University of Toronto Mississauga

Humanities Undergraduate Curriculum Committee Fall 2024 Report
October 18, 2024

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English & Drama

New Course

ENG231H5: Studies in Popular Literary Culture

Contact Hours:
  Lecture: 36

Description:
  An introduction to a contemporary trend or concern in literary culture. May focus on a popular theme, genre, or author. Area of focus will vary from year to year.

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.

Corequisites:
Exclusions:
Recommended Preparation:

Delivery Method:
  In Person; Online (Summer only)

Distribution Requirements:
  Humanities

Rationale:
This course will complement our current offerings in genre studies, offering the Dept. an opportunity to devise high-enrolling courses that draw students into the program, and to provide 2nd-year students an opportunity to explore an area of literature with widespread commercial and/or social currency. Possible areas of focus could include the following: banned books; recuperative literature; YA literature; micro fiction and flash fiction; life writing and autofiction; climate change fiction (cli-fi); paranormal literature; food fiction; social media as literature (e.g., instapoetry, six-word stories); e-books, the literary stylings of contemporary songwriters; literary adaptations (for television, cinema, music, and video games), and so on.

Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

Active learning techniques will include an emphasis on participation (e.g., through synchronous spoken comments, comments in the chat, use of a discussion board); use of the chat function for in-class check-ins with students and yes-or-no style Q&A; breakout groups; online quizzes; workshopping writing (e.g., through reading and commenting in breakout groups); and in-class exercises (conducted individually and in collaborative environments). There are no changes in course objectives. Whether taking the course online or in-person, students will have the opportunity to meet all course objectives

Resources:
Resource form submitted.

Estimated Enrolment:
  80

Instructor:
  Chester Scoville

Course Modifications

ENG100H5: Effective Writing

Exclusions:
  Track Changes:
  ~~1.5 ENG credits or greater~~

Notes:
  Track Changes:
  100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses. ~~They are open to all students who have completed no more than 1.5 ENG credits.~~

Rationale:
  While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

ENG103H5: Literature and Medicine

Exclusions:
  Track Changes:
  ~~1.5 ENG credits or greater~~

Notes:
  Track Changes:
  100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses~~. They are open to all students who have completed no more than 1.5 ENG credits~~.

Rationale:
  While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

ENG104H5: Literature and Social Change

Exclusions:
  Track Changes:
  ~~1.5 ENG credits or greater~~

Notes:
  Track Changes:
  100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses~~. They are open to all students who have completed no more than 1.5 ENG credits~~.

Delivery Method:
  Previous: In Person; Online; Hybrid
  New: In Person~~; Online; Hybrid~~

Rationale:
  We do not intend to offer this course online/hybrid and want to ensure students have most up to date information.

  While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

Resources:
  Resource form submitted.

ENG105H5: Introduction to World Literatures

Exclusions:
 Track Changes:
 ENG140Y5 ~~or 1.5 ENG credits or greater.~~

Notes:
 Track Changes:
 100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses~~. They are open to all students who have completed no more than 1.5 ENG credits~~.

Rationale:
 While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

ENG110H5: Narrative

Exclusions:
 Track Changes:
 ENG110Y5 ~~or 1.5 ENG credits or greater~~

Notes:
 Track Changes:
 100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses. ~~They are open to all students who have completed no more than 1.5 ENG credits.~~

Rationale:
 While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

ENG121H5: Traditions of Theatre and Drama

Exclusions:
 Track Changes:
 DRE121H5 or ENG125Y1 ~~or 1.5 ENG credits or greater~~

Notes:
 Track Changes:
 100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses~~. They are open to all students who have completed no more than 1.5 ENG credits~~.

Rationale:
 While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

ENG122H5: Modern and Contemporary Theatre and Drama

Exclusions:
 Track Changes:
 DRE122H5 or ENG125Y1 ~~or 1.5 ENG credits or greater.~~

Notes:

Track Changes:
100-level courses are designed to increase students' skills in close reading, interpretation, and effective writing; emphasize the development of analytical and essay-writing skills; and build acquaintance with major literary forms and conventions that students need in more advanced courses. ~~They are open to all students who have completed no more than 1.5 ENG credits.~~

Rationale:
While intended to help point students toward upper year options, this exclusion negatively impacts enrollment, and limits student options. In order to ensure students have ample access, we are removing this exclusion.

ENG213H5: The Short Story

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
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Active learning techniques will include an emphasis on participation (e.g., through synchronous spoken comments, comments in the chat, use of a discussion board); use of the chat function for in-class check-ins with students and yes-or-no style Q&A; breakout groups; online quizzes; workshopping writing (e.g., through reading and commenting in breakout groups); and in-class exercises (conducted individually and in collaborative environments). There are no changes in course objectives. Whether taking the course online or in-person, students will have the opportunity to meet all course objectives

Resources:
Resource form submitted.

ENG234H5: Children's Literature

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
Resource form submitted.

ENG235H5: Comics and the Graphic Novel

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
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Resources:
Resource form submitted.

ENG237H5: Science Fiction

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
Resource form submitted.

Dataset Refresh time: 2024-10-10 06:00

ENG263H5: Play and Games

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
Resource form submitted.

ENG291H5: Reading for Creative Writing

Delivery Method:
Previous: In Person
New: In Person; Online

Rationale:
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Resources:
Resource form submitted.

ENG299H5: Research Opportunity Program

Section:
UTM – English; ~~UTM – Italian~~

Rationale:

Removing error - this is not part of the Italian program.

ENG301H5: Making Love in the Sixteenth Century

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
Resource form submitted.

ENG302H5: Magical Realism

Delivery Method:
Previous: In Person; Online; Hybrid
New: In Person; Online (Summer only)

Rationale:
We do not intend to offer a hybrid option of this course, and want to ensure that students have up to date information via the calendar.

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Resources:
Resource form submitted.

Dataset Refresh time: 2024-10-10 06:00

ENG304H5: Seventeenth-Century Poetry

Mode of Delivery:
  Previous: In-Person
  New: In-Person; Online (Summer only)

Rationale:
  Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
  Resource form submitted.

ENG318H5: Women Writers: The 18th Century

Title:
  Previous: Eighteenth-Century Women Writers
  New: Women Writers: The 18th Century

Rationale:
  Change to the title makes it more visually interesting for students.

ENG324H5: Special Topic in Game Studies

Delivery Method:
  Previous: In Person; Online; Hybrid
  New: In Person ~~Online; Hybrid~~

Rationale:
  We do not intend to offer an online version of this course and want to ensure students have the most up to date information.

Resources:
  Resource form submitted.

ENG328H5: Writing for Games and Narrative Design

Delivery Method:
  Previous: In Person; Online; Hybrid
  New: In Person ~~; Online; Hybrid~~

Rationale:
  We do not intend to offer an online or hybrid version of this course and want students to have the most up to date information.

Resources:

ENG331H5: Elizabethan Drama

Mode of Delivery:
Previous: In-Person
New: In-Person; Online (Summer only)

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
Resource form submitted.

ENG332H5: Restoration and 18th Century Literature

Title:
Previous: Restoration and Early 18th Century Literature
New: Restoration and ~~Early~~ 18th Century Literature

Description:
Previous:

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.

New:

This course engages with British poetry and prose ca. 1660-1800. 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 Aphra Behn, John Dryden, Alexander Pope, Jonathan Swift, Samuel Johnson, and Frances Burney.

Rationale:
Revision tightens up the title, description, and author list.

ENG337H5: Restoration and 18th Century Drama

Title:
Previous: Restoration and Eighteenth-Century Drama
New: Restoration and ~~Eighteen~~ 18th Century Drama

Rationale:
Update tightens up the title.

ENG341H5: Modern Drama: Mid Twentieth-Century to Present Day

Title:
Previous: Modern Drama: Late Twentieth-Century to Present Day
New: Modern Drama: ~~Late~~Mid Twentieth-Century to Present Day

Rationale:
Changes made to the course title to more accurately reflect the course description.

ENG373H5: Creative Writing: Poetry

Delivery Method:
Previous: In Person
New: In Person; Online

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

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Resources:
Resource form submitted.

ENG374H5: Creative Writing: Prose

Delivery Method:
Previous: In Person
New: In Person Online

Rationale:
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Resources:
Resource form submitted.

ENG376H5: Creative Writing: Nonfiction

Delivery Method:
  Previous: In Person
  New: In Person, Online
Learning Outcomes:
Course Experience:
  Previous:
  New:
  Track Changes: none
Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations, including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

Active learning techniques will include an emphasis on participation (e.g., through synchronous spoken comments, comments in the chat, use of a discussion board); use of the chat function for in-class check-ins with students and yes-or-no style Q&A; breakout groups; online quizzes; workshopping writing (e.g., through reading and commenting in breakout groups); and in-class exercises (conducted individually and in collaborative environments). There are no changes in course objectives. Whether taking the course online or in-person, students will have the opportunity to meet all course objectives
Consultation:
Terry Robinson
Resources:

  Budget Implications:
Proposal Status:
  Under Review

ENG381H5: Digital Texts

Mode of Delivery:
  Previous: In-Person
  New: In-Person; Online (Summer only)

Rationale:
Flexible delivery can provide greater accessibility for students in that it accommodates students with disabilities and conditions that make it challenging to attend in-person instruction. It offers the advantage of meeting students where they are, especially during the summer when many have different living arrangements than during the school year (e.g., moving back home with family), whether out of choice necessity. Instructors will be encouraged to employ accessibility options during classes to help facilitate student learning, such as the use of captioning during presentations, video recording for the purposes of student playback, and written transcripts of sessions. Synchronous online instruction and discussions can be recorded for student review and consultation, thereby enhancing accessibility. Regarding academic integrity, responsible procedures for peer collaboration, research, and the use of online sources will be modeled and reinforced over several weeks of instruction. As per usual, students with Accessibility concerns will be granted the requisite accommodations,

including, for example, extra time to take the final exam. Instructors will also be advised of options such as Ouriginal for plagiarism detection. Academic Integrity concerns will be addressed in the same manner as they are for in-person courses, following protocol as outlined in the UTM Academic Handbook.

Active learning techniques will include an emphasis on participation (e.g., through synchronous spoken comments, comments in the chat, use of a discussion board); use of the chat function for in-class check-ins with students and yes-or-no style Q&A; breakout groups; online quizzes; workshopping writing (e.g., through reading and commenting in breakout groups); and in-class exercises (conducted individually and in collaborative environments). There are no changes in course objectives. Whether taking the course online or in-person, students will have the opportunity to meet all course objectives

Resources:
Resource form submitted.

ENG387H5: Popular Novels in the 18th Century

Title:
Previous: Popular Novels in the Eighteenth Century
New: Popular Novels in the ~~Eighteen~~18th Century

Description:
Track Changes:
This course offers students ~~a chance to read som~~the opportunity to read and analyse early novels in English ~~–~~, from the scandalous to the sentimental to the Gothic. They will consider what made novels best-sellers ~~in eighteenth-century Britain~~ and why the popularization of novel reading was such a source of controversy~~at the time.~~ Authors may include: Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Frances Burney, and Ann Radcliffe.

Rationale:
Changes tighten up the title, the description, and the author list.

ENG410H5: Seminar: Critical Game Studies

Delivery Method:
Previous: In Person; Online; Hybrid
New: In Person~~; Online; Hybrid~~

Rationale:
We don't intend on offering this as an online or hybrid course and want to ensure that students have the most up to date information.
Resources:
Resource form submitted

ENG464H5: Seminar: The Story of the Book

Title:
Previous: Research Seminar: The Story of the Book
New: ~~Research~~ Seminar: The Story of the Book

Rationale:
Changing the title will align with other 400 level seminar course titles.

Courses Retirements

DRE224H5: Introduction to Shakespeare

Rationale:

The course instructor, Prof. Holger Syme, does not envision teaching this course in the future. Course was superseded by ENG223H5: Introduction to Shakespeare.

ENG252Y5: Canadian Literature

Rationale:

The course instructor, Prof. Colin Hill, does not envision teaching this course in future. Instead, re regularly offer a half year course entitled "Introduction to Canadian Literature" at the 200-level.

ENG305H5: Eighteenth-Century Satire and Print Culture

Rationale:

The course instructor, Prof. Terry Robinson, does not envision teaching this course in future. Instead, we will offer a half year course entitled "Restoration and 18th-Century Literature," which can focus, if needed, on satire and print culture.

ENG306Y5: Restoration and 18th-Century Literature

Rationale:

The course instructor, Prof Terry Robinson, does not envision teaching this course in future. Instead, we will offer a half year course on "Restoration and 18th - Century Literature".

ENG338H5: Eighteenth-Century British Literature

Rationale:

The course instructor, Prof. Terry Robinson, does not envision teaching this course in future. Instead, we will offer a course on "Restoration and 18th- Century Literature".

ENG353Y5: Canadian Prose Fiction

Rationale:

The course instructor, Prof. Colin Hill, does not envision teaching this course in future. Instead, we regularly offer a half year course entitles "Canadian Fiction" at the 300 level.

ENG354Y5: Canadian Poetry

Rationale:

The course instructor, Prof. Colin Hill, does not envision teaching this course in future. Instead, we regularly offer a half year course entitled "Canadian Poetry in Context" at the 300 level.

Minor Program Modifications

ERMIN1497: Creative Writing - Minor (Arts)

Completion Requirements:
Track Changes:
4.0 credits are required.

- ENG289H5
- ENG291H5
- 1.0 credit from ENG~~489~~201Y5 or [(ENG~~373~~101H5 or ENG~~37~~204H5 or ENG280H5 or DRE3~~7~~60H5) and (ENG121H5 or ENG~~377~~202H5 or ENG20~~3~~78H5 or DRE~~36~~121H5)]
- 1.0 credit from ENG~~201~~489Y5 or [(ENG~~101~~373H5 or ENG~~20~~374H5 or ENG~~280~~376H5 or ~~DRE360H5) and (~~ENG~~121~~377H5 or ENG~~202~~378H5 or DRE~~NG362~~03H5 or DRE~~121~~363H5)]
- ~~1.0 additional credit of ENG or DRE.~~

Note:
- Students are strongly encouraged to take courses whose descriptions indicate that instructors set/ allow assessed creative assignments. These are specially indicated on the departmental website each year.

Description of Proposed Changes:
Add DRE363H5: Workshop in Playwriting. Remove ENG375H5: Editing Literary Texts (transcription error) and add ENG376H5: Creative Writing Non-Fiction. Clarify the layout of the Creative Writing minor and adjust available courses.

Rationale:
these course updates provide students with accurate offerings and further course options.

ERSPE1880: Theatre and Drama Studies - Specialist (Arts)

Note:

Track Changes:

1.   Additional DRE courses and the following drama-related courses can be used to fulfill the requirements for any Theatre, Drama and Performance Studies program: CIN308H5 or CIN315H5 or CIN317H5 or CIN403H5 or CIN410H5 or CIN430H5 or CLA300H5 or CLA390H5 (when drama-related) or CLA395H5 (when drama related) or CLA404H5 (when drama related), ENG218H5 or ENG223H5 or ENG261H5 or ENG263H5 or ENG279H5 or ENG309H5 or ENG312H5 (when drama related) or ENG313H5 (when drama related) or ENG314H5 (when drama related) or ENG315H5 (when drama related) or ENG316H5 (when drama related) or ENG317H5 or ENG330H5 or ENG331H5 or ENG335H5 or ENG336H5 or ENG337H5 or ENG340H5 or ENG341H5 or ENG342H5 or ENG343H5 or ENG348H5 (when drama related) or ENG352H5 or ENG358H5 (when drama related) or ENG366H5 (when drama related) or ENG371H5 (when drama related) or ENG372H5 (when drama related) or ENG377H5 (when drama related) or ENG378H5 or ENG400H5 (when drama related) or ENG414H5 (when drama related) or ENG415H5 (when drama related) or ENG416H5 (when drama related) or ENG424H5 or ENG425H5 or ENG426H5 or ENG434H5 (when drama related) or ENG435H5 or ENG436H5 (when drama related) or ENG460H5 or ENG461H5 or ENG462H5 or ENG463H5 or ENG470H5 or ENG471H5 or ENG472H5 or ENG473H5 (when drama related) or FAH290H5(when drama related) or FAH295H5 (when drama related) or FAH390H5 (when drama related) or FAH392H5 (when drama related) or FAH395H5 (when drama related) or FAH475H5 or FAH488H5 (when drama related) or FAH489H5 (when drama related) or FAH492H5 (when drama related) or FAH494H5 (when drama related) or FAH495H5 (when drama related) or FAH496H5 (when drama related) or FRE316H5 or FRE343H5 (when drama related) or FRE445H5 (when drama related) or FRE446H5 (when drama related) or GER320H5 (when drama related) or GER330H5 (when drama related) or GER355H5 (when drama related) or GER450H5 (when drama related) or GER475H5 (when drama related) or ITA256H5 or ITA315H5 or ITA395H5 (when drama related) or ITA415Y5 or ITA494H5 or VCC427H5. Many of these courses have **departmental prerequisites. You should consult the academic calendar before enrolling or contact the Undergraduate Advisor for assistance.**
2. Students enrolled in Specialist and Major programs in Drama who have completed 2.0 DRE credits may enrol in ENG317H5 or ENG330H5 or EBG331H5 or ENG335H5 or ENG336H5 or ENG340H5 or ENG341H5 or ENG342H5 or ENG343H5.
3. **ENG100H5** does not count toward the TDS Specialist program.
4. **DRE201H5** is not intended for Specialists and does not count towards program requirements.
5. "Taking a year off" from this program is possible, if difficult, after the first and second year, problematic and nearly impossible after the third year. *Returning at any point requires consultation with the Director of Drama Studies at UTM and the Program Coordinator at Sheridan College* and also depends on the availability of space in the class you wish to join. Likewise, students considering time away should also consult the *Director of Drama Studies at UTM and the Program Coordinator at Sheridan College*.

Description of Proposed Changes:

Add CLA395H5 as potential DRE-related course.

Rationale:

CLA395H5 is sometimes DRE related and we want to ensure we include as many possibilities for our students as possible.

Consultation:

Holger Syme, Historical Studies

ERSPE1645: English - Specialist (Arts)

Completion Requirements:

Track Changes:

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: ENG217H5, ENG218H5, ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG261H5, ENG263H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG319H5, ENG328H5, ENG373H5, ENG374H5, ENG376H5, ENG377H5, ENG378H5,ENG381H5, ENG410H5. 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:

• ENG280H5 Critical Approaches to Literature
• ENG202H5 and ENG203H5, British Literature survey parts I and II
• 6.0 credits distributed among the following groups, as follows:
  • At least 1.0 credit in Group 1: Literary Theory/Methods: ENG101H5, ENG201Y5, ENG204H5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG372H5, ENG380H5, ENG375, ENG382Y5, ENG384H5, ENG396H5, ENG400H5, ENG414H5, ENG415H5, ENG416H5, ENG464H5.
  • At least 1.0 credit in Group 2: Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG309H5, ENG310H5, ENG317H5, ENG326H5, ENG334H5, ENG343H5, ENG346H5, ENG348H5, ENG351H5, ENG355H5, ENG356H5, ENG359H5, ENG367H5, ENG368H5, ENG369H5, ENG370H5, ENG371H5, ENG379H5, ENG426H5, ENG434H5.
  • At least 1.5 credits in Group 3: Literature pPre-1700: ENG220Y5, ENG223H5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG321H5, ENG326H5, ENG327H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG339H5, ENG460H5, ENG461H5, ENG462H5.
  • At least 1.5 credits in Group 4: Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG318H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG332H5, ENG337H5, ENG338H5, ENG345H5, ENG383H5, ENG385H5, ENG386H5, ENG387H5, ENG463H5, ENG470H5, ENG471H5.
  • At least 0.5 credits in Group 5: Canadian Literature: ENG215H5, ENG252Y5, ENG255H5, ENG271H5, ENG346H5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG361H5, ENG362H5, ENG392H5, ENG393H5, ENG424H5, ENG425H5.
  • At least 0.5 credits in Group 6: American Literature: ENG250Y5, ENG251H5, ENG347H5, ENG351H5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG367H5, ENG379H5, ENG394H5, ENG395H5, ENG435H5, ENG436H5.

Description of Proposed Changes:

formatting changes + remove ENG220Y5.

Rationale:

ENG220Y5 has not been offered since 2017 and was retired in 2020.

ERMAJ1645: English - Major (Arts)

Completion Requirements:

Track Changes:

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: ENG217H5, ENG218H5, ENG234H5, ENG235H5, ENG236H5, ENG237H5, ENG238H5, ENG239H5, ENG261H5, ENG263H5, ENG276H5, ENG277H5, ENG279H5, ENG289H5, ENG291H5, ENG319H5, ENG328H5, ENG373H5, ENG374H5, ENG376H5, ENG377H5, ENG378H5, ENG381H5, ENG410H5. 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 groups, as follows:
    - At least 0.5 credits in Group 1~~;~~: Literary Theory/Methods: ENG101H5, ENG201Y5, ENG204H5, ENG205H5, ENG206H5, ENG259H5, ENG269H5, ENG275H5, ENG372H5, ENG375H5, ENG380H5, ENG382Y5, ENG384H5, ENG396H5, ENG400H5, ENG414H5, ENG415H5, ENG416H5, ENG464H5.
    - At least 0.5 credits in Group 2~~;~~: Race, Ethnicity, Diaspora, Indigeneity: ENG271H5, ENG272H5, ENG273H5, ENG274H5, ENG309H5, ENG310H5, ENG317H5, ENG326H5, ENG334H5, ENG343H5, ENG346H5, ENG348H5, ENG351H5, ENG355H5, ENG356H5, ENG359H5, ENG367H5, ENG368H5, ENG369H5, ENG370H5, ENG371H5, ENG379H5, ENG426H5, ENG434H5.
    - At least 0.5 credits in Group3~~;~~: Literature ~~p~~Pre-1700: ~~ENG220Y5,~~ ENG223H5, ENG300Y5, ENG301H5, ENG303H5, ENG304H5, ENG307H5, ENG311H5, ENG312H5, ENG313H5, ENG320H5, ENG321H5, ENG326H5, ENG327H5, ENG330H5, ENG331H5, ENG335H5, ENG336H5, ENG339H5, ENG460H5, ENG461H5, ENG462H5.
    - At least 0.5 credits in Group 4; Literature 1700-1900: ENG305H5, ENG306Y5, ENG308Y5, ENG314H5, ENG315H5, ENG318H5, ENG322Y5, ENG323H5, ENG324Y5, ENG325H5, ENG332H5, ENG337H5, ENG338H5, ENG345H5, ENG383H5, ENG385H5, ENG386H5, ENG387H5, ENG463H5, ENG470H5, ENG471H5.
    - At least 0.5 credits in Group 5; Canadian Literature: ENG215H5, ENG252Y5, ENG255H5, ENG271H5, ENG346H5, ENG352H5, ENG353Y5, ENG354Y5, ENG357H5, ENG358H5, ENG361H5, ENG362H5, ENG392H5, ENG393H5, ENG424H5, ENG425H5.
    - At least 0.5 credits in Group 6; American Literature: ENG250Y5, ENG251H5, ENG347H5, ENG351H5, ENG360H5, ENG363Y5, ENG364Y5, ENG365H5, ENG366H5, ENG367H5, ENG379H5, ENG394H5, ENG395H5, ENG435H5, ENG436H5.

Description of Proposed Changes:

formatting changes + remove ENG220Y5

Rationale:

ENG220Y5 has not been offered since 2017 and was retired in 2020.

Dataset Refresh time: 2024-10-10 06:00

ERMIN2023: Game Studies - Minor (Arts)

Completion Requirements:

Track Changes:

4.0 credits are required, including 1.0 credit at the 300/ 400 level)

First Year: ENG110H5 and CCT109H5

Second Year: ENG263H5 and CCT270H5

Higher Years:

- 0.5 credit from ENG218H5 or ENG279H5 or ENG319H5 or ENG321H5 or ENG328H5 or ENG410H5
- 0.5 credit from CCT285H5 or CCT311H5 or CCT334H5 or CCT382H5 or ~~CCT398H5~~CCT419H5
- 1.0 additional credit from the ENG and CCT courses listed above

Description of Proposed Changes:

CCT398H5 is a retired course. The course should be listed as CCT419H5 • User Experience Design - UXD and Board Games.

Rationale:

This will give our students an updated and accurate list of offerings.

ERMAJ2468: Dramaturgy and Drama Studies - Major (Arts)

Note:

Track Changes:

1. Additional DRE courses and the following drama-related courses can be used to fulfill the requirements for any Theatre, Drama and Performance Studies program: CIN308H5 or CIN317H5 or CIN403H5 or CIN410H5 or CIN430H5 or CLA300H5 or CLA390H5 (when drama-related) or CLA395H5 (when drama related) or CLA404H5 (when drama related) or ENG218H5 or ENG223H5 or ENG261H5 or ENG263H5 or ENG279H5 or ENG309H5 or ENG312H5 (when drama related) or ENG313H5 (when drama related) or ENG314H5 (when drama related) or ENG315H5 (when drama related) or ENG316H5 (when drama related) or ENG317H5 or ENG330H5 or ENG331H5 or ENG335H5 or ENG336H5 or ENG337H5 or ENG340H5 or ENG341H5 or ENG342H5 or ENG343H5 or ENG348H5 (when drama related) or ENG352H5 or ENG358H5 (when drama related) or ENG366H5 (when drama related) or ENG371H5 (when drama related) or ENG372H5 (when drama related) or ENG377H5 (when drama related) or ENG378H5 or ENG400H5 (when drama related) or ENG414H5 (when drama related) or ENG415H5 (when drama related) or ENG416H5 (when drama related) or ENG424H5 or ENG425H5 or ENG426H5 or ENG434H5 (when drama related) or ENG435H5 or ENG436H5 (when drama related) or ENG460H5 or ENG461H5 or ENG462H5 or ENG463H5 or ENG470H5 or ENG471H5 or ENG472H5 or ENG473H5 (when drama related) or FAH290H5 (when drama related) or FAH295H5 (when drama related) or FAH390H5 (when drama related) or FAH392H5 (when drama related) or FAH395H5 (when drama related) or FAH475H5 or FAH488H5 (when drama related) or FAH489H5 (when drama related) or FAH492H5 (when drama related) or FAH494H5 (when drama related) or FAH495H5 (when drama related) or FAH496H5 (when drama related) or FRE316H5 or FRE343H5 (when drama related) or FRE445H5 (when drama related) or FRE446H5 (when drama related) or GER320H5 (when drama related) or GER330H5 (when drama related) or GER355H5 (when drama related) or GER450H5 (when drama related) or GER475H5 (when drama related) or ITA256H5 or ITA315H5 or ITA395H5 (when drama related) or ITA415Y5 or ITA494H5 or VCC427H5. Many of these courses have **departmental prerequisites. You should consult the academic calendar before enrolling or contact the Undergraduate Advisor for assistance.**

2. Students enrolled in Specialist and Major programs in Drama who have completed 2.0 DRE credits may enrol in ENG317H5 or ENG330H5 or EBG331H5 or ENG335H5 or ENG336H5 or ENG340H5 or ENG341H5 or ENG342H5 or ENG343H5.

Description of Proposed Changes:

Add CLA395H5 as potential DRE-related course.

Rationale:

CLA395H5 is sometimes DRE related and we want to ensure we include as many possibilities for our students as possible.

ERMIN2468: Dramaturgy and Drama Studies - Minor (Arts)

Note:

Track changes:
1.   Additional DRE courses and the following drama-related courses can be used to fulfill the requirements for any Theatre, Drama and Performance Studies program: CIN308H5 or CIN317H5 or CIN403H5 or CIN410H5 or CIN430H5 or CLA300H5 or CLA390H5 (when drama related) or CLA395H5 (when drama related) or CLA404H5 (when drama related) or ENG218H5 or ENG223H5 or ENG261H5 or ENG263H5 or ENG279H5 or ENG309H5 or ENG312H5 (when drama related) or ENG313H5 (when drama related) or ENG314H5 (when drama related) or ENG315H5 (when drama related) or ENG316H5 (when drama related) or ENG317H5 or ENG330H5 or ENG331H5 or ENG335H5 or ENG336H5 or ENG337H5 or ENG340H5 or ENG341H5 or ENG342H5 or ENG343H5 or ENG348H5 (when drama related) or ENG352H5 or ENG358H5 (when drama related) or ENG366H5 (when drama related) or ENG371H5 (when drama related) or ENG372H5 (when drama related) or ENG377H5 (when drama related) or ENG378H5 or ENG400H5 (when drama related) or ENG414H5 (when drama related) or ENG415H5 (when drama related) or ENG416H5 (when drama related) or ENG424H5 or ENG425H5 or ENG426H5 or ENG434H5 (when drama related) or ENG435H5 or ENG436H5 (when drama related) or ENG460H5 or ENG461H5 or ENG462H5 or ENG463H5 or ENG470H5 or ENG471H5 or ENG472H5 or ENG473H5 (when drama related) or FAH290H5 (when drama related) or FAH295H5 (when drama related) or FAH390H5 (when drama related) or FAH392H5 (when drama related) or FAH395H5 (when drama related) or FAH475H5 or FAH488H5 (when drama related) or FAH489H5 (when drama related) or FAH492H5 (when drama related) or FAH494H5 (when drama related) or FAH495H5 (when drama related) or FAH496H5 (when drama related) or FRE316H5 or FRE343H5 (when drama related) or FRE445H5 (when drama related) or FRE446H5 (when drama related) or GER320H5 (when drama related) or GER330H5 (when drama related) or GER355H5 (when drama related) or GER450H5 (when drama related) or GER475H5 (when drama related) or ITA256H5 or ITA315H5 or ITA395H5 (when drama related) or ITA415Y5 or ITA494H5 or VCC427H5. Many of these courses have **departmental prerequisites. You should consult the academic calendar before enrolling or contact the Undergraduate Advisor for assistance.**
2.   Students enrolled in Specialist and Major programs in Drama who have completed 2.0 DRE credits may enrol in ENG317H5 or ENG330H5 or EBG331H5 or ENG335H5 or ENG336H5 or ENG340H5 or ENG341H5 or ENG342H5 or ENG343H5.

Description of Proposed Changes:
   Add CLA395H5 as potential DRE-related course.

Rationale:
   CLA395H5 is sometimes DRE related and we want to ensure we include as many possibilities for our students as possible.

Historical Studies

Course Modifications

CLA390H5: Topics in Greek History & Culture

Description:
Previous:
A detailed study of a topic of Greek history, literature, or material culture. Topics will vary from year to year. See Department of Historical Studies web site at https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses for more details.

New:
A detailed study of a topic of Greek history, literature, or material culture. Topics will vary from year to year. Visit the Departmental web site at Classical Civilization for further information.

Rationale:
Correcting the URL for the Academic Calendar.

CLA391H5: Topics in Roman History & Culture

Description:
Previous:

A detailed study of a topic of Roman history, literature, or material culture. Topics will vary from year to year. See Department of Historical Studies web site at https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses for more details.

New:
A detailed study of a topic of Roman history, literature, or material culture. Topics will vary from year to year. Visit the Departmental web site at Classical Civilization for further information.

Rationale:
Correcting the URL for the Academic Calendar.

CLA395H5: Topics in Classics

Description:
Previous:
An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site at https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses for more details.

New:
An in-depth examination of historical issues. Content in any given year depends on instructor. Visit the Departmental web site at Classical Civilization for further information.

Prerequisites:
Previous:
At least 0.5 200 level credits in Classical Civilization

New:
At least 0.5 credits in 200-level Classics

Rationale:
Correcting the URL for the Academic Calendar and updating wording for prerequisites.

Dataset Refresh time: 2024-10-10 06:00

CLA404H5: Advanced Topics in Classics

Description:
Previous:
A critical exploration of selected topics of Greek or Roman history, literature, philosophy, or material culture. Topics will vary from year to year.

New:

A critical exploration of selected topics of Greek or Roman history, literature, philosophy, or material culture. Topic will vary from year to year. Visit the Departmental web site at Classical Civilization for further information.

Prerequisites:
Previous:
At least 2.5 credits in Classics, including at least 1.5 credits at the 300 level.

New:
At least 2.5 credits in Classics, including 1.5 credits at the 300-level

Rationale:
Correcting the URL for the Academic Calendar and updating wording for prerequisites.

DTS301H5: Topics in Diaspora and Transnational Studies

Description:
Previous:
An examination of issues on Diaspora and Transnational Studies. Content in any given year depends on instructor. See Department of Historical Studies website at www.utm.utoronto.ca/historicalstudies for details.

New:
An examination of issues in Diaspora and Transnational Studies. Content in any given year depends on the instructor. Visit the Departmental web site at Diaspora and Transnational Studies for further information.

Rationale:
Correcting the URL for the Academic Calendar.

DTS401H5: Advanced Topics in Diaspora and Transnational Studies

Description:
Previous:
An in-depth examination of issues on Diaspora and Transnational Studies. Content in any given year depends on instructor. See Department of Historical Studies website at www.utm.utoronto.ca/historicalstudies for details.

New:
An in-depth examination of issues in Diaspora and Transnational Studies. Content in any given year depends on the instructor. Visit the Departmental web site at Diaspora and Transnational Studies for further information.

Rationale:
Correcting the URL for the Academic Calendar.

HIS101H5: Topics in History

Description:
Previous:
This writing-intensive course introduces students to a historical topic as well as to the research and writing skills that are part of the historian's craft. Content in any given year depends on instructor.

New:

This writing-intensive course introduces students to a historical topic as well as to the research and writing skills that are part of the historian's craft. Content in any given year depends on the instructor. Visit the Departmental web site at [History](#) for further information.

Rationale:
Correcting the URL for the Academic Calendar.

HIS200H5: Topics in History

Description:
Previous:
An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site at https://www.utm.utoronto.ca/historical-studies/students/courses/topic-courses for details.

New:
An in-depth examination of historical issues. Content in any given year depends on the instructor. Visit the Departmental web site at [History](#) for further information.

Rationale:
Correcting the URL for the Academic Calendar.

HIS221H5: Themes in Medieval History

Description:
Previous:
This course is a brief survey of European history from the late Roman Empire to the fifteenth century emphasizing select themes that created the shape of medieval civilization and influenced developments in subsequent centuries.

New:
This course is a brief survey of European history from the late Roman Empire to the fifteenth century emphasizing select themes that created the shape of medieval civilization and influenced developments in subsequent centuries. Content in any given year depends on the instructor. Visit the Departmental web site at [History](#) for further information.

Rationale:
Correcting the URL for the Academic Calendar. Updating the description to accurately reflect the change in content on a yearly basis.

HIS392H5: Topics in Global History

Description:
Previous:
An examination of global historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site at http://www.utm.utoronto.ca/historical-studies for details.

New:
An examination of global historical issues. Content in any given year depends on the instructor. Visit the Departmental web site at [History](#) for further information.

Rationale:
Correcting the URL for the Academic Calendar.

HIS395H5: Topics in History

Description:
Previous:
An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies web site at www.utm.utoronto.ca/historicalstudies for details.

New:

An in-depth examination of historical issues. Content in any given year depends on the instructor. Visit the Departmental web site at History for further information.

Rationale:

Correcting the URL for the Academic Calendar.

HIS402H5: Topics in the History of French Canada

Description:
Previous:

An in-depth examination of historical issues in French Canadian history. Content in any given year depends on the instructor. Details of each year's offering will be on the Department web site.

New:

An in-depth examination of historical issues in French Canadian history. Content in any given year depends on the instructor. Visit the Departmental web site at History for further information.

Rationale:

Correcting the URL for the Academic Calendar.

HIS420H5: Topics in Medieval History

Description:
Previous:

Critical evaluation of selected legal, literary and narrative sources. Thematic content will vary from year to year, but there will be an emphasis on social history.

New:

Critical evaluation of selected legal, literary and narrative sources. Thematic content will vary from year to year, but there will be an emphasis on social history. Visit the Departmental web site at History for further information.

Rationale:

Correcting the URL for the Academic Calendar.

HIS493H5: Advanced Topics in Global History

Description:
Previous:

An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies website at www.utm.utoronto.ca/historicalstudies for details.

New:

An in-depth examination of historical issues. Content in any given year depends on the instructor. Visit the Departmental web site at History for further information.

Rationale:

Correcting the URL for the Academic Calendar.

HIS494H5: Advanced Topics in the History of the Americas

Description:
Previous:

Dataset Refresh time: 2024-10-10 06:00

An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies website at www.utm.utoronto.ca/historicalstudies for details.

New:

An in-depth examination of historical issues. Content in any given year depends on the instructor. Visit the Departmental web site at History for further information.

Rationale:

Correcting the URL for the Academic Calendar.

HIS495H5: Advanced Topics in European History

Description:
Previous:

An in-depth examination of historical issues. Content in any given year depends on instructor. See Department of Historical Studies website at www.utm.utoronto.ca/historicalstudies for details.

New:

An in-depth examination of historical issues. Content in any given year depends on the instructor. Visit the Departmental web site at History for further information.

Rationale:

Correcting the URL for the Academic Calendar.

RLG330H5: Topics in Judaism

Description:
Previous:

A detailed study of selected aspects of Judaism.

New:

A detailed study of selected aspects of Judaism. Visit the Departmental web site at History of Religions for further information.

Rationale:

Correcting the URL for the Academic Calendar.

RLG340H5: Topics in Christianity

Description:
Previous:

A detailed study of selected aspects of Christianity.

New:

A detailed study of selected aspects of Christianity. Visit the Departmental web site at History of Religions for further information.

Rationale:

Correcting the URL for the Academic Calendar.

RLG350H5: Topics in Islam

Description:
Previous:

A detailed study of selected aspects of Islam.

New:

A detailed study of selected aspects of Islam. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG360H5: Topics in South Asian Religions

Description:
  Previous:
A detailed study of selected aspects of South Asian Religions.

  New:
A detailed study of selected aspects of South Asian Religions. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG370H5: Topics in Buddhism

Description:
  Previous:
A detailed study of selected aspects of Buddhism.

  New:
A detailed study of selected aspects of Buddhism. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG380H5: Topics in Comparative Religions

Description:
  Previous:
An in-depth study of the main teachings, practices and institutions of the major, and several of the minor, religious traditions: namely, Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, Shinto, Sikhism, Taoism and Zoroastrianism.

  New:
An in-depth study of the main teachings, practices and institutions of the major, and several of the minor, religious traditions: namely, Buddhism, Christianity, Confucianism, Hinduism, Islam, Jainism, Judaism, Shinto, Sikhism, Taoism and Zoroastrianism. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG381H5: Topics in Zoroastrianism

Description:
  Previous:
A detailed study of selected aspects of Zoroastrianism.

  New:
A detailed study of selected aspects of Zoroastrianism. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG388H5: Topics in Religion

Description:
Previous:
A comprehensive study of special topics in the history of religions.

New:
A comprehensive study of special topics in the history of religions. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG401H5: Advanced Topics in Religion and the Literary, Visual, and Performing Arts

Description:
Previous:
A critical exploration of selected topics concerning the relationship between religion and aesthetics, as expressed through the literary, visual, and performing arts. The focus in any given year may be on a particular tradition, or on broader, comparative understandings of "religion." Similarly, the course may concern one specific art form or a variety of forms, including architecture, dance, film, literature, music, visual art, etc.

New:
A critical exploration of selected topics concerning the relationship between religion and aesthetics, as expressed through the literary, visual, and performing arts. The focus in any given year may be on a particular tradition, or on broader, comparative understandings of "religion." Similarly, the course may concern one specific art form or a variety of forms, including architecture, dance, film, literature, music, visual art, etc. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG411H5: Advanced Topics in Religion, Media, and Culture

Description:
Previous:
A critical exploration of selected topics concerning the relationships among religion, media and culture. The focus in any given year may be on a particular religious tradition or on a broader thematic question. Assigned readings typically include a combination of visual and written cultural texts, as well as works of cultural and social theory. Content in any given year depends on instructor. See Department of Historical Studies website at www.utm.utoronto.ca/historicalstudies for details.

New:
A critical exploration of selected topics concerning the relationships among religion, media and culture. The focus in any given year may be on a particular religious tradition or on a broader thematic question. Assigned readings typically include a combination of visual and written cultural texts, as well as works of cultural and social theory. Content in any given year depends on the instructor. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG415H5: Advanced Topics in Religion

Description:
Previous:
A critical exploration of selected topics in the study of religion. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.

New: A critical exploration of selected topics in the study of religion. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG430H5: Advanced Topics in Judaism

Description:
Previous:
A critical exploration of selected topics in the history of Judaism.
New:
A critical exploration of selected topics in the history of Judaism. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG440H5: Advanced Topics in Christianity

Description:
Previous:
A critical exploration of selected topics in the history of Christianity.

New:
A critical exploration of selected topics in the history of Christianity. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG450H5: Advanced Topics in Islam

Description:
Previous:
A critical exploration of selected topics in the history of Islam.

New:
A critical exploration of selected topics in the history of Islam. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

RLG460H5: Advanced Topics in South Asian Religions

Description:
Previous:
A critical exploration of selected topics in the history of South Asian religions.

New:
A critical exploration of selected topics in the history of South Asian religions. Visit the Departmental web site at History of Religions for further information.

Rationale:

Correcting the URL for the Academic Calendar.

RLG470H5: Advanced Topics in Buddhism

Description:
Previous:
A critical exploration of selected topics in the history of Buddhism.
New:

A critical exploration of selected topics in the history of Buddhism. Visit the Departmental web site at History of Religions for further information.

Rationale:
Correcting the URL for the Academic Calendar.

WGS337H5: Special Topics in Women and Gender Studies

Description:
Previous:

A special topic by guest instructor. Topics vary from year to year. Check the web site for current offerings.

New:

A special topic by guest instructor. Topics vary from year to year. Visit the Departmental web site at Women, Gender and Sexuality Studies for further information.

Rationale:
Correcting the URL for the Academic Calendar.

WGS434H5: Special Topics in Women & Gender Studies

Description:
Previous:

A special topic by a guest instructor. Topics vary from year to year. Check the web site for information about this offering each term.

New:

A special topic by a guest instructor. Topics vary from year to year. Visit the Departmental web site at Women, Gender and Sexuality Studies for further information.

Rationale:
Correcting the URL for the Academic Calendar.

Minor Program Modifications

ERMIN0562: Latin American and Caribbean Studies - Minor (Arts)

Track Changes:

Completion Requirements

4.0 credits, meeting the following requirements:

While study of a relevant language is encouraged, the program does not have a language requirement.

1. HIS290H5. It is recommended that this course be completed in the first year.

2. 3.5 credits in at least two distinct disciplines selected from the list below; 1.0 credits must be at the 300+level.

Courses that can be counted toward this program are drawn from a range of offerings in the Humanities and Social Sciences at UTM:

- **Art History:** FAH356H5

- **History:** HIS290H5 or HIS330H5 or HIS390H5 or HIS391H5 or HIS454H5 or HIS490H5

- **Language Studies:** FRE282H5 or FRE283H5 or FSL205H5 or FSL206H5, or SPA100Y5 or SPA219H5 or SPA220Y5 or SPA221H5 or SPA222H5 or SPA235H5 or SPA259H5 or SPA275H5 or SPA305H5 or SPA319H5 or SPA320Y5 or SPA321H5 or SPA322H5

- **Linguistics:** LIN366H5 or LIN466H5

- **Political Science:** POL360H5 or POL361H5 or POL448H5

- **Sociology:** SOC253H5 or SOC427H5

In consultation with the Historical Studies Academic Advisor, and depending on the focus of the course, the following courses may qualify on a year-to-year basis:

- Anthropology: ANT310H5, or ANT320H5

- Diaspora & Transnational Studies: DTS201H5

- History: HIS494H5

- Language Studies: FRE391H5

- Political Science: POL114H5, or POL487H5

- Visual Studies: VCC306H5, or VCC406H5

- Women, Gender and Sexuality Studies: WGS200Y5, or WGS350H5, or WGS368H5, or WGS369Y5, or WGS370H5

Rationale:

Updating list of electives to include course changes made by the Language Studies department.

Consultation:

Language Studies

ERMIN1333: South Asian Humanities - Minor (Arts)

Completion Requirements:
Track Changes:
4.0 credits, including at least 1.0 credits at the 300/400 level. Students wishing to complete a South Asian Humanities Minor Program must successfully complete 4.0 credits from the courses listed below. These must include courses from two of the following disciplines: History (HIS), History of Religions (RLG) or Women, Gender and Sexuality Studies (WGS) within the Department of Historical Studies, Philosophy (PHL), Political Science (POL), Language Studies (LAN), Visual Studies (VCC, FAH), and Anthropology (ANT).

• SAH200H5
• 1.0 credit from the following list of courses: CIN215H5 or HIS282H5 or RLG205H5 or RLG207H5 or RLG210H5 or RLG303H5 or POL304Y5 or HIN211H5 or HIN212H5 or URD212Y5 or PUN212Y5 or SAN291Y5
• 2.5 credits from the list of electives below

ELECTIVES:

Students are responsible for checking the co- and prerequisites for all courses.

Anthropology: ANT316H5

Fine Art History: FAH383H5, or FAH385H5

Language Studies: HIN311H5, or HIN312H5, or HIN313H5, or HIN411H5, or HIN412Y5, or PRS210H5, or PRS211H5, or PRS310H5, or PRS311H5, or SAN392Y5, or URD312Y5

History: HIS382H5, or HIS386H5, or HIS388H5, or HIS389H5, or HIS394H5, or HIS448H5, or HIS484H5

History of Religions: RLG307H5, or RLG308H5, or RLG310H5, or RLG360H5, or RLG361H5, or RLG362H5, or RLG365H5, or RLG366H5, or RLG421H5, or RLG422H5, or RLG460H5, or RLG463H5, or RLG464H5, or RLG465H5

Philosophy: PHL235H5, or PHL311H5

Political Science: POL304H5 or POL304Y5 or POL305H5, or POL305Y5, or POL446H5

Visual Culture and Communication: VCC406H5

Women, Gender and Sexuality Studies: WGS345H5

Rationale:
Updating list of electives to include changes made by the Political Science department.

ERMAJ1443: Women, Gender and Sexuality Studies - Major (Arts)

Completion Requirements:
    Track Changes:
7.0 credits, meeting the following requirements:

First Year:

WGS101H5

Higher Years:

3. WGS200Y5
4. 1.0 WGS credits at the 200-level
5. 2.0 WGS credits at the 300-level
6. 1.0 WGS credits at the 400-level
7. 1.5 additional credits in WGS at any level or from the list of electives below

ELECTIVES:
Students are responsible for checking the co- and prerequisites for all courses.

• **Anthropology:** ANT211H5, or ANT331H5, or ANT335H5
• **Classical Civilization:** CLA319H5
• **Communication, Culture, Information & Technology:** CCT340H5
• **Drama:** DRE366H5
• **English:** ENG269H5, or ENG275H5, or ENG318H5, or ENG319H5, or ENG339H5, or ENG368H5, or ENG369H5
• **Fine Art History:** FAH435H5
• **French:** FRE391H5
• **Geography:** GGR313H5
• **History:** HIS308H5, or HIS310H5, or HIS326H5, or HIS355H5, or HIS374H5, or HIS386H5, or HIS454H5
• **History of Religions:** RLG314H5 or RLG449H5 or RLG462H5
• **Italian:** ITA392H5
• **Linguistics:** JAL355H5
• **Philosophy:** PHL243H5, or PHL267H5, or PHL367H5
• **Psychology:** PSY317H5, or PSY354H5
• **Sociology:** SOC219H5, or SOC275H5, or SOC347H5, or SOC352H5 or SOC359H5, or SOC362H5, or SOC380H5, or SOC413H5, or SOC425H5

Rationale:
    Correcting a course code in the list of electives.

Language Studies

New Courses

FSL467H5: Sights, Sounds, and Tastes of the Francophone World

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

Description:

This course invites students to explore sights, sounds, and tastes of the French-speaking world, including cuisine, cinema, arts, media, music, comics, and literature. Students will expand their oral and written French language skills to enjoy, share their understanding of, and reflect on Francophone cultural products, practices, and perspectives including through comparisons with students' home cultures. This course may include an experiential learning component some semesters, with opportunities for field experiences (e.g., restaurants, performances) to discover Francophone sights, sounds, and tastes. When these field experiences are offered, additional costs and application processes may apply.

Corequisites:

FSL406H5

Exclusions:
Recommended Preparation:
Notes:

Delivery Method:
  In Person

Rationale:
1) The course will expand the current offerings to students in the department's Minor in Functional French (FSL) program. Beyond the obligatory core courses, there is only one 400-level FSL course (FSL466H5), offered every other year, that students with previous French experience who start the Minor beyond FSL105H5 (and/or FSL106H5) can use to satisfy the program's 4.0 FCE requirement.
2) The broad focus on diverse cultural elements relates to areas of expertise of many of the French faculty members.
3) The course will include options for a variety of experiential learning opportunities.

Consultation:
DLS Curriculum Committee

Resources:
Resource implication form submitted

Estimated Enrolment:
35

Instructor:
Prof. Magda Tigchelaar (DLS, UTM) and other French faculty

ITA234H5: Italian Culture through Artistic Expression

Contact Hours:
  Lecture: 24

Description:

(Offered in English) An exploration of Italian culture through the lens of creative expression, examining how Italy's artistic heritage (e.g., music, art, architecture, industry, automotive design) reflect and shape the country's cultural identity. By considering Italian operas and their stars, such as Andrea Bocelli, to Renaissance masterpieces, like The Last Supper, to contemporary designers, such as Giorgetto Giugiaro (FIAT, Ferrari), students will discover the rich traditions and modern innovations that define Italy's cultural identity and continue to inspire creativity all throughout the world. Students have the option of participating in local field trips (to, e.g., performances, art installations, museums, etc.). When travel experiences are offered, additional costs and application processes may apply.

Prerequisites:

Open to all students.

Corequisites:
Exclusions:
Recommended Preparation:
Notes:

Delivery Method:
  In Person

Distribution Requirements:
  Humanities

Rationale:
ITA234H5 responds to student interest in and the demand for a greater variety of courses within Italian Studies' Cultural Studies offerings, adding to a subfield which is, currently, the most well-subscribed in the program. Courses in this subfield are taught by the sole Faculty member in Italian Studies.

Complementing the approach taken in other large classes, Italian Cultural Studies courses (in cinema, fashion, gastronomy) at the 2nd-year level, and as per the learning objectives below, topics in ITA234H5 will be contextualized through historical, political, and social lenses, and through discussions on the relevance and impact of Italy's artistic patrimony within the country of study and worldwide.

The Italian Studies program is seeking to modify its Minor by placing more emphasis on Cultural Studies and Experiential Learning. The course proposed would, therefore, posit it within the academic framework envisioned.

Students taking this course who are enrolled in an Italian program will engage with some course materials and complete some coursework in Italian.

By analyzing various forms of creative expression, students will hone critical thinking and analytical skills, learning to interpret artistic works within their historical and social contexts. In addition, the course will incorporate hands-on projects where students can engage in their own creative expression, fostering creativity and providing opportunities for experiential learning (EL). As a 200-level course, this course will lay a strong foundation for upper-year courses that focus on creative expression in Italian (e.g., ITA351H5 Creative Writing in Italian Studies).

Consultation:
  DLS Curriculum Committee

Resources:
  Resource implication form submitted to PCU

Estimated Enrolment:
  75

Instructor:
  Prof. Teresa Lobalsamo (DLS, UTM)

LIN370H5: Language Documentation in Context

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

Description:

Linguistics courses contain a lot of language data, but the data is sometimes disconnected from the people, communities, and cultures that use the language. In contrast, in this course, students actively engage with language in context. The course focuses on language documentation, introducing students to the source of linguistic datasets and to the ethics of language documentation. We will examine historical changes in how languages are documented, along with the contributions that community involvement has made to the field of linguistics. We will analyze the importance of contextual factors like culture, history, and geography in shaping languages, by exploring specific case studies of language-context connection. Finally, we will look in depth at language marginalization and the causes of language loss and endangerment. In doing so, we will learn about what it means for a language to be endangered, factors that contribute to language shift, and revitalization efforts that aim to reverse it.

Prerequisites:

LIN101H5 and LIN102H5 and 0.5 credit from [LIN228H5 or LIN229H5 or LIN231H5 or LIN232H5 or LIN237H5 or LIN240H5 or LIN256H5 or JLP285H5 (formerly LIN288H5)]

Corequisites:
Exclusions:
Recommended Preparation:

Delivery Method:
  In Person

Distribution Requirements:
  Humanities

Rationale:
Datasets from different languages form the foundation of research, analysis, and coursework in practically all subfields of linguistics. However, linguistics courses can abstract away from the language users and communities from which the data originate, presenting linguistic data as "problem sets," titled with the language name but framed as a theoretical problem to solve, and students can be left with the impression that languages are problems to solve, rather than real languages used by real people. This is particularly problematic in the context of marginalized and under-represented languages.

This course focuses on issues of the practice and ethics of collecting and using linguistic data, providing students with a greater appreciation of the ties between language and cultural context. It will discuss the ethics of language documentation, including the shift in the field from research on language communities to language data collection that is also by and for communities. We will also discuss the connection between language and culture, history, and other contextual factors, looking at case studies where contextual understanding is critical to understanding the structural properties of a language. Finally, we will examine the major causes of language loss and endangerment, looking at factors like genocide, colonization, and language policies and the effect that they have on marginalized languages. All of the topics will emphasize how linguistic data is tied to communities, cultures, and histories.

PROGRAM OUTCOMES/CURRICULUM MAPPING:
This course fits into the current LIN curriculum map as a third-year elective course as part of Completion Requirement (3a). The course directly addresses several the 11 LIN program outcomes (Program Outcomes 2, 4, 5, 6, 7, and 10). Notably, one of these (PO10) is currently least represented in our curriculum and one that we are working to develop: "employ or enact knowledge, skills and attitudes in a setting outside of the classroom."

The course fills a gap in our offerings by providing an introduction to issues of ethics in language documentation, the language-culture connection, and language endangerment. This will provide direct preparation for students engaging in fieldwork or planning to take upper-level courses like LIN419 (Field Methods, a course focusing on hands-on analysis of novel fieldwork data, working with a speaker of a single language), and will complement other courses in our program which also deal with the intersection of language and culture, but from a very different perspective (e.g., JAL253, Language and Society, and LIN256, Sociolinguistics).

Consultation:
  DLS Curriculum Committee

Resources:
  Resource implication form submitted to PCU

Estimated Enrolment:
  40

Instructor:

SPA221H5: Intermediate Spanish I

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

Description:

This course is designed to enhance students' abilities to engage with native Spanish speakers in culturally appropriate ways, tackle problem-solving situations, express complex opinions, emotions, and wishes, and provide detailed descriptions and comparisons of authentic materials from the Spanish-speaking world. It offers an advanced Spanish curriculum tailored for non-native speakers, focusing on a thorough review of complex grammatical structures and intensive practice in both written and oral expression to improve overall proficiency.

Prerequisites:

SPA100Y5 or SPA100Y1

Corequisites:

Exclusions:

SPA219H5 or SPA220Y5

Recommended Preparation:

Notes:

Delivery Method:
  In Person

Distribution Requirements:
  Humanities

Rationale:
  Given that "Y" courses cover a wide range of vocabulary, grammar, and cultural topics, more advanced students often find that the first half of such courses does not meet their specific language needs. Therefore, splitting SPA220Y5Y into two distinct 2xxH courses will enable us to develop a more finely tuned Spanish curriculum. This approach allows students to enroll in courses that better match their actual language proficiency without the necessity of committing to a full "Y" course. Additionally, this decision has already been applied to other languages within our department, including the French section.

Consultation:
  Dept of Historical Studies, Dept of Economics, DLS Curriculum Committee

Resources:
  Resource implication form submitted to PCU

Estimated Enrolment:
  35

Instructor:
  Prof. Pablo Robles-Garcia (DLS, UTM)

Dataset Refresh time: 2024-10-10 06:00

SPA222H5: Intermediate Spanish II

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

Description:

This course is designed to advance students' abilities in narrating and describing events, focusing on the past, future, and basic present subjunctive tenses. Students will engage with more complex materials from Spanish-speaking cultures, allowing them to exchange detailed descriptions and comparisons. Through a thorough grammar review, students will deepen their understanding of Spanish structures and enhance their strategies for managing various communicative tasks in more sophisticated social situations. The course also incorporates reading authentic Spanish texts, with focused practice on expanding vocabulary and improving both oral and written expression. By the end of the course, students will have a strong command of advanced intermediate Spanish, preparing them for more complex language use and comprehension.

Prerequisites:

SPA221H5

Corequisites:

Exclusions:

SPA219H5 or SPA220Y5

Recommended Preparation:

Notes:

Delivery Method:
  In Person

Distribution Requirements:
  Humanities

Rationale:
Given that "Y" courses cover a wide range of vocabulary, grammar, and cultural topics, more advanced students often find that the first half of such courses does not meet their specific language needs. Therefore, splitting SPA220Y5Y into two distinct 2xxH courses will enable us to develop a more finely tuned Spanish curriculum. This approach allows students to enroll in courses that better match their actual language proficiency without the necessity of committing to a full "Y" course. Additionally, this decision has already been applied to other languages within our department, including the French section.

Consultation:
  Dept of Economics, Dept of Historical Studies, DLS Curriculum Committee

Resources:
  Resource implication form submitted to PCU

Estimated Enrolment:
  35

Instructor:
  Prof. Pablo Robles-Garcia (DLS, UTM)

Dataset Refresh time: 2024-10-10 06:00

SPA321H5: Advanced Spanish I

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

Description:

This course is designed to enhance students' abilities to engage with native Spanish speakers in culturally appropriate ways, tackle problem-solving situations, express complex opinions, emotions, and wishes, and provide detailed descriptions and comparisons of authentic materials from the Spanish-speaking world. It offers an advanced Spanish curriculum tailored for non-native speakers, focusing on a thorough review of complex grammatical structures and intensive practice in both written and oral expression to improve overall proficiency.

Prerequisites:

SPA220Y5 or SPA222H5

Corequisites:

Exclusions:

SPA319H5 or SPA320Y5

Recommended Preparation:

Notes:

Delivery Method:
  In Person

Distribution Requirements:
  Humanities

Rationale:
Given that "Y" courses cover a wide range of vocabulary, grammar, and cultural topics, more advanced students often find that the first half of such courses does not meet their specific language needs. Therefore, splitting SPA320Y5Y into two distinct 3xxH courses will enable us to develop a more finely tuned Spanish curriculum. This approach allows students to enroll in courses that better match their actual language proficiency without the necessity of committing to a full "Y" course. Additionally, this decision has already been applied to other languages within our department, including the French section.

Consultation:
  Dept of Economics, Dept of Historical Studies, DLS Curriculum Committee

Resources:
  Resource implication form submitted to PCU

Estimated Enrolment:
  35

Instructor:
  Prof. Pablo Robles-Garcia (DLS, UTM)

SPA322H5: Advanced Spanish II

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

Description:

This course aims to deepen students' skills in interacting with native Spanish speakers in a culturally sensitive manner, addressing complex problem-solving scenarios, articulating nuanced opinions, emotions, and desires, and providing detailed descriptions and analyses of authentic materials from the Spanish-speaking world. It offers an advanced Spanish curriculum tailored for non-native speakers, focusing on a broad range of complex grammatical structures and intensive practice in both written and oral expression to enhance overall proficiency.

Prerequisites:

SPA321H5

Corequisites:

Exclusions:

SPA319H5 or SPA320Y5

Recommended Preparation:

Notes:

Delivery Method:
   In Person

Distribution Requirements:
   Humanities

Rationale:
Given that "Y" courses cover a wide range of vocabulary, grammar, and cultural topics, more advanced students often find that the first half of such courses does not meet their specific language needs. Therefore, splitting SPA320Y5Y into two distinct 3xxH courses will enable us to develop a more finely tuned Spanish curriculum. This approach allows students to enroll in courses that better match their actual language proficiency without the necessity of committing to a full "Y" course. Additionally, this decision has already been applied to other languages within our department, including the French section.

Consultation:
Dept of Economics, Dept of Historical Studies, DLS Curriculum Committee

Resources:
Resource implication form submitted to PCU

Estimated Enrolment:
   35

Instructor:
   Prof. Pablo Robles-Garcia (DLS, UTM)

Course Modifications

CHI211H5: Chinese for Academic Purposes I

Exclusions:
  Previous:
  CHI200Y5 or CHI201Y5 or CHI201H5 or CHI202H5 or EAS200Y1 or EAS201H1 or LGGB60H3 or LGGB61H3 or LGGB62H3 or LGGB63H3 or LGGB64H3 or LGGB65H3

  New:
  ~~CHI200Y5 or CHI201Y5 or CHI201H5 or CHI202H5 or EAS200Y1 or EAS201H1 or LGGB60H3 or LGGB61H3 or LGGB62H3 or LGGB63H3 or LGGB64H3 or LGGB65H3~~

Rationale:
  1) The rationale for removing CHI200Y5, CHI201Y5, CHI202H5, LGGB64H3 and LGGB65H3: these courses are retired, not available in the Academic Calendar anymore.

  2) The rationale for removing EAS200Y1, EAS201H1, LGGB60H3, LGGB61H3, LGGB62H3 and LGGB63H3: these courses are intended for second language learners or heritage Chinese learners. CHI211 is intended for native or near-native speakers of Chinese.

Consultation:
  Department of Language Studies Curriculum Committee

CHI212H5: Chinese for Academic Purposes II

Exclusions:
  Previous:
  CHI200Y5 or CHI201Y5 or CHI202H5 or EAS200Y1 or EAS201H1 or LGGB60H3 or LGGB61H3 or LGGB62H3 or LGGB63H3 or LGGB64H3 or LGGB65H3

  New:
  ~~CHI200Y5 or CHI201Y5 or CHI202H5 or EAS200Y1 or EAS201H1 or LGGB60H3 or LGGB61H3 or LGGB62H3 or LGGB63H3 or LGGB64H3 or LGGB65H3~~

Rationale:
  1) The rationale for removing CHI200Y5, CHI201Y5, CHI202H5, LGGB64H3 and LGGB65H3: these courses are retired, not available in the Academic Calendar anymore.

  2) The rationale for removing EAS200Y1, EAS201H1, LGGB60H3, LGGB61H3, LGGB62H3 and LGGB63H3: these courses are intended for second language learners or heritage Chinese learners. CHI212 is intended for native or near-native speakers of Chinese.

Consultation:
  Department of Language Studies Curriculum Committee

EDS220H5: Equity and Diversity in Education

Exclusions:
  Previous:
  CTE200H5

  New:
  ~~CTE200H5~~

Rationale:
  Current Exclusion listed (CTE200H5) was last offered in Winter 2015.

Consultation:
  Department of Language Studies Curriculum Committee

Dataset Refresh time: 2024-10-10 06:00

EDS310H5: Education in a Global Context

Exclusions:
  Previous:
  EDU320H5

  New:
  ~~EDU320H5~~

Rationale:
  Current Exclusion listed (EDU320H5) was last offered in Fall 2016.

EDS325H5: Supplemental Instruction in Higher Education: Peer-Facilitated Study Groups

Description:
  Previous:

Looking for an opportunity to become a facilitator of small group learning in a subject discipline in which you have expertise? This course will introduce students to the theory and practice of Supplemental Instruction (SI) in higher education. Particular focus will be on the history and evolution of SI and the rationale for its use in different university contexts. EDS325H5 course participants will complete a mandatory internship that involves developing and delivering 8-10 peer led study sessions through the Facilitated Study Group (FSG) Program run by the Robert Gillespie Academic Skills Centre. Class work will embed relevant pedagogical tools, resources and research to support the development, delivery and success of FSG sessions. Current research investigating the impact of Supplemental Instruction on student success will also be explored. This is a closed course open only to those students who have successfully secured an FSG leader position with the Robert Gillespie Academic Skills Centre.

  New:

Are you looking for an opportunity to lead a peer facilitated study group on campus in a subject discipline in which you have expertise? This course introduces students to the theory and practice of Supplemental Instruction (SI) in higher education. Course content focuses on the theory and skills of facilitation and leadership as you develop an understanding of the purpose, history, evolution and impact of SI in different university contexts. EDS325H5 course participants complete a mandatory internship that involves developing and delivering 8-10 peer led study sessions through the Facilitated Study Group (FSG) Program run by the Robert Gillespie Academic Skills Centre. Class work will embed relevant pedagogical tools, resources and research to support successful implementation of your FSG sessions. This course involves additional training and delivery hours that will occur before, during and outside of class time. Enrolment approval into EDS325 is subject to available courses requiring FSG leaders and selection is based on demonstrated excellence in the subject matter of those courses

Rationale:
  Students need more clarity on the commitment involved in this experiential learning course. This description is very similar to original text but attempts to offer more clarity about the time commitment and process for entry.

Consultation:
  Department of Language Studies Curriculum Committee.

EDS388H5: Experiential Learning Opportunity within the Community

Description:
  Previous:
This internship is a minimum 100-hour experiential learning opportunity. The internship connects the student's subject specialization to aspects of the teaching/training development profession. It will integrate, extend, and deepen the learning experience as students begin to identify particular academic or professional insights. Prior to enrollment, internship proposals must be approved by the program coordinator. As part of this course, students may have the option of participating in an international learning experience that will have an additional cost and application process.

  New:
Are you looking to gain hands-on experience supporting instruction and training in a school, non-profit, community, or corporate organization? This internship course offers you a minimum of 100-hours of experiential learning by connecting your major and / or minor specialization to applied teaching and training opportunities in the field. Through your internship, you will integrate, extend, and deepen learning to uncover new academic and professional insights and gain valuable experience. As part of this course, students can choose to participate in an international experience that may involve added costs and require a supplementary application process.

Exclusions:
  Previous:
  CTE388H5 or CTE388Y5

  New:
  ~~CTE388H5 or CTE388Y5~~

Rationale:
  We no longer require students to submit "internship proposals" and this statement in the description was confusing for students applying for the internship. We also wanted to use the course description to further explain what is involved in the internship more clearly so students are fully aware of the commitment. Removed exclusion as CTE388H5 was last offered in Fall 2016.

FRE387H5: French Morphology

Prerequisites:
  Previous:
  [(FRE272H5 or FRE272Y5) and (FRE282H5 and FRE283H5)] or a minimum grade of 77% in FSL406H5 or equivalent.

  New:
  (FRE272H5 or FRE272Y5) and [FRE280Y5 or (FRE282H5 and FRE283H5) or (a minimum grade of 77% in FSL406H5]

Rationale:
  The currently listed prerequisite with incorrect placement of parentheses implies that FSL406H5 can be a standalone prerequisite. Correction of the placement/removal of parentheses corrects this error. FRE275H5/FRE272Y5 are required as a content area course, the language requirement is FRE280Y5 (or FRE282 and FRE283). If FRE280Y5 (or FRE282 and FRE283) are not completed, then FSL406H5 can be an acceptable language equivalent.

Consultation:
  DLS Curriculum Committee

FRE389H5: Individual Differences in Second Language Acquisition

Description:
  Previous:

  This course examines the effects of cognitive (e.g., aptitude, working memory) and affective differences (e.g., motivation, L2 anxiety) on second language acquisition. Students will come to understand the nature of these differences via empirical studies on learners of French and the use of assessment instruments including questionnaires and on-line tests. Particular emphasis is placed on students' ability to discuss between-learner differences in comprehension and production, identify relevant individual differences capable of explaining such variability, and conduct their own individual differences research.

  New:
  This course examines the effects of cognitive (e.g., aptitude, working memory) and affective differences (e.g., motivation, L2 anxiety) on second language acquisition. Students will be provided with a foundation in quantitative analysis and come to understand the nature of individual differences via empirical studies on learners of French and the use of assessment instruments including questionnaires and on-line tests. Particular emphasis is placed on students' ability to discuss between-learner differences in comprehension and production, identify relevant individual differences capable of explaining such variability, and conduct their own individual differences research.

Rationale:
  The course was offered for the first time in Winter 2024 and, based on the course evaluations, several students expressed their surprise at the quantitative content of the course (which is part of the normal methodology for research in the area of individual differences). In order to avoid this situation in the future, specific mention of this ('be provided with a foundation in quantitative analysis') has been added.

Consultation:
  DLS Curriculum Committee

FRE446H5: Special Topics in French & Francophone Literary and Cultural Studies II

Contact Hours:
  Previous:
  Lecture: 24

  New:
  Lecture: 24 / **Tutorial:** 12

Description:
  Previous:
  A study of fiction, non-fiction or theoretical approaches in French & Francophone literature and culture.

  New:
  A study of fiction, non-fiction or theoretical approaches in French & Francophone literature and culture.

Rationale:
  Certain FRE 400-level courses, including this one, only have two hours/week of contact during the LEC. This is in contrast to all other FRE courses which have 3 contact hours per week. The addition of this third hour will provide instructors more time to work with students to realize the course learning objectives, particularly as concerns the independent research component of all FRE 400-level courses.

Consultation:
  DLS Curriculum Committee

Resources:
  Resource form submitted to PCU

FSL466H5: French for Business Communication

Corequisites:
  Previous:
  FRE282H5 or FRE283H5 or FSL406H5

  New:
  ~~FRE282H5 or FRE283H5 or~~ FSL406H5

Rationale:
  The decision was made this year to completely differentiate the FRE (MIN/MAJ/SPEC French Studies) and FSL (Minor in Functional French) streams. Previously, students could 'cross over' with courses that were deemed to be equivalent (FRE282H5 + FRE283H5; FSL305Y5). It was agreed this year that the levels of these courses are not equivalent and that, as such, no mention of FRE courses should be made in the FSL466H5 listing.

Consultation:
  DLS Curriculum Committee

ITA371H5: Writings on Love and Sex; Politics, Power, and Success

Title:
  Previous: Writings on Politics, Power, and Success (Italian Renaissance)
  New: Writings on Love and Sex; Politics, Power, and Success

Description:
  Previous:

  (Offered in Italian) An in-depth analysis of Renaissance writings on politics, power, and success. Writers studied include Pietro Aretino, Michelangelo Buonarroti, Baldassare Castiglione, Lorenzo de' Medici.

  New:
  (Taught bilingually in English and Italian) An exploration of literary representations of love and sex in Medieval and Renaissance Italy. Writers studied include Dante Alighieri, Francesco Petrarca, Giovanni Boccaccio. Other topics include politics, power, and success through the writings of Pietro Aretino, Michelangelo Buonarroti, Baldassare Castiglione, Lorenzo de' Medici. Texts will be available in Italian and English.

Rationale:

The themes of "love and sex" previously covered in ITA218H5 (proposed for deletion) seamlessly fold into ITA371H5's modified content, as many of the authors treated in ITA218H5 Writings on Love and Sex (Medieval to Early Italian Renaissance) and ITA371H5 are the same.

The modifications seek to alleviate the repetition of topics across multiple courses; placing more complex themes and questions at the upper/3rd-year level.

Changes to ITA371H5 recuperate any content lost in the deletion of ITA218H5, allow the course to build on content introduced in second-year Italian literature courses, and provide a more specific thematic focus: considerations of love and sex, heightened by discussions surrounding politics, power, and success.

Content-related learning objectives remain consistent with those previously achieved in ITA218H5.

Language-learning-related outcomes: the language of instruction, course materials, coursework (production) expectations will change to align with those at the 3rd-year level (e.g. language of instruction changes from [currently] English to English and Italian, course materials are provided in translation). Literary, critical analyses will also align with those at the 3rd-year level.

Consultation:
DLS Curriculum Committee

JFL369H5: Romance Linguistics

Exclusions:
  Previous:

  New:
  LIN369H5

Rationale:
JFL is the new designator for LIN369H5. The listing of LIN369H5 as an exclusion for the new course (JFL369H5) was missed in the previous round.

Consultation:
DLS Curriculum Committee

JFL389H5: Second Language Assessment

Description:
  Previous:
This course provides an introduction to the principles and frameworks of second language assessment as well as to the practices of standardized testing and classroom assessment. We begin by discussing models of linguistic competence and frameworks for second language assessment as well as test design including language benchmarking. In the second part of the course, the focus turns to best practices in the assessment of vocabulary, grammar, comprehension, production, and socio-pragmatic competence.

  New:
This course provides an introduction to the principles and frameworks of second language assessment as well as to the practices of standardized testing and classroom assessment. We begin by discussing models of linguistic competence and frameworks for second language assessment as well as test design including language benchmarking. In the second part of the course, the focus turns to best practices in the assessment of vocabulary, grammar, comprehension, production, and socio-pragmatic competence. The language of instruction will be English. Students will have the option to write assignments in either English or French. Written work must be completed in French for credit towards a Specialist (French) or Major (French).

Rationale:
The last three sentences of the revised description, found in all other JFL courses, were added to make it clear to French students what is necessary to do should they wish to count the course towards a French program.

Consultation:
DLS Curriculum Committee

JFL454H5: Teaching and Learning Varieties of Canadian French

Prerequisites:
Previous:
[(1.0 credit of FRE Linguistics at the 300-level or LIN256H5) and 0.5 credit of LIN at the 300-level and reading ability in French] or permission of instructor.

New:

(1.0 credit of FRE Linguistics at the 300-level) or (LIN256H5 and 0.5 credit of LIN at the 300-level and reading ability in French)

Rationale:
Error in bracketing. This course is open to FRE and LIN program students; the current bracketing incorrectly indicates that students who have taken 1.0 credits in French linguistics must also take LIN256H5. LIN256H5 was intended to be part of the requirement for linguistics students.

Consultation:
DLS Curriculum Committee

JLP388H5: Bilingualism and Multiple Language Acquisition

Description:
Previous:

What are the linguistic and psychological implications of knowing more than one language? This course will explore topics such as the bilingual brain, the nature of bilingual language input, effects of age-of-acquisition and language similarity, the status of heritage languages, schooling in a second language (for example French Immersion programs), and research methodologies used in the study of bilingualism. Bilingual/multilingual corpora will be examined.

New:
What are the linguistic and psychological implications of knowing more than one language? This course will explore topics such as the bilingual brain, the nature of bilingual language input, effects of age-of-acquisition and language similarity, the status of heritage languages, schooling in a second language (for example French Immersion programs), and research methodologies used in the study of bilingualism. Bilingual / multilingual corpora will be examined. The language of instruction will be English. Depending on the instructor, students may have the option to write assignments in either English or French. Written work must be completed in French for credit towards a Specialist (French) or Major (French).

Prerequisites:
Previous:
JLP285H5/equivalent or JLP315H5/equivalent

New:
JLP285H5 / equivalent or JLP315H5 / equivalent or FRE325H5 or FRE355H5

Rationale:
Formerly, there were two identical courses: JLP388 and JFL388. These are being merged, and JFL388 is being deleted. The proposed description and prerequisite changes are to allow French students to take this course, as in practice was already the case (they would have taken it under the JFL388 code).

Consultation:
DLS Curriculum Committee

LIN419H5: Field Methods: A Language Unlocked

Prerequisites:
Previous:
LIN229H5 and LIN232H5 and [0.5 credit from (JLP384H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN360H5 or LIN366H5 or LIN369H5 or LIN374H5 or LIN375H5 or LIN376H5 or LIN411H5 or LIN418H5 or LIN476H5 or LIN479H5) or permission of the instructor].

New:

LIN229H5 and LIN232H5 and [0.5 credit from (JLP384H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN360H5 or LIN366H5 or JFL369H5 (formerly LIN369H5) or LIN374H5 or LIN375H5 or LIN376H5 or LIN411H5 or LIN418H5 or LIN476H5 or LIN479H5) or permission of the instructor].

Rationale:
The course code for LIN369H5 has been changed to JFL369H5, so all instances of LIN369H5 should be replaced with "JFL369H5 (formerly LIN369H5)".

Consultation:
DLS Curriculum Committee

LIN460H5: Special Topics in Language Change

Prerequisites:
Previous:
LIN229H5 and LIN232H5 and LIN256H5 and 0.5 credit from (JFL454H5 or JLP384H5 or LIN310H5 or LIN318H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN357H5 or LIN360H5 or LIN366H5 or LIN369H5 or LIN374H5 or LIN375H5 LIN376H5 or LIN411H5 or LIN419H5 or LIN458H5 or LIN476H5 or LIN479H5)

New:
LIN229H5 and LIN232H5 and LIN256H5 and 0.5 credit from [JFL454H5 or JLP384H5 or LIN310H5 or LIN318H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN357H5 or LIN360H5 or LIN366H5 or JFL369H5 (formerly LIN369H5) or LIN374H5 or LIN375H5 or LIN376H5 or LIN411H5 or LIN419H5 or LIN458H5 or LIN476H5 or LIN479H5)]

Rationale:
The course code for LIN369 has been changed to JFL369, so all instances of LIN369H5 should be replaced with "JFL369H5 (formerly LIN369H5)". There was also an "or" missing in the list of prerequisites.

Consultation:
DLS Curriculum Committee

LIN469H5: Topics in Romance Linguistics

Prerequisites:
Previous:

LIN229H5 and LIN232H5 and LIN256H5 and 0.5 credit from (JFL454H5 or JLP384H5 or LIN310H5 or LIN318H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN357H5 or LIN360H5 or LIN366H5 or LIN369H5 or LIN375H5 or LIN411H5 or LIN419H5 or LIN458H5 or LIN476H5 or LIN479H5)

New:
LIN229H5 and LIN232H5 and LIN256H5 and 0.5 credit from ([JFL454H5 or JLP384H5 or LIN310H5 or LIN318H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN357H5 or LIN360H5 or LIN366H5 or JFL369H5 (formerly LIN369H5) or LIN375H5 or LIN411H5 or LIN419H5 or LIN458H5 or LIN476H5 or LIN479H5)]

Rationale:
The course code for LIN369 has been changed to JFL369, so all instances of LIN369H5 should be replaced with "JFL369H5 (formerly LIN369H5)".

Consultation:
DLS Curriculum Committee

LIN476H5: Language Diversity and Language Universals

Prerequisites:
Previous:

LIN232H5 and LIN231H5 and 0.5 credit from (JLP384H5 or LIN310H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN360H5 or LIN366H5 or LIN369H5 or LIN374H5 or LIN375H5 or LIN376H5 or LIN411H5 or LIN419H5 or LIN479H5)

New:

LIN232H5 and LIN231H5 and 0.5 credit from [JLP384H5 or LIN310H5 or LIN328H5 or LIN329H5 or LIN332H5 or LIN337H5 or LIN338H5 or LIN360H5 or LIN366H5 or JFL369H5 (formerly LIN369H5) or LIN374H5 or LIN375H5 or LIN376H5 or LIN411H5 or LIN419H5 or LIN479H5)]

Rationale:

The course code for LIN369 has been changed to JFL369, so all instances of LIN369H5 should be replaced with "JFL369H5 (formerly LIN369H5)".

Consultation:

DLS Curriculum Committee

Course Retirements

ITA218H5: Writings on Love and Sex (Medieval to Early Italian Renaissance)

Rationale:
Course content, Italian Renaissance literature, is already treated in another 2nd-year literature offering (ITA231H5 Italian Authors [Medieval to Renaissance Italy]).

Consultation:
DLS Curriculum Committee

JFL388H5: Bilingualism and Multiple Language Acquisition

Rationale:
This is essentially the same course as JLP388H5, so this code is just being deleted for efficiency. The JLP course is being modified to allow French students to take it.

Consultation:
DLS Curriculum Committee

SPA220Y5: Intermediate Spanish

Rationale:
This course will be split into two half-courses (SPA221H5 and SPA222H5).

Consultation:
Dept of Economics, Dept of Historical Studies, DLS Curriculum Committee
(The course is listed as a possible elective in Latin American & Caribbean Studies (HS) and International Affairs (Economics))

SPA320Y5: Advanced Spanish

Rationale:
This course will be split into two half-courses (SPA321H5 and SPA322H5).

Consultation:
Dept of Economics, Dept of Historical Studies, DLS Curriculum Committee
(The course is listed as a possible elective in Latin American & Caribbean Studies (HS) and International Affairs (Economics))

Minor Program Modifications

ERMIN0134: Global Leadership – Minor (Arts)

Enrolment requirements:
Track Changes:
4.0 credits are required.

- GLB201H5
- GLBC01H3 (offered at the UTSC campus)
- GLB401Y1 (offered at the St. George campus)
- 2.0 credits, as follows:
    - One course (0.5-1.0 credit) from the Communication and Cultural Competencies course list (below); and
        - Remaining credits to total 2.0 credits (1.0-1.5 credits) from Leadership; Global Issues; and/ or Ethics/ Equity, Diversity, and Inclusion course lists (below).

Leadership: ANT215H5 or ANT300H5 or ANT352H5 or EDS210H5 or ENV201H5 or HIS311H5 or MGT260H5 or MGT463H5 or POL322H5 or POL344H5 or POL345H5

Global Issues: EDS310H5 or ENG259H5 or ENG271H5 or ENG273H5 or ENV210H5 or ENV311H5 or GGR329H5 or GGR363H5 or GGR387H5 or HIS330H5 or HIS323H5 or HIS364H5 or HIS425H5 or ITA255H5 or ITA256H5 or JAL351H5 or LIN357H5 or JEP356H5 or POL362H5 or SOC304H5 or SOC354H5 or SOC382H5 or RLG314H5

Ethics/Equity, Diversity, and Inclusion: EDS220H5 or EDS250H5 or EDS291H5 or ENG274H5 or FRE343H5 or FRE391H5 or GGR313H5 or HIS386H5 or HIS454H5 or ITA392H5 or JAL355H5 or POL355H5 or POL368H5 or PSY320H5 or RLG314H5 or SOC358H5 or SOC388H5 or WGS335H5 or WGS367H5 or WGS419H5 or WGS420H5

Communication and Cultural Competencies: ARA212Y5 or CHI103H5 or CHI104H5 or FSL105H5 or FSL106H5 or FRE180H5 or FRE181H5 or GER100Y5 or HIN211H5 or HIN212H5 or ITA100Y5 or PRS210H5 or PRS211H5 or PUN212Y5 or SPA100Y5 or URD212Y5

*** The Communication & Cultural Competencies requirement must be fulfilled in a language that is not the student's first/ native language.*

Description of Proposed Changes:
Removed retired courses and when relevant added replacement courses. Expanded course offerings to provide students with increased course options. Updated application wording and provided website link.

Rationale:
Removed retired courses and when relevant added replacement courses. Expanded course offerings to provide students with increased course options. Updated application wording and provided website link.

Consultation:
Department of Historical Studies; Department of Political Science; Department of Geography, Geomatics and Environment; Department of English and Drama; Department of Language Studies Curriculum Committee.

ERMIN0506: Linguistic Studies - Minor (Arts)

Completion Requirements:
 Track Changes:
 4.0 credits are required.

 First Year: LIN101H5 and LIN102H5

 Upper Years: The remaining courses to be chosen from the following list:

 • Minimum 1.0 credit from the following list: LIN228H5, LIN229H5, LIN231H5, LIN232H5, LIN237H5, LIN240H5, LIN256H5, JLP285H5 (formerly LIN288H5).
 • Minimum 1.0 credit from the following list: any 300 and 400 level LIN, JAL, JFL, or JLP courses (unless otherwise noted).
 • 1.0 credit from any remaining courses listed in (1) or (2) or from the following list: FRE489H5, ITA373H5, ITA437H5, ITA451H5, and SAN392Y5.

 Some of the courses listed above have prerequisites which would not count towards this program.

 ~~No more than 1.5 credits can be double counted towards two programs of study in Linguistics.~~

 ~~No more than 1.0 ROP course credit may count toward the Linguistic Studies Minor program.~~

Description of Proposed Changes:
 Inclusion of text " unless otherwise noted." to signal that some courses cannot be used towards the Minor in Linguistics and these exclusions would appear in the course descriptions. For example, the following added note would appear in some LIN courses, "This course counts towards only the English Language Linguistics Minor (ERMIN1200); it does NOT count towards the Linguistic Studies Minor (ERMIN0506) nor the Linguistic Studies Major (ERMAJ1850)."

Rationale:
 For both the major and minor programs in Linguistic Studies, there are requirements listed that allow "any 300/400 level LIN/JAL/JFL/JLP course." However, there are some courses that are specifically excluded from counting toward the major or minor program (e.g. LIN325H5). To avoid ambiguity (since the program descriptions imply that any are allowed but the course description says otherwise), we are proposing to modify the lists in the program descriptions to say "unless otherwise noted."

ERMIN1000: Functional French - Minor (Arts)

Completion Requirements:
  Track Changes:

4.0 credits are required.

  • FSL105H5 and FSL106H5
  • FSL205H5 and FSL206H5 (or FSL205Y5)
  • FSL305H5 and FSL306H5 (or FSL305Y5).
  • The remaining credits can be chosen from the following list: FSL405H5, FSL406H5, FSL466H5, FSL467H5, or other suitable FRE/FSL courses recommended and pre-approved by the Department.

Description of Proposed Changes:
  Added new course, FSL467H5, to the listing available remaining credits in #4 requirement.

Rationale:
  Added new course, FSL467H5, to the listing available remaining credits in #4 requirement.

ERMAJ1056: Language Teaching and Learning: French - Major (Arts)

Completion Requirements:
Track Changes:
8.0 credits are required, of which 0.5 credit must be a 400-level FRE language teaching and learning course.

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempted from these courses must replace them with a higher level 1.0 credit in FRE.

Second Year: FRE227H5, FRE240H5, FRE272H5, FRE282H5, FRE283H5.

Third & Fourth Year:

• FRE382H5 and FRE380H5/FRE383H5/FRE442H5;
• 2.0 credits to be chosen among the FRE Language Teaching and Learning courses: FRE325H5, FRE352H5, FRE354H5, FRE355H5, FRE384H5, FRE389H5, FRE399H5, FRE399Y5, FRE453H5, FRE490Y5, FRE491H5, FRE492H5; JFL389H5, JFL454H5; JLP388H5 (formerly JFL388H5);
• 1.5 credits to be chosen among the LTL Language Teaching and Learning courses: LTL380H5, LTL382H5, LTL383H5, LTL387H5, LTL399H5, LTL456H5, LTL486H5, LTL487H5, LTL488H5, LTL495Y5, LTL496H5.

Description of Proposed Changes:
Removed retired course and updated to JLP388H5 (formerly JFL388H5).

Rationale:
Removed retired course and updated to JLP388H5 (formerly JFL388H5).

Dataset Refresh time: 2024-10-10 06:00

ERSPE1092: Language Teaching and Learning: French and Italian - Specialist (Arts)

Completion Requirements:
Track Changes:
14.0 credits are required. The program must include a minimum of 4.0 300/400 level credits (2.0 in French and 2.0 in Italian), 1.0 credit at the 400 level (either in French or Italian).

French
7.0 credits are required.

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempt from these courses must replace them with a higher level 1.0 credit in FRE.

Higher Years:

1. FRE227H5, FRE240H5, FRE272H5, FRE282H5, FRE283H5. **Note**: FRE227H5 MUST be completed in the second year OR prior to enrolling in 300/400-level courses in Language Teaching and Learning.
2. FRE382H5 and FRE383H5.
3. 2.0 credits to be chosen among the **FRE** courses in Teaching and Learning: FRE325H5, FRE352H5, FRE354H5, FRE355H5, FRE384H5, FRE389H5, FRE453H5; JFL389H5, JFL454H5; JLP388H5 (formerly JFL388H5)
4. 0.5 credit to be chosen among the **LTL** Language Teaching and Learning courses: LTL380H5, LTL382H5, LTL383H5, LTL387H5, LTL456H5, LTL486H5, LTL487H5, LTL488H5, LTL495Y5, LTL496H5

Italian
7.0 credits are required. Some written work will be done in Italian in all courses.

1. ITA200Y5/ITA201Y5
2. ITA350H5
3. 0.5 credit from ITA351H5, ITA352H5, ITA450H5
4. ITA388H5
5. ITA437Y5
6. 2.0 additional credits in Italian Language; Linguistics; Teaching and Learning.
7. 1.5 additional credits in any of the other Italian course categories (excluding those listed above).

Description of Proposed Changes:
Removed retired course and replaced with JLP388H5 (formerly JFL388H5). Also added LTL382 which is a course that was created a couple of years ago but not added to the list in the LTL Language Teaching and Learning courses.

Rationale:
Removed retired course and replaced with JLP388H5 (formerly JFL388H5). Also added LTL382 which is a course that was created a couple of years ago but not added to the list in the LTL Language Teaching and Learning courses.

ERSPE1295: French Studies - Specialist (Arts)

Completion Requirements:
Track Changes:
10.0 credits are required, including at least 5.0 300/400 level credits in literature/linguistics, 1.0 of which must be a 400 level credit.

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempted from these courses must replace them with a higher level 1.0 credit in FRE.

Second Year: FRE240H5, FRE227H5, FRE272H5, FRE282H5, FRE283H5

Third and Fourth Years:

• FRE382H5, FRE380H5/FRE383H5, FRE442H5/FRE482H5

• 4.5 FRE credits to be completed within ONE area of concentration:
- French Linguistics
- French & Francophone Literary and Cultural Studies

• FRE491H5/FRE492H5

Course Categories:
French Linguistics: FRE325H5, FRE355H5, FRE376H5, FRE377H5, FRE378H5, FRE384H5, FRE385H5, FRE386H5, FRE387H5, FRE389H5, FRE399H5, FRE399Y5, FRE487H5, FRE488H5, FRE489H5, FRE490Y5, FRE491H5, FRE492H5; JFL369H5, JFL389H5, JFL454H5; JLP388H5 (formerly JFL388H5).

French & Francophone Literary and Cultural Studies: FRE312H5, FRE316H5, FRE342H5, FRE343H5, FRE356H5, FRE363H5, FRE364H5, FRE367H5, FRE369H5, FRE370H5, FRE391H5, FRE393H5, FRE395H5, FRE397H5, FRE398H5, FRE399H5, FRE399Y5, FRE440H5, FRE445H5, FRE446H5, FRE482H5, FRE491H5, FRE492H5.

Description of Proposed Changes:
Removed retired course JFL388H5 and replaced with "JLP388H5 (formerly JFL388H5)". Also included a new course, FRE386H5, that was proposed in an earlier round but was not included in the French Linguistics category. Clarified #3 under Note section to include other designators (JFL and JLP).

Rationale:
Removed retired course JFL388H5 and replaced with "JLP388H5 (formerly JFL388H5)". Also included a new course,FRE386H5, that was proposed in an earlier round but was not included in the French Linguistics category. Clarified #3 under Note section to include other designators (JFL and JLP).

ERMAJ1295: French Studies - Major (Arts)

Completion Requirements:
Track Changes:
8.0 credits are required, of which 0.5 credit must be a 400-level FRE linguistics/literature course.

First Year: FRE180H5, FRE181H5 (or equivalent). Students exempted from these courses must replace them with a higher level 1.0 credit in FRE.

Second Year: FRE240H5, FRE272H5, FRE282H5, FRE283H5

Third and Fourth Years:

• FRE382H5/FRE442H5 and FRE380H5/?FRE383H5

• 4.0 credits to be completed in **ONE** area of concentration (French Linguistics or French & Francophone Literary and Cultural Studies)

Course Categories

• **French Linguistics**: FRE325H5, FRE355H5, FRE376H5, FRE377H5, FRE378H5, FRE384H5, FRE385H5, FRE386H5, FRE387H5, FRE389H5, FRE399H5, FRE399Y5, FRE487H5, FRE488H5, FRE489H5, FRE490Y5, FRE491H5, FRE492H5,; JFL369H5, JFL389H5, JFL454H5; JLP388H5 (formerly JFL388H5.)

• **French & Francophone Literary and Cultural Studies**: FRE312H5, FRE316H5, FRE342H5, FRE343H5, FRE356H5, FRE363H5, FRE364H5, FRE367H5, FRE369H5, FRE370H5, FRE391H5, FRE393H5, FRE395H5, FRE397H5, FRE398H5, FRE399H5, FRE399Y5, FRE440H5, FRE445H5, FRE446H5, FRE482H5, FRE490Y5, FRE491H5, FRE492H5.

Rationale:
Removed a retired course (JFL388H5) and included a new course (FRE386H5) that was missed when the course was proposed. Clarified #3 under Note section to include other designators (JFL and JLP).

Consultation:
Department of Language Studies Curriculum Committee

ERMAJ1850: Linguistic Studies - Major (Arts)

Completion Requirements:
Track Changes:

8.0 credits are required.

First Year: LIN101H5 and LIN102H5

Upper Years:

• Core requirement:
• LIN228H5, LIN229H5, LIN232H5, (LIN231H5 or LIN237H5)
• 1.0 credits from two of the following: LIN240H5, LIN256H5, JLP285H5 (formerly LIN288H5)

• Language requirement: 1.0 credit in a language course. This credit must involve the same language and must be taken either concurrently with LIN101H5 and LIN102H5 or after their completion. The language must be one other than the student's first language; English language courses are excluded.

• Upper Year requirements: 1.5 credits total to be chosen from 3 <u>different</u> categories below:

• Method and analysis: LIN318H5, LIN374H5, LIN375H5, LIN376H5, LIN411H5, LIN418H5, LIN419H5, LIN475H5, LIN479H5
• Phonetics/Phonology: JLP384H5 (formerly LIN327H5), LIN328H5, LIN329H5, LIN421H5
• Syntax and Morphology: LIN332H5, LIN476H5
• Semantics/Pragmatics: LIN337H5, LIN338H5, LIN441H5
• Language teaching, learning, and acquisition: JFL389H5, LIN380H5, JFL454H5, LIN456H5, LIN486H5, LIN487H5
• Language contact, and change: LIN357H5, LIN360H5, LIN366H5, JFL369H5 (formerly LIN369H5), LIN460H5, LIN466H5, LIN469H5

• Computational Linguistics: LIN340H5, LIN341H5, LIN447H5
• Language acquisition and psycholinguistics: JLP315H5 (formerly PSY315H5), JLP383H5 (formerly PSY374H5), LIN385H5, JLP388H5 (formerly JFL388H5), JLP481H5, JLP483H5
• Sociolinguistics and sociocultural linguistics: JAL351H5, JAL355H5, JAL453H5, LIN458H5

• The remaining 1.5 credits to be chosen from those courses not yet taken from the list above, or from the following: LIN299H5 or LIN299Y5, any 300/400 level LIN/JAL/JFL/JLP course (unless otherwise noted), FRE489H5, ITA437H5, ITA451H5, ITA373H5, LTL488H5, SAN392Y5.

Students must have a minimum of 0.5 credits at the 400-level. ~~No more than 1.0 credits outside of LIN/JAL/JFL/JLP offerings (excluding language courses in requirement #2 can be used towards program requirements.~~

~~**NOTE:**~~

~~• No more than 1.5 credits can be double counted towards two programs of study in Linguistics.~~
~~• No more than 1.0 ROP course credit may count toward requirement 4.~~

Description of Proposed Changes:
Inclusion of text " unless otherwise noted.” to signal that some courses cannot be used towards the Major in Linguistics and these exclusions would appear in the course descriptions. For example, the following added note would appear in some LIN courses, "This course counts towards only the English Language Linguistics Minor (ERMIN1200); it does NOT count towards the Linguistic Studies Minor (ERMIN0506) nor the Linguistic Studies Major (ERMAJ1850)." Formatting changes for consistency.

Rationale:
For both the major and minor programs in Linguistic Studies, there are requirements listed that allow "any 300/400 level LIN/JAL/JFL/JLP course." However, some courses are specifically excluded from counting toward the major or minor program (e.g.

LIN325H5). To avoid ambiguity (since the program descriptions imply that any are allowed but the course description says otherwise), we are proposing to modify the lists in the program descriptions to say "unless otherwise noted."

ERCER2019: Certificate in Global Perspectives

Completion Requirements:
    Track Changes:
2.0 credits are required.

• 1.0 credit to be chosen from the following Global Perspective group of courses:
ANT102H5, ANT206H5, ANT207H5, ANT208H5, ANT209H5, ANT215H5, ANT217H5, ANT322H5, ANT335H5, ANT350H5, ANT351H5, ANT352H5, ANT354H5, ANT357H5, ANT360H5, ANT362H5, ANT365H5, ANT368H5, ANT369H5, ANT370H5, ANT462H5, ANT463H5, ANT464H5, CIN207H5, CIN208H5, CIN303H5, CIN305H5, CIN308H5, DRE121H5, DTS201H5, DTS202H5, ECO302H5, ECO303H5, ECO435H5, EDS220H5, EDS310H5, ENV205H5, ERS111H5, FAH215H5, FAH216H5, FAH274H5, FAH279H5, FAH281H5, FAH282H5, FAH287H5, FAH343H5, FAH356H5, FAH385H5, GGR207H5, GGR208H5, GGR214H5, GGR287H5, GGR288H5, GGR377H5, JAL355H5, JGE378H5, LIN233H5, LIN357H5, LIN486H5, POL114H5, POL218Y5, POL303Y5, POL327Y5, POL340Y5, SOC202H5, SOC206H5, SOC236H5, SOC253H5, SOC304H5, SOC322H5, SOC327H5, SOC335H5, SOC343H5, SOC349H5, SOC354H5, SOC375H5, SOC382H5, SOC403H5, SOC417H5, SOC425H5, SOC432H5, SOC454H5, SOC465H5, SOC485H5, VCC306H5.

• 1.0 credit to be chosen from only ONE of the following Area Studies groups:

Africa & Middle East - ARA210H5, CIN208H5, ENG270Y5, FAH281H5, FRE391H5, FRE397H5, HIS201H5, HIS295H5, HIS323H5, HIS325H5, HIS203H5, HIS384H5, RLG204H5.

Americas - ANT241H5, ANT317H5, EDS250H5, ENG274H5, ENG250Y5, FAH282H5, FRE241H5, FRE316H5, HIS263Y5, HIS367H5, HIS370H5, HIS390H5, HIS393H5, POL111H5, POL203Y5, POL214H5, POL355Y5, RLG209H5, SPA235H5, SPA275H5, VCC236H5, WGS335H5.

Asia - ANT313H5, ANT316H5, CHI308H5, CIN207H5, CIN215H5, CIN305H5, ECO435H5, FAH385H5, GGR267H5, HIS282H5, HIS283H5, HIS284H5, HIS378H5, HIS387H5, POL304Y5, RLG205H5, RLG207H5, RLG210H5, RLG310H5, RLG360H5, VCC360H5, WGS345H5.

Europe - CLA230H5, CLA231H5, FAH215H5, FAH216H5, FAH274H5, FAH279H5, FAH287H5, FRE240H5, HIS230H5, HIS236H5, HIS250H5, HIS338H5, HIS339H5, ITA246H5, ITA307H5, JFL369H5 (formerly LIN369H5).

Rationale:
Update listing of LIN369H5. This course was retired last year and added with a new designator "JFL" (JFL369H5).

ERCER2021: Certificate in Computational Linguistics

Completion Requirements:
Track Changes:
1.5 credits are required.

• Foundation: LIN340H5 and LIN341H5
• 0.5 credit to be chosen from the following list: JLP383H5 or JLP384H5 or LIN318H5 or LIN328H5 or LIN441H5 or LIN447H5 or LIN458H5 or CSC311H5 or CSC363H5 or CSC384H5 or CSC428H5

Description:
Track Changes:
~~* * This certificate program launches September 2024.* *~~ The Certificate in Computational Linguistics is open to students who seek a deeper understanding of the diverse ways in which Linguistics and the Computing Sciences interact. The requirements include two core advanced courses in which students will learn about theoretical and practical aspects of the intersection between Linguistics and the Computing Sciences, and a 0.5 FCE elective from a set of topically fitting LIN and CSC courses. While enrolment in the Certificate in Computational Linguistics is open to all students completing any programs at UTM program, interested students should note that there are significant pre-requisites which must be met before enrolment in the required foundational courses. It is expected that this Certificate will be of most interest to students in Computer Science and Linguistics programs.

Rationale:

This is a newly launched Fall 2024 program. The core learning outcomes that we think are necessary for all students enrolled in the program are covered in the foundational courses (and their prerequisites). The purpose of the electives is to ensure that students are provided with supplementary skills and knowledge that will be applicable to some aspect of working in Computational Linguistics. The choice of electives is intentionally quite diverse, reflecting the diversity of the field of Computational Linguistics. As we have reflected on courses in the LIN and CS programs that would be valuable to students in this certificate, we have added several electives to the initial listing, including one course explicitly about Computational Linguistics (LIN447) and three other courses which involve quantitative analysis of linguistic data (JLP383, JLP384, and LIN458). Along with adding the opportunity to acquire additional skills, we hope that this additional flexibility will be helpful for students in their program planning.

Philosophy

New Courses

PHL388H5: Philosophy of Literature

Contact Hours:
   Lecture: 36

Description:

This course explores the relationship between literature and philosophy. In addition to examining the historical tension between poets and philosophers, students will study how selected literary works, classic and contemporary, and from Western and non-Western traditions, engage with philosophical questions and ideas. Topics may include love, the soul's journey, death and rebirth, and the conflict between good and evil. The course will also consider philosophical issues related to translation, adaptation, and interpretation.

Prerequisites:

1.5 credits in PHL

Corequisites:

Exclusions:

PHL388H1

Recommended Preparation:

Delivery Method:
   In Person

Distribution Requirements:
   Humanities

Rationale:
   We would like to create new value courses and offer more options for our students, especially those in the Ethics, Law and Society Minor.

Resources:
   Resource form submitted.

Estimated Enrolment:
   40

Instructor:
   Professor Owen Ware

PHL499H5: Research Opportunity Program

Description:

This course provides a rewarding opportunity for students in their fourth year to undertake relatively advanced work in the research project of a professor in return for PHL499H5 course credit. Participating faculty members post their project descriptions for the following summer and fall/winter sessions in early February and students are invited to apply in early March. See Experiential and International Opportunities for more details.

Corequisites:

Exclusions:
  Previous:

  New:
PHL499H5

Recommended Preparation:

Delivery Method:
  In Person

Distribution Requirements:
  Humanities

Rationale:
  Our department did not have a 0.5 credit option for the ROP.

Course Modifications

PHL498H5: Individual Studies

New Course Code: PHL498Y5

Exclusions:
    Previous:

    New:
      PHL498Y5

Rationale:
We have designated our PHL499Y5 course as an ROP course, which has therefore lead to the need of creating another year long independent study course for our students. We have two other 0.5 independent study courses.

PHL499Y5: Research Opportunity Program

Title:
Previous: Individual Studies
New: Research Opportunity Program

Description:
Previous:
Contact Undergraduate Advisor. Individual study courses are aimed at highly motivated students. They are not intended to duplicate course offerings already available. A student seeking to do an independent course must secure a faculty supervisor. Regular meetings between student and supervisor are required, and the workload should be the same as a fourth-year philosophy seminar.

New:
This course provides a rewarding opportunity for students in their fourth year to undertake relatively advanced work in the research project of a professor in return for PHL499Y5 course credit. Participating faculty members post their project descriptions for the following summer and fall/winter sessions in early February and students are invited to apply in early March. See Experiential and International Opportunities for more details.

Exclusions:
Previous:

New:
PHL499H5

Rationale:
Corrected the course title and course description.

Course Retirements

PHL277Y5: Moral, Social and Political Philosophy Through Its History

Rationale:
This course has not been taught in years. We have instead been offering PHL265H5 and PHL275H5 each year in place of this year long course.

PHL290H5: Philosophical Issues in Psychoanalysis

Rationale:
We are requesting to retire this course. It has not been taught in years and we do not have an instructor available to teach it.

Minor Program Modification

ERMIN1618: Ethics, Law and Society - Minor (Arts)

Completion Requirements:

Track Changes:

4.0 credits are required including at least 1.0 credit at the 300/400 level, of which 0.5 credit must be PHL.

• **1.0 credit from:** PHL101H5 or PHL102H5 or PHL103H5 or PHL113H5 or PHL210Y5 or PHL235H5 or PHL240H5 or PHL241H5 or PHL244H5 or (PHL239H5 or PHL247H5) or PHL255H5 or PHL258H5 or PHL284H5 or PHL285H5
• **0.5 credit from:** PHL265H5 or PHL271H5 or PHL275H5
• **1.0 credit from:** PHL267H5 or PHL273H5 or PHL274H5 or PHL277Y5 or PHL283H5 or PHL284H5 or PHL365H5 or PHL366H5 or PHL367H5 or PHL370H5 or PHL374H5 or PHL376H5 or PHL388H5 or PHL475H5 or from courses listed in #2 above;
• **1.0 credit from:** ANT or ECO or POL or SOC
• **0.5 credit from:** ANT or ECO or POL or SOC or from courses listed in #2 or #3 above.

Description of Proposed Changes:

Removed retired courses from req1 and added a new course to req3

Rationale:

Clean up of program requirements and additional of new course

Visual Studies

Course Modifications

CIN101H5: An Introduction to Cinema Studies

Exclusions:
  Previous:
  INI115Y1 or NEW115Y1 or VIC115Y1 or ERI201H5 or ERI202H5 or CIN202H5 or CIN205Y5 or CIN105H1 or ENGB70H3
  New:

  CIN202H5 or CIN205H5 or ERI201H5 or ERI202H5 or CIN105Y1 or INI115Y1 or NEW115Y1 or VIC115Y1 or ENGB70H3

  Track Changes:
  ~~INI115Y1 or NEW115Y1 or VIC115Y1~~CIN202H5 or CIN205H5 or ERI201H5 or ERI202H5 or CIN~~202H5~~105Y1 or ~~CIN~~~~205Y5 or~~ ~~CIN105H~~I115Y1 or NEW115Y1 or VIC115Y1 or ENGB70H3

Rationale:
  updating exclusions

CIN250H5: Introduction to the Fundamentals of Cinematic Language

Contact Hours:
  Previous: Lecture: 24 / **Tutorial:** 12 / **Practical:** 24
  New: Lecture: 24 / **Tutorial:** 12 / **Practical:** 36

Rationale:
  Updating practical contact hours to reflect pre-existing practice.

Resources:
  Resource form submitted.

VCC334H5: Media Realities

Contact Hours:
  Previous: Lecture: 24 / **Practical:** 24
  New: Lecture: 24 / **Practical:** 36

Rationale:
  Updating hours for practical to reflect the correct hours needed for screening of films.

VCC338H5: Picturing the Suburbs

Contact Hours:
  Previous: Lecture: 24 / **Practical:** 24
  New: Lecture: 24 / **Tutorial:** / **Practical:** 36

Rationale:
  Updating hours for practical to reflect the correct hours needed for screening of films.
Consultation:

Resources:
  Resource form submitted.

Course Retirement

FAS455H5: Teaching Art in the School and Community

Rationale:
  Course is no longer offered

Minor Program Modification

ERSPE1200 - Visual Culture and Communication - Specialist (Arts)

Enrolment Requirements:
Limited Enrolment – Enrolment in this program is highly competitive and will be limited as follows (meeting the minimum requirements does not guarantee admission):

1. A minimum of 4.0 credits, including ISP100H5 and CCT109H5 and CCT110H5 and FAH101H5 and VCC101H5;
2. A minimum CGPA determined annually. It is generally between 2.7 and 3.0 and never lower than 2.2; and
3. A minimum 65% average among CCT109H5 and CCT110H5 and FAH101H5 and VCC101H5; with at least 60% in each course.

Tuition fees for students enrolling in this Department of Visual Studies program will be higher than for other regulated **Arts and Sciences programs**.

Note:
  Students admitted to the program prior to 2022 must follow the program requirements in the 2021 academic calendar if they wish to receive the Certificate in Digital Communications from Sheridan College. The Certificate in Digital Communications will no longer be available for students enrolling in 2022 and beyond.

Description of the Proposed Changes:
  Removing note for Sheridan certificate

Rationale:
  Removing note for the Sheridan certificate since it is not relevant for students from 2025 onwards.