University of Toronto Mississauga

HUMANITIES

Curriculum Proposals Report

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Language Studies (UTM), Department of

1 New Course:

LIN341H5: Linguistics and Computation

Contact Hours:
Lecture: 24 / *Tutorial:* 12

Description:

How can you get a computer to tell grammatical and ungrammatical sentences apart? How does it know whether 'cricket' refers to the game or the insect in a sentence like "The cricket jumped over the fence"? This course is designed to introduce students with either a background in Linguistics or in the Computing Sciences to the intersection of linguistics and computing, with a focus on the question of how computational algorithms and data structures can be used as a formal model of language. Topics may include finite-state automata for phonology and morphology, context-free grammars, semantic parsing, vector space semantics, computational cognitive modelling, and computational sociolinguistics. No programming skills are required to take the course.

Prerequisites:
[(LIN101H5 and LIN102H5) and any 200-level LIN course] OR [(CSC108H5 and CSC148H5) and any 200-level CSC course]

Corequisites:

Exclusions:
CSC485H1 or CSC401H1

Recommended Preparation:

Rationale:
This new course proposal is a part of a proposal to split LIN340 course into two courses, LIN340H5 (Computing with Natural Language) and LIN341H5 (Linguistics and Computation) that form the core of the 'Computational Linguistics' (CL) certificate that is currently under development. The name change and updated description reflect the narrower, application-oriented focus of this course (a more theoretical orientation to computation as a formal model of language vs applications as a tool to analyze language data in LIN340H5). The prerequisite structure reflects the wish to attract both LIN and CSC students to the soon-to-be-proposed CL Certificate without obliging them to take the introductory courses from the other program (which was seen as a potential deterrent for students from a degree requirement perspective), and is motivated by the instructor's experience teaching in LIN340H5, namely that students from both programs are able to do well on the course without the introductory courses of the other program.

Resources:
Course will be taught by a LIN faculty.

2 Course Modifications:

LIN340H5: Language and Computers

Title:

Computing with Natural Language ~~and Computers~~

Description:

How ~~This course~~ is a search engine able ~~designed~~ to answer so many of your questions? Why does your phone know which word you ' re about to type next ~~introduce students with some background~~ in your message? Such technologies rely on computational linguistics, the intersection of Linguistics and the ~~(but little background in~~ Computing Sciences. In this course, students with a background in either discipline will be introduced~~)~~ to this field. The course has a practical focus ~~the two general aims of computational linguistics~~:how to ~~get enable~~ computers to analyze and process natural language? Through lectures ~~language (the technological aim)~~ and scaffolded programming assignments, students ~~to model human language on computers (the linguistic aim). Students~~ will be introduced to the tools and resources of Computational Linguistics(and their limitations). We will look at techniques used by computational linguists to process large amounts of text to answer practical and theoretical ~~how they are applied in the latest~~ research questions. Topics may include part of speech tagging ~~[12L~~, parsing, machine translation, sentiment analysis, visualization, and corpus linguistics. While no programming skills are required at the outset, students should expect to develop them through the practicums of the course.~~24P]~~

Prerequisites:

[(LIN100Y5 or(LIN101H5 and LIN102H5)) ~~or LIN100Y5~~ and any 200-level LIN course] OR [(CSC108H5 and CSC148H5 ~~LIN229H5 or LIN231H5 or LIN232H5 or LIN256H5~~) and any 200-level CSC course]

Rationale:
The proposed course change is part of a proposal to split this course into two courses, LIN340H5 (Computing with Natural Language) and LIN341H5 (Linguistics and Computation) that form the core of the 'Computational Linguistics' (CL) Certificate that is currently under development. The name change and updated description reflect the narrower, application-oriented focus of this course (applications as tool to analyze language data vs. the more theoretical orientation to computation as a formal model of language of LIN341H5). The main change in the prerequisite structure (having CSC108H5/148H5 and a 200-level CSC course as an alternative path to LIN341H5) is motivated by the wish to attract CSC students to the soon-to-be-proposed CL certificate without obliging them to take the LIN courses (which was seen as a potential deterrent for CSC students from a degree requirement perspective). In our experience, the lack of introductory LIN courses would not prevent such students from doing well in this course.

Resources:
No impact on existing resources. Course is taught by LIN faculty.

LIN228H5: Phonetics
Description:

Investigation of the sounds most commonly used in languages from an articulatory and acoustic point of view, with practice in transcription ~~their recognition~~ and analysis ~~production~~.

Rationale:
The current course description does not reflect what has been taught in the course in recent years. The new version better reflects the current course learning outcomes

Resources:
No impact on existing resources

English and Drama (UTM), Department of

3 Minor Program Modifications:

Theatre and Drama Studies - Specialist (Arts)

Enrolment Requirements:

Limited Enrolment — Enrolment in this program is limited to students who have completed 4.0 credits with a minimum CGPA of 2.0 and are successful in an audition, conducted in the spring of each year. For audition requirements, please see the website www.utm.utoronto.ca/reg/audition. Enrolment in all studio courses(DRS)is restricted to students in ~~the~~ program. ~~Students applying to proceed to the second year of~~ the ~~Theatre and Drama Studies~~ program ~~must have completed 4.0 credits with a minimum CGPA of 2.0~~.

~~Please note: "Taking a year off" from this program is possible, if difficult, after first year, problematic after second year, and impossible after third year. Returning at any point requires a successful re-audition and interview and also depends on the availability of space in the class you wish to join.~~

Completion Requirements:

12.0 credits are required.

First Year:

1.
DRE121H5 or ~~DRE/~~ENG121H5
2.
~~, ENG122H5 ;~~ DRS121H5 and~~,~~ DRS122H5
3.
ENG122H5

Higher Years ~~Second Year~~:

1.
DRE200H5 and~~,~~ DRE222H5
2.
~~;~~ DRS221H5 and~~,~~ DRS222H5
3.

~~Third Year: 1.0 further DRE at the 300/400 level~~ ~~;~~ DRS321H5 and~~,~~ DRS322H5 and~~,~~ DRS325H5 and~~,~~ DRS326H5
4.

~~Fourth Year: 1.0 further DRE course at 300/400 level~~ ~~;~~ DRS421H5 and~~,~~ DRS422H5 and~~,~~ DRS425H5 and~~,~~ DRS426H5
5.
1.5 credits of DRE at the 300/400-level
6.
0.5 credit of DRE at the 400-level
7.
~~;~~ 2.0 ~~additional~~ credits of ~~in~~ drama-related courses, which can include DRE courses not otherwise counted toward other program requirements. See course list below.

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NOTES:

1.
DRE226H5 is recommended.
2.
Additional ~~Students must take a minimum~~ 0.5 DRE courses and ~~at~~ the following drama-related courses can be used to fulfill the requirements for any Theatre, Drama and Performance Studies program: CIN202H5 ~~400 level in either third~~ or CIN301H5 or CIN 302H5 or CIN303H5 or CLA300H5 or ENG220Y5 or ENG330H5 or ENG 331H5 or ENG335H5 or ENG336H5 or ENG337H5 or ENG340H5 or ENG341H5 or ENG 342H5 or ENG352H5 or (ENG424H5 or ENG425H5 or ENG426H5 (when drama related)) or (ENG434H5 or ENG435H5 or ENG436H5 (when drama related)) or (ENG460H5 or ENG461H5 or ENG462H5 or ENG463H5 (when drama related)) or (ENG470H5 or ENG471H5 or ENG472H5 or ENG473H5 (when drama related)) or FAH475H5 or FRE317H5 or FRE393H5 or FRE 397H5 or GER353H5 or GER355H5 or ITA242H5 or ITA243H5 or ITA 246H5 or ITA247H5 or ITA307H5 or ITA315Y5 or ITA342H5 or ITA343H5 or ITA 413Y5 or ITA490Y5 or ITA495Y5. Many of these courses have pre-requisites and co-requisites that all students must fulfill in order to be eligible to enroll ~~fourth year~~.
3.
Students enrolled in Specialist and Major programs in Drama who have completed 2.0 credits of DRE may enrol in ENG330H5 or ENG331H5 ENG335H5 or ENG336H5 or ENG340H5 or ENG 341H5 or ENG342H5.

Description of Proposed Changes:
Updating language to reflect university policy RE: limited enrolment note. Updated completion requirements.

Rationale:
Language was outdated and incorrect, needing updating RE: limited enrolment. Updated completion requirements to be easier to understand and balance third and fourth year credits.

Resource Implications:

English - Major (Arts)

Completion Requirements:

At least 7.0 ENG credits, including at least 2.0 credits at the 300 or 400 level. Only 1.0 ENG course at the 100 level may be counted towards program requirements, and no more than 1.0 credit may be counted towards program requirements from the following courses: ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG261H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG344H5, ENG373H5, ENG374H5. ENG100H5 may not be counted towards program requirements. No course may be counted towards the program requirements of more than one of the 6 areas below. The major also requires the following courses:

- ENG280H5 Critical Approaches to Literature
- ENG202H5 and ENG203H5, British Literature survey parts I and II
- 3.0 credits distributed among the following areas, as follows:
- At least 0.5 credits in Literary Theory/Methods: ENG101H5, ENG201Y5, ENG204H5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG344H5, ENG372H5, ENG380H5, ENG382Y5, ENG384H5, ENG396H5, ENG400H5, ENG414H5, ENG415H5, ENG416H5.
- At least 0.5 credits in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG309H5, ENG310H5, ENG317H5, ENG326H5, ENG334H5, ENG343H5, ENG346H5, ENG351H5, ENG355H5, ENG356H5, ENG358H5, ENG359H5, ENG367H5, ENG368H5, ENG369H5, ENG370H5, ENG371H5, ENG426H5, ENG434H5.
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At least 0.5 credits in Literature pre-1700: ENG220Y5, ENG223H5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG321H5, ENG326H5, ENG327H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG339H5, ENG460H5, ENG461H5, ENG462H5.

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At least 0.5 credits in Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG318H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG332H5, ENG337H5, ENG338H5, ENG345H5, ENG383H5, ENG385H5, ENG386H5, ENG387H5, ENG395H5, ENG463H5, ENG470H5, ENG471H5.

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At least 0.5 credits in Canadian Literature: ENG215H5, ENG252Y5, ENG255H5, ENG271H5, ENG346H5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG361H5, ENG362H5, ENG392H5, ENG393H5, ENG424H5, ENG425H5.

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At least 0.5 credits in American Literature: ENG250Y5, ENG251H5, ENG351H5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG367H5, ENG368H5, ENG394H5, ENG395H5, ENG435H5, ENG436H5.

Description of Proposed Changes:
Updating new courses in appropriate areas of study.

Rationale:
Split ENG307 into 2 courses (ENG339H5 and ENG318H5) and added additional proposed courses to appropriate areas of study. ENG307H5 will be retired but will remain in course list #3 of the completion requirements (for 5 years) for students who already have credit in this course.

Resource Implications:
None

English - Specialist (Arts)

Completion Requirements:

At least 10.0 ENG credits, including at least 3.0 credits at the 300 level and 1.0 credit at the 400 level. Only 1.0 credit at the 100 level may be counted towards program requirements, and no more than 1.0 credit may be counted towards program requirements from the following courses: ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG261H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG344H5, ENG373H5, ENG374H5. ENG100H5 may not be counted towards program requirements. No course may be counted towards the program requirements of more than one of the 6 areas below. The specialist also requires the following courses:

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ENG280H5 Critical Approaches to Literature

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ENG202H5 and ENG203H5, British Literature survey parts I and II

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6 credits distributed among the following areas, as follows:

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At least 1 credit in Literary Theory/Methods: ENG101H5, ENG201Y5, ENG204H5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG344H5, ENG372H5, ENG380H5, ENG382Y5, ENG384H5, ENG396H5, ENG400H5, ENG414H5, ENG415H5, ENG416H5.

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At least 1 credit in Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG309H5, ENG310H5, ENG317H5, ENG326H5, ENG334H5, ENG343H5, ENG346H5, ENG351H5, ENG355H5, ENG356H5, ENG358H5, ENG359H5, ENG367H5, ENG368H5, ENG369H5, ENG370H5, ENG371H5, ENG426H5, ENG434H5.

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At least 1.5 credits in Literature pre-1700: ENG220Y5, ENG223H5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG321H5, ENG322H5, ENG326H5, ENG327H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG339H5, ENG460H5, ENG461H5, ENG462H5.

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At least 1.5 credits in Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG318H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG332H5, ENG337H5, ENG338H5, ENG345H5, ENG383H5, ENG385H5, ENG386H5, ENG387H5, ENG395H5, ENG463H5, ENG470H5, ENG471H5.

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At least 0.5 credits in Canadian Literature: ENG215H5, ENG252Y5, ENG255H5, ENG271H5, ENG346H5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG361H5, ENG362H5, ENG392H5, ENG393H5, ENG424H5, ENG425H5.

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At least 0.5 credits in American Literature: ENG250Y5, ENG251H5, ENG351H5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG367H5, ENG368H5, ENG394H5, ENG395H5, ENG435H5, ENG436H5.

Rationale:
ENG307H5 is being split into two new courses (ENG318H5 and ENG339H5). ENG307H5 is being retired but will remain in course list #3 of the program completion requirements for 5 years for students who already have this credit.

Resource Implications:

5 New Courses:

ENG309H5: Anishinaabe Storytelling and Oral Tradition

Contact Hours:
Lecture: 36

Description:

An introduction to the legends, beliefs, and values of the Anishinaabek Nation. Students will explore literary and non-literary texts, media, and/or performances, spanning traditional and innovative forms, genres, and mediums. Content may include contributions by Basil Johnston, Jane School Craft, George Copway, Richard Wagamese, Winona LaDuke, Margaret Noodin, Drew Hayden Taylor, Louise Erdrich, Waubgeshig Rice, Alan Corbiere, Isaac Murdoch, Leanne Betasamosake Simpson, Debajehmujig Theatre Group, and Aanmitaagzi.

Prerequisites:
1.0 credit in ENG and 3.0 additional credits.

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:
Anishinaabe are a collection of First Nations peoples concentrated around the Great Lakes, which includes the Ojibwe, Chippewa, Algonquin, Nipissing, and Mississauga First Nations peoples who identify as Anishinaabe. This course will contribute to our Department's commitment to recognizing and raising awareness of the Indigenous literary and cultural traditions of the area in which we live and work, providing a culturally specific view into our treaty partners at UTM. In addition to acknowledging the publications by Anishinaabe people that bridge the world view between the verbal and written texts, it may also feature guest elders and storytellers

Consultation:
Consultation taken with English and Drama Curriculum Committee and Department.

Resources:
Instructor; Classroom with A/V Technology

ENG318H5: Eighteenth-Century Women Writers

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:
Lecture: 36

Description:

A study of poems, novels, dramas, and prose works by British and American authors such as Mary Astell, Aphra Behn, Anna Laetitia Barbauld, Frances Burney, Maria Edgeworth, Eliza Haywood, Hannah More, Judith Sargent Murray, Mercy Otis Warren, Charlotte Smith, Phyllis Wheatley, and Mary Wollstonecraft. Topics may include professionalization and the literary marketplace; domestic labour; motherhood and children's literature; class and education; personal agency and political engagement; colonialism, slavery, and abolition; Bluestocking culture; and early feminist thought.

Prerequisites:
1.0 credit in ENG and 3.0 additional credits.
Corequisites:

Exclusions:
ENG307H5

Recommended Preparation:

Rationale:
This course is currently offered under ENG307H5 on rotation. Depending on the year and instructor, the course can fulfill different completion requirements for our English programs. Creating two distinct courses will allow us to list the completion requirements for each program more clearly and provide more transparency to our students.

Consultation:
This course was created after consultation undertaken with Dean's Office, English and Drama Curriculum Committee, and department.

Resources:
Instructor; Classroom with A/V Technology

ENG332H5: Restoration and Early Eighteenth-Century Literature

Contact Hours:
Lecture: 36
Description:

This course engages with British poetry, drama, and prose from the later seventeenth century through early eighteenth century—a period that saw the restoration of the monarchy, the Glorious Revolution, the Acts of Union, and the transition from Stuart to Hanoverian rule. Topics to be addressed may include religious and political dissent; colonialism and slavery; libertine culture; theatrical performance; female actors and women writers; the "birth" of the novel; and the establishment of the periodical press. Authors may include Aphra Behn, John Bunyan, Susanna Centlivre, Daniel Defoe, John Dryden, Anne Finch, Delarivier Manley, Samuel Pepys, and the Earl of Rochester.

Prerequisites:
1.0 credit in ENG and 3.0 additional credits
Corequisites:

Exclusions:

Recommended Preparation:

Rationale:
We do not currently offer a half course in eighteenth-century literature other than the more topically focused "Restoration and Eighteenth-Century Drama" and "Eighteenth-Century Satire and Print Culture."

Consultation:
Consultation undertaken with English and Drama Curriculum Committee and English and Drama department.

Resources:
Instructor; Classroom with A/V Technology

ENG338H5: Eighteenth-Century British Literature

Contact Hours:
Lecture: 36

Description:

This course engages with British poetry, drama, and prose from the "Augustan Age" through the early Romantic period. Topics may include the flourishing of print culture; satirical and sentimental literature; the "rise" of the novel; art and aesthetics; science and technology; colonialism, slavery, and abolition; and women writers. Authors may include Frances Burney, Henry Fielding, Thomas Gray, Eliza Haywood, William Hogarth, Samuel Johnson, Lady Mary Wortley Montagu, Alexander Pope, Samuel Richardson, Mary Robinson, Richard Brinsley Sheridan, and Jonathan Swift.

Prerequisites:
1.0 credit in ENG and 3.0 additional credits.

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:
We do not currently offer a half course in eighteenth-century literature other than the more topically focused "Restoration and Eighteenth-Century Drama" and "Eighteenth-Century Satire and Print Culture."

Consultation:
Consultation undertaken with English and Drama Curriculum Committee and English and Drama department.

Resources:
Instructor; Classroom with A/V Technology

ENG339H5: Early Modern Women Writers

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:
Lecture: 36

Description:

A study of poems, plays, prose fiction, and polemical works by medieval and early modern writers such as Anne Askew, Mary Wroth, Queen Elizabeth I, Mary Sidney, Amelia Lanyer, Lucy Hutchinson, Hester Pulter, and Margaret Cavendish. Topics may include race, women and science, love poetry from a female perspective, gender and trans studies, renarrations of the story of Eve, sexuality, and editorial history and practice.

Prerequisites:
1.0 credit in ENG and 3.0 additional credits.
Corequisites:

Exclusions:
ENG307H5

Recommended Preparation:

Rationale:
This course is currently offered under ENG307H5 on rotation. Depending on the year and instructor, the course can fulfill different completion requirements for our English programs. Creating two distinct courses will allow us to list the completion requirements for each program more clearly and provide more transparency to our students.

Consultation:
This course is being proposed after consultation with the Dean's Office and the English and Drama Curriculum Committee and department.

Resources:
Instructor; Classroom with A/V Technology

5 Course Modifications:

ENG213H5: The Short Story

Description:

 This course explores shorter works of nineteenth, twentieth ~~nineteenth~~ and twenty first-century ~~twentieth century~~ writers. Special attention will be paid to formal and rhetorical concepts for the study of fiction as well as to issues such as narrative voice, allegory, irony, and the representation of temporality.

~~[36L]~~

Prerequisites:

 Open to students who have successfully completed at least 4.0 full credits. Students who do not meet the prerequisite but are enrolled in any 100-level ENG or DRE course(except ENG100H5)may petition the department in writing for approval to take the course. See the guidelines for written petitions on the department website.

Rationale:
Course description update to reflect the centuries studied in the course.

Resources:
No change.

ENG274H5: Indigenous Literatures

Title:
 Indigenous Literature and Storytelling ~~Literatures~~

Description:

 An introduction to Indigenous literature and storytelling with emphasis on ~~writers from Canada's~~ First Nations, Métis, and Inuit authors in Canada and Native American authors~~. Readings will be considered~~ in the United States ~~context~~ of America ~~global aboriginal cultures and oral traditions~~. In this course, students will review academic citation practices, apply Indigenous theory to storytelling, and engage with audio recordings ~~Texts may include fiction~~, poetry, drama, novels, short stories, and non-fiction by writers such as ~~Sherman Alexie,~~ Jeannette Armstrong, Billy-Ray Belcourt, Natalie Diaz, Michael Dorris, Tomson Highway, Basil Johnston, Daniel Heath Justice ~~Thomas King~~, Lee Maracle~~, Daniel David Moses~~, Eden Robinson, Leslie Marmon Silko, and Tommy Orange.

~~[36L]~~

Rationale:
The revised title now includes storytelling, which is important to Indigenous knowledge and education. The description now also includes Métis and Inuit peoples, who are distinctive from Canada's First Nations. In its focus on North American Indigenous cultures and traditions, it also removes the term "aboriginal," which in a global context applies most often to Indigenous peoples of Australia.

Consultation:
Consultation was undertaken with the English and Drama Curriculum Committee.

Resources:

ENG337H5: Restoration and Eighteenth-Century Drama

Description:

A study of drama and theatrical performance from 1660-1800 ~~At least twelve plays~~, featuring ~~including~~ works by authors such as Aphra Behn ~~Dryden~~, Susannah Centlivre ~~Wycherley~~, William Congreve, Hannah Cowley ~~Behn~~, John Gay ~~and their successors~~, George Lillo, Richard Brinsley Sheridan, Richard Steele, and William Wycherley. Students can expect ~~chosen~~ to learn about ~~demonstrate~~ the modes of drama practiced ~~practised~~ during this ~~the~~ period and their intersection with sexuality and gender, class, economics, politics, colonialism, and national identity. Students will also learn about theatre history, including the advent of female performers, changing theatre construction ~~relationship between these modes~~, the Licensing Act and theatrical censorship, the rise of ~~connection between~~ the celebrity actor, ~~plays~~ and the popularization of Shakespeare ~~theatres for which they were designed~~.

~~[36L]~~

Rationale:
The revised course description removes the arbitrary "twelve plays" requirement and provides a clearer and updated description (more women playwrights), which reflects the way that the course is currently taught.

Consultation:
Consultation undertaken with English and Drama Curriculum Committee.

Resources:

ENG346H5: Indigenous Literatures of Tkaronto

Title:
Indigenous First Stories ~~Literatures of~~ Tkaronto

Description:

This course explores ~~examines Indigenous texts set in~~ the history of ~~Tkaronto/~~Toronto/Tkaronto as it is documented in contemporary Indigenous texts and oral narratives. In addition to engaging with these works ~~area~~ to provide a fuller understanding of ~~the ongoing~~ Indigenous histories, treaties~~, laws, experiences~~, and laws ~~stories of the area in which we live, work, and learn.~~ ~~Through studying Indigenous literatures to deepen~~ this course may draw from archives such as First Story Toronto at ~~understanding,~~ the Native Canadian Centre of Toronto to shed light on present-day lived experiences. The course asks students to reflect on what it means to be treaty people within this territory, the responsibilities of living in the ~~Tkaronto/~~Toronto area, and how to be more mindful as treaty partners to Indigenous residents within this space and place. Course content ~~Texts~~ may include audio recordings, fiction, non-fiction, poetry, visual art, film, and drama. The course may also include land-based and autoethnographic components.

Prerequisites:
1.0 credit in ENG and 3.0 ~~3~~ additional credits

Rationale:
The revision enhances the current version by shifting from "literature" to "story" (see title) and by drawing more attention to present-day, lived Indigenous experiences. It also seeks to work with existing Indigenous history projects.

Consultation:
Consultation taken with English and Drama Curriculum Meeting.

Resources:

ENG359H5: Indigenous Sovereignty and Storytelling

Title:
Land Back : Indigenous Voices ~~Sovereignty~~ and Narratives ~~Storytelling~~

Description:

This course examines how ~~Indigenous~~ stories by Indigenous Peoples assert the ~~ongoing and~~ inherent right to Indigenous sovereignty, self-determination, and self-government, with emphasis on settler colonialism in Canada and in the United States of America ~~North American context~~. This course engages with ~~Indigenous stories document how~~ Indigenous narratives ~~peoples continue~~ to understand the relationship between concepts of land rights ~~practice their lifeways as they always have, despite colonial encroachment. Through~~ Indigenous resurgence ~~writings~~, reconciliation ~~this course examines concepts like self-government~~, decolonization ~~self-determination~~, and the politics of recognition. Topics ~~covered~~ may include Indigenous futurisms, digital ~~online~~ sovereignty, treaty-making, Indigenous feminisms, sovereign eroticism, Indigenous political movements~~, decolonization, and~~ land-based organizing, and environmental and climate justice. Texts may include the United Nations Declaration on the Rights of Indigenous Peoples and the UN Working Group on Indigenous Peoples ~~fiction~~, as well as film ~~non-fiction~~, music ~~poetry~~, literature ~~film~~, and non-literature ~~drama~~ from individuals ~~writers~~ such as ~~Tenille Campbell,~~ Glen Coulthard, Winona Laduke, Alanis Obomsawin, Tracey Lindberg, Audra Simpson, ~~and~~ Leanne Betasamosake Simpson, Joy Harjo, Leroy Little Bear, Snotty Nosed Rez Kids, and Taiaiake Alfred.

Prerequisites:

1.0 credit in ENG and 3.0 ~~3~~ additional credits

Rationale:

The title revision, "Land Back: Indigenous Voices and Narratives," foregrounds the course's political urgency and positioning, and points back to the cultural and political role of land. There are also small but meaningful adjustments to the language of the course description.

Consultation:

Consultation undertaken with English and Drama Curriculum Committee

Resources:

Philosophy (UTM), Department of

2 Minor Program Modifications:

Philosophy - Major (Arts)

Completion Requirements:

~~Students must complete a program of~~ 7.0 credits are required ~~in Philosophy (not including PHL204H5)~~, including at least 3.0 credits ~~of which must be~~ at the 300~~/400~~ level and 0.5 credit at the 400-level.

The program must include:

1.
2.0 ~~at least 2.5~~ credits in the History of Philosophy from: PHL200H5 and~~,~~ PHL210Y5 and (0.5 ~~1.0 additional~~ credit from PHL220H5 or~~,~~ PHL300H5 or~~,~~ PHL301H5 or~~,~~ PHL302H5 or~~,~~ PHL307H5 or~~,~~ PHL310H5 or PHL311H5 or~~,~~ PHL314H5 or~~,~~ PHL315H5 or~~,~~ PHL324H5 or~~,~~ PHL325H5 or~~,~~ PHL327H5 or~~,~~ PHL400H5 or~~,~~ PHL410H5 or~~,~~ PHL420H5);
2.
~~at least~~ 0.5 credit ~~credits~~ in Logic: PHL245H5;
3.
~~at least~~ 1.0 credits in Metaphysics and Epistemology~~:~~ from: PHL240H5 or~~,~~ PHL258H5 or~~,~~ PHL332H5 or~~,~~ PHL333H5 or~~,~~ PHL340H5 or~~,~~ PHL341H5 or~~,~~ PHL342H5 or~~,~~ PHL350H5 or~~,~~ PHL355H5 or~~,~~ PHL358H5 or~~,~~ PHL360H5 or~~,~~ PHL430H5 ;
4.
~~at least~~ 1.0 credits in Ethics and Political Philosophy from: PHL265H5 or~~,~~ PHL274H5 or~~,~~ PHL275H5 ; and (0.5

~~Students cannot use more than 1.0 credits from 100-level PHL courses for program completion~~ credit from PHL365H5~~. Students also cannot use PHL277Y5 in combination with either PHL275H5~~ or PHL370H5 ~~PHL265H5 for program completion credit. Where courses exclude each other, at most one of them may be counted for credit toward philosophy program completion.~~

~~It is recommended: that students begin their study of Philosophy with PHL103H5~~ or PHL374H5 or PHL376H5 or PHL475H5) ~~PHL113H5~~; and

•
2.5 additional ~~that students planning to enrol in the Major Program in Philosophy complete at least 2.0~~ credits in PHL ~~of PHL200H5, PHL210Y5, PHL245H5, and PHL265H5 or PHL275H5 by the end of their second year~~.
•

Description of Proposed Changes:
Included a new history course as an approved elective for our history requirement.
We are proposing to reduce the total number of credits required in the History and Ethics requirements by .50 FCE's each. As well, we would now like to require that our Major students complete at least 0.5 credits at the 400 level.

Rationale:
PHL311H5 is a new course in the History of Philosophy subfield and is, therefore, being added to the corresponding course list as an additional option for program completion.
By reducing the number of required credits in the History and Ethics requirements, students will be able to take more courses at the 300 or 400 levels. As well, this change will allow the Department to offer some of our more unique courses that have not been offered in a while.

Resource Implications:

Philosophy - Specialist (Arts)

Enrolment Requirements:

Limited Enrolment — Enrolment in the Specialist Program in Philosophy is limited to students who have completed 4.0 credits including 2.0 ~~PHL~~ credits of PHL with a grade of 73% or higher.

Completion Requirements:

~~Students must complete~~ 10.0 credits in PHL are required, ~~Philosophy (not~~ including at ~~PHL204H5). At~~ least 3.0 4.0 credits ~~must be~~ at the 300 level and ~~or higher, including~~ at least 1.0 credits ~~credit~~ at the 400 level.

The program must include:

1.
3.0 ~~at least 3.5~~ credits in the History of Philosophy from: PHL200H5 and~~,~~ PHL210Y5 and (1.5 ~~2.0 additional~~ credits from PHL220H5 or~~,~~ PHL300H5 or~~,~~ PHL301H5 or~~,~~ PHL302H5 or~~,~~ PHL307H5 or~~,~~ PHL310H5 or PHL311H5 or~~,~~ PHL314H5 or~~,~~ PHL315H5 or~~,~~ PHL324H5 or~~,~~ PHL325H5 or~~,~~ PHL327H5 or~~,~~ PHL400H5 or~~,~~ PHL410H5 or~~,~~ PHL420H5);
2.
~~at least~~ 1.0 credit in Logic and Philosophy of Language from: PHL245H5 and (0.5 ~~additional~~ credit from PHL246H5 or~~,~~ PHL340H5 or~~,~~ PHL345H5 or~~,~~ PHL346H5 or~~,~~ PHL347H5 or~~,~~ PHL348H5 or~~,~~ PHL350H5 or~~,~~ PHL445H5 or~~,~~ PHL447H5 or~~,~~ PHL450H5 or~~,~~ PHL451H5) ;
3.
~~at least~~ 1.5 credits in Metaphysics and Epistemology~~:~~ from: PHL332H5 or~~,~~ PHL333H5 or~~,~~ PHL341H5 or~~,~~ PHL342H5 or~~,~~ PHL355H5 or~~,~~ PHL358H5 or~~,~~ PHL360H5 or~~,~~ PHL430H5 ;
4.
1.0 ~~at least 1.5~~ credits in Ethics and Political Philosophy from: PHL265H5 or ~~and~~ PHL275H5 and (0.5 ~~additional~~ credit from PHL365H5 or~~,~~ PHL370H5 or~~,~~ PHL374H5 or~~,~~ PHL376H5 or~~,~~ PHL475H5) ; and~~.~~
5.
3.5 additional

~~Students cannot use more than 1.0~~ credits ~~from 100-level PHL courses for program completion credit. Students also cannot use PHL277Y5~~ in PHL ~~combination with either PHL265H5 or PHL275H5 for program completion credit. Where courses exclude each other, at most one of them may be counted for credit toward philosophy program completion.~~

~~It is recommended that all students discuss their course selection requirements with the Undergraduate Advisor~~.

Description of Proposed Changes:
We are proposing to reduce the total number of credits required in the History and Ethics requirements by .50 FCE's each.

Rationale:
PHL311H5 is a new course in the History of Philosophy subfield and is, therefore, being added to the corresponding course list as an additional option for program completion
By reducing the number of required credits in the History and Ethics requirements, students will be able to take more courses at the 300 or 400 levels. As well, this change will allow the Department to offer some of our more unique courses that have not been offered in a while.

Resource Implications:
None

14 Course Modifications:

PHL241H5: Freedom and Determinism

New Course Code:
PHL343H5

Prerequisites:
 Previous: PHL101H5 or PHL102H5 or PHL103H5 or PHL105Y5 or PHL113H5 or 4.0 credits.
   New: 1.5 credits in PHL.

Rationale:
The Department feels as though the material covered in this course is far too complicated for a 200 level course.

Resources:

PHL354H5: Philosophy of Mathematics

Prerequisites:
 PHL103H5 and PHL245H5 and (0.5 ~~1.0~~ credit in PHL or ~~MAT/~~CSC or MAT)

Exclusions:
 PHL344H5 and PHL354H1 ~~PHL346H1~~

Recommended Preparation:
 Previous: PHL345H5
   New: PHL255H5

Rationale:
Corrected exclusions and prerequisite requirements.

Resources:

PHL355H5: Issues in Philosophy of Science

Exclusions:
 Previous: PHL356H1
   New: PHL355H1

Recommended Preparation:
 PHL245H5 or PHL255H5 ~~PHL252H5~~

Rationale:
Corrected the course exclusion and the prerequisite requirements.

Resources:

PHL400H5: Seminar in Ancient and Medieval Philosophy

Prerequisites:
 (PHL200H5 and 3.0 ~~4.5 PHL~~ credits of PHL) or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL credits did not allow students in our minor programs to be eligible to take a 400 level course. The addition of requiring PHL200H5 as a prerequisite for this course was necessary as material covered in this seminar is directly related to the material introduced in PHL200H5.

Resources:

PHL410H5: Seminar in 17th and 18th Century Philosophy

Prerequisites:
 (PHL210Y5 and 2.5 ~~4.5 PHL~~ credits of PHL) or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course. The addition of the requiring PHL210Y5Y as a prerequisite for this course was necessary as material covered in this seminar is directly related to the material introduced in PHL210Y5Y.

Resources:

PHL420H5: Seminar in 19th and 20th Century Philosophy

Prerequisites:
 3.5 ~~4.5 PHL~~ credits of PHL or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL432H5: Seminar in Metaphysics

Prerequisites:
 3.5 ~~4.5 PHL~~ credits of PHL or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL433H5: Seminar in Epistemology

Prerequisites:
3.5 ~~4.5 PHL~~ credits of PHL or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL440H5: Seminar in the Philosophy of Mind

Prerequisites:
3.5 ~~4.5 PHL~~ credits of PHL or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL447H5: Seminar in Philosophy of Logic

Prerequisites:
(PHL345H5 and 3.0 credits of ~~4.0~~ PHL) or by permission of the Instructor or Department. ~~credits.~~

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL450H5: Seminar in Philosophy of Language

Prerequisites:
(PHL245H5 and 3.0 ~~4.0 PHL~~ credits of PHL) or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL455H5: Seminar in Philosophy of Science

Prerequisites:
[(PHL355H5 or PHL357H5)and 3.0 ~~4.0 PHL~~ credits of PHL] or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL475H5: Seminar in Moral and Political Philosophy

Prerequisites:
3.5 ~~4.5 PHL~~ credits of PHL or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

PHL495H5: Special Seminar: Philosophical Problems

Prerequisites:
3.5 ~~4.5 PHL~~ credits of PHL or by permission of the Instructor or Department.

Rationale:
The prerequisite of 4.5 PHL courses did not allow students in our minor programs to be eligible to take a 400 level course.

Resources:

Visual Studies (UTM), Department of

3 Course Modifications:

FAH491H5: Topics in Medieval Art and Architecture

Prerequisites:
(FAH101H5 ~~or FAH105H5 or FAH202H5)~~ and(FAH215H5 ~~FAH267H5~~ or FAH216H5 ~~FAH271H5~~)and 1.0 credit in FAH or/VCC at the 300 or/400 level

Exclusions:
Previous: None. Although equivalent courses are on the books at St. George it is highly unlikely that a topics course would have any significant overlap.
   New:

Rationale:
The prerequisite is being updating to reflect courses that were recently retired and replaced by new course offerings (FAH267H5 replaced with FAH215H5; FAH271 replaced with FAH216H5).

Resources:

VCC409H5: Capital, Spectacle, War

Prerequisites:
(VCC101H5 ~~or VCC201H5)~~ and VCC309H5 and an additional ~~at least~~ 1.0 credit in VCC

Rationale:
updating prerequisites to remove courses no longer on the books.

Resources:

VCC411H5: Real Space to Cyberspace

Prerequisites:
(FAH101H5 ~~or FAH105H5)~~ and (VCC101H5 ~~or VCC201H5)~~ and an additional ~~at least~~ 1.0 credit in VCC

Rationale:
Updating prerequisites to remove courses no longer on the books.

Resources:

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7 New Courses:

HIS301H5: North Africa and Western Asia Before World War I

Contact Hours:
Lecture: 24

Description:

A cultural history of North Africa and Western Asia from the 1870s to World War I. This late Ottoman period, known in Europe as the *fin de siècle*, was marked by imperialisms, nationalisms, and revolutions, as well as anxiety and alienation, environmental degradation, famine, and genocide.

Prerequisites:
HIS201H5

Corequisites:

Exclusions:

Recommended Preparation:

Rationale:
This course has been taught as a topics course in 20191 and 20209. We currently offer a range of 300-level courses, including ones that focus on Islam in the Balkans (HIS300H5), International Relation in the Middle East (HIS384H5), Orientalism and Occidentalism (HIS385H5), Modernity and Islam (HIS396H5), and Iran's Islamic Revolution (HIS397H5). The proposed course focuses on the crucial period between the 1870s and WWI and considers the effects of European imperialisms and colonization from the perspective of late Ottoman history.

Resources:

HIS337H5: History of Information and Media

Contact Hours:
Lecture: 24

Description:

In (mis)information age, it seems that the more we know, the less we understand. This course examines how data, fact, and information all have their own history, and that their production and circulation are shaped by politics, emotion, capital, as well as mediated by technology.

Prerequisites:

Corequisites:

Exclusions:
HIS392H5 (20199 and 20209)

Recommended Preparation:
HIS101H5 or HIS102H5 or HIS103H5 or HIS104H5 or HIS105H5 or HIS106H5 or HIS107H5 or HIS108H5.

Rationale:
This course has been taught as a topics course in 20199 and 20209. The urgency of studying information and data using historical methods has become self-evident in the rapidly changing landscape of information and media. In particular, the course will help students to defend themselves in today's media environment. The department currently does not offer courses in this area. The course will not overlap with existing ICCIT courses because of its emphasis on history.

Consultation:
ICCIT

Resources:

HIS405H5: Microhistory

Contact Hours:
Seminar: 24

Description:

Microhistory focuses on a small part of the past to address big questions. By encouraging us to examine evidence up close, it provides a powerful way to investigate the rich texture of earlier societies and think about connections with our own time. This course considers classic microhistorical studies as well as more recent works, balancing theories with examples of the approach.

Prerequisites:
HIS101H5 or HIS102H5 or HIS103H5 or HIS104H5 or HIS105H5 or HIS106H5 or HIS107H5 or HIS108H5.
Corequisites:

Exclusions:
HIS420H5 (20209)

Recommended Preparation:

Rationale:
Previously offered as a special topics course in 20209. Since its emergence in the 1970s, the approach of microhistory has generated historical analyses that captivate both academic and general audiences. Those who admire microhistoies find special value in how their tight focus allows us to see the past in new ways, in how their methodological transparency encourages a thoughtful engagement with the limits of our understanding, and in how their accessible styles attract a wide range of readers. The approach of microhistory continues to move forward with a vigorous energy. Recent contributions by global historians demonstrate that microhistory provides a meaningful way to think through complex and often contested historical records, and practitioners continue to discuss the strengths, limitations, and best future directions of the approach.

Resources:

HIS464H5: Decolonizing Africa

Contact Hours:
Seminar: 24

Description:

This research-intensive seminar looks at alternative histories of decolonization in Africa, including revolutionary nationalisms, secessionist movements, and pan-Africanism– as well as ongoing debates over boundaries, citizenship, and sovereignty in postcolonial Africa.

Prerequisites:
HIS101H5 or HIS102H5 or HIS103H5 or HIS104H5 or HIS105H5 or HIS106H5 or HIS107H5 or HIS108H5.

Corequisites:

Exclusions:
HIS493H5 (20201)

Recommended Preparation:
HIS295H5 or HIS325H5

Rationale:
This course was previously taught as a topics course in 20201.The course is a seminar-style, research-intensive course that takes on the ambitious topic and methodological challenge of looking at "alternative" histories, in this case alternative decolonizations in African history. Looking at specific case studies, this course examines a series of alternative decolonizations – from revolutionary nationalist projects and secessionist movements to federalist and pan-Africanist attempts to redraw the map – as well as the impact of the Cold War and ongoing debates over boundaries, citizenship, and sovereignty in postcolonial Africa. This course complements other history course offerings on revolutionary movements in Latin America and South Asia, and provides the only course on comparative decolonization processes in Africa as well as introducing new methodological approaches, and building from the HIS295H5: Introduction to African History; HIS323H5: The Rwandan Genocide; and HIS325H5: Modern African History courses.

Resources:

RLG300H5: Religion at the Edge of Tomorrow

Contact Hours:
Lecture: 24

Description:

What will religion look like in 2100? This course asks how early twenty-first century society is using religion to imagine its future around such questions as climate change, neoliberalism, authoritarian capitalism, pandemics, artificial intelligence, etc. Readings pair history, anthropology, and critical theory with science fiction, news media, and visual culture.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:
RLG101H5

Rationale:
We too often think about religion as a creature of the ancient past, but it is also a key way in which contemporary societies imagine their possible futures. This course asks undergraduate students of religion to conduct a critical analysis of our shared present around such themes as climate change, neoliberalism, authoritarian capitalism, pandemics, the digital, etc., so that they might better see how their academic studies intersect with the contemporary world. In the broader curriculum, this course will provide a space where instructors can pivot to the contemporary easily in response to current events, without having to propose a new course. It will also contribute to the curricular streams in religion and media and religion and science by foregrounding such futuristic topics as posthumanism, anthropocenic famine, etc.

Resources:

RLG319H5: Magic, Astrology, and Religion

Contact Hours:
Lecture: 24

Description:

This course studies the interplay between religion, magic, and astrology. It analyzes how magic and astrology have been viewed in history by different world religions, and how these religions have integrated, or excluded, magical practices and astrological beliefs in their mainstream practices and beliefs.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:
RLG101H5

Rationale:
The course stimulates a reflection on how astrological beliefs and magical practices have been used to interpret and to influence worldly realities, and how different religions have sometimes approved these beliefs and practices, and have sometimes considered them as incompatible with their standard beliefs and the practices. The course fills a gap in our History of Religions program. While magic and astrology have played a major role in the history of most (if not all) religions of the world in history, the interplay of religion with magic and astrology is not the focus of any of the courses we offer. The course complements the courses on religions of various areas of the world (including Islam, Judaism, Christianity, and Zoroastrianism), as well as the different courses on religious practices that are offered by the department.

Resources:

WGS348H5: Sex, Gender, and the Environment

Contact Hours:
Lecture: 24

Description:

This course discusses, historicizes, and theorizes the undeniable connection between the health of our bodies and the health of our planet. This course engages with Indigenous feminisms, Black feminisms, and queer/decolonial/anticolonial thought to build a response to historic and ongoing colonial, gender-based, and environmental violence through grounded justice practices.

Prerequisites:
WGS101H5 or WGS200Y5

Corequisites:

Exclusions:

Recommended Preparation:
ANT241H5 or GGR202H5 or SOC228H5 or WGS102H5

Rationale:
This course addresses a current gap in our curriculum. The course will build on the WGS347H5: Indigenous Feminisms and Decolonization course. Additionally, this course engages with Black feminisms, Indigenous studies, science and technology studies, Indigenous science and technology studies, and environmental studies, allowing the Women, Gender and Sexuality Studies curriculum to build on its interdisciplinary approach.

Consultation:
Anthropology, Geography and Sociology

Resources:

Study of University Pedagogy, Institute for the

2 New Courses:

UTM109H5: utmONE: Special Topics at the Intersection of Science and Humanities

Contact Hours:
Lecture: 24 / *Tutorial:* 12

Description:

This course brings together first-year students to explore a current topic or problem at the intersection of science and humanities in a small-group environment. The focus of each section will depend on the instructor's areas of expertise and will provide students with the opportunity to develop foundational learning strategies and sharpen their academic skills to support the transition into university.

Prerequisites:

Corequisites:

Exclusions:
UTM108H5 or UTM110H5 or UTM111H5 or UTM112H5 or UTM113H5 or UTM114H5 or UTM115H5 or UTM116H5 or UTM117H5 or UTM118H5 or UTM119H5 or UTM190H5 or UTM191H5 or UTM192H5 or UTM193H5 or UTM194H5 or UTM195H5 or UTM196H5 or UTM197H5

Recommended Preparation:

Rationale:
This course was originally proposed in February 2021 as UTM112H5, along with UTM110H5 and UTM111H5, and we decided to retire the course previously offered as UTM111H5. However, we have decided to offer UTM111H5 in Fall 2021 as its original course. Therefore, we are renumbering the utmONE Special Topics courses to UTM108H5 (Science and Social Science) and UTM109H5 (Science and Humanities), as well as the previously proposed UTM110H5 (Social Science and Humanities).

Resources:

UTM110H5: utmONE: Special Topics at the Intersection of Social Science and Humanities

Contact Hours:
Lecture: 24 / *Tutorial:* 12

Description:

This course brings together first-year students to explore a current topic or problem at the intersection of social science and humanities in a small-group environment. The focus of each section will depend on the instructor's areas of expertise and will provide students with the opportunity to develop foundational learning strategies and sharpen their academic skills to support the transition into university.

Prerequisites:

Corequisites:

Exclusions:
UTM108H5 and UTM109H5 and UTM111H5 or UTM112H5 or UTM113H5 or UTM114H5 or UTM115H5 or UTM116H5 or UTM117H5 or UTM118H5 or UTM119H5 or UTM190H5 or UTM191H5 or UTM192H5 or UTM193H5 or UTM194H5 or UTM195H5 or UTM196H5 or UTM197H5

Recommended Preparation:

Rationale:
The utmONE First-Year Transition course codes range from 110-119. To provide room for future topics and to permit more frequent changes of topics, we are changing 110, 111, and 112 into special topics courses for the intersections of Social Science and Humanities (110), Social Science and Science (111), and Humanities and Sciences (112). Course goals and skills development in these courses remain unchanged and will be maintained across topic offerings. The specific topics that had been taught using those numbers have not been taught in five years.

Resources:

1 Course Modification:

ISP010H5: Basics of Writing in English (BoWiE)

Contact Hours:
Previous: *Seminar:* 18
New: *Seminar:* 20

Description:

This non-credit ten ~~9-week course, usually beginning in~~ week course ~~2 of the term,~~ is specifically designed to help students build skills that will assist in the completion of their written academic course work. Students in the course will learn to communicate their ideas in written form, applying skills in English mechanics and usage through in-course practice. Students who wish to improve their basic English writing skills, or who do not reach the threshold score on the competency assessment delivered in the first week of ISP100H5 Writing for University and Beyond, should take this course to develop their skills for university work and ensure successful completion of ISP100H5. No credit is awarded for this course, and it begins in week 2 of the academic term, following the competency assessment for ISP100H5.

Rationale:
ISP010H is currently being taught as a 10-week course, so we are modifying course description to indicate this. The contact hours have also been updated to reflect this change.

Resources: