1295 French Studies (Arts)**

Resource implications: None.

## **Program #4 ERMAJ1407 Diaspora and Transnational Studies (Arts)**

Resource implications: No resource implications.

## **Program #5 ERMAJ2524 Italian (Arts)**

Resource implications: None.

## **Program #6 ERMIN1200 English Language Linguistics**

Resource implications: None.

## **Program #7 ERSPE0815 French and Italian (Arts)**

Resource implications: None.

## **Program #8 ERSPE0815 French and Italian (Arts)**

Resource implications: None.

## **Program #9 ERSPE1092 Language Teaching and Learning: French and Italian (Arts)**

Resource implications: None

## **Program #10 ERSPE1092 Language Teaching and Learning: French and Italian (Arts)**

Resource implications: None.

## **Program #11 ERSPE1295 French Studies (Arts)**

Resource implications: None.

## **Program #12 ERSPE1384 International Affairs (Arts)**

Resource implications: Not applicable.

## **Program #13 ERSPE2524 Italian (Arts)**

Resource implications: None.

# Deleted Programs

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## Program #1 ERMAJ0525 French Language and French Linguistics (Arts)

**French Language and French Linguistics (Arts):**

This change is in alignment with our proposal for Major Modification Type A-ERMAJ1295. Both major programs (ERMAJ0525 and ERMAJ1295) will be collapsed into one program-ERMAJ1295.

# Programs - Other Changes

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## Program #1 ERMAJ0151 History of Religions (Arts)

**Rationale for change:** To clarify program requirements.

**Before:**

Higher Years 1.5 200 level credits

0.5 credit in RLG312H5 Method and Theory in the History of Religions

3.0 300 level credits (1.5 in Primary Concentration; 1.0 in Secondary Concentration; 0.5 Comparative)

1.0 400 level credit

**After:**

Higher Years 1.5 200 level credits

0.5 credit in RLG312H5 Method and Theory in the History of Religions

3.0 300 level credits (1.5 in Primary Concentration; 1.0 in Secondary Concentration; 0.5 Comparative)

1.0 400 level credit

***0.5 additional RLG credit at any level***

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## Program #2 ERMAJ1056 Language Teaching and Learning: French (Arts)

**Rationale for change:** Clarify program requirements.

**Before:**

Second Year FRE280Y5 (or equivalent), ***LTL225Y5, enrolment in either FRE240Y5  
OR FRE272Y5***

Third & Fourth Year FRE382H5, ***FRE383H5. 2.0 further courses in FRE which  
must be chosen from among Group E Teaching and Learning, excluding  
LTL225Y5.***

**After:**

Second Year FRE280Y5 (or equivalent), ***FRE225Y5, FRE240Y5, FRE272Y5***

Third & Fourth Year FRE382H5, ***FRE383H5***

***1.0 credit to be chosen among the FRE Language Teaching and  
Learning courses.***

***1.0 credit to be chosen among the LTL Language Teaching and  
Learning courses.***

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## Program #3 ERMAJ1249 Language Teaching and Learning: Italian (Arts)

**Rationale for change:** Changes in program requirements will strengthen students' written and oral language skills and reflect the enhanced course offering in language teaching and learning within the Italian Studies discipline.

**Before:**

8.0 credits are required including at least 2.0 credits at the 300/400 level.

- ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.  
- ITA200Y5/ITA201Y5

- ***2.0 credits from ITA350Y5, 354Y5, 371Y5***

- ***LTL225Y5***

- ***2.0 credits from ITA375H5, 396H5, 437H5, LTL388Y5, 488H5***

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- After:**
- 1.0 credit in Italian literature
  - 8.0 credits are required including at least 2.0 credits at the 300/400 level.
  - ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
  - ITA200Y5/ITA201Y5
  - **ITA350Y5**
  - **1.0 credit from ITA354Y5, 371Y5**
  - **LTL227H5, ITA437H5**
  - 1.0 credit in Italian literature
  - **1.5 credits from ITA375Y5, 376H5, ITA493H5, ITA494H5**
  - **0.5 credit from LTL380H5, LTL417H5, LTL456H5, LTL488H5**

#### Program #4 ERMAJ1295 French Studies (Arts)

- Rationale for change:** This change is in alignment with our proposal for Major Modification Type A-ERMAJ1295. Both major programs (ERMAJ0525 and ERMAJ1295) will be collapsed into one program-ERMAJ1295.
- Before:** Limited Enrolment: **7.0** credits are required, including at least 2.0 300/400 level **courses.Course** Categories:
- **Group A (French Linguistics):** FRE272Y5, 325H5, 355H5, **373Y5**, 374H5, 375Y5, 376H5, 378H5, 387H5, 476H5, 489H5
  - **Group B (Literature until 1800):** FRE320H5, **359H5, 360H5**
  - **Group C (Literature after 1800):** FRE364Y5, 367H5, 368H5, **369H5**
  - **Group D (Quebec literature):** FRE312H5, 316H5, 317H5, 319H5
  - **Group E (Teaching & Learning):** LTL225Y5, 380H5, 417H5, 456H5, 388Y5, 486H5, 488H5; FRE325H5, **335H5**, 345H5, 355H5 Group unspecified in Literature courses: FRE446H5, FRE482H5
- Third Year **3.0 FRE literature courses including**
- **at least 0.5 FRE credit in Group B**
  - **at least 0.5 FRE credit in Group C**
  - **at least 0.5 FRE credit in Group D**
- After:** Limited Enrolment: **63% required in FRE180Y5 or equivalent.8.0** credits are required, including at least 2.0 300/400 level **courses.Note:** **Students enrolled in the French Language and Literature major program prior to Summer 2012 should consult the Department regarding completion of their program.Course** Categories:
- **French Linguistics:** FRE272Y5, 325H5, 355H5, **372H5, 373H5**, 374H5, 375Y5, 376H5, 378H5, 387H5, 476H5, 489H5
  - **French Literary and Cultural Studies :** FRE320H5, FRE364Y5, 367H5, 368H5, **369H5**, FRE312H5, 316H5, 317H5, 319H5
  - **Teaching & Learning:** LTL225Y5, 380H5, 417H5, 456H5, 388Y5, 486H5, 488H5; FRE325H5, 345H5, 355H5 Group unspecified in Literature courses: FRE446H5, FRE482H5
- Third Year
- **FRE382H5 and FRE383H5**
  - **3.0 FRE credits to be completed in ONE area of concentration:**  
**French Linguistics**  
**French Literary and Cultural Studies**

#### Program #5 ERMAJ1407 Diaspora and Transnational Studies (Arts)



**Rationale for change:** The list of acceptable courses were in the incorrect order.

**Before:**

Program Name: Diaspora and Transnational **Studies7.0** credits, including at least 2.0 300+ level credit. Students must successfully complete the equivalent of 7.0 credits, fulfilling ALL of the following requirements:

- DTS201H5 and DTS202H5
- 5.0 credits from Group A and B courses, with at least 2.0 credits from each group.
- Coverage must include at least two diasporic communities or regions, to be identified in consultation with the program advisor.
- 1.0 credit from the following list of St. George courses: DTS401H1, DTS402H1, DTS403H1, DTS404H1 (should be taken in the fourth year of study). U of T Mississauga Courses Group A: Humanities courses ENG271H5, 272H5, 370H5; FAH457H5; FRC397H5; HIS266H5, 318H5, 330H5, **367H5**, 366H5, 371H5, 383H5, 384H5, 386H5, 390H5, 391H5, 393H5, 454H5, 478H5, 479H5; ITA238H5, 239H5; LIN366H5, 466H5, RLG352H5; VCC302H5, 304H5; WGS335H5, 350H5, 369Y5. Group B: Social Science courses ANT204Y5, 206Y5, 241Y5, 304H5; GGR207H5; JAL253H5; POL114H5, 218Y5, 343Y5, 360H5, 362H5, 363H5; SOC236H5, 302H5, 328H5, 332H5, 333H5, 339H5, 353H5, 354H5. Students are responsible for checking the co- and prerequisites for all courses.Arts & Science courses that can be applied to the program
- Anthropology: ANT347Y1, 426H1, 440Y1, JAP256H1
- English: ENG256Y1, 277Y1, 279Y1
- Fine Art History: FAH466H1
- Finno **Urgic** Studies: FIN320H1
- French: FRE332H1, 431H1
- Geography: GGR350H1, 340H1, 363H1, 452H1
- German: GER362H1, 364H1
- History: HIS206Y1, H208Y1, 294Y1, 296Y1, 303Y1, 305H1, 326Y1, 352H1, 356H1, 359H1, 360Y1, 370H1, 476Y1, 394H1, 417H1, 446Y1, 456Y1, 480H1, 487H1
- Innis College: INI327Y1
- Italian Studies: ITA233Y1, 334H1, 493H1
- Near and Middle Eastern Civilizations: NMC274Y1, 357H1, 370Y1, 385H1, 475H1
- New College: NEW150Y1, 296Y1, 223Y1, 224Y1, 324Y1, 325H1, 326Y1, 343H1, 368H1, 369Y1
- Political Science: POL349Y1, 358Y1, 443H1
- Religion: RLG341H1, 430H1
- St. Michael's College: SMC413H1, 414H1, 416H1
- Slavic Language and Literature: SLA238H1
- Sociology: SOC218Y1, 341Y1, 344Y1, 383H1
- Spanish and Portuguese: SPA480H, 486H1
- Victoria College: VIC350Y1 UTSC courses that can be applied to the program
- English: ENGB17H3, ENGC13H3, 70H3, 71H3, ENGD87H3
- French: FREB28H3, 35H3, 70H3, FREC47H3
- History: HISC14H3, 36H3, 45H3
- Visual and Performing Arts: VPAB09H3, VPHB50H3, VPHC52H3
- Anthropology: ANTB08H3, ANTC34H3
- Geography: GGRC19H, 45H3
- Politics: POLA81H3
- Sociology: SOCC25H3, 34H3 Students are responsible for checking the co- and prerequisites for all courses

Note: course = one full course or the equivalent in half courses. Please see the Faculty of Arts & Science and/or Scarborough calendars for details.

**After:**

Program Name: Diaspora and Transnational **Studies (Arts)7.0** credits, including at least 2.0 300+ level credit. Students must successfully complete the equivalent of 7.0 credits, fulfilling ALL of the following requirements:

- DTS201H5 and DTS202H5
- 5.0 credits from Group A and B courses, with at least 2.0 credits from each group.
- Coverage must include at least two diasporic communities or regions, to be identified in consultation with the program advisor.
- 1.0 credit from the following list of St. George courses: DTS401H1, DTS402H1, DTS403H1, DTS404H1 (should be taken in the fourth year of study). U of T Mississauga Courses Group A: Humanities courses ENG271H5, 272H5, 370H5; FAH457H5; FRC397H5; HIS266H5, 318H5, 330H5, 366H5, **367H5**, 371H5, 383H5, 384H5, 386H5, 390H5, 391H5, 393H5, 454H5, 478H5, 479H5; ITA238H5, 239H5; LIN366H5, 466H5, RLG352H5; VCC302H5, 304H5; WGS335H5, 350H5, 369Y5. Group B: Social Science courses ANT204Y5, 206Y5, 241Y5, 304H5; GGR207H5; JAL253H5; POL114H5, 218Y5, 343Y5, 360H5, 362H5, 363H5; SOC236H5, 302H5, 328H5, 332H5, 333H5, 339H5, 353H5, 354H5. Students are responsible for checking the co- and prerequisites for all courses.Arts & Science courses that can be applied to the program

- Anthropology: ANT347Y1, 426H1, 440Y1, JAP256H1
  - English: ENG256Y1, 277Y1, 279Y1
  - Fine Art History: FAH466H1
  - Finno **Ugric** Studies: FIN320H1
  - French: FRE332H1, 431H1
  - Geography: GGR350H1, 340H1, 363H1, 452H1
  - German: GER362H1, 364H1
  - History: HIS206Y1, H208Y1, 294Y1, 296Y1, 303Y1, 305H1, 326Y1, 352H1, 356H1, 359H1, 360Y1, 370H1, 476Y1, 394H1, 417H1, 446Y1, 456Y1, 480H1, 487H1
  - Innis College: INI327Y1
  - Italian Studies: ITA233Y1, 334H1, 493H1
  - Near and Middle Eastern Civilizations: NMC274Y1, 357H1, 370Y1, 385H1, 475H1
  - New College: NEW150Y1, 296Y1, 223Y1, 224Y1, 324Y1, 325H1, 326Y1, 343H1, 368H1, 369Y1
  - Political Science: POL349Y1, 358Y1, 443H1
  - Religion: RLG341H1, 430H1
  - St. Michael's College: SMC413H1, 414H1, 416H1
  - Slavic Language and Literature: SLA238H1
  - Sociology: SOC218Y1, 341Y1, 344Y1, 383H1
  - Spanish and Portuguese: SPA480H, 486H1
  - Victoria College: VIC350Y1 UTSC courses that can be applied to the program
  - English: ENGB17H3, ENGC13H3, 70H3, 71H3, ENGD87H3
  - French: FREB28H3, 35H3, 70H3, FREC47H3
  - History: HISC14H3, 36H3, 45H3
  - Visual and Performing Arts: VPAB09H3, VPHB50H3, VPHC52H3
  - Anthropology: ANTB08H3, ANTC34H3
  - Geography: GGRC19H, 45H3
  - Politics: POLA81H3
  - Sociology: SOCC25H3, 34H3 Students are responsible for checking the co- and prerequisites for all courses
- Note: course = one full course or the equivalent in half courses. Please see the Faculty of Arts & Science and/or Scarborough calendars for details.

## Program #6 ERMAJ1443 Women and Gender Studies (Arts)

**Rationale for change:** To update the list of electives to include new courses being offered by Sociology and update the course code change in Language Studies.

**Before:**

Higher Years 2.0 at the 300+ level, 0.5 must be a WGS course.

4.0 credits from WGS courses or from the following list of electives: ANT331H5/ 335H5; CLA319H5; DRE366H5; FAH435H5; **FRC303H5 /391H5**; GGR313H5; HIS308H5/ 310H5/ 314H5/ 326Y5/ 386H5/ 441H5/ 454H5; ITA227Y5/ 228Y5/ 318H5; JAL355H5; PHL243H5/ 267H5/ 380H5; POL368Y5; PSY311H5/ 354H5; RLG314H5; **SOC216H5 /263H5/ 362H5/ 365H5/ 368H5/413H5/ 425H5; VCC304H5**

**After:**

Higher Years 2.0 at the 300+ level, 0.5 must be a WGS course.

4.0 credits from WGS courses or from the following list of electives: ANT331H5/ 335H5; CLA319H5; DRE366H5; FAH435H5; **FRC303H5/ FRE391H5**; GGR313H5; HIS308H5/ 310H5/ 314H5/ 326Y5/ 386H5/ 441H5/ 454H5; ITA227Y5/ 228Y5/ 318H5; JAL355H5; PHL243H5/ 267H5/ 380H5; POL368Y5; PSY311H5/ 354H5; RLG314H5; **SOC216H5/263H5/ 275H5/ 359H5/ 380H5/ 362H5/ 413H5/ 425H5; VCC304H5**

## Program #7 ERMAJ2524 Italian (Arts)

**Rationale for change:** ITA350Y5 will become a mandatory course. The change will develop stronger language skills required for upper level ITA courses.

**Before:**

8.0 credits are required including at least 2.0 300/400 level credits.

- ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
- ITA200Y5/ITA201Y5

- **2.0 credits** from **ITA350Y5, 354Y5**, 371Y5
  - ITA231H5, ITA232H5, ITA420Y5
  - 2.0 additional credits in ITA, excluding ITA 100Y5/101H5/102H5. Courses not used in #1 above may be included. At least 1.0 credit must be in Italian literature (excluding those in item 3 above).
- After:** 8.0 credits are required including at least 2.0 300/400 level credits.

- ITA100Y5/101Y5. Students exempted from this course may replace it with a higher level 1.0 credit in ITA.
- ITA200Y5/ITA201Y5
- **ITA350Y5**
- **1.0 credit** from **ITA354Y5**, 371Y5
- ITA231H5, ITA232H5, ITA420Y5
- 2.0 additional credits in ITA, excluding ITA 100Y5/101H5/102H5. Courses not used in #1 above may be included. At least 1.0 credit must be in Italian literature (excluding those in item 3 above).

### Program #8 ERMIN0797 Cinema Studies (Arts)

**Rationale for change:** Updating new Cinema and VCC courses. Housekeeping.

**Before:**

Higher Years 2.5 credits from the following: CIN301H5; CIN302H5; **CIN305H5**; CIN307H5, CIN401H5; **VCC340H5**; DRE350H5/352H5; **FRC393H5, FRC397H5**; GER353H5, 354H5; ITA242Y5/243Y5; ITA246Y5/247Y5; ITA306H5/307H5; ITA342Y5/343Y5

**After:**

Higher Years 2.5 credits from the following: **CIN207H5**; CIN301H5; CIN302H5; **CIN303H5**; **CIN304H5**; **CIN306H5**; CIN307H5, CIN401H5; **VCC205H5**; DRE350H5/352H5; **FRE393H5, FRE397H5**; GER353H5, 354H5; ITA242Y5/243Y5; ITA246Y5/247Y5; ITA306H5/307H5; ITA342Y5/343Y5

### Program #9 ERMIN1443 Women and Gender Studies (Arts)

**Rationale for change:** To update the list of electives to include new courses being offered by Sociology and update the course code change in Language Studies.

**Before:**

Higher Years 1.0 at the 300+ level, 0.5 must be a WGS course.

2.0 credits from WGS courses or from the following list of electives:

ANT331H5/ 335H5; CLA319H5; DRE366H5; FAH435H5; FRC303H5/ **391H5**; GGR313H5; HIS308H5/ 310H5/ 314H5/ 326Y5/ 386H5/ 441H5/ 454H5; ITA227Y5/228Y5/ 318H5; JAL355H5; PHL243H5/ 267H5/ 380H5; POL368Y55; PSY311H5/ 354H5; RLG314H5; SOC216H5/ 263H5/ 362H5/ **365H5/ 368H5**/ 413H5/ 425H5; VCC304H5

**After:**

Higher Years 1.0 at the 300+ level, 0.5 must be a WGS course.

2.0 credits from WGS courses or from the following list of electives:

ANT331H5/ 335H5; CLA319H5; DRE366H5; FAH435H5; FRC303H5/ **FRE391H5**; GGR313H5; HIS308H5/ 310H5/ 314H5/ 326Y5/ 386H5/ 441H5/ 454H5; ITA227Y5/228Y5/ 318H5; JAL355H5; PHL243H5/ 267H5/ 380H5; POL368Y55; PSY311H5/ 354H5; RLG314H5; SOC216H5/ 263H5/ **275H5/ 359H5/ 380H5**/ 362H5/ 413H5/ 425H5; VCC304H5

### Program #10 ERSPE0815 French and Italian (Arts)

**Rationale for change:** Clarify limited enrollment requirements and to be consistent with other programs in French Studies.

**Before:** Limited Enrolment:

**After:** Limited Enrolment: **Final grade of 63% in FRE180Y5 (or equivalent) is**

**required.**

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### Program #11 ERSPE0815 French and Italian (Arts)

- Rationale for change:** ITA350Y5 will become a mandatory course. The change will develop stronger language skills required for upper level ITA courses.
- Before:**
- 7.0 credits are required.
  - ITA200Y5
  - **2.0 credits** from **ITA221Y5, 237H5, 239H5, 350Y5, 354Y5**
  - ITA231H5/ITA232H5, ITA420Y5
  - 2.0 additional credits in ITA, excluding ITA100Y5/101H5/102H5. Courses not used in #1 above may be used. At least 1.0 credit must be in Italian literature (excluding those in item #2 above).
- After:**
- 7.0 credits are required.
  - ITA200Y5
  - **ITA350Y5**
  - **1.0 credit** from **ITA237H5, 239H5, 354Y5**
  - ITA231H5/ITA232H5, ITA420Y5
  - 2.0 additional credits in ITA, excluding ITA100Y5/101H5/102H5. Courses not used in #1 above may be used. At least 1.0 credit must be in Italian literature (excluding those in item #2 above).

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### Program #12 ERSPE1092 Language Teaching and Learning: French and Italian (Arts)

- Rationale for change:** To clarify limited enrolment requirements and to be consistent with other programs in French Studies
- Before:**
- Limited Enrolment:  
Higher Years
- FRE280Y5 (or equivalent), **LTL225Y5, enrolment in either FRE240Y5 or FRE272Y5**
  - FRE382H5, FRE383H5. **2.0 further courses in FRE which must** be chosen **from** among **Group E Teaching and Learning, excluding LTL225Y5.**
- After:**
- Limited Enrolment: **A final grade of 63% is required in FRE180Y5 (or equivalent).**
- Higher Years
- FRE280Y5 (or equivalent), **FRE225Y5, FRE240Y5, FRE272Y5**
  - FRE382H5, FRE383H5.
  - **1.0 credit to** be chosen among **FRE courses in Teaching and Learning**

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### Program #13 ERSPE1092 Language Teaching and Learning: French and Italian (Arts)

- Rationale for change:** Changes in program requirements will strengthen students' written and oral language skills and reflect the enhanced course offering in language teaching and learning within the Italian Studies discipline.
- Before:**
- 7.0 credits are required.
  - ITA200Y5
  - **2.0 credits** from **ITA350Y5, 354Y5, 371Y5**
  - **LTL225Y5**
  - 2.0 credits from **ITA375H5, 396H5, 437H5, LTL388Y5, 380H5, 456H5, 417H5, 488H5**
  - 1.0 credit in Italian literature
- After:**
- 7.0 credits are required.
  - ITA200Y5
  - **ITA350Y5**
  - **1.0 credit** from **ITA354Y5, 371Y5**

- **LTL227H5, ITA437H5**
- 2.0 credits from **ITA375Y5, ITA376H5, ITA493H5, ITA494H5**
- 1.0 credit in Italian literature **Please note FRE225Y5 is an exclusion to LTL227H5. Students can replace LTL225H5 with an upper level LTL course to be counted towards Italian.**

#### Program #14 ERSPE1295 French Studies (Arts)

- Rationale for change:** This change is in alignment with our proposal for Major Modification-Type A for ERSPE1295.
- Before:** Limited Enrolment: **Within** an Honours degree, 10.0 credits are required, including at least 4.0 300/400 level credits in **literature**, 1.0 of which must be a 400 level **credit**. First Year FRE180Y5 (minimum grade of 63% is required) or equivalent. Students exempted from this course may replace it with a higher level 1.0 credit in French literature **(Group B, C or D)**. Third/Fourth Years
- **FRE373Y5**, FRE382H5, FRE383H5
  - 4.0 FRE **literature courses including:**
  - **at least 1.0 FRE credit in Group B**
  - **at least 1.0 FRE credit in Group C**
  - **at least 1.0 FRE credit in Group D**
  - **at least 1.0 400 level credit**

- After:** Limited Enrolment: **Minimum grade of 63% required in FRE180Y5 (or equivalent course).** **Within** an Honours degree, 10.0 credits are required, including at least 4.0 300/400 level credits in **literature/linguistics**, 1.0 of which must be a 400 level **credit.** **Note:** **Students enrolled in the French Language and Literature specialist program prior to Summer 2012 should consult the Department regarding completion of their program.** First Year FRE180Y5 (minimum grade of 63% is required) or equivalent. Students exempted from this course may replace it with a higher level 1.0 credit in French literature or **linguistics**. Third/Fourth Years
- **FRE372H5, FRE373H5**, FRE382H5, FRE383H5
  - 4.0 FRE **credits to be completed within ONE area of concentration: French Linguistics**  
**French Literary and Cultural Studies**

#### Program #15 ERSPE1384 International Affairs (Arts)

- Rationale for change:** Added ECO220Y5 as a required course. Program includes ECO365H5 and 220Y5 is a prerequisite to this course. Program count is now 15 credits.
- Before:** This program provides background and training in the combination of analytical and linguistic skills demanded of individuals who wish to work in the context of an increasingly globalized economy. A combination of courses are offered that allow the student to acquire full interactive capability in a chosen language, while simultaneously studying institutional and theoretical issues pertaining to political, commercial and economic relationships between nations. Within an honours degree, **14.0** credits are required, at least 1.0 of which must be at the 400 level. 10.0 credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, **202Y5/208Y5/209Y5,364H5,365H5**; POL208Y5; 4.0 language credits in the same discipline. 3.0 from: GGR325H5,345H5,365H5; HIS311Y5/HIS311H5; POL302Y5, 327Y5,340Y5,343Y5 1.0 from: ECO456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate

discipline approved by the faculty advisor. Language components available at U of T Mississauga: French: FSL(205H5,206H5)/205Y5, FSL(305H5,306H5)/305Y5, 385H5/405H5, 386H5/406H5 or 366H5, FRE383H5 German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 313Y5, 315Y5, 350Y5, 437H5, 436Y5, 420Y5

**After:**

This program provides background and training in the combination of analytical and linguistic skills demanded of individuals who wish to work in the context of an increasingly globalized economy. A combination of courses are offered that allow the student to acquire full interactive capability in a chosen language, while simultaneously studying institutional and theoretical issues pertaining to political, commercial and economic relationships between nations. Within an honours degree, **15.0** credits are required, at least 1.0 of which must be at the 400 level. 10.0 credits are required from the following list: ECO100Y5; MAT133Y5/134Y5/135Y5; ECO200Y5/204Y5/206Y5, **202Y5/208Y5/209Y5, 220Y5/227Y5, 364H5, 365H5**; POL208Y5; 4.0 language credits in the same discipline. 3.0 from: GGR325H5, 345H5, 365H5; HIS311Y5/HIS311H5; POL302Y5, 327Y5, 340Y5, 343Y5 1.0 from: ECO456H5/460H5/461H5/463H5; a 400-level language course. The following 400-level St. George courses will also fulfill this requirement: ECO419H1, 459H1; POL454Y1 or a 400-level course from a cognate discipline approved by the faculty advisor. Language components available at U of T Mississauga: French: FSL(205H5,206H5)/205Y5, FSL(305H5,306H5)/305Y5, 385H5/405H5, 386H5/406H5 or 366H5, FRE383H5 German: GER100Y5, 200Y5, 300Y5, 330H5, 370H5 (300/400 level German courses not always available at UTM.) Italian: ITA100Y5, 200Y5, 231H5, 232H5, 313Y5, 315Y5, 350Y5, 437H5, 436Y5, 420Y5

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### Program #16 ERSPE2524 Italian (Arts)

**Rationale for change:**

ITA350Y5 will become a mandatory course. The change will develop stronger language skills required for upper level ITA courses.

**Before:**

Limited Enrolment: **Within** an Honours degree, 10.0 credits are required including at least 3.0 300/400 level full courses and 1.0 400 level credit.

- ITA100Y5. Students exempted from this course may replace it with a higher level ITA 1.0 credit.
- ITA200Y5
- **2.0 credits** from **ITA350Y5, 354Y5**, 371Y5
- ITA231H5, ITA232H5, ITA420Y5
- 4.0 additional credits in **ITA excluding ITA 100Y5/101H5/102H5**. At least 3.0 credits must be in Italian literature.

**After:**

Limited Enrolment: **Completion of 4.0 credits and ITA100Y5 is required. Within** an Honours degree, 10.0 credits are required including at least 3.0 300/400 level full courses and 1.0 400 level credit.

- ITA100Y5. Students exempted from this course may replace it with a higher level ITA 1.0 credit.
- ITA200Y5
- **ITA350Y5**
- **1.0 credit** from **ITA354Y5**, 371Y5
- ITA231H5, ITA232H5, ITA420Y5
- 4.0 additional credits in **ITA**. At least 3.0 credits must be in Italian literature.

# New Courses

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## Course #1 ARA211Y5 Introduction to Egyptian Colloquial Arabic (HUM)

<b>Description:</b>	The course will focus on learning to communicate in everyday situation using simple grammatical structures through virtual situations and role playing. The written texts will be transliterated into English figures at the first part of the course. The second part of the course focuses on sounds and forms of the Arabic Alphabet, creating simple words and reading simple phrases and sentences.
<b>Exclusion:</b>	ARA212Y5. Native speakers.
<b>Rationale:</b>	Arabic was traditionally taught as a classical language, aiming at the comprehension of classical texts. Today, foreigners acquire colloquial Arabic, as it can be used in various kinds of oral communication like business. Therefore, starting with the colloquial variety first and then learning Modern Standard Arabic as a second step is shown to be a more effective learning method. Students should first form a basic practical command of the structure of colloquial Arabic, and then move on to learning the sounds and forms of the Arabic Alphabet in Modern Standard Arabic. The Caireen Colloquial (the dialect used in Cairo) is the most famous dialect, known by all Arabs, because it is diffused in all entertainment media: movies, TV, radio, theatre, songs, and drama series.
<b>No. Hours Instruction:</b>	72L, 24P
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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## Course #2 CHI309Y5 Introduction to Confucianism (HUM)

<b>Description:</b>	(Offered in Chinese)The course discusses both Confucianism in China from the ancient to the contemporary era, but also introduces Confucianism in Korea and South Asian.
<b>Exclusion:</b>	EAS241H1
<b>Prerequisite:</b>	CHI200Y5/CHI201Y5
<b>Rationale:</b>	Confucianism can be considered the soul of Chinese culture and many idioms in Modern Chinese language come from Confucian classics. Students at the advanced level of Chinese language need to possess some basic knowledge of Confucianism.
<b>No. Hours Instruction:</b>	72L
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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## Course #3 CIN207H5 The Moving Image: History and Concepts (HUM)

<b>Description:</b>	This class is designed to introduce you to some of the major concepts that animate film history, including national/transnational style, medium specificity (i.e. what can film do that other mediums cannot), realism, identification, immersion, distance, taste, among many others. [24L, 24P]
<b>Recommended Preparation:</b>	VST100H5, VST101H5, ERI201H5/ ERI202H5/CIN205Y5/CIN202H5.
<b>Rationale:</b>	Since CIN courses at UTM unlike those offered at St. George have a more speculative, theoretical character, it is very important the students be introduced to the canons of moving image theory.
<b>No. Hours Instruction:</b>	24L, 24P
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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## Course #4 CIN304H5 The Violent Image (HUM)

<b>Description:</b>	It is commonly believed that violent images produce violent, or desensitized people. In this class, we will examine the multiple forms of violence in film, television, and videogames as well as the variety of discourses about violence and images. Rather than confirming the moral logic of condemnation of the violent image, we will ask instead what
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good a violent image might do. [24L, 24P]

<b>Recommended Preparation:</b>	VST100H5, VST101H5, ERI201H5/ ERI202H5/CIN205Y5/CIN202H5 or at least 1.0 credit in courses that count toward the Cinema Studies minor.
<b>Rationale:</b>	We need a broad CIN class that can deal with a wide variety of genres and particular instances of violence in the moving image.
<b>No. Hours Instruction:</b>	24L, 24P
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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### Course #5 CIN306H5 The Comedic Image (HUM)

<b>Description:</b>	Comedies routinely depend on the performance of the unthinkable in the ordinary. Our laughter follows from the saying or doing of the unsayable and the undoable. Comedy is in this way both a form of bad manners and also a uniquely philosophical genre, insofar as saying the unsayable means that we are able to recognize more than what we see or typically say. This course will survey the history of comedy and its relation to thought, perception, and social values. [24L, 24P]
<b>Recommended Preparation:</b>	VST100H5, VST101H5, ERI201H5/ ERI202H5/CIN205Y5/CIN202H5 or at least 1.0 credit in courses that count toward the Cinema Studies minor.
<b>Rationale:</b>	Instructor is building up a series of broad, genre based classes, which will allow students to do historical and theoretical work across a number of significant genres.
<b>No. Hours Instruction:</b>	24L, 24P
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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### Course #6 FAH356H5 Colonial Latin American Art and Architecture (HUM)

<b>Description:</b>	This lecture course will examine processes of cultural transfer and transformation in the planning of cities, churches, and viceregal palaces from the early days of contact through the Baroque in the Viceroyalties of Mexico and Peru and in Brasil. The persistence of indigenous beliefs and forms will be tracked in painting, sculpture and architecture alongside the emergence of unique genres (i.e. castas, feather paintings), building types and forms based on the particular makeup of a colonial society. [24S]
<b>Prerequisite:</b>	VST100H5, VST101H5, FAH202H5 or P.I.
<b>Recommended Preparation:</b>	FAH274H5, FAH279H5, HIS290H5, LAS200Y1, HIS291Y1
<b>Rationale:</b>	New area that is not being taught in Art history on any of the University of Toronto campuses. Students from History and Latin American Studies are especially welcome in this course.
<b>No. Hours Instruction:</b>	[24S]
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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### Course #7 FRE180H5 Introduction to French Studies I (HUM)

<b>Description:</b>	A broad introduction to French studies combining: lectures on the social and cultural history of France from the Middle Ages to the 17th century as a guide to understanding its literature; representative readings from major literary movements; and a systematic study of composition through a variety of exercises designed to improve mastery of the basic features of written French.
<b>Exclusion:</b>	FRE180Y5, FSL221Y5, FSL305Y5 or higher. Not open to native speakers of French and graduates of Extended French or French immersion programs.
<b>Prerequisite:</b>	Grade 12 Core French (FSF4U)/FSL205Y/FSL121Y1.
<b>Rationale:</b>	1. Offer a more gradual introduction to first year CTEP/major/Specialist stream students 2. Allow for a shift of emphasis in the two half courses, with the F course more focused/heavily weighted on basic remedial grammar, reading comprehension and vocabulary building; and the S course more focused/heavily weighted on grammatical descriptive terminology and



composition.

3. Have a final exam and return a course grade in December to make sure students are serious and proactive about their learning in FRE as early as possible.

4. Increase in class contact time

**No. Hours Instruction:** 24L, 24T

**Offered at St George:** No

**Revived Course:** No

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### **Course #8 FRE181H5 Introduction to French Studies II (HUM)**

**Description:** A broad introduction to French studies combining: lectures on the social and cultural history of France from the 18th to the 21st century as a guide to understanding its literature; representative readings from major literary movements; and a systematic study of grammar and composition through a variety of exercises designed to improve accuracy and logical structure in written French.

**Prerequisite:** FRE180H5

**Rationale:**

1. Offer a more gradual introduction to first year CTEP/major/Specialist stream students
2. Allow for a shift of emphasis in the two half courses, with the F course more focused/heavily weighted on basic remedial grammar, reading comprehension and vocabulary building; and the S course more focused/heavily weighted on grammatical descriptive terminology and composition.
3. Have a final exam and return a course grade in December to make sure students are serious and proactive about their learning in FRE as early as possible.
4. Increase class contact time

**No. Hours Instruction:** 24L, 24T

**Offered at St George:** No

**Revived Course:** No

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### **Course #9 FRE225Y5 Teaching and Learning a Second/Foreign Language (HUM)**

**Description:** In this course, students will learn how language teaching methods have evolved since the 1960s. Different teaching approaches (behaviourist, audio-visual, communicative, cognitive and humanistic) will be examined with special emphasis on the teaching of the four skills (reading, writing, listening, speaking) and culture, on the roles of the teacher and the learner in the classroom.

**Exclusion:** LTL225Y5, LTL227H5.

**Prerequisite:** FRE180Y5

**Rationale:** Formerly, LTL225Y5 taught in English, this course will be taught in French.

**No. Hours Instruction:** 48L

**Offered at St George:** No

**Revived Course:** No

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### **Course #10 FRE352H5 Teaching French Grammar (HUM)**

**Description:** This course examines practical and theoretical issues surrounding grammar in the language curriculum such as various approaches to the implementation of grammar in language curricula, such as in grammar-translation or task-based learning; the role and limitations of descriptive grammar, including pedagogical grammar; form focus versus meaning focus; interference and error analysis; feedback on errors. Students will be asked to critique and create teaching materials.

**Prerequisite:** FRE272Y5; FRE280Y5 or equivalent

**Rationale:** Expand and enrich course offerings in the French Language Teaching and Learning program.

**No. Hours Instruction:** 12L, 12T

Offered at St George: No  
Revived Course: No

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### Course #11 FRE353H5 Teaching French Culture (HUM)

**Description:** This course examines practical and theoretical issues surrounding the integration of culture in the language curriculum such as the interface between authentic language and culture; the definition of teaching objectives; appropriate, established and emergent strategies; online resources; cross-cultural communication. Students will be asked to critique and create teaching materials.

**Prerequisite:** FRE272Y5; FRE280Y5

**Rationale:** Expand and enrich course offerings in the French Language Teaching and Learning program.

**No. Hours Instruction:** 12L, 12T

Offered at St George: No  
Revived Course: No

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### Course #12 FRE356H5 Studies in 17th-century French Literature (HUM)

**Description:** A close survey of selected literary texts from 17th century France. Masterpieces of French prose, drama and poetry of the French classical age will be studied with emphasis on the social, political, and artistic background of the time. Selected texts may include plays by Molière and Racine; La Fontaine's *Fables*; La Rochefoucauld's *Maximes*; La Bruyère's *Caractères*.

**Prerequisite:** FRE240Y5; FRE280Y5 or equivalent.

**Rationale:** Expand and rejuvenate curricular offerings in French pre-1800 literature.

**No. Hours Instruction:** 24L

Offered at St George: No  
Revived Course: No

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### Course #13 FRE357H5 Studies in Medieval French (HUM)

**Description:** A close survey of selected French literary texts from the 11th to the 15th century. Masterpieces of narrative prose and poetry of the French Middle Ages will be studied with emphasis on the social, political, and artistic background of the time. Selected texts may include epic poems such as *The Song of Roland*; Arthurian texts such as *Tristan* by Thomas, *Lancelot* by Chrétien de Troyes, and the *Lays* by Marie de France; satirical texts such as *Le Roman de Renard*; and lyric poetry by Rutebeuf and François Villon. Most readings will be done in modern French translation, a few texts will be studied in the original Old French.

**Prerequisite:** FRE240Y5; FRE280Y5 or equivalent.

**Rationale:** Expand and rejuvenate curricular offerings in French pre-1800 literature.

**No. Hours Instruction:** 24L

Offered at St George: No  
Revived Course: No

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### Course #14 FRE363H5 French Romanticism in Literature and the Arts (HUM)

**Description:** This course focuses on the French Romantic movement as part of a European renewal of cultural and esthetic forms of expression. The hero as a marginal individual, notions of escapism, love and death, the revolt against 18th century rationalism and the codification of the Classical period are discussed in relation to works by writers such as Constant, Lamartine, Hugo, and Stendhal.

**Prerequisite:** FRE240Y5, FRE280Y5 or equivalent.

**Rationale:** Half-courses will give more flexibility and the new descriptions aim for clarity by giving precise examples of the writers and literary periods to be studied.

**No. Hours Instruction:** 12L, 12T

**Offered at St George:** No

**Revived Course:** No

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### Course #15 FRE364H5 Nineteenth-Century Realism and Naturalism (HUM)

**Description:** Realism and Naturalism dominate the second part of the 19th century and react against romantic idealization by proposing an accurate depiction of reality and a stern representation of human experience. The techniques and styles of modern narrative as well as themes such as ambition, alienation, and class struggle are examined in prose fiction by Balzac, Flaubert, Zola and Maupassant.

**Exclusion:** FRE364Y5.

**Prerequisite:** FRE240Y5.

**Rationale:** Half-courses will give more flexibility and the new descriptions aim for clarity by giving precise examples of the writers and literary periods to be studied.

**No. Hours Instruction:** 12L, 12T

**Offered at St George:** No

**Revived Course:** No

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### Course #16 FRE365H5 Studies in 18th-century French Literature (HUM)

**Description:** A close survey of selected literary texts from 18th century France. Masterpieces of French essay, drama and prose narratives of the French Enlightenment will be studied with emphasis on the social, philosophical, and artistic background of the time. Selected texts may include plays by Voltaire, Beaumarchais or Marivaux; essays by Diderot or Rousseau; fictional narratives by Prévost, Restif de La Bretonne, or Laclos.

**Prerequisite:** FRE240Y5;FRE280Y5 or equivalent.

**Rationale:** Expand and rejuvenate curricular offerings in French pre-1800 literature.

**No. Hours Instruction:** 24L

**Offered at St George:** No

**Revived Course:** No

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### Course #17 FRE372H5 History of the French Language I (HUM)

**Description:** A study of the nature and pattern of change from Latin to Medieval French. The course will focus on the place of the French language among the languages of the world and on chronological development of French from its beginnings to the 15th century with special attention to the evolution of sounds, forms and word order. Topics will cover the emergence of Romance languages from Vulgar Latin as well as the Celtic, Germanic and Scandinavian influences on the formation of the French language. A close study of texts dating from the ninth to the 15th century up will be included. The course touches upon history, historical linguistics, socio-linguistics and French literature.

**Exclusion:** FRE373Y5

**Prerequisite:** FRE280Y5 or equivalent, FRE272Y5.

**Rationale:** Half-courses will give more flexibility by allowing the concurrent offering of FRE372H5 History of the French Language I and FRE357H5 Studies in Medieval French. The new descriptions aim for clarity by giving precise examples of the topics covered and by stating the aims and usefulness of the course.

**No. Hours Instruction:** 24L

**Offered at St George:** No

**Revived Course:** No

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## Course #18 FRE373H5 History of the French Language II (HUM)

<b>Description:</b>	A survey of the history of the French language from the 15th century to modern times. The course will focus on the standardization of the French language, the regulation of language through legislation, the political use of the French language, the influence of other languages such as Arabic and Italian on French and the origins of regional variations in the Francophone world. A close study of texts dating from the 15th century to modern times will be included. The course touches upon History, Historical Linguistics, Socio-linguistics and French Literature.
<b>Exclusion:</b>	FRE373Y5.
<b>Prerequisite:</b>	FRE272Y5; FRE280Y5 or equivalent.
<b>Rationale:</b>	Half-courses will give more flexibility by allowing the concurrent offering of FRE372H5 History of the French Language I and FRE357H5 Studies in Medieval French. The new descriptions aim for clarity by giving precise examples of the topics covered and by stating the aims and usefulness of the course.
<b>No. Hours Instruction:</b>	24L
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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## Course #19 FRE445H5 Special Topic in Literature II (HUM)

<b>Description:</b>	A study of fiction, non-fiction or theoretical approaches in French literature.
<b>Rationale:</b>	One of the requirements in the French Language and Literature Specialist program is 1.0 credit at the 400-level. Currently there is only have one 0.5 course (FRE446H5 Advanced Topics in Literature) and if students enrol and complete the course twice with a different content it is quite problematic to track the two courses on ROSI. The solution is to addition another special topics course and offer it in alternate years.
<b>No. Hours Instruction:</b>	12L, 12T
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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## Course #20 HIS312H5 Canadian Communities 1600-2000 (HUM)

<b>Description:</b>	This course examines selected community interactions with the Canadian environment, society and polity. Lectures, novels and historical readings illuminate some or all of the following groups: First Nations, immigrant brides of New France, Underground Railway migrants, British orphans on Canadian farms, World War I Expeditionary Forces, Italian and Punjabi immigrants.
<b>Prerequisite:</b>	HIS261H5/HIS263H5/HIS263Y5
<b>Rationale:</b>	This course is a third year investigation of Diasporic themes which allows a deeper exploration of some of the survey course themes (First Nations, Immigration, Race, Gender, and War) which perennially pique student interest.
<b>No. Hours Instruction:</b>	12L, 12T
<b>Offered at St George:</b>	No
<b>Revived Course:</b>	No

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## Course #21 ITA376H5 Recreational Linguistics: Brain Game, Brain Teasers (HUM)

<b>Description:</b>	Recreational linguistics embraces all types of word games: acrostics, mesostichs, search-a-word, crossword puzzles, acronyms, riddles, intruders, rebus, etc. To these will be added the use of proverbs, idiomatic expressions and the use of humour. Examples of ludolinguistica will be used to teach and expand basic vocabulary. Students will be encouraged to create their own activities to emphasize the language skills and will prepare activities which promote communication in and outside the classroom scene. (Taught in English, with Italian examples)
<b>Prerequisite:</b>	ITA200Y5 or permission of the department
<b>Rationale:</b>	Expand course offerings and choices for students in the area of language teaching and learning and linguistics in Italian Studies.
<b>No. Hours Instruction:</b>	12L, 12T
	No

Offered at St  
George:  
Revived Course: No

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### Course #22 ITA493H5 Special Topics in Italian Language Teaching and Learning: The Language Classroom (HUM)

**Description:** An individual study in which students integrate and apply their understanding of Italian Studies and Language Teaching & Learning by observing, actively participating in, and reflecting on the teaching and learning process in an Italian language course, under the supervision of an experienced instructor/mentor. Together with the mentor, the student will develop and implement strategies, based on current pedagogical findings, for the successful execution of lesson plans and grammatical and communicative activities in a foreign language classroom.

**Prerequisite:** ITA350Y5

**Rationale:** Enrich and expand course offerings at the upper level in Italian language teaching and learning.

**No. Hours Instruction:**

**Offered at St George:** No

**Revived Course:** No

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### Course #23 ITA494H5 Special Topics in Italian Language Teaching and Learning: Theatre, Drama, and Culture (HUM)

**Description:** An individual study in which students integrate and apply their understanding of Italian Studies and Language Teaching & Learning by observing, actively participating in, and reflecting on the teaching and learning process in an Italian theatre course, under the supervision of an experienced instructor/mentor. Together with the mentor, students will develop and implement strategies, based on current pedagogical findings, for the successful execution of language-centered drama activities (ranging from improvisation to full-length plays) in the classroom.

**Prerequisite:** ITA350Y5

**Rationale:** Enrich and expand course offerings at the upper level in Italian language teaching and learning.

**No. Hours Instruction:**

**Offered at St George:** No

**Revived Course:** No

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### Course #24 LTL227H5 Introduction to the Theory in Second Language Acquisition (HUM)

**Description:** (Offered in English) This course examines how languages are learned and students are introduced to theories of second language acquisition.

**Exclusion:** LTL225Y5, FRE225Y5

**Rationale:** LTL225Y5 will no longer be available to students in Italian Studies. As the new course is offered in English, it is open to any student interested in second language acquisition.

**No. Hours Instruction:** 24L

**Offered at St George:** No

**Revived Course:** No

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### Course #25 PRS210Y5 Elementary Persian (HUM)

**Description:** The fundamentals of modern standard Persian grammar, with emphasis on attaining fluency in reading and writing simple texts. Also serves as a basis for classical Persian and prepare for the reading of Persian literature.

**Exclusion:** PRS201H5, PRS211H5, NMC260Y1 or higher. Native speakers.

**Rationale:** PRS210H5 and PRS211H5 are integrated into a full year (Y) course.

**No. Hours Instruction:** 72L, 24T

**Offered at St George:** No

Revived Course: No

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### Course #26 PRS310Y5 Intermediate Persian (HUM)

**Description:** Reading, grammatical analysis, and translation of representative samples of contemporary Persian prose of intermediate difficulty. The reading materials are selected from a wide range of sources in order to ensure balanced, yet comprehensive exposure to the different usage of the language.

**Exclusion:** PRS310H5, PRS311H5, NMC360Y1. Native speakers.

**Prerequisite:** PRS210H5, PRS211H5/PRS210Y5

**Rationale:** PRS310H5 and PRS311H5 are integrated into a full year (Y) course.

**No. Hours Instruction:** 72L, 24T

**Offered at St George:** No

**Revived Course:** No

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### Course #27 RLG357H5 Christianity in the Developing World (HUM)

**Description:** This course begins by examining the general factors that have led to the rise of Christianity in modern, non-Western contexts, and then adopts a narrower focus, looking in greater depth at one region in order to understand how Christianity has become important in the society, culture and politics of that particular part of the world.

**Rationale:** This course fills the need for regular courses in the history of Christianity area dealing with the modern era. This course also complements and enhances course offerings in both the History and DTS studies area in the department.

**No. Hours Instruction:** 24L

**Offered at St George:** No

**Revived Course:** No

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### Course #28 RLG435H5 The Dead Sea Scrolls (HUM)

**Description:** This course provides a survey of the Dead Sea Scrolls, a brief history of the period in which the Scrolls were written, and a presentation of the various ways in which scholars have interpreted them. The course also includes in-depth study of selected texts and themes illuminating the formation of the Hebrew Bible, ancient Judaism, and the historical and theological background of the New Testament and early Christianity.

**Prerequisite:** RLG202H5/203H5

**Rationale:** The recognition of the relevance of the material has increased and is transforming the field; the course has been taught as a topics course at the 400 level successfully, students have requested a regular course on the Dead Sea Scrolls into the curriculum. This course meets the need for research-intensive 400 level course in Judaism, Christianity and Zoroastrianism.

**No. Hours Instruction:** 24S

**Offered at St George:** No

**Revived Course:** No

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### Course #29 RLG449H5 Islamic Sexualities (HUM)

**Description:** This course focuses on the diverse attitudes and expressions of sexuality in Islam. Taking a broad approach, this course examines issues of sexuality, including homosexuality, fe/male sexuality, birth control, divorce, marriage, transgender identity and performance, and feminist sexual ethics.

**Prerequisite:** RLG204H5/RLG314H5/WGS301H5/WGS450H5/ANTH335H5

**Rationale:** This course will complement existing courses in the curriculum, including RLG314H5. The Religion curriculum will benefit from the development of a small core of courses focusing on religion and gender. While RLG314H5 is a foundational course this course on Islamic Sexualities will allow students to further explore gender issues from a religious studies perspective.

**No. Hours Instruction:** 24S

**Offered at St George:** No  
**Revived Course:** No

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### **Course #30 VCC334H5 Media Realities (HUM)**

**Description:** This course examines the relationship between mass media technologies and the idea of reality with an emphasis on the electronic and digital forms that dominate the discourse of reality in contemporary media culture, television and the Internet. It will explore such questions as: How do shifting aesthetic conventions of realism, reality programming, and documentary inflect both theoretical and historical understandings of what constitutes reality? And how do our ideas of media technology inform these conventions and the understandings they produce? [24L, 24P]

**Prerequisite:** VST100H5, VST101H5, VCC201H5

**Rationale:** No currently existing course offers students a sustained engagement with non-fiction genres of mass media entertainment.

**No. Hours Instruction:** 24L, 24P

**Offered at St George:** No

**Revived Course:** No

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### **Course #31 WGS101H5 Introduction to Women and Gender Studies (HUM)**

**Description:** This foundation course introduces the core ideas students will explore throughout their studies in Women and Gender Studies. It immerses students in a highly participatory and provocative encounter with history, social theory, politics, policy, art and culture seen through a gender lens. It provides an interdisciplinary overview of the historical 'waves' of women's movements for equality in a global context and background to the development of Women/Gender Studies as a site of learning and feminist inquiry.

**Exclusion:** WGS160Y1/WGSTA01H3/WGSTA03H3; May not be taken with or after WGS200Y5.

**Rationale:** Provides a 100 level course in the Women and Gender Studies Program and allows WGS200Y5 to be taught at a 200 course level. (See new course description). This addition also makes the Women and Gender Studies Program at University of Toronto Mississauga consistent with the structure of Women and Gender Studies programs at St.George and Scarborough.

**No. Hours Instruction:** 24L

**Offered at St George:** No

**Revived Course:** No

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# Courses - Resource Implications

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## Course #1 ARA211Y5 Introduction to Egyptian Colloquial Arabic

Resource implications: None. Course will be offered on a rotational basis with other Arabic courses.

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## Course #2 CCT453H5 Advanced Video Production (SH)

Resource implications: No resource implications.

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## Course #3 CHI301Y5 Advanced Chinese

Resource implications: None.

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## Course #4 CHI309Y5 Introduction to Confucianism

Resource implications: None. Course will be offered in alternating years.

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## Course #5 CIN207H5 The Moving Image: History and Concepts

Resource implications: Books & DVDs for Library in consultation with Pam King.

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## Course #6 CIN301H5 Topics in Cinema Studies

Resource implications: None

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## Course #7 CIN302H5 Bollywood in Context

Resource implications: None

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## Course #8 CIN303H5 Global Auteurs

Resource implications: None.

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## Course #9 CIN304H5 The Violent Image

Resource implications: Books & DVDs for Library in consultation with Pam King.

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## Course #10 CIN306H5 The Comedic Image

Resource implications: Books & DVDs for Library in consultation with Pam King.

---

## Course #11 CIN307H5 Movement

Resource implications: None

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## Course #12 CLA335H5 Democracy in Ancient Greece

Resource implications: No resource implications.

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## Course #13 FAH356H5 Colonial Latin American Art and Architecture

Resource implications: Books for Library in consultation with Pam King.

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## Course #14 FAH385H5 Contemporary South Asian Art

Resource implications: None

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**Course #15 FAS143H5 Drawing I**

Resource implications: none

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**Course #16 FAS147H5 Photography I**

Resource implications: None

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**Course #17 FAS248H5 Sculpture I**

Resource implications: None.

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**Course #18 FAS334Y5 Print Media III**

Resource implications: None

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**Course #19 FAS343Y5 Drawing III**

Resource implications: None.

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**Course #20 FAS348Y5 Continuing Investigations in Sculpture**

Resource implications: None.

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**Course #21 FRE180H5 Introduction to French Studies I**

Resource implications: None.

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**Course #22 FRE181H5 Introduction to French Studies II**

Resource implications: None.

---

**Course #23 FRE225Y5 Teaching and Learning a Second/Foreign Language**

Resource implications: None.

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**Course #24 FRE345H5 Teaching and Learning French Since the 1970s**

Resource implications: None.

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**Course #25 FRE352H5 Teaching French Grammar**

Resource implications: None. Course will be taught by full-time faculty.

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**Course #26 FRE353H5 Teaching French Culture**

Resource implications: None. Course will be taught by full-time faculty.

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**Course #27 FRE356H5 Studies in 17th-century French Literature**

Resource implications: None. Course will be taught by full time faculty.

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**Course #28 FRE357H5 Studies in Medieval French**

Resource implications: None. Course will be taught by full time faculty.

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**Course #29 FRE363H5 French Romanticism in Literature and the Arts**

Resource implications: None. Course will be taught by full-time faculty.

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**Course #30 FRE364H5 Nineteenth-Century Realism and Naturalism**

Resource implications: None.

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**Course #31 FRE365H5 Studies in 18th-century French Literature**

Resource implications: None. Course will be taught by full time faculty.

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**Course #32 FRE372H5 History of the French Language I**

Resource implications: None. Course will be taught by full-time faculty.

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**Course #33 FRE373H5 History of the French Language II**

Resource implications: None.

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**Course #34 FRE391H5 Women of the Francophone World**

Resource implications: None.

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**Course #35 FRE393H5 French Cinéma: An Introduction**

Resource implications: None.

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**Course #36 FRE397H5 Films of the Francophone World**

Resource implications: None.

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**Course #37 FRE445H5 Special Topic in Literature II**

Resource implications: None. Course will be taught by full-time faculty.

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**Course #38 HIS283H5 Introduction to Southeast Asia**

Resource implications: No resource implications.

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**Course #39 HIS312H5 Canadian Communities 1600-2000**

Resource implications: No resource implications, instructor will be conducting the tutorials.

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**Course #40 HIS382H5 Nationalism in Modern South Asia**

Resource implications: No resource implications.

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**Course #41 HIS383H5 Chinese Diaspora**

Resource implications: No resource implications.

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**Course #42 HIS386H5 Gender and History in Modern South Asia**

Resource implications: No resource implications.

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**Course #43 HIS394H5 Race and Empire in Colonial South Asia**

Resource implications: No resource implications.

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**Course #44 HIS438H5 Remembering Atrocity: The Holocaust and Historical Memory in Europe and North America**

Resource implications: No resource implications.

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**Course #45 HIS448H5 Memory, History and South Asia's Contested Pasts**

Resource implications: No resource implications.

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**Course #46 HIS484H5 Religion and Popular Culture in Modern South Asia**

Resource implications: No resource implications.

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**Course #47 ITA375Y5 Second Language Teaching Methodology**

Resource implications: None. Course was proposed by full-time faculty.

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**Course #48 ITA376H5 Recreational Linguistics: Brain Game, Brain Teasers**

Resource implications: None. Course will be taught by full-time faculty.

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**Course #49 ITA493H5 Special Topics in Italian Language Teaching and Learning: The Language Classroom**

Resource implications: None.

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**Course #50 ITA494H5 Special Topics in Italian Language Teaching and Learning: Theatre, Drama, and Culture**

Resource implications: None.

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**Course #51 LIN306H5 Language Diversity and Language Universals**

Resource implications: None.

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**Course #52 LIN366H5 Contact Languages: Pidgins, Creoles and Mixed Languages**

Resource implications: None.

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**Course #53 LIN376H5 Introduction to Romance Linguistics**

Resource implications: None.

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**Course #54 LIN417H5 Second Language Pedagogy**

Resource implications: None.

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**Course #55 LTL227H5 Introduction to the Theory in Second Language Acquisition**

Resource implications: None. This course will draw upon the expertise of a full-time faculty member.

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**Course #56 LTL380H5 Theoretical Issues In Second Language Teaching and Learning**

Resource implications: None.

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**Course #57 LTL417H5 Second Language Pedagogy**

Resource implications: None.

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**Course #58 LTL456H5 Sociolinguistics and Second Language Teaching and Learning**

Resource implications: None.

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**Course #59 LTL488H5 Principles and Strategies for Online Second Language Course Design**

Resource implications: None.

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**Course #60 PRS210Y5 Elementary Persian**

Resource implications: None.

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**Course #61 PRS310Y5 Intermediate Persian**

Resource implications: None.

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**Course #62 RLG203H5 Introduction to Christianity**

Resource implications: No resource implications.

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**Course #63 RLG205H5 Introduction to South Asian Religions**

Resource implications: No resource implications.

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**Course #64 RLG308H5 Religion in Medieval Indian History**

Resource implications: No resource implications.

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**Course #65 RLG326H5 Early Christianity and Rabbinic Judaism**

Resource implications: No resource implications.

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**Course #66 RLG349H5 Foundations of Christian Europe (400-1000 C.E.)**

Resource implications: No resource implications.

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**Course #67 RLG357H5 Christianity in the Developing World**

Resource implications: No resource implications.

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**Course #68 RLG435H5 The Dead Sea Scrolls**

Resource implications: No resource implications.

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**Course #69 RLG449H5 Islamic Sexualities**

Resource implications: Most of the materials required for this course are already available in the UofT library system. The acquisition of a few new films may be requested which will be used for this and future courses.

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**Course #70 VCC205H5 Monsters**

Resource implications: None

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**Course #71 VCC306H5 Visual Culture and Colonialism**

Resource implications: None

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**Course #72 VCC309H5 Society and Spectacle**

Resource implications: None

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**Course #73 VCC310H5 Audio Art In The Visual Field**

Resource implications: none

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**Course #74 VCC334H5 Media Realities**

Resource implications: Books & DVDs for Library in consultation with Pam King.

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**Course #75 VCC338H5 Picturing the Suburbs**

Resource implications: None

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**Course #76 VCC360H5 South Asian Visual Culture**

Resource implications: None

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**Course #77 VCC406H5 Post-Colonialism and the Image**

Resource implications: None

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**Course #78 VCC409H5 Capital, Spectacle, War**

Resource implications: None

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**Course #79 VCC427H5 Participatory Media**

Resource implications: None

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**Course #80 VCC430H5 Performing Failure: Techniques of Mutism**

Resource implications: None

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**Course #81 WGS101H5 Introduction to Women and Gender Studies**

Resource implications: No resource implications.

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**Course #82 WGS200Y5 Theories in Women and Gender Studies**

Resource implications: No resource implications.

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**Course #83 WGS366H5 Women and Psychology**

Resource implications: No resource implications.

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**Course #84 WGS367H5 Women and Health**

Resource implications: No resource implications.

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**Course #85 WGS419H5 Gender and Disability**

Resource implications: No resource implications.

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# Deleted Courses

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## **Course #1 CHI300Y5 Modern Standard Chinese III**

**Rationale:** Both CHI300Y5 and CHI301Y5 have been collapsed into one course, CHI301Y5 Advanced Chinese.

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## **Course #2 FRE180Y5 Introduction to French Studies**

**Rationale:** Course will be offered as two half courses.

---

## **Course #3 FRE335H5 Teaching and Learning French with New Technology**

**Rationale:** Course content out-of-date.

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## **Course #4 FRE359H5 Studies in Drama I: Pre-1800**

**Rationale:** Faculty member who originally proposed the course is no longer with the department.

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## **Course #5 FRE360H5 The French Tale from the 16th to 18th Centuries**

**Rationale:** Faculty member who originally proposed the course is no longer with the department.

---

## **Course #6 FRE364Y5 Prose Fiction from 1800 to 1900**

**Rationale:** Course will be divided into two 0.5 courses.

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## **Course #7 FRE373Y5 General History of the French Language**

**Rationale:** Course will be divided into two 0.5 (H) courses.

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## **Course #8 ITA227Y5 Twentieth-Century Italian Women Writers**

**Rationale:** Course has not been taught in several years. Faculty no longer with the department.

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## **Course #9 ITA228Y5 Twentieth Century Italian Women Writers**

**Rationale:** Course has not been taught in several years. Faculty no longer with the department.

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## **Course #10 ITA318H5 Women and Love in the Middle Ages and the Renaissance**

**Rationale:** Course has not been taught in several years.

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## **Course #11 ITA360H5 The Italian Language and Organized Crime**

**Rationale:** Course has not been taught in several years.

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## **Course #12 ITA361H5 The Italian Language and Organized Crime**

**Rationale:** Course has not been taught in several years.

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## **Course #13 ITA362H5 The Italian Canadians and the Law**

**Rationale:** Course has not been taught in several years.

---

## **Course #14 ITA363H5 The Italian Canadians and the Law**

**Rationale:** Course has not been taught in several years.

---

**Course #15 ITA372Y5 Pirandello and Modern Italian Playwrights**

**Rationale:** Course has not been taught in several years.

---

**Course #16 ITA396H5 Computer Assisted Language and Literature Teaching in Italian**

**Rationale:** Course has not been taught in several years.

---

**Course #17 LTL225Y5 Teaching and Learning a Second/Foreign Language**

**Rationale:** Course will be replaced with FRE225Y5.

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**Course #18 LTL388Y5 Testing and Evaluation of Multimedia Language Resources**

**Rationale:** Course has not been taught in several years.

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**Course #19 PRS210H5 Elementary Persian I**

**Rationale:** PRS210H5/PRS211H5 will be integrated into a full year (Y) course.

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**Course #20 PRS211H5 Elementary Persian II**

**Rationale:** PRS210H5 and PRS211H5 are integrated into a full year (Y) course.

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# Renumbered Courses

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## Course #1 VCC205H5 Monsters

**Before:** *VCC340H5*

**After:** *VCC205H5*

**Rationale:** This change comes from the extraordinary amount of interest generated in this topic and the intense demand (and oversubscription) for this course at the 300 level this year. It has been determined that such a popular course would be better offered at the 200 level in the future.

---

## Course #2 VCC309H5 Society and Spectacle

**Before:** *VCC209H5*

**After:** *VCC309H5*

**Rationale:** There was much less demand for this course than had been expected this year. The enrollments can not justify to continue the course as being offered at the 200 level. The rigour of this course and its subject matter would better serve more advanced students at the 300 level.

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# Rewighted Courses

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## Course #1 ITA375Y5 Second Language Teaching Methodology

**Before:** *ITA375H5*

**After:** *ITA375Y5*

**Rationale:** Course will be changed from an H course to a Y course. The goals and objectives could not be sufficiently met in the H course. By expanding class time, the scope is increased for developing/expanding skills and knowledge in the subject matter required for upper level courses in language teaching and learning in Italian Studies.

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# Courses - Description Changes

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## Course #1 CHI301Y5 Advanced Chinese

- Before:** This intermediate-level language course is a continuation of CHI201Y5. Interviews may be required of all students who wish to enroll in the course. [72L, 24P]
- After:** This intermediate-level language course is a continuation of **CHI200Y5 and** CHI201Y5. ***It is not open to native speakers of Chinese or to students who know Mandarin or any Chinese dialect because of their family backgrounds.*** Interviews may be required of all students who wish to enroll in the course. [72L, 24P]
- Rationale:** Both CHI300Y5 and CHI301Y5 will be collapsed into one course. CHI300Y5 will be deleted.
- 

## Course #2 CIN301H5 Topics in Cinema Studies

- Before:** The course may have a historical, genre, theoretical, auteur, or other focus. Students should contact the program director for the current topic. ***[12L, 24S, 12T]***
- After:** The course may have a historical, genre, theoretical, auteur, or other focus. Students should contact the program director for the current topic. ***[24L, 24P]***
- Rationale:** Revising hours of instruction to reflect the way the course is taught.
- 

## Course #3 CIN302H5 Bollywood in Context

- Before:** India has arguably the most popular and prolific film industry in the world. This course contextualizes the relatively recent 'Bollywood' phenomenon within the history of Indian commercial cinema and key aspects of modern Indian culture, emphasizing the popular cinema's role in constructing historically changing ideas of national and gendered identity. It also challenges the assumptions of film theories developed in relation to Hollywood or European cinema by introducing film theory concepts that address South Asian image-cultures (such as darshan, frontality, melodrama and interruption).
- After:** India has arguably the most popular and prolific film industry in the world. This course contextualizes the relatively recent 'Bollywood' phenomenon within the history of Indian commercial cinema and key aspects of modern Indian culture, emphasizing the popular cinema's role in constructing historically changing ideas of national and gendered identity. It also challenges the assumptions of film theories developed in relation to Hollywood or European cinema by introducing film theory concepts that address South Asian image-cultures (such as darshan, frontality, melodrama and interruption). ***[24L, 24P]***
- Rationale:** Adding hours of instruction that were previously missing.
- 

## Course #4 CIN303H5 Global Auteurs

- Before:** This course is devoted to three major international filmmakers: Michael Haneke (Austria), Olivier Assayas (France), and Hou Hsiao-Hsien (Taiwan). While different in many important respects, these filmmakers are nevertheless linked by their tendency to make international films that are themselves mediations on national identity in an increasingly globalized world. Screenings will include Cache, Code Unknown, Carlos, Demonlover, The Flight of the Red Balloon, and Goodbye South, Goodbye, to name just a few.
- After:** This course is devoted to three major international filmmakers: Michael Haneke (Austria), Olivier Assayas (France), and Hou Hsiao-Hsien (Taiwan). While different in many important respects, these filmmakers are nevertheless linked by their tendency to make international films that are themselves mediations on national identity in an increasingly globalized world. Screenings will include Cache, Code Unknown, Carlos, Demonlover, The Flight of the Red Balloon, and Goodbye South, Goodbye, to name just a few. ***[24L, 24P]***
- Rationale:** Adding hours of instruction that were previously missing.
- 

## Course #5 CIN307H5 Movement

- Before:** Since the advent of cinema, filmmakers and film theorists have repeatedly attempted to define film as a unique art form on the basis of its most defining characteristic: movement. Painters can represent movement, but film is movement itself. Not surprisingly, so many filmmakers who are recognized as significant artists are most easily identified by the distinctive style of their camera movement. This class will be devoted to a consideration of the nature, meaning, and styles of movement in film.
- After:**

Since the advent of cinema, filmmakers and film theorists have repeatedly attempted to define film as a unique art form on the basis of its most defining characteristic: movement. Painters can represent movement, but film is movement itself. Not surprisingly, so many filmmakers who are recognized as significant artists are most easily identified by the distinctive style of their camera movement. This class will be devoted to a consideration of the nature, meaning, and styles of movement in film. **[24L, 24P]**

**Rationale:** Adding hours of instruction that were previously missing.

---

### Course #6 CLA335H5 Democracy in Ancient Greece

**Before:** ***(Formerly CLA235H5) A survey of the major developments in the political thought and practice of the Greeks in the archaic and classical periods (c.750-300 B.C.). [24L]***

**After:** ***The history and theory of democracy in the city-states of Ancient Greece will be studied using a variety of different types of evidence (archaeology, documents, literary texts). Comparisons with modern political situations and issues will be encouraged as a means of sharpening insight into ancient political circumstances and systems.***

**Rationale:** This title and description are designed to convey an accurate idea of the content of the existing course CLA335H5 Government in Classical Greece, which the new proposal should replace. CLA335H5 originated as a full-year course, in which it made sense to attempt coverage of Greek Government in general. Now that several different versions of CLA335H5 have been taught, it is clear that it will work much better if focussed more specifically on democracy, as practised and discussed not only in Athens but also in some other Greek states. This would have the further advantage of making the title more likely to engage student interest.

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### Course #7 FAH385H5 Contemporary South Asian Art

**Before:** This course traces a chronology of South Asian art from its genealogies in late colonial image-making traditions from the 1850s-present, situating modernist 'high' art in terms of its conversation with the broader field of cultural practice in modern India: cinema, vernacular bazaar prints, rural and tribal craft traditions, and practices of popular devotion, and 'classical' artistic traditions. It investigates the theoretical and political concerns animating South Asian cultural practices and their criticism (nationalism, Marxism, secularism, anti-fundamentalism, Islam, feminism, postcolonialism, issues of diaspora and globalization), and addresses the key question of how to approach practices of modernism and postmodernism in the postcolony.

**After:** This course traces a chronology of South Asian art from its genealogies in late colonial image-making traditions from the 1850s-present, situating modernist 'high' art in terms of its conversation with the broader field of cultural practice in modern India: cinema, vernacular bazaar prints, rural and tribal craft traditions, and practices of popular devotion, and 'classical' artistic traditions. It investigates the theoretical and political concerns animating South Asian cultural practices and their criticism (nationalism, Marxism, secularism, anti-fundamentalism, Islam, feminism, postcolonialism, issues of diaspora and globalization), and addresses the key question of how to approach practices of modernism and postmodernism in the postcolony. **[24L]**

**Rationale:** Added Hours of instruction that were previously missing.

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### Course #8 FAS143H5 Drawing I

**Before:** This course ***is an introduction to drawing principles, media, and processes with the emphasis on understanding the way in which drawing methods bring variety and clarity to imagemaking.*** Drawing is presented as an interpretive and expressive ***tool, and areas of study range from technical drawing to conceptual development. Students make observational drawings from objects, environments, and the figure, and work with imagined and found sources.*** Sessions include demonstrations, illustrated presentations, and ***group and individual assignments.*** [72P]

**After:** ***Drawing 1 introduces core drawing practices at the entry level.*** This course ***provides an opportunity for students to develop their drawing skills, visual vocabulary, and understanding of conceptual and formal approaches to both historical and contemporary practices.*** Drawing is presented as an ***technical,*** interpretive and expressive ***tool: students*** make observational drawings from objects, environments, and the figure, and work with

imagined and found sources. Sessions include demonstrations, illustrated presentations, and individual assignments. [72P]

**Rationale:** There are now fewer projects and less material covered in all our year 1 and 2 courses, as these courses now take place in one semester over six weeks. Changes also reflect our use of safer materials, and the approaches of new faculty due to retirement and long-term leaves.

---

### Course #9 FAS147H5 Photography I

**Before:** This introductory course emphasizes the ***interaction of technique, perception and communication in the creation and interpretation of photographic images. Its purpose is to provide students with the ability to*** use photography as a tool for artistic expression. Students ***are introduced to*** photographic ***principles as well as analogue*** and digital ***processes using a range of cameras, from pinhole through to digital single lens reflex.*** [72P]

**After:** This introductory course emphasizes the use photography as a tool for artistic expression. Students ***will build skills using a manual-operation camera, processing B&W film, creating silver-based*** photographic ***prints in the darkroom, and in acquiring basic*** digital ***processing and printing techniques in colour photography. Photography is presented as a medium for communication*** through ***in-class discussion, analysis and interpretation.*** [72P]

**Rationale:** We have introduced a section of digital photography, which is a shift from our previous practice of introducing digital work at year 2.

---

### Course #10 FAS248H5 Sculpture I

**Before:** This course introduces students to basic sculptural processes and materials, such as casting, mold-making, ***observational sculpture in cardboard*** and fabrication in wood, metal and found objects. A series of conceptual exercises provide opportunity for creative problem-solving and critical analysis while challenging conventional models of sculptural production. [72P]

**After:** This course introduces students to basic sculptural processes and materials, such as casting, mold-making, ***construction in cardboard,*** and fabrication in wood, metal and found objects. A series of conceptual exercises provide opportunity for creative problem-solving and critical analysis while challenging conventional models of sculptural production. [72P]

**Rationale:** Changes reflect our use of safer materials, and the approaches of new faculty due to retirement and long-term leaves. There are now fewer projects and less material covered in all our year 1 and 2 courses, as these courses now take place in one semester over six weeks.

---

### Course #11 FAS334Y5 Print Media III

**Before:** This course is a continuation of FAS234H with an introduction to stone and plate lithography. Students ***make a transition to self-directed learning and*** complete ***a body of related works. Print will be broadly defined,*** and ***students*** choose to consolidate and explore traditional print media, or to work with a combination of print and other two-dimensional, sculptural or installation media of their choice. Increased refinement and sophistication in conception and execution is expected. Students become familiar with issues and examples of contemporary print practice, and discuss and critique works by contemporary artists.[144P]

**After:** This course is a continuation of FAS234H with an introduction to stone and plate lithography. Students ***are asked*** to complete ***assigned*** and ***self-directed projects, and may*** choose to consolidate and explore traditional print media, or to work with a combination of print and other two-dimensional, sculptural or installation media of their choice. Increased refinement and sophistication in conception and execution is expected. Students become familiar with issues and examples of contemporary print practice, and discuss and critique works by contemporary artists.[144P]

**Rationale:** Changes reflect our use of safer materials, and the approaches of new faculty due to retirement and long-term leaves.

---

### Course #12 FAS343Y5 Drawing III

**Before:**

A continuation of **FAS246H**, this course presents a **challenging studio-based exploration of the established boundaries of the discipline of drawing, as well as the opportunity to research contemporary relationships between drawing and current imagemaking. Through topical assignments and independent projects, students assess the systems and conventions of drawing and are expected to work experimentally in a range of media that may include both traditional media as well as new technologies for video and animation production. Through readings, student-led presentations, discussions, workshops, topical and independent assignments and critiques, students develop a body of work that investigates experimental processes and image production.** [144P]

**After:** A continuation of **FAS243H**, students examine a **range of critical and thematic concerns of artists working in drawing today. The course examines the systems and conventions of drawing in the broadest possible sense and includes both traditional media as well as new technologies for video and animation production. Through readings, student-led presentations, discussions, workshops, topical and independent assignments and critiques, students develop a body of work that investigates experimental processes in image production.** [144P]

**Rationale:** Changes reflect our use of safer materials, and the approaches of new faculty due to retirement and long-term leaves. This course now includes video and digital animation components in order best to reflect how new media has changed the contemporary practice of traditional media.

---

### Course #13 FAS348Y5 Continuing Investigations in Sculpture

**Before:** This course **is a continuation of FAS248H. Students explore contemporary concepts, images and materials in three-dimensional works inspired by natural forms and culturally specific sources. Through topical assignments and independent projects, students develop their expertise with both traditional sculptural processes and new technologies, completing projects in a range of media that include sound, video and performance. Students are introduced to increasingly complex topics, and develop an awareness of contemporary issues through discussion, group critiques, slide presentations, readings and gallery visits.** [144P]

**After:** This course **will guide the student through a transition from assignment-driven sculpture projects to self-directed work. The introduction of conceptual approaches, reflective writing on the artwork produced, and a new range of sculpture techniques and materials will augment the technical skills students acquired in Sculpture 1 FAS248H. Illustrated presentations, short readings, visiting artist reviews, an exhibition review, artist presentation, and field trips to fabrication facilities and galleries will accompany the studio work over the two terms.** [144P]

**Rationale:** Changes reflect our use of safer materials, and the approaches of new faculty due to retirement and long-term leaves. This course now includes video and digital animation components in order best to reflect how new media has changed the contemporary practice of traditional media.

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### Course #14 FRE345H5 Teaching and Learning French Since the 1970s

**Before:** The aim of this course is to present recent research and **examine how it is applied to the classroom in two important domains of teaching and learning French as a second language:**  
**- A review of the history of French immersion in Canada, including the implications of early, late and partial Immersion. Teaching techniques will be explored and analyzed.**

- **A presentation of** recent developments in the teaching of reading and written **comprehension. Reading materials** and **strategies to improve reading skills will be explored. [12L, 12S]**

**After:** The aim of this course is to present recent research and **its** classroom **applications** in **relevant contemporary** domains of teaching and learning French as a second **language, such as** French immersion in Canada, including the implications of early, late and partial **immersion**; recent developments in the teaching of reading and written **comprehension; the use of online resources** and **the pedagogical impact of Information and Communications Technologies in education.**

**Rationale:** Description was updated to include the most recent research in the area of second-language acquisition.

---

### Course #15 FRE391H5 Women of the Francophone World

**Before:** **(Offered in English)** An in-depth examination of the **status of women in various Francophone countries and of the** representation of women in a selection of **literary works** from **France, Québec, the Caribbean and Africa.** The course will focus on **the varying status of women due to the diversity of Francophone cultures, differences in social class and consequences of slavery in former French colonies. Assignments and exams written in English. Course counts towards the minor in Francophone Studies only.**

**After:** An in-depth examination of the representation of women in a selection of **novels and films** from **Francophone countries, which will include a combination of works by French, Quebecois, Guadeloupean, Algerian, and Senegalese authors and directors.** The course will focus on **historical and socio-cultural francophone contexts and will include a discussion of Feminism and of the impact of political systems and ideologies on the lives of women.**

**Rationale:** Course designator was changed from FRC to FRE and will be incorporated into the mainstream French curriculum and will no longer be offered in the English language. Language of instruction will be French. The change will expand course offerings available to French program students. The new course description aims for more clarity by giving more precise examples of the topics covered and stating the aims and usefulness of the course.

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### Course #16 FRE393H5 French Cinéma: An Introduction

**Before:** **(Offered in English)** A historical perspective on French films with a focus on the specificity of French cinéma, from the Poetic Realism of the Thirties to the New Wave of the Fifties and Sixties, the "Cinéma du look" of the Eighties and the various genres of contemporary French cinema: heritage film, film noir and comedies in particular. Recommended foundation course for **FRC397H5. Assignments and exams written in English. Course counts towards the minor in Francophone studies only.**

**After:** A historical perspective on French films with a focus on the specificity of French cinéma, from the Poetic Realism of the Thirties to the New Wave of the Fifties and Sixties, the "Cinéma du look" of the Eighties and the various genres of contemporary French cinema: heritage film, film noir and comedies in particular. Recommended foundation course for **FRE397H5.**

**Rationale:** Course designator was changed from FRC to FRE and will be incorporated into the mainstream French curriculum. The course will no longer be offered in the English language. Language of instruction will be French. The change will expand course offerings available to French program students.

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### Course #17 FRE397H5 Films of the Francophone World

**Before:** **(Offered in English)** A study of a selection of films from Francophone countries, e. g. France, Québec, Burkina-Faso, Senegal. **Knowledge of French useful but not required. Assignments and exams written in English.**

- After:** A study of a selection of films from Francophone countries, e. g. France, Québec , Burkina-Faso, Senegal.
- Rationale:** Course designator was changed from FRC to FRE and will be incorporated into the mainstream French curriculum and will no longer be offered in the English language. Language of instruction will be French. The change will expand course offerings available to French program students.
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### Course #18 HIS386H5 Gender and History in Modern South Asia

- Before:** *The evolution of Colonial* South Asia from *an agrarian* to *an industrial society*. *Themes* include *migration* and *ethnicity, urbanization* and *industrialization, violence* and *social order, social stratification, education and family*. [24L]
- After:** *This course seeks to understand the manifold ways in which gender has shaped* South Asia from *the colonial era* to *the contemporary period*. *The themes will* include *the relationship between gender* and *kinship on the one hand* and *race, imperialism, nationalism, popular movements* and *religion on the other*.
- Rationale:** To better prepare students for the course. To accurately reflect the content for the course to attract students.
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### Course #19 ITA375Y5 Second Language Teaching Methodology

- Before:** (Offered in English) This course connects Second Language Acquisition theory and research to teaching practice. Students will gain hands-on experience in the development and evaluation of Italian second language teaching materials for the communicative classroom environment. Special emphasis will be placed on the teaching of the four skills (speaking, reading, listening, and writing) and grammar instruction. [12L, 12P]
- After:** (Offered in English) This course connects Second Language Acquisition theory and research to teaching practice. Students will gain hands-on experience in the development and evaluation of Italian second language teaching materials for the communicative classroom environment. Special emphasis will be placed on the teaching of the four skills (speaking, reading, listening, and writing) and grammar instruction. [24L, 24T]
- Rationale:** Course will be changed from an H course to a Y course. The goals and objectives could not be sufficiently met in the H course. By expanding class time, the scope is increased for developing/expanding skills and knowledge in the subject matter required for upper level courses in language teaching and learning in Italian Studies.
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### Course #20 LTL380H5 Theoretical Issues In Second Language Teaching and Learning

- Before:** This course examines theoretical research on adult second language learning and the resultant implications for second language teaching. Topics include *learning styles and strategies*, age, affect, communicative competence, and sociolinguistics. Links are drawn to *teaching* practices, including error correction, materials selection, and order and method of presentation. This course is taught in English and is open to students from other disciplines. Students enrolled in this course who submit all written work in the language they are studying (French/Italian) may petition the department for credit towards a Specialist (French or Italian) or Major *(French/Italian)*
- After:** This course examines theoretical research on adult second language learning and the resultant implications for second language teaching. Topics include age, affect, communicative competence, and sociolinguistics. Links are drawn to *pedagogical* practices, including error correction, materials selection, and order and method of presentation. This course is taught in English and is open to students from other disciplines. Students enrolled in this course who submit all written work in the language they are studying (French/Italian) may petition *to* the department for credit towards a Specialist (French or Italian) or Major *(French/Italian)*.
- Rationale:** Provide a clear and more concise description.
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### Course #21 RLG203H5 Introduction to Christianity

- Before:** This course introduces the diverse history of the Christian religious tradition, from Jewish sect to global movement. How has the essence of Christianity been defined through the centuries? Why have various people from very different times and places, and from very different social strata, become, or remained, Christians? How have Christian beliefs and practices adapted to changing historical circumstances? How have various churches related to ruling powers? These are the main questions we will be focussing on throughout the *year*. In pursuing answers to these questions, the emphasis will be on how *and why* Christianity has been shaped by various social and cultural *environments throughout its long history, as well as how it has helped to shape society and*

***culture. [24L]***

**After:** This course introduces the diverse history of the Christian religious tradition, from Jewish sect to global movement. How has the essence of Christianity been defined through the centuries? Why have various people from very different times and places, and from very different social strata, become, or remained, Christians? How have Christian beliefs and practices adapted to changing historical circumstances? How have various churches related to ruling powers? These are the main questions we will be focussing on throughout the ***term***. In pursuing answers to these questions, the emphasis will be on how Christianity has ***both shaped and*** been shaped by various social and cultural ***environments***.

**Rationale:** To update and clarify the content of the course.

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**Course #22 RLG205H5 Introduction to South Asian Religions**

**Before:** An historical and thematic introduction to ***the Hindu*** religious ***tradition*** as embedded in the socio-cultural structures of India. ***[24L]***

**After:** An historical and thematic introduction to ***South Asian*** religious ***traditions*** as embedded in the socio-cultural structures of India.

**Rationale:** The new course description would more accurately reflect the course content, which covers not only Hinduism but also aspects of Buddhism, Jainism, Islam, and Sikhism in South Asian history.

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**Course #23 RLG308H5 Religion in Medieval Indian History**

**Before:** A survey of Vaisnava, Saiva, and ***Jaina*** traditions in the ***Vijayangara empire*** of late-medieval South India, this course explores the use of historical data in the study of religion. ***[24L]***

**After:** A survey of Vaisnava, Saiva, ***Jaina***, and ***Islamic*** traditions in the ***Vijayanagara Empire*** of late-medieval South India, this course explores the use of historical data in the study of religion.

**Rationale:** The change in course title and description is intended to reflect the course's breadth, which will appeal to a wider range of undergraduate students. While the specific focus is on South India, the methods are applicable to the use of historical data in the study of medieval religion more widely.

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**Course #24 RLG326H5 Early Christianity and Rabbinic Judaism**

**Before:** The course will ***focus on the following concepts*** and ***their*** historical ***developments*** in the ***ancient world of religion: heavenly ascent, messiah, revelation, martyrdom, redemptive suffering*** and ***divine-human being***. Students will ***read a wide variety*** of ***texts from the following collections: Gnostic literature, Dead Sea Scrolls, Pseudipigrapha, Apocrypha, Old Testament, New Testament, Desert Fathers,*** and ***Rabbinic literature***. ***[24L]***

**After:** The course will ***address both historical*** and ***thematic issues***. ***The main*** historical ***question to be considered is: How did orthodox Christianity and orthodox Judaism emerge*** in the ***five centuries after Jesus*** and ***the destruction of the Jewish temple? Answering this question*** will ***involve an examination*** of the ***diversity in both traditions, the formation of authoritative writings,*** and ***how a dominant group in each case came to power. Attention will be given both to how these two emerging orthodoxies responded to each other and to how they interacted with their social, political, and cultural context. Various themes relevant to the beliefs and practices of both traditions will also be considered.***

**Rationale:** The description is changed to correspond to how the course is taught and to better reflect the title.

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**Course #25 VCC205H5 Monsters**

**Before:** This course examines monster movies and television shows alongside readings from monster literature, comics, and critical essays. It considers the social significance of the monster in order to learn something about how the threat of the



monster relates to historical anxieties concerning mass-media technologies, social deviance, and the hybrid forms of visual media culture that we typically associate with the era of 21st-century convergence culture but define the genre of monster media from its ancient beginnings.

**After:** This course examines monster movies and television shows alongside readings from monster literature, comics, and critical essays. It considers the social significance of the monster in order to learn something about how the threat of the monster relates to historical anxieties concerning mass-media technologies, social deviance, and the hybrid forms of visual media culture that we typically associate with the era of 21st-century convergence culture but define the genre of monster media from its ancient beginnings.

***The course assumes and builds upon knowledge gained in the first year foundations sequence, Introduction to Visual Studies 1 and 2.[24L, 24P]***

**Rationale:** To further explain the course description as a 200-level.

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### **Course #26 VCC306H5 Visual Culture and Colonialism**

**Before:** Many of our most popular and influential image technologies, visual forms, and ways of thinking about images first developed in the second half of the 19th century: the heyday of European colonialism. This course re-examines the visual culture of modernity in the light of this deeply colonial genealogy, through forms such as photography, colour printing, film, exhibitions, postcards, maps, scientific illustrations, and the body as image.

**After:** Many of our most popular and influential image technologies, visual forms, and ways of thinking about images first developed in the second half of the 19th century: the heyday of European colonialism. This course re-examines the visual culture of modernity in the light of this deeply colonial genealogy, through forms such as photography, colour printing, film, exhibitions, postcards, maps, scientific illustrations, and the body as image. **[24L]**

**Rationale:** Added Hours of instruction that were previously missing.

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### **Course #27 VCC309H5 Society and Spectacle**

**Before:** Spectacles have been vehicles of social and political power at varying historical moments and locations. Since Guy Debord's *Society of the Spectacle* was published in 1967 the term has been deployed as a critical concept for thinking about visual culture. This course takes up a number of historical case studies in order to locate and situate phenomena associated with spectacle and spectacular visual entertainments. Topics may include the role of images in mediating contemporary social relations and the connection between spectacle and violence.

**After:** Spectacles have been vehicles of social and political power at varying historical moments and locations. Since Guy Debord's *Society of the Spectacle* was published in 1967 the term has been deployed as a critical concept for thinking about visual culture. This course takes up a number of historical case studies in order to locate and situate phenomena associated with spectacle and spectacular visual entertainments. Topics may include the role of images in mediating contemporary social relations and the connection between spectacle and violence. **[24L, 24P]**

**Rationale:** Added hours of instruction previously missing.

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### **Course #28 VCC310H5 Audio Art In The Visual Field**

**Before:** This course will survey the recent literature and examine the tactics and strategies by which audio art interrupts, infects, and interpenetrates the visual field. The course will investigate the methods utilized by contemporary artists to diffuse sound through various media: installation, performance, video, cinema, recording, radio, and the internet. Issues of intention and reception will be considered in the same breath as issues of technique and technology. The course will examine key terms such as silence, noise, voice, speech, echo, and listening.

**After:** This course will survey the recent literature and examine the tactics and strategies by which audio art interrupts, infects, and interpenetrates the visual field. The course will investigate the methods utilized by contemporary artists to diffuse sound through various media: installation, performance, video, cinema, recording, radio, and the internet. Issues of intention and reception will be considered in the same breath as issues of technique and technology. The course will examine key terms such as silence, noise, voice, speech, echo, and listening. **[24L]**

**Rationale:** Added Hours of instruction that were previously missing.

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### **Course #29 VCC338H5 Picturing the Suburbs**

**Before:** This course considers how images of suburbia circulate between two interrelated but often counter-posed realms of visual culture: the popular genres of film, television, and new media entertainment and the iconography of "high" art practices such as painting, photography, and avant-garde film. In the process it addresses such fundamental issues as the relation between art and mass-production, the aesthetics of private and public space, and the role that visual media play in constructing the socio-political space of the built environment.

**After:** This course considers how images of suburbia circulate between two interrelated but often counter-posed realms of visual culture: the popular genres of film, television, and new media entertainment and the iconography of "high" art practices such as painting, photography, and avant-garde film. In the process it addresses such fundamental issues as the relation between art and mass-production, the aesthetics of private and public space, and the role that visual media play in constructing the socio-political space of the built environment. **[24L, 24P]**

**Rationale:** Added Hours of instruction that were previously missing.

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### Course #30 VCC360H5 South Asian Visual Culture

**Before:** Popular imagery from the Indian subcontinent is now increasingly visible in the global arena, particularly via the West's discovery of 'Bollywood.' But what have these images meant to South Asians themselves, what are their histories, what traditions and practices do they draw on? This course introduces key concepts for understanding South Asian visual culture and its multifaceted postcolonial modernity. Images examined include popular prints, film, photography, comic books, urban environments, advertisements, crafts, art, propaganda, rituals, television, and the internet.

**After:** Popular imagery from the Indian subcontinent is now increasingly visible in the global arena, particularly via the West's discovery of 'Bollywood.' But what have these images meant to South Asians themselves, what are their histories, what traditions and practices do they draw on? This course introduces key concepts for understanding South Asian visual culture and its multifaceted postcolonial modernity. Images examined include popular prints, film, photography, comic books, urban environments, advertisements, crafts, art, propaganda, rituals, television, and the internet. **[24L]**

**Rationale:** Added Hours of instruction that were previously missing.

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### Course #31 VCC406H5 Post-Colonialism and the Image

**Before:** How has the legacy of modern colonialism across the globe impacted how we see images, how we think about them and how we make them? And how do images perpetuate or overturn the legacy of colonial power relations? This course introduces students to the key concepts and debates in post-colonial theory as they relate to visual studies.

**After:** How has the legacy of modern colonialism across the globe impacted how we see images, how we think about them and how we make them? And how do images perpetuate or overturn the legacy of colonial power relations? This course introduces students to the key concepts and debates in post-colonial theory as they relate to visual studies. **[24S]**

**Rationale:** Added Hours of instruction that were previously missing.

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### Course #32 VCC409H5 Capital, Spectacle, War

**Before:** This course investigates the conjunction of contemporary global capitalism, spectacle, and militarized neo-liberal governmentality in order to develop a critical understanding of the inter-related forces that constitute the most current and politically and ethically pressing events in the world today. These may include the war on terror, the disaster film genre, technologies of surveillance, politics of humiliation and scandal, and theological and financial speculation and visions of the future. Readings will draw upon both historical and in many cases the latest work in political theory, cinema and new media studies, critical philosophy, and religious studies.

**After:** This course investigates the conjunction of contemporary global capitalism, spectacle, and militarized neo-liberal governmentality in order to develop a critical understanding of the inter-related forces that constitute the most current and politically and ethically pressing events in the world today. These may include the war on terror, the disaster film genre, technologies of surveillance, politics of humiliation and scandal, and theological and financial speculation and visions of the future. Readings will draw upon both historical and in many cases the latest work in political theory, cinema and new media studies, critical philosophy, and religious studies. **[24S]**

**Rationale:** Added Hours of instruction that were previously missing.

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### Course #33 VCC427H5 Participatory Media

**Before:** In order to explore the complex social and political issues surrounding the discourse of democratic participation in today's "new media" culture, this course provides a historical and theoretical survey of "old" media technologies that embrace the aesthetics of participation, running from popular theatre forms (including vaudeville and Chautauqua) to call-in radio shows, avant-garde and novelty films, activist video art, and the audience-based talk and game shows of fifties television that most directly prefigure the participatory genres of contemporary media programming.

**After:** In order to explore the complex social and political issues surrounding the discourse of democratic participation in today's "new media" culture, this course provides a historical and theoretical survey of "old" media technologies that embrace the aesthetics of participation, running from popular theatre forms (including vaudeville and Chautauqua) to call-in radio shows, avant-garde and novelty films, activist video art, and the audience-based talk and game shows of fifties television that most directly prefigure the participatory genres of contemporary media programming. **[24S,24P]**

**Rationale:** Added Hours of instruction that were previously missing.

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### Course #34 VCC430H5 Performing Failure: Techniques of Mutism

- Before:** This course focuses on the aesthetic and theoretical tropes of failure flourishing since WWII and covers a heterogeneous range of material, from the psychopathological and the physiological, to experiments in degenerative digital media. Utilizing conceptual handles such as the syncope in Clément's *The Philosophy of Rapture*, Blanchot's *The Writing of the Disaster* and Deleuze's notion of the particular we will examine contemporary art practices that enact mutism and perform failure as a means to reconsider the imperatives of communication.
- After:** This course focuses on the aesthetic and theoretical tropes of failure flourishing since WWII and covers a heterogeneous range of material, from the psychopathological and the physiological, to experiments in degenerative digital media. Utilizing conceptual handles such as the syncope in Clément's *The Philosophy of Rapture*, Blanchot's *The Writing of the Disaster* and Deleuze's notion of the particular we will examine contemporary art practices that enact mutism and perform failure as a means to reconsider the imperatives of communication. **[24S]**
- Rationale:** Added Hours of instruction that were previously missing.
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### Course #35 WGS200Y5 Theories in Women and Gender Studies

- Before:** This **introductory** course provides an **interdisciplinary overview of the historical 'waves' of women's movements for equality in a global context and background to the development of Women/Gender Studies as a site of learning** and feminist **inquiry**. It incorporates study of the themes and debates concerning the socially constructed categories of femininity, masculinity and gender and **presents** contemporary **instances of these theories. [48L, 20T]**
- After:** This course provides an **opportunity to engage in an in-depth examination of specialized and scholarly work within women and gender studies with a focus on the diverse, multidisciplinary and transnational expressions of feminist thought**. It incorporates study of the themes and debates concerning the socially constructed categories of femininity, masculinity and gender and **in historical and contemporary contexts**.
- Rationale:** WGS101H, Introduction to the Study of Women and Gender, will first be taught in Fall 2012. At the same time, WGS200Y will be renamed Theories of Women and Gender Studies and remain as the program requirement for WGS major and minor students and prerequisite for many third and fourth year WGS courses. WGS101H will be taught as the foundational introductory course for the program and is intended for first year students and others seeking a humanities credit. With the creation of WGS101H, WGS200Y is planned to be taught as a second year course with significantly more substantial theoretical content than is presently possible (without a WGS 101).
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# Changes in Course Name

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## Course #1 CHI301Y5 Advanced Chinese

**Before:** *Modern Standard* Chinese *III for Students with Prior Background*

**After:** *Advanced* Chinese

**Rationale:** Both CHI300Y5 and CHI301Y5 will be collapsed into one course. CHI300Y5 will be deleted.

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## Course #2 CLA335H5 Democracy in Ancient Greece

**Before:** *Government* in *Classical* Greece

**After:** *Democracy* in *Ancient* Greece

**Rationale:** This title and description are designed to convey an accurate idea of the content of the existing course CLA335H5 Government in Classical Greece, which the new proposal should replace. CLA335H5 originated as a full-year course, in which it made sense to attempt coverage of Greek Government in general. Now that several different versions of CLA335H5 have been taught, it is clear that it will work much better if focussed more specifically on democracy, as practised and discussed not only in Athens but also in some other Greek states. This would have the further advantage of making the title more likely to engage student interest.

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## Course #3 HIS283H5 Introduction to Southeast Asia

**Before:** *History of* Southeast Asia

**After:** *Introduction to* Southeast Asia

**Rationale:** To reflect the content for the course as an introductory course.

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## Course #4 HIS383H5 Chinese Diaspora

**Before:** *History of* Chinese Diaspora

**After:** Chinese Diaspora

**Rationale:** The course is multi-disciplinary, hence the former course title is not the most accurate. The discussion of history of Chinese migration consists of the first of the three parts of the course. The second and third parts of the course discuss the dynamics and identity politics of Chinese diaspora. These two latter parts not only draw on the works of historians, but more importantly, those of anthropologists, sociologists and political scientists.

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## Course #5 LTL488H5 Principles and Strategies for Online Second Language Course Design

**Before:** Principles and Strategies for Second Language Course Design

**After:** Principles and Strategies for *Online* Second Language Course Design

**Rationale:** Title changed to bring it in line with the course content.

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## Course #6 RLG308H5 Religion in Medieval Indian History

**Before:** Religion in Medieval *South India*

**After:** Religion in Medieval *Indian History*

**Rationale:** The change in course title and description is intended to reflect the course's breadth, which will appeal to a wider range of undergraduate students. While the specific focus is on South India, the methods are applicable to the use of historical data in the study of medieval religion more widely.

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## Course #7 WGS200Y5 Theories in Women and Gender Studies

**Before:** *Introduction to Studies of* Women and Gender

**After:** *Theories in* Women and Gender *Studies*

**Rationale:** WGS101H, Introduction to the Study of Women and Gender, will first be taught in Fall 2012. At the same time, WGS200Y will be renamed Theories of Women and Gender Studies and remain as the program requirement for WGS major and minor students and prerequisite for many third and fourth year WGS courses. WGS101H will be taught as the foundational introductory course for the program and is intended for first year students and others seeking a humanities credit. With the creation of WGS101H, WGS200Y is planned to be taught as a second year course with significantly more substantial theoretical content than is presently possible (without a WGS 101).

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# Courses - Other Changes

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## Course #1 CHI301Y5 Advanced Chinese

**Before:** Prerequisite: **CHI201Y5/EAS201Y1 Course** Exclusion: EAS300Y1, **290Y1, CHI201Y5, CHI300Y5**

**After:** Prerequisite: **CHI200Y5/CHI201Y5/EAS201Y1 Course** Exclusion: EAS300Y1, **290Y1.**

**Rationale:** Both CHI300Y5 and CHI301Y5 will be collapsed into one course. CHI300Y5 will be deleted.

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## Course #2 CIN301H5 Topics in Cinema Studies

**Before:** Prerequisite: ERI201H5/ ERI202H5/CIN205Y5/CIN202H5 or at least 1.0 credit in courses that count toward the Cinema Studies minor. **Recommended Preparation:**

**After:** Prerequisite:  
**Recommended Preparation: VST100H5, VST101H5,** ERI201H5/  
ERI202H5/CIN205Y5/CIN202H5 or at least 1.0 credit in courses that count toward the Cinema Studies minor.

**Rationale:** Coordination with new Cinema courses requirements.

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## Course #3 CIN302H5 Bollywood in Context

**Before:** Prerequisite: **ERI201H5/ERI202H5/CIN205Y5/CIN202H5 or VCC201H5 or P.I. Course** Exclusion: VCC390H5 **Recommended Preparation:**

**After:** Prerequisite:  
**Course** Exclusion: VCC390H5 - **Topic: Bollywood**  
**Recommended Preparation: VST100H5, VST101H5,**  
**ERI201H5/ERI202H5/CIN205Y5/CIN202H5 or VCC201H5**

**Rationale:** Coordination with new Cinema courses requirements.

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## Course #4 CIN303H5 Global Auteurs

**Before:** Prerequisite: ERI201H5/ERI202H5/CIN205Y5/CIN202H5 or **VCC201H5 or P.I. Recommended Preparation:**

**After:** Prerequisite:  
**Recommended Preparation: VST100H5, VST101H5,**  
ERI201H5/ERI202H5/CIN205Y5/CIN202H5 or **VCC201H5.**

**Rationale:** Coordination with new Cinema courses requirements.

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## Course #5 CIN307H5 Movement

**Before:** Prerequisite: ERI201H5/ERI202H5/CIN205Y5/CIN202H5 or **VCC201H5 or P.I. Recommended Preparation:**

**After:** Prerequisite:  
**Recommended Preparation: VST100H5, VST101H5,**  
ERI201H5/ERI202H5/CIN205Y5/CIN202H5 or **VCC201H5.**

**Rationale:** Coordination with new Cinema courses requirements.

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## Course #6 FAH385H5 Contemporary South Asian Art

**Before:** Course Exclusion: FAH364H1, **FAH365H1**  
**After:** Course Exclusion: FAH364H1, **FAH365H1, FAH392H5 - Topic: Contemporary South Asian Art**  
**Rationale:** This course has in the past been taught as a Topics course and therefore the exclusion should be added.

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#### Course #7 FRE345H5 Teaching and Learning French Since the 1970s

**Before:** Prerequisite: **LTL225Y5/FRE240Y5/FRE272Y5**  
**After:** Prerequisite: **FRE280Y5, FRE240Y5/FRE272Y5**  
**Rationale:** Description was updated to include the most recent research in the area of second-language acquisition.

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#### Course #8 FRE391H5 Women of the Francophone World

**Before:** Prerequisite: **FRE280Y5 for students submitting coursework in French for credit towards a Major, Specialist, or French Studies Minor. Course** Exclusion: FRE391H5, FRE392H5, FRE390H5, **FRE392H5**  
**After:** Prerequisite: **FRE280Y5. Course** Exclusion: FRE391H5, FRE392H5, FRE390H5, **FRE392H5, FRC391H5**  
**Rationale:** Course designator was changed from FRC to FRE and will be incorporated into the mainstream French curriculum and will no longer be offered in the English language. Language of instruction will be French. The change will expand course offerings available to French program students. The new course description aims for more clarity by giving more precise examples of the topics covered and stating the aims and usefulness of the course.

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#### Course #9 FRE393H5 French Cinéma: An Introduction

**Before:** Course Exclusion: FRE393H5, **FRE394H5**  
**After:** Course Exclusion: FRE393H5, **FRE394H5, FRC393H5**  
**Rationale:** Course designator was changed from FRC to FRE and will be incorporated into the mainstream French curriculum. The course will no longer be offered in the English language. Language of instruction will be French. The change will expand course offerings available to French program students.

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#### Course #10 FRE397H5 Films of the Francophone World

**Before:** Prerequisite: **FRE280Y5 for students submitting coursework in French for credit towards a Major, Specialist, or French Studies Minor. Course** Exclusion: FRE396H5, FRE397H5, **FRE395H5 Recommended** Preparation: **FRC393H5**  
**After:** Prerequisite: **FRE280Y5. Course** Exclusion: FRE396H5, FRE397H5, **FRE395H5, FRC397H5 Recommended** Preparation: **FRE393H5**  
**Rationale:** Course designator was changed from FRC to FRE and will be incorporated into the mainstream French curriculum and will no longer be offered in the English language. Language of instruction will be French. The change will expand course offerings available to French program students.

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#### Course #11 HIS382H5 Nationalism in Modern South Asia

**Before:** Prerequisite: **HIS101H5/ 282Y5/ 282H5 Recommended** Preparation:  
**After:** Prerequisite: **HIS282H5 Recommended** Preparation: **HIS101H5**  
**Rationale:** To better prepare students for the course.

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#### Course #12 HIS386H5 Gender and History in Modern South Asia

**Before:** Prerequisite: **HIS101H5 Recommended Preparation:** HIS282H5

**After:** Prerequisite: HIS282H5

**Recommended Preparation: HIS101H5**

**Rationale:** To better prepare students for the course. To accurately reflect the content for the course to attract students.

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### Course #13 HIS394H5 Race and Empire in Colonial South Asia

**Before:** Prerequisite: **HIS101H5/ 282H5 Recommended** Preparation:

**After:** Prerequisite: **HIS282H5**

**Recommended Preparation: HIS101H5**

**Rationale:** To better prepare students for the course.

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### Course #14 HIS438H5 Remembering Atrocity: The Holocaust and Historical Memory in Europe and North America

**Before:** Prerequisite: **HIS242H5**

**After:** Prerequisite: **HIS242H5/338H5/338H5**

**Rationale:** To provide a wider range of prerequisite courses.

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### Course #15 HIS448H5 Memory, History and South Asia's Contested Pasts

**Before:** Recommended Preparation: **HIS101H5**

**After:** Recommended Preparation: **HIS101H5/382H5/386H5/394H5**

**Rationale:** To better prepare students for the course.

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### Course #16 HIS484H5 Religion and Popular Culture in Modern South Asia

**Before:** Prerequisite: **HIS101H5/ 282H5 Recommended** Preparation:

**After:** Prerequisite: **HIS282H5**

**Recommended Preparation: HIS101H5/382H5/386H5/394H5**

**Rationale:** To better prepare students for the course.

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### Course #17 ITA375Y5 Second Language Teaching Methodology

**Before:** Prerequisite: **ITA100Y5/102H5 Recommended** Preparation:

**After:** Prerequisite: **ITA100Y5**

**Recommended Preparation: LTL227H5**

**Rationale:** Course will be changed from an H course to a Y course. The goals and objectives could not be sufficiently met in the H course. By expanding class time, the scope is increased for developing/expanding skills and knowledge in the subject matter required for upper level courses in language teaching and learning in Italian Studies.

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### Course #18 LIN306H5 Language Diversity and Language Universals

**Before:** Prerequisite: **LIN231H5/232H5 Recommended** Preparation:

**After:** Prerequisite: **LIN232H5**

**Recommended Preparation: LIN231H5**

**Rationale:** Clarify course prerequisites.

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### Course #19 LIN366H5 Contact Languages: Pidgins, Creoles and Mixed Languages



**Before:** Prerequisite: LIN100Y5  
**After:** Prerequisite: LIN100Y5 *plus 1.0 credit at the 200 level.*  
**Rationale:** To ensure that students possess sufficient preparation.

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#### **Course #20 LIN376H5 Introduction to Romance Linguistics**

**Before:** Prerequisite: *LIN100Y5 plus 1 full course at the 200/300 level in LIN(excluding LIN200H5)/JAL/any Romance language.*  
**After:** Prerequisite: *LIN228/LIN229 and LIN231/LIN232.*  
**Rationale:** Prerequisite was revised to ensure students possess sufficient preparation.

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#### **Course #21 LIN417H5 Second Language Pedagogy**

**Before:** Prerequisite: LIN100Y5  
**After:** Prerequisite: LIN100Y5 *plus 0.5 credit at the 300 level.*  
**Rationale:** Prerequisite change is consistent with other 300/400 level courses.

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#### **Course #22 LTL380H5 Theoretical Issues In Second Language Teaching and Learning**

**Before:** Prerequisite: *FGI225Y5/LTL225Y5*  
**After:** Prerequisite: *LTL225Y5, FRE280Y5*  
**Rationale:** Provide a clear and more concise description.

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#### **Course #23 LTL417H5 Second Language Pedagogy**

**Before:** Prerequisite: *FGI225Y/LTL225Y*  
**After:** Prerequisite: *LTL225Y, FRE280Y5*  
**Rationale:** Provide a clear and more concise description of the course.

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#### **Course #24 LTL456H5 Sociolinguistics and Second Language Teaching and Learning**

**Before:** Prerequisite: *FGI225Y5/LTL225Y5*  
**After:** Prerequisite: *FGI225Y5/LTL225Y5, FRE280Y5*  
**Rationale:** Prerequisite change is in-line with other upper level LTL courses.

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#### **Course #25 LTL488H5 Principles and Strategies for Online Second Language Course Design**

**Before:** Prerequisite: *FGI225Y5/LTL225Y5*  
**After:** Prerequisite: *FGI225Y5/LTL225Y5, FRE280Y5*  
**Rationale:** Title changed to bring it in line with the course content.

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#### **Course #26 RLG203H5 Introduction to Christianity**

**Before:** Course Exclusion: *RLG 203Y1*  
**After:** Course Exclusion: *RLG203Y1*  
**Rationale:** To update and clarify the content of the course.

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#### **Course #27 VCC205H5 Monsters**

**Before:** Course Exclusion:

**After:** Course Exclusion: **VCC340H5**

**Rationale:** Renumbering of course means an exclusion of the previous course code, VCC340H5.

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### Course #28 VCC306H5 Visual Culture and Colonialism

**Before:** Prerequisite: **Course** Exclusion:

**After:** Prerequisite: **VCC201H5**  
**Course** Exclusion: **VCC320H5**

**Rationale:** Added missing prerequisite and exclusion.

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### Course #29 VCC309H5 Society and Spectacle

**Before:** Course Exclusion:

**After:** Course Exclusion: **VCC209H5**

**Rationale:** Renumbering of this course means an exclusion of the previous course code, VCC209H5.

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### Course #30 VCC409H5 Capital, Spectacle, War

**Before:** Prerequisite: VCC201H5, **VCC209H5** plus at least 1.0 in VCC

**After:** Prerequisite: VCC201H5, **VCC309H5** plus at least 1.0 in VCC

**Rationale:** Revising prerequisites due to the course renumbering of VCC209 to VCC309.

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### Course #31 WGS200Y5 Theories in Women and Gender Studies

**Before:** Recommended Preparation:

**After:** Recommended Preparation: **WGS101H5**

**Rationale:** WGS101H, Introduction to the Study of Women and Gender, will first be taught in Fall 2012. At the same time, WGS200Y will be renamed Theories of Women and Gender Studies and remain as the program requirement for WGS major and minor students and prerequisite for many third and fourth year WGS courses. WGS101H will be taught as the foundational introductory course for the program and is intended for first year students and others seeking a humanities credit. With the creation of WGS101H, WGS200Y is planned to be taught as a second year course with significantly more substantial theoretical content than is presently possible (without a WGS 101).

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### Course #32 WGS366H5 Women and Psychology

**Before:** Distribution: HUM

**After:** Distribution: HUM **Ssc**

**Rationale:** The Women and Gender Studies program is requesting that this course be given the additional designation of a Social Science credit (along with the current Humanities). This revision is more representative of the courses content and approach, especially when they are taught by instructors from the social sciences. This would also assist Women and Gender Studies students who have another major or minor in one of the Social Sciences.

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### Course #33 WGS367H5 Women and Health

**Before:** Distribution: HUM

**After:** Distribution: HUM **Ssc**

**Rationale:** The Women and Gender Studies program is requesting that this course be given the additional designation of a Social Science credit (along with the current Humanities). This revision is more representative of the courses content and approach, especially when they are taught by instructors from the social sciences. This would also assist Women and Gender Studies students who have another major or minor in one of the Social Sciences.

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### Course #34 WGS419H5 Gender and Disability

**Before:** Distribution: HUM

**After:** Distribution: HUM **SSc**

**Rationale:** The Women and Gender Studies program is requesting that this course be given the additional designation of a Social Science credit (along with the current Humanities). This revision is more representative of the courses' content and approach, especially when they are taught by instructors from the social sciences.

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