

Notice of Meeting

Meeting of LA&PS Faculty Council

March 9th, 2023 | 3:00 p.m.-5:00 p.m.

Zoom Meeting Room

AGENDA

<u>Item</u>	<u>Topic</u>	<u>Time</u>
1	Call to Order and Approval of the Agenda	3:00-3:05
2	Chair's Remarks	3:05-3:10
3	Approval of Minutes: Feb 9th, 2023, Faculty Council Meeting	3:10-3:15
4	Business Arising from the Minutes	3:15-3:20
5	Item for Presentation: VPRI's Strategic Research Plan Consultation	3:20-3:50
6	BREAK	3:50-4:00
7	Reports of Standing Committees of Council <ul style="list-style-type: none">• Executive Committee Report:<ul style="list-style-type: none">– Nomination Period and Elections– Consultation on Senate Representation Models• Graduate Committee<ul style="list-style-type: none">– Consent agenda• Committee on Curriculum, Curricular Policy & Standards<ul style="list-style-type: none">– Consent agenda– Items for Action: Approval of Proposals/Modifications<ul style="list-style-type: none">i. Jewish Studies Certificate (new program proposal): Department of Humanitiesii. African Studies (major modifications proposal): Department of Social Scienceiii. Children's Literature Cross-Disciplinary Certificate (new program proposal); Department of Humanities• Committee on Teaching, Learning & Student Success<ul style="list-style-type: none">– Item for action: Endorsement of Guidance Considerations for a Technology Enhanced Teaching & Learning Plan for LA&PS	4:00-4:30
8	Dean's Report to Council	4:30-4:50
9	Item for Information: Senate Synopsis	4:50-4:55
10	Other Business	4:55-5:00

Note: LA&PS Faculty Council Meetings are held on the second Thursday of each month from 3:00pm-5:00pm EST. Currently, Faculty Council meetings will be held virtually over Zoom.

York University
Faculty of Liberal Arts & Professional Studies
Faculty Council

Minutes of the 113th Meeting of Council
February 9, 2023, | Zoom Meeting Room

1. Call to Order and Approval of Agenda Feb 9, 2023

The Chair brought the meeting to order. Quorum was achieved.

The Chair called for a vote to approve the 113th FC meeting agenda. APPC proposed an amendment to the FC agenda (a hortative motion from the floor of FC to be added under other business)

“Faculty Council endorsement of 3 principles to be integrated into the SHARP 2.0 Budget/University fund decision-making process”

Motion to amend the FC agenda was moved, seconded, and carried with more than the required 2/3 of voting members in favor.

2. Chair’s Remarks

The Chair welcomed Faculty Members and Staff to the 113th Meeting of LA&PS Faculty Council.

3. Approval of the Minutes: January 12th, 2023, Faculty Council Meeting

Minutes from the 112th FC meeting, held on Jan 12th, 2023, were friendly amended in response to comments received. Amendments

were shown in tracked changes. The minutes were approved as friendly amendments.

4. Business Arising from Minutes

None.

5. Item for Presentation: Decanal Search – Presented by Provost L. Phillips

Provost & Vice-President Academics presented on the LA&PS Decanal renewal process (and selection of a new Dean if the current Dean did not express intentions of continuing).

Further details on the Decanal search process are listed on the Faculty Council website. The LA&PS Dean has indicated a willingness to be considered for renewal.

Summary of the process explained by the provost:

- Dean will present a report. OIPA will contact all faculty and full-time staff to complete a survey for feedback. Data from the survey will be collected by OIPA for confidentiality, and anonymous outcomes/feedback will be shared with the President and Provost for consideration. A copy will be shared with the Dean.
- The final decision rests with the President, subject to the concurrence of the Board of Governors based on the survey results and their assessment.

6. Break

7. Reports of Standing Committees of Council

Committee on Curriculum, Curricular Policy, and Standards

and Graduate Committee Consent Agenda items received no objections and were, therefore, deemed approved.

Item for Action: Graduate Program Closure: Joint Collaborative Ph.D. Program in Ancient Greek and Roman History

Motion: To approve the closure of the program

Moved, seconded, and carried unanimously.

8. Dean's Report to Faculty Council: Budget 2015-2025

The Dean presented a report on the status of enrolments and its correlation to the LA&PS budget forecasts.

Synopsis of the budget presentation is as follows:

- Overall forecasted expenditures exceed budgeted amounts in future years. There is a year-over-year increase in first-choice applications.
- A significant decline in international applicants (101) and the regression of domestic applications to pre-COVID numbers are posing budget concerns.
- The budget negotiations between the Dean and the Provost are scheduled in the coming weeks.
- Councilors inquired about whether LA&PS and the Dean's Office would reevaluate the current recruitment strategies.
 - LA&PS was looking into new strategies to diversify recruitment streams to mitigate the current trends in international recruitment. Associate Dean Global and Community Engagement commented that international policies and procedures are changing on a regular basis, especially in the context of China, but different teams are operationalized to notably improve the rates of recruitment, retention, and conversion.

9. Item for Discussion: Vacancies on Committees and Collegial Governance

Chair shared that LA&PS had four rounds of calls for nominations to fill vacancies this year. In the upcoming months, the vacancies for next year (starting July 1, 2023) will be shared and will include the FC Chair and Vice-Chair positions.

Before opening up the floor for comments/suggestions, the Chair commented on the importance of filling vacancies for collegial governance and urged FC members to think of ways to facilitate the process of populating vacant positions as individuals (e.g., reaching out to colleagues) and as a collective (e.g., adding nominations for Faculty- and Senate-level vacancies during the annual exercise of allocating unit-level committee responsibilities).

Councilors expressed their concerns as to why positions remained vacant.

- Some departments and schools are small, and their members are unable to participate in Senate and FC committees.
- Lack of student participation in committees needs to be addressed.
- Faculty members are allowed to join a limited number of FC standing committees.
- While many may be passionate about collegial governance and about work to support it, current workloads are barriers to greater participation.
- Collegial governance needs administrative support, and a lack of consistent support and loss of institutional knowledge due to high turnover over recent years may have kept members from volunteering.

The Chair acknowledged the concerns and reiterated/emphasized the importance of participation and engagement to uphold the

principle of collegial governance. The Chair also stressed that FC should be ready to face a FC without a Chair if no one were to volunteer for the position during the upcoming call.

10. Item for Information: Senate Synopsis

11. Other Business

APPC Co-Chair discussed the background for the motion and welcomed comments/questions from councilors.

The general sentiments motivating the motion were that policy, budget decisions, and executive decisions are made on how money is spent without input from contributing Faculties.

The Dean explained the roles of the University Fund Council (UFC) and how decisions are made: proposals are shared for discussions, and the UFC anonymously makes recommendations to the President (<https://www.yorku.ca/sharp/university-budget-advisory-committee/the-university-fund-council/>).

Motion: Endorsement by the Faculty Council of the 3 principles to be integrated into the SHARP 2.0 Budget/University fund decision-making process.

1. Faculty members (e.g., YUFA) will be included as voting representatives on York University's University Fund Council with full representational capacities, including the ability to report back to respective Faculty Councils and seek direction.
2. The University Fund Council will, on a regular basis (e.g., annually) present its strategic initiatives and priorities to Faculty Councils for consultation prior to presenting them to Senate.
3. The University Fund Council will develop transparent metrics for approving funds requests by Deans, and will produce an annual report listing, at a minimum, the number of requests for funds

received, the number approved/denied (including amounts), and reasons/rationales for its decisions, grounded in collegially approved initiatives and priorities and the metrics/standards that govern decision-making.

Moved, seconded, and carried unanimously.

12. Adjournment

The meeting was adjourned. The Chair thanked all in attendance.

Ida Ferrara, Chair of Council

Tejas Kittur, Secretary of Council

Memo

To: Chairs Faculty Councils
From: Poonam Puri, Chair of Senate
Date: 15 February 2023
Subject: **Consultation on Markham Representation in Governance**

As required by the Rules of Senate, (Section 2, P. 2.19-2.20, *Periodic Review and Publication of Senate Membership Reviews*), the Senate Executive Committee is this year undertaking a task to review the membership of Senate to determine the allocation of seats among the faculty members on Senate effective as of 1 July 2023. With its launch in 2024, the exercise this year has begun to consider how to integrate representation from the Markham campus on Senate. In the next academic year - 2023-2024 - Executive intends to recommend to Senate a new membership model to be implemented effective 1 July 2024 coincident with the launch of the new campus for FW'24.

The Senate Executive Committee has drafted various membership models that reflect representation from the new campus. Executive earlier requested from the four Faculties who will be delivering programming at Markham (AMPD, LAPS, Lassonde and Science) to share their views on how the campus should be integrated into Senate membership (in addition to the inclusion of the Deputy Provost Markham as a voting member of Senate; approved by Senate 2022) to inform its recommendation to Senate on a membership model. The Senate Committee wishes now to extend the consultation exercise to all Faculty Councils to provide an opportunity for broad input on the important matter of the membership of Senate.

Below is a brief set of questions to which Executive kindly requests responses from your respective Faculty Council. Replies are respectively requested at the earliest opportunity, but at least by **Friday, 5 May 2023**, sent care of Cheryl Underhill (underhil@yorku.ca), University Secretariat.



Questions:

Senate Membership

Appended to this communication are several possible Senate membership models to integrate representation from the Markham campus. Senate Executive has begun discussing them.

From your Faculty perspective:

- Is there a preferred model that best supports the effective integration of the campus in Senate governance?
- Do any of the models have significant disadvantages?
- In two of the models, there is a choice between reallocating existing seats or adding seats to Senate. Which one of these two options is favored?

Many thanks for providing your input into this important governance exercise.

Senate Membership Models to Integrate Markham Campus: For comment by Faculty Councils



Model #1: Minimal Change



Capsule Description of Model	Assumptions and Considerations	Faculty Members	Students	Change in Senate Size
<p>Minimal change involving the application of current model for faculty members teaching at Markham Campus (MC)</p>	<p>Keep faculty member seat allocation constant at 99</p> <p>Keep student seat allocation constant at 28 (2/Faculty; with 6 for LA&PS)</p> <p>4 anchor Faculties are delivering programming at MC (AMPD, LAPS, Lassonde, Science)</p>	<p>Determine full-time faculty member seat allocations by Faculty per existing formula</p> <p>MC representation <u>encouraged/required</u> with 1 MC faculty member elected to Senate from each anchor Faculty</p> <p>(<u>encouraged</u> means that each anchor Faculty would decide on its own whether it wants to allocate a seat or not)</p>	<p><u>Encourage/require</u> that students reserve one of their seats for a MC student (one of the LAPS enriched cohort?)</p>	<p>No change</p> <p>Potentially 5 MC seats from within existing Faculty allocations</p>

Model #2: Markham Campus as a Faculty-like Entity



Capsule Description of Model	Assumptions and Considerations	Faculty Members	Students	Change in Senate Size
<p>Treat the Markham Campus (MC) as a Faculty-like Entity</p>	<p>Programs are diverse and span multiple Faculties and interdisciplinary programs, making a Faculty approach feasible</p> <p>Allow MC faculty member allocation to grow consistent with general membership formula; cap elected faculty member seats at 99 or adjust upward?</p> <p>Allocate MC student membership to grow consistent with general rules; cap student seats at 28 or adjust upward?</p>	<p>Determine full-time faculty member seat allocations by Faculty per existing formula</p> <p>At the outset, apply the “minimum of four” rule, including MC</p> <p>Reallocate within existing Faculty seats or add 4 seats for MC faculty members</p>	<p>Reallocate existing student seats or add 2 seats for MC students in keeping with general Senate rules (Exception: LA&PS currently has 6 seats)</p>	<p>Reallocation within existing seats (so no size change)</p> <p>or</p> <p>Add 6 seats for MC (4 faculty member seats and 2 student seats)</p>

Model #3: Blended



Capsule Description of Model	Assumptions and Considerations	Faculty Members	Students	Change in Senate Size
<p>Blended Recognition of Markham Campus (MC)</p>	<p>Allow MC faculty member and student allocations to grow but more modestly</p>	<p>Determine full-time faculty member seat allocations by Faculty per existing formula</p> <p>Create specific rule for MC allocation (e.g. 2 seats for MC faculty members elected by colleagues; current MC complement is roughly half the size of small Faculties)</p>	<p>Create specific rule for MC allocation (e.g., allocate 1 seat to MC students)</p>	<p>Reallocate within existing seats (so no size change)</p> <p>or</p> <p>Add 3 seats for MC (2 faculty member seats and 1 student seat)</p>

Graduate Committee

Consent Agenda

ITEMS FOR INFORMATION (13)

March 2023

New Course Proposals

GS/HUMA 6340 3.00 Picturing Childhood and Youth in Comics and Graphic Novels
GS/HUMA 6345 3.00 The Politics of Environmentalism: Discourses, Ideologies, and Practices

GS/ITEC 6810 3.00 Introduction to Computational Social Science

GS/POLS 6057 3.00 Figures of the Other and the Making of Modern Politics

Change to Existing Course Proposals

GS/CMCT 6510 6.00 Cultural Production Workshop

GS/HUMA 6222 3.00 Jews, Language and Society

GS/IS 5000B 6.00 Theory/Practice

GS/LAL 5230 3.00 Topics in Second Language Acquisition

GS/SPTH 6172 3.00 cross-listing with GS/GFWS 6001 3.00 Histories: Women, Genders, Sexualities

GS/SPTH 6602 3.00 cross-listing with GS/EDUC 5615 3.00 Education and Social Justice in Postmodernity

GS/SPTH 6413 3.00 cross-listing with GS/EN 6714 3.00 Considering Black Canada

GS/SPTH 6417 3.00 cross-listing with GS/STS 6314 3.00 Indigenous and Postcolonial Science Studies

Minor Modification Proposal - Change to Graduate Program/Graduate Diploma

Graduate Program in Interdisciplinary Studies

Proposed modification: That the program requirements for the Graduate Program in Interdisciplinary Studies be modified to add 3 credits for each IS student as IS 5000B Interdisciplinary Studies: Theory / Practice is a 3.00, a foundational course in IS and its 12 weeks duration is not capacious enough to contain all the course needs to do, such as teaching theory, methods, and professionalization. This proposal expands the course to mirror what is present practice: Fall semester: 12 weeks of theory, how to construct a conference proposal, a CV, a grant application, and undertake ethics. Winter Semester: 3 classes in constructing a thesis proposal, literature review, and bibliography; 2 classes

in methods and research instruction; 2 classes in academic paper presentation; Winter semester second year: 2 classes in colloquia presentation; 2 classes in oral thesis presentation and thesis preparation. This course is designed to provide a needed foundational function, both scholarly and programmatic.

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Graduate Manager (lgonder@yorku.ca) if you have any questions regarding the changes to existing courses section.

AP/SOSC 4354 6.0 Law and Society Honours Seminar: Paradoxes of Rights
AP/SOSC 4355 6.0 Law and Society Honours Seminar: Gender, Sex and the Supreme Court
AP/SOSC 4356 6.0 Law and Society Honours Seminar: Globalization, Law & Democracy
AP/SOSC 4357 6.0 Law and Society Honours Seminar: Law and Politics
AP/SOSC 4358 6.0 Law and Society Honours Seminar: Law and Sexuality
AP/SOSC 4359 6.0 Law and Society Honours Seminar: Law and Governance
AP/SOSC 4362 6.0 Law and Society Honours Seminar: Law and Politics

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Secretary to the Committee (apccps@yorku.ca) if you have any questions regarding the changes to existing courses section.

Committee on Curriculum, Curricular Policy and Standards

ITEMS FOR INFORMATION (197):

Consent Agenda

March 2023

New Course Proposals

AP/EN 3425 3.00 Middle Eastern Literature
AP/ENTP 2920 3.00 Introduction to Innovation and Creativity
AP/ENTP 3950 3.00 Social Entrepreneurship and Innovation
AP/ENTP 3990 1.50 Hackathon I
AP/ENTP 3991 1.50 Hackathon II
AP/ENTP 3995 1.50 Independent Study in Entrepreneurship
AP/ENTP 3999 1.50 Entrepreneurship Speakers Series
AP/FR 3360 3.00 Modern Quebec Literature
AP/FR 3381 3.00 French Literature, Culture, and Society: Growth of New Ideas
AP/FR 3382 3.00 French Literature, Culture, and Society: The Challenges of Modernity
AP/HIST 3794 6.00 Histories of Gender and Sexuality in the Modern Middle East
AP/HUMA 4310 3.00 Black Athletes and Sporting Resistance
AP/HUMA 4605 6.00 Utopias in Literature
AP/HUMA 4908 6.00 Senior Digital Humanities Project
AP/ITEC 2230 3.00 Statistical Data Management and Visualization for Social Scientists
AP/PPAS 4380 3.00 Local Government
AP/SOCI 3100 3.00 Special Topics in Current Sociology
AP/SOSC 2345 6.00 Corporations that Changed the World: Business and the Global Economy
AP/SOSC 2346 6.00 Ethics and Capitalism
AP/SOSC 3046 6.00 Responsibility, Power and Justice: Corporate Power and Inequality
AP/SOSC 3357 3.00 Hate Crime & Hate Speech: Unpacking the Socio- Legal Questions
AP/SOSC 4056 3.00 Economy and Society after Capitalism

Change to Existing Course Proposals

AP/CCY 3998 6.00 The Social and Textual Production of Children's Literature: Research Methods
AP/CCY 4998 6.00 The Child and the Book: Honours Research Project
AP/CLTR 3140 3.00 Digital Culture in the Humanities
AP/CLTR 3140 6.00 Digital Culture in the Humanities

AP/EN 4004 3.00 EN McLuhan and Frye: Canadian Twin Seers
AP/EN 4004 6.00 EN McLuhan and Frye: Canadian Twin Seers
AP/EN 4390 3.00 EN Contemporary American Gothic
AP/ESL 2000 6.00 Language in Use
AP/ESL 3020 3.00 World Englishes and Translingual Communication
AP/GER 3001 3.00 Advanced Level German, Level IA
AP/GER 3002 3.00 Advanced Level German, Level IB
AP/HIST 2100 6.00 Ancient Greece and Rome
AP/HIST 2750 6.00 African History, from 1800 to the Present
AP/HIST 3395 6.00 From the Defeat of Fascism to the Fall of Communism: Europe Since 1945
AP/HIST 3670 3.00 US Business History Since 1880: The Origins and Consequences of Managerial Capitalism
AP/HIST 3731 6.00 20th Century Mexico: Sex, Drugs and Revolution
AP/HIST 4420 6.00 Great Britain in the 20th Century
AP/HREQ 1040 6.00 Power & Society: Critical issues in Social Justice
AP/HREQ 1700 6.00 Women and Human Rights
AP/HREQ 1710 6.00 Globalization & the Human Condition
AP/HREQ 1730 6.00 Urbanization & Community Action
AP/HREQ 1740 6.00 Rights in the Workplace
AP/HREQ 1800 6.00 Justice for Children
AP/HREQ 1880 6.00 Social Change in Canada
AP/HREQ 1900 6.00 Sexuality, Gender and Society
AP/HREQ 1910 6.00 Poverty, Dispossession and Human Rights
AP/HREQ 1920 6.00 Gendered Encounters
AP/HREQ 1930 6.00 Health and Equity
AP/HREQ 1940 6.00 Human Rights and Equity in Ontario
AP/HREQ 1950 6.00 Prospects and Perils of Globalization
AP/HREQ 1960 6.00 Indigenous Rights & Resistance in a Global Context
AP/HREQ 3575 3.00 Popular Culture and Human Rights, East and West
AP/HREQ 3575 6.00 Popular Culture and Human Rights, East and West
AP/HUMA 2205 6.00 In Other Worlds: The Arts and Artists in Three-Dimensional Multi-User Digital Environments
AP/HUMA 2225 6.00 Technology, Change and the Future
AP/ITEC 3010 3.00 Systems Analysis and Design I
AP/ITEC 4040 3.00 Requirements Management
AP/ITEC 4220 3.00 Modern Approaches to Data Management: Database Management Systems
AP/LING 3160 3.00 Discourse Analysis
AP/LING 3240 3.00 Second Language Acquisition
AP/PHIL 1001 3.00 Knowledge, Truth, and Reality
AP/PHIL 2050 3.00 Philosophy of Law
AP/PHIL 3280 3.00 Philosophy of Biology
AP/SOSC 1375 3.00 Introductory Socio-legal Studies
AP/SOSC 1510 6.00 The Future of Work
AP/SOSC 1801 6.00 Health Controversies: Issues of Health, Illness and Society
AP/SOSC 1809 6.00 Health Controversies: Issues of Health, Illness and Society (ESL)

AP/SOSC 2000 6.00 Interdisciplinary Approaches to Social Inquiry
AP/SOSC 2005 3.00 Special Topics in ISS
AP/SOSC 2007 6.00 Representing Climate Change
AP/SOSC 2101 3.00 The Political Economy of Health: International Perspectives
AP/SOSC 2102 3.00 Health Systems in the Global Society
AP/SOSC 2110 3.00 A Critical Study of Health and Society
AP/SOSC 2150 6.00 Health in Crisis: Issues of Health Environments and Poverty
AP/SOSC 2152 3.00 Sleep, Health and Medical Science
AP/SOSC 2210 6.00 Labour Relations, Restructuring and Resistance
AP/SOSC 2330 6.00 Political Economy of Law, Policy and Organization
AP/SOSC 2350 6.00 Law and Society
AP/SOSC 2351 6.00 Human Rights in a Social-Legal Context
AP/SOSC 2560 6.00 Ideology and Everyday Life
AP/SOSC 2570 6.00 Perspectives on Human Nature and Political Thought
AP/SOSC 2571 6.00 Introduction to Modern Social and Political Thought
AP/SOSC 3005 3.00 Special Topics in ISS
AP/SOSC 3006 6.00 Technology and Social Movements
AP/SOSC 3007 6.00 Colonialism and Reconciliation in Settler Societies
AP/SOSC 3008 3.00 Disability and Race
AP/SOSC 3009 6.00 Body, Power and Society
AP/SOSC 3042 3.00 Business and Social Exclusion in the Global South
AP/SOSC 3043 3.00 Comparative Perspectives on Social Exclusion and Business
AP/SOSC 3090 6.00 Medicine and North American Society in Historical Perspective
AP/SOSC 3112 3.00 Health, Storytelling and Media
AP/SOSC 3113 6.00 Health Care Professions: Theories and Issues
AP/SOSC 3115 3.00 Selected Topics in Health and Society
AP/SOSC 3116 6.00 The Patient
AP/SOSC 3118 3.00 Drugs and Society
AP/SOSC 3121 3.00 Race and Health
AP/SOSC 3122 3.00 Childhood and Health
AP/SOSC 3168 3.00 Environmental Health
AP/SOSC 3169 3.00 Work and Health
AP/SOSC 3200 3.00 Legal Regulation of Migrant Workers: Constructed Insecurity and Worker Resistance
AP/SOSC 3210 6.00 The Working Class in Canadian Society
AP/SOSC 3211 3.00 Working for Change: Research, Organizing and Communications
AP/SOSC 3230 6.00 Labour and Globalization: Building Worker Power
AP/SOSC 3242 3.00 Sex Work/Sexual Labour
AP/SOSC 3280 3.00 Political Economy of Labour in Canada
AP/SOSC 3290 3.00 Sport, Work and Resistance
AP/SOSC 3361 6.00 Disability and the Law: Critical Perspective on Disability Rights Legislation
AP/SOSC 3363 3.00 Research Strategies in Law & Society
AP/SOSC 3364 3.00 Designing Research in Law and Society
AP/SOSC 3365 6.00 Privacy and the Law
AP/SOSC 3375 3.00 Socio-legal Theories
AP/SOSC 3376 3.00 Legal Pluralism

AP/SOSC 3380 6.00 Law, Labour and the State
AP/SOSC 3391 6.00 Social Diversity and the Law
AP/SOSC 3392 6.00 International Perspectives in Law and Society: Ethnographies of Rights
AP/SOSC 3393 3.00 Queering Law
AP/SOSC 3394 3.00 Law and Games
AP/SOSC 3395 3.00 Legal Geography
AP/SOSC 3511 6.00 Radical Ideas and Ideologies in the Modern Age: Community, Alienation, and Revolution
AP/SOSC 3512 6.00 Postcolonial Theory
AP/SOSC 3514 6.00 Western Theories of the 'Other'
AP/SOSC 3515 6.00 Social and Political Thought: East and West
AP/SOSC 3552 6.00 Political Economy as a Moral Science: The Economics of Marx and Keynes
AP/SOSC 3654 3.00 The Politics of Crime Prevention
AP/SOSC 3655 3.00 Policing
AP/SOSC 3656 3.00 Punishment
AP/SOSC 3657 3.00 Youth Crime
AP/SOSC 3658 3.00 Crime, Science, and Technology
AP/SOSC 3659 6.00 Criminology and Human Rights
AP/SOSC 3660 6.00 Crime and Development in the Global South
AP/SOSC 3663 3.00 Gender and Crime
AP/SOSC 3815 3.00 Inequality and the Canadian Labour Market
AP/SOSC 3921 6.00 Indigenous Health and Healing: Interdisciplinary and Traditional Dialogues
AP/SOSC 3980 3.00 Workers' Organizations
AP/SOSC 3981 3.00 Diversity, Justice and Solidarity at Work
AP/SOSC 3982 3.00 Work-Life Balance in a Global Economy
AP/SOSC 3992 6.00 Popular Trials
AP/SOSC 3993 3.00 Strategies of Social Science Research
AP/SOSC 4000 6.00 Topics in Social Science Research
AP/SOSC 4001 6.00 Critical Issues in Tourism Studies
AP/SOSC 4002 6.00 Human Zoos: The Politics of Spectacle
AP/SOSC 4003 6.00 Phenomenology for Social Science
AP/SOSC 4004 6.00 Scepticism and Social Science Inquiry
AP/SOSC 4140 6.00 Health and Society Seminar
AP/SOSC 4141 3.00 Women and Health
AP/SOSC 4144 6.00 Engaging Health in the Community: Advanced Health Research in the Field
AP/SOSC 4145 3.00 The Brain, Self and Society
AP/SOSC 4146 3.00 Health and Humanitarianism
AP/SOSC 4147 6.00 Health and Place
AP/SOSC 4148 3.00 Food and Health
AP/SOSC 4150 3.00 Aging and Caregiving
AP/SOSC 4230 3.00 Who Cares? Unpaid Labour and Social Reproduction
AP/SOSC 4250 3.00 Special Topics in Work and Labour Studies
AP/SOSC 4260 6.00 Global Living Wage Movements

AP/SOSC 4350 6.00 Law and Society Honours Seminar
 AP/SOSC 4352 6.00 Law and Society Honours Seminar: Social Dimensions of Criminal Law
 AP/SOSC 4353 6.00 Law and Society Honours Seminar: Narratives of Legal Responsibility
 AP/SOSC 4354 6.00 Law and Society Honours Seminar: Paradoxes of Rights
 AP/SOSC 4355 6.00 Law and Society Honours Seminar: Gender, Sex and the Supreme Court
 AP/SOSC 4356 6.00 Law and Society Honours Seminar: Globalization, Law & Democracy
 AP/SOSC 4357 6.00 Law and Society Honours Seminar: Explorations in Sociolegal History
 AP/SOSC 4358 6.00 Law and Society Honours Seminar: Law and Sexuality
 AP/SOSC 4359 6.00 Law and Society Honours Seminar: Law and Governance
 AP/SOSC 4362 6.00 Law and Society Honours Seminar: Law and Politics
 AP/SOSC 4363 6.00 Law and Society Honours Seminar: Law, Citizenship and Migration
 AP/SOSC 4364 6.00 Law, Science, Proof
 AP/SOSC 4366 6.00 Law and Society Honours Seminar: Race, Law, and the Politics of Representation
 AP/SOSC 4370 6.00 State of the Art in Law & Society
 AP/SOSC 4372 6.00 Religion, governance and law in a Global Context
 AP/SOSC 4511 6.00 Social and Political Thought Seminar
 AP/SOSC 4650 6.00 Criminology Honours Seminar
 AP/SOSC 4652 6.00 Contemporary Issues in Criminology
 AP/SOSC 4653 6.00 Transnational and Comparative Criminology
 AP/SOSC 4654 6.00 Representing Crime
 AP/SOSC 4656 6.00 Gender and Crime
 AP/SOSC 4657 6.00 Crime and the Corporation
 AP/SOSC 4658 6.00 Law, Crime and Borders
 AP/SOSC 4659 6.00 Indigenous Peoples, Crime, and Justice
 AP/SOSC 4660 6.00 Criminalization of Dissent
 AP/SOSC 4661 6.00 Surveillance and Crime
 AP/SOSC 4662 6.00 Criminal Justice Policy
 AP/SOSC 4663 6.00 Critical Victimology
 AP/SOSC 4664 6.00 The Politics of Canadian Policing in Global Context
 AP/SOSC 4665 6.00 Global Approaches to Internet and Digital Crime
 AP/SOSC 4666 6.00 Sex, Crime & Danger
 AP/SXST 4600 6.00 Advanced Seminar in Sexuality Studies
 AP/TESL 3300 6.00 Practicum in Teaching English to Speakers of Other Languages

Minor Change to Existing Program Proposals

Cognitive Science Honours BA Program

Proposed modification: The Cognitive Science Program requires majors to choose two themes from a choice of six. The Human-Computer Interaction Theme and the Machine

Learning Theme each begin with the option of either EECS 1012 or EECS 1530. The proposal is to remove EECS 1530 as an option and add EECS 1015. Students taking either of these themes must begin with EECS 1012 or EECS 1015. This modification is expected to have a minimal change on the program. This change will provide greater clarity to students by putting the courses in this theme in line with the actual requirements imposed by EECS, thus making the themes more coherent and making sure that the students are properly prepared for EECS 1022 when they take it. The proponent had already excluded EECS 1530 in feedback to the penultimate draft of the Major Modification from last year but it was somehow overlooked and not incorporated into the final draft that was approved by Senate. In consultations with EECS, they recommended including EECS 1015 as an option as well.

Communication & Media Studies Program

Proposed modification: Change all course rubrics from 'COMN' to 'CMDS,' and change course designation in the course timetables and other Registrar's Office applications from 'COMN—Communication Studies' to 'CMDS—Communication & Media Studies.' The change would apply to all existing courses as well as any New Course Proposals that will be approved before this MCP is approved. Note: the proponent is currently developing a new Markham stream that will launch in 2024 which has many NCPs in process. The changes will apply equally to all courses and RO functions for the Markham stream. This change follows a program name change and the new program rubric CMDS. The proposed change is to remove COMN across the board and replace with CMDS. It will not impact on the program in any other way. This change is significant in re-establishing program coherence and identity around the new name and rubric and allows students clarity in choosing course options. The change is thus both significant and very minimal; the change has no substantive impact on the program beyond making it easier to navigate for students.

Business Economics (BUEC) & Financial and Business Economics (FBEC)

Proposed modification: To add ECON3880 3.0 "Economics of Crypto Currencies" to the Business Economics (BUEC) and Financial and Business Economics (FBEC) special major course lists (the BUEC program is a 90 credit version of the 120 credit Specialized Hons. FBEC degree). This change will increase both flexibility and opportunity for specialization for students in these two programs by adding a new, highly relevant, course approved by CCPS last year to their major course lists. clarifies requirement options for students by explicitly including this relevant course for the discipline in these program's major course lists (otherwise BUEC/FBEC students would not be able to take this course for major credit which would be confusing given its relevance to the program's subject matter). This change contributes to the program identity for BUEC and FBEC by helping them differentiate from surrounding programs. The ECON3880 "Economics of Crypto Currencies" course was created to target a common interest amongst students in these two programs by integrating phenomena from the business world together with analysis from economic theory in the study of crypto currency. The addition of this course to the BUEC and FBEC major course lists will also increase the effectiveness of these programs in helping students achieve the

program learning outcomes, especially the PLOs that focus on students' understanding of economic concepts applied to varied business settings and those involving students applying economic models to emerging phenomena found in business and market environments.

Business and Society Business & Society Honours Degree (BUSO)

Proposed modification: That a 3-credit course at the 4000-level, BUSO 4056: "Economy and Society after Capitalism", be added to the curriculum of the Business & Society honours degree (BUSO). Please see the accompanying NCP form for details of this course. The course will form part of BUSO's "free-floating" courses at the 4000 level which, when offered, will be available as substitutes to other 4000-level courses in BUSO's streams to those students who request substitutes. The new course will be added to two existing free-floating courses - AP/SOSC 4099 3.00 and AP/SOSC 4099 6.00. Two further existing courses – AP/SOSC 4040 6.00 and AP/SOSC 4045 6.0 – will also be added to the list of "free-floating" courses at the 4000-level (see the change to the academic calendar below, p. 5). 2. The change will enhance the options for 4000-level courses available to BUSO students. This will not constitute a "radical" change, as students often request and are offered substitutes to their 4000-level stream courses in accordance with their interest in a particular course. The change clarifies requirements by grouping a number of "free-floating" courses (namely, the newly proposed "Economy and Society after Capitalism", as well as the already existing AP/SOSC 4040 6.00 and AP/SOSC 4045 6.00) together with the directed reading courses (AP/SOSC 4099 3.00/6.00) together in the academic calendar, thus indicating that these courses, whilst not part of one of BUSO's six areas of specialization ("streams"), are nevertheless available to students as alternatives to their stream courses, should they wish to take them. The proposed change has little impact on the programme's identity and coherence. It offers students greater flexibility, but because the courses which comprise the free-floating options are offered by BUSO, it is less likely that the programme coordinator will have to search for less BUSO-relevant substitute courses to facilitate graduation (for more on which, see point 3), below) 3. The addition of these free-floating courses will facilitate students' path to graduation.

Business & Society Degree (BUSO) - Global Economy Stream

Proposed modification: That a 6-credit course at the 2000-level, "Corporations that Changed the World: Business and the Global Economy" (SOSC 2345), be added to the curriculum of the Business & Society degree (BUSO). Please see the accompanying NCP form for details of this course. The course will be required for students who are in BUSO's Global Economy stream. The change will replace the current requirement in the Global Economy stream, videlicet: AP/POLS 2201 3.00 and AP/POLS 2400 3.00. The proposed change enhances programme's identity and coherence by adding a "home-grown" BUSO course to the Global Economy stream. In at least two cyclical programme reviews, adjudicators have encouraged BUSO to replace requirements from other units with BUSO courses. The theme of the proposed course is a much more thorough-going BUSO course than its predecessors. For one, its predecessors are firmly in the field of "politics", as the course titles suggest, whereas the new course is avowedly

interdisciplinary, as all of BUSO's courses are. Second, the new course thematizes the corporation in comparative and historical context which is a valuable addition to BUSO's repertoire of courses which analyze corporate theory and history.

Business & Society (BUSO) - Business Ethics and Corporate Social Responsibility Stream

Proposed modification: That the Business Ethics and Corporate Social Responsibility stream in Business & Society (BUSO) be renamed "Ethics and Capitalism". The change will give BUSO more of its characteristic critical, social scientific feel, thus denuding it of the misleading business-school association from which it has long suffered (see below: Academic rationale, 2.). The new stream title is proposed in tandem with two new courses in the stream, a 2000-level course SOSC 2346: Ethics and Capitalism, and a 3000-level course SOSC 3046: Responsibility, Power and Justice: Corporate Power and Inequality (each 6 credits in weight, proposals for which should reach you at the same time as this proposal). The stream's new name, as the rationale below details, reflects the content of courses in the stream much better than the current nomenclature. Taken with the introduction of two newly proposed, required courses in this stream, the proposal clarifies the stream's requirements through simplification. Currently, the lower-level requirement in the stream consists of six PHIL and one SOSC (non-BUSO) course. Replacing these with one required course offered by BUSO clarifies the stream requirement through, if you will excuse the pun, streamlining the stream. This will add coherence to the stream, as the content of the courses as students move through the stream will be more tightly aligned.

Professional Certificate in Public Administration and Law (CPAL)

Proposed modification: To add a new optional course AP/PPAS 4380 3.00 Local Government for students to choose from in the Certificate in Public Administration and Law. The new course will widen the options for course selection for students and enable them to acquire specialized knowledge about local governments. Currently there is no course devoted to local government under the Public Policy and Administration Studies (PPAS) course rubric. However, the SPPA will launch a new Municipal Government graduate field in its existing Master of Public Policy, Administration and Law (MPPAL) program at the new Markham campus effective Fall 2024 (proposal approved by Senate in January 2022). This will see a new cohort of 20 MPPAL students admitted annually to the Markham campus and enrolled in a graduate course on Municipal Governance (in addition to the other MPPAL offerings). Despite this new graduate offering, there are no similar undergraduate courses. The addition of this local government course would provide a pathway for undergraduate students to the Municipal Government MPPAL graduate field and give them the foundation needed to excel in the new Markham campus cohort.

TESOL Certificate Program

Proposed modification:

1. To change LING3160 3.0 Discourse Analysis from a required course to an elective. This will reduce the program to 27 required credits and make it more accessible to students and therefore more competitive with other providers. It will also streamline the program to create a greater professional focus.
2. To change TESL3300 6.0 Practicum in TESOL from graded to PASS/FAIL. This is more appropriate to a course that requires a practicum completion and is in line with comparable programs.
3. To change the pre-requisite required for LING3240 3.0 Second Language Acquisition from pre-req (LING1000) to pre/co-req with permission of the TESOL coordinator. This will allow students greater flexibility in completing the program and make it more accessible to non-linguistics majors.
4. Remove LING 2060 6.0 English Grammar as equivalent to LING1000 for TESOL students, which has not been offered for several years. The changes enhance the program's ability to meet the professional needs of students while maintaining academic outcomes appropriate to a university program. The more flexible and reduced program will also strengthen the nature of the program as both post-graduate and concurrent, serving a broader community of students. Collectively, these changes will make it possible for students to complete the program in one academic year.

A consent agenda item does not involve new programs, significant new principles, or new policies. These proposals are clearly identified on the notice of the meeting as consent agenda items. Full proposal text is not reproduced in the hardcopy agenda package. Proposal texts are available upon request.

A consent agenda item is deemed to be approved unless, prior to the commencement of a meeting, one or more members of Council advises the chair of a request to debate it. Please contact the Secretary to the Committee (apccps@yorku.ca) if you have any questions regarding the changes to existing courses section.

Committee on Curriculum, Curricular Policy and Standards

March 2023

ITEMS FOR ACTION (3)

The Committee on Curriculum, Curricular Policy and Standards (CCPS) and the Academic Policy & Planning Committee (APPC) recommend that Council approve the following curricular proposals:

Major Modification: Jewish Studies Certificate Proposal

The proposed 24-credit Certificate differs from the existing one exclusively in that it does not have a 12-credit language requirement, which is a deterrent to many students interested in Jewish Studies.

Academic Rationale: The proposed Certificate is meant to provide recognition for achieving a certain level of proficiency in the major themes, geography, and historical and cultural content of Jewish Studies in line with the expectations of other 24-credit Certificates offered at the university. It is expected to draw students already pursuing a degree at York as well as interested parties outside of York who seek to enhance their credentials for the purpose of employment and professional advancement.

The proposed Certificate duplicates much of what is offered by the existing 36-credit Advanced Certificate in Hebrew and Jewish Studies but differs in that it does not require 12- credits of Hebrew. It is meant to expand the pool of Certificate candidates and to be in line with the norm of 24-credit Certificates at York.

Major Modification: Cross-Disciplinary Certificate in Children's Literature

This proposal is to create a cross-disciplinary certificate in Children's Literature housed in the CCY (Children, Childhood & Youth Program, Department of Humanities).

Academic Rationale: Many students in CCY also complete courses in children's literature administered by the Departments of English at the Keele and Glendon campuses. All these courses have high student demand and enrolment. Over the years, many students have expressed a desire to have their course work in children's literature recognized by a certificate. Teaching and research related to the field is additionally supported by the acquisition in 2017 by the Clara Thomas Archives and Special Collections of YUL (York University Libraries) of a significant special collection of historical children's books. Moreover, in 2020, the CCY program launched a unique

3000-level research methods course in children's literature scholarship, CCY 3998 6.0: The Social and Textual Production of Children's Literature, and a 4000-level honours research project, CCY 4998 6.0, that makes use of the collection while providing students with valuable experiential education opportunities and training in the distinctive methods of children's literature research. The department of Humanities and the CCY program thus propose a cross-disciplinary certificate in "Children's Literature," that offers a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children's literature. The certificate will be housed in the LA&PS faculty's department of Humanities, administered by the CCY program, and offered as a concurrent option.

Major Modification to Existing Programs: African Studies Program Proposal

This proposal aims to achieve the following: (i) de-link African Studies Program from being available solely to students in certain disciplines and programs in LA&PS; (ii) restructure African Studies as a standalone major and minor degree program; and (iii) create a direct entry option for African Studies open to all students who can take it as either a double major or major/minor

Academic Rationale: The main rationale for the proposed changes are as follows: a. these changes will address the needs of students who are interested in African Studies but cannot enroll in the program as currently constituted; b. these changes will give the program greater autonomy and flexibility to build collaborative relationships beyond existing linkages while the program grows to address the needs of students.

Jewish Studies Certificate Proposal
Department of Humanities, Faculty of Liberal and
Professional Studies

June 29, 2022

Approved by the Department of Humanities September 20, 2021

Jewish Studies Certificate Proposal
Department of Humanities
Faculty of Liberal and Professional Studies

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Jewish Studies Certificate Proposal, Department of Humanities, Faculty of Liberal and Professional Studies

1. Introduction

1.1 Undergraduate Certificate Proposed

The Jewish Studies Certificate is an undergraduate disciplinary certificate to be housed in the Department of Humanities in the Faculty of Liberal Arts and Professional Studies. It can be pursued as a stand-alone certificate or by students already enrolled in an undergraduate degree program. Students can apply for direct entry or during their undergraduate studies.

1.2 Appropriateness of Certificate Name

The term “Studies” indicates the interdisciplinary nature of the certificate, while the term “Jewish” is widely accepted to refer to people who identify themselves as belonging to the ethno-religious group known as Jews. The history and cultural practices of Jews around the world and in different eras form the focus of the certificate’s study.

2. General Objectives of the Undergraduate Certificate

2.1 Brief Description of General Objectives

The existing 36-credit Advanced Certificate in Hebrew and Jewish Studies was created years ago, before there existed a major or minor in Jewish Studies, to serve the needs of students in the Jewish Teachers Education program. It enables them to demonstrate competence in the field of Jewish Studies to employers and others in addition to competence in general education and pedagogy. Its demands in fact exceed those of the ordinary Jewish Studies major or minor and it requires more credits than most other Certificates offered at York.

The proposed 24-credit Certificate differs from the existing one exclusively in that it does not have a 12-credit language requirement, which is a deterrent to many students interested in Jewish Studies. The proposed Certificate is meant to provide recognition for achieving a certain level of proficiency in the major themes, geography, and historical and cultural content of Jewish Studies in line with the expectations of other 24-credit Certificates offered at the university. It is expected to draw students already pursuing a degree at York as well as interested parties outside of York who seek to enhance their credentials for the purpose of employment and professional advancement.

2.2 Alignment with University and Faculty Missions and Plans

The proposed Certificate is in alignment with the university's commitment to diversity and globalization. It supports the university's commitment to demonstrating "leadership as a fully engaged, socially responsive institution" by providing a curriculum that meets the needs of our diverse student populations and contributes to the production of a generation of "socially conscious Ontarians" who can "guide our province to a world-leading sustainable future" (SMA, 1). Indeed, the certificate expresses several historical core values of York University: excellence, inclusivity and diversity, social justice and equity, and interdisciplinarity.

The certificate also responds directly to the priorities identified in the York University Academic Plan (UAP). Specifically, it addresses 21st Century Learning, according to which "[E]very York University graduate, regardless of background or field of study, must be equipped with the knowledge, transferable skills, and values to navigate a 21st century world in which change is the only constant." It encourages knowledge of Jewish Studies among a larger and more diverse audience than the existing Jewish Studies Certificate, all the while imparting important skills that can be applied in multiple areas of study and professional engagement. It also addresses Living Well Together in the UAP by encouraging students who may not otherwise consider acquiring in depth knowledge of Jewish Studies to explore the subject further and to discover its relevance to other areas of study and its value for participation in broader society. For Jewish Studies to thrive at York, it is essential that efforts continue to correct the perception that it is only relevant or accessible to heritage learners or to those seeking a professional career linked to it. The diversification of candidates for the Certificate in Jewish Studies will help to foster "a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work." Ideally, it will also contribute to the goal of peaceable coexistence despite political differences on York's campus by making students more aware of Jewish history and culture. This is a necessary prerequisite for informed and civil discussions of antisemitism and the conflict surrounding Israel/Palestine.

The proposed certificate also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By creating another version of the undergraduate certificate that is available to a wider range of students of diverse motivation, the proposed Certificate in Jewish Studies is part of our mission to "offer a broad range of rigorous curricular programs that engaged with emerging and longstanding local and global concerns and needs, including education for sustainable development." By positioning the certificate's relevance beyond the exclusive interest of Jewish students, the proposed initiative "[recognizes] the diversity of the LA&PS student body and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups."

3. Need and Demand

3.1 Similar Undergraduate Certificates at York

The proposed Certificate duplicates much of what is offered by the existing 36-credit Advanced Certificate in Hebrew and Jewish Studies but differs in that it does not require 12-credits of Hebrew. It is meant to expand the pool of Certificate candidates and to be in line with the norm of 24-credit Certificates at York.

3.2 Student Demand and Social Need

This Certificate is proposed in order to meet the as yet untapped market of students who are interested in Jewish Studies but do not wish to commit to meeting the demands of the existing rigorous Certificate or of a major or minor in Jewish Studies. In our experience, many students are deterred from pursuing the current 36-credit Certificate or a degree in Jewish Studies because of the language requirement and/or because their other academic commitments leave little time for the equivalent of an additional major. Moreover, many students “discover” Jewish Studies late in their undergraduate careers, leaving little time to begin studying a language. This certificate should be especially attractive to students who already have 6 or more or more credits in Jewish Studies and are eager for more but cannot commit to more than 24 credits. It should also be attractive to students who began a Jewish Studies major but realize they cannot complete it and still want to receive recognition for their studies in this field.

At present, a 36-credit Certificate, while well suited to meet the needs of students in the Jewish Teachers Education program, is something of an anomaly at York. Most York Certificates require 24-credits. A 36-credit Certificate seems unusually demanding in the eyes of undergraduates not enrolled in the Jewish Teachers Education program. Moreover, a 24-credit Certificate will offer both concurrent and stand-alone options, creating opportunities for individuals who are not also pursuing a BA at York. The Centre for Jewish Studies regularly receives inquiries from individuals who would like to acquire accreditation in Jewish Studies in order to advance their careers while working full or part-time.

A 24-credit Certificate will be an advantage to students applying for positions in a variety of jobs, especially those in Jewish communal work, education, diplomacy, and international business and law. It will also help to make in depth knowledge of Jewish history and culture accessible to a wider variety of students for the sake of their personal edification, thereby contributing to the good of society.

3.3 Projected In-Take

The certificate’s intended start date is fall 2022. We expect that the certificate will be attractive to students already at York, incoming students, and individuals in the work force seeking to enhance their credentials. We anticipate enrolments will initially be small, attracting

2-5 students in its first year but eventually achieving a steady-state enrolment of 15-20 students. The courses for the proposed certificate (see Appendix C) are widely enrolled in and are frequently offered.

4. Curriculum, Structure and Learning Outcomes

4.1 Certificate Requirements and Associated Learning Outcomes

Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

Students completing the Jewish Studies Certificate will, in compliance with Senate requirement for an undergraduate disciplinary certificate, complete a total of 24 credits, 18 of which must be at the 3000-level or higher. Students must also achieve a cumulative GPA of 5.0 or greater in the courses taken to satisfy the Certificate requirements. At least 12 credits of the disciplinary courses that meet Certificate requirements must be in addition to those used to satisfy requirements of an undergraduate major.

Among their Certificate courses, students take the following courses or approved equivalents: AP/HUMA 1880 6.00 The Jewish Experience: Civilization and Culture and AP/HUMA 3831 3.00 Torah and Tradition: Religious Expressions from Antiquity to the Present. HUMA 1880 6.00 acquaints students with the major themes and questions of the field of Jewish Studies, including its periodization, over a roughly 3000 year period. HUMA 3831 3.00 introduces students to the major texts, institutions, and sources of authority in Jewish society from antiquity until the modern era.

Students will satisfy the remaining 15 credits of the Certificate by taking elective courses among from those that count toward the requirements of the Jewish Studies major and minor. This division of requirements and electives is conceived to provide students with maximum flexibility to pursue their specific interests in areas such as religion, culture, history, the arts, language, literature, sociology, intercommunal relations, and politics after they have received appropriate orientation in the field.

See Appendix A and Appendix B for courses that align with degree requirements and learning outcomes.

4.2 Assessment Criteria

Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

HUMA 1880 6.00 is a Foundations course. Students complete a range of assignments—including an oral presentation, multiple argumentative essays, and exams—each meant to develop specific writing, reading, research, analytical and thinking skills that will be critical to

students' overall success in the university and beyond. These assignments are supported by an in-class workshop about the use of academic sources, an academic integrity tutorial, and grammar and stylistics tutorials.

At the 3000 and 4000 focus levels, learning is assessed based on the particular humanities and fine arts approaches used. History, sociology, political science, and literature courses incorporate more extensive written assignments and research essays, class presentations and exams. Cultural studies and expressive arts courses incorporate these assessment strategies, as well as listening and comprehension tests, film and music video analysis, and writing/performance intensive components. Together these assignments are meant to develop and assess the transferable writing, critical thinking, analytical, research, and team-building skills foundational to a humanities education. These skills equip students for employment across a range of fields and prepare them for community involvement and other activities that require the exercise of initiative, responsibility, and accountability in both personal and group contexts. In addition, they provide students with the capacity for decision-making in complex contexts; the ability to manage their own learning in a range of environments; and the ability to work effectively with others.

4.3 List of Courses

Provide a list of courses that will be offered in support of the undergraduate certificate. The list must indicate the unit responsible for offering the course (including cross-lists and integrations), the course number, the credit value, the short course description, and whether or not it is an existing E) or new course (N).

See Appendix C.

4.4 Modes of Delivery

Describe the proposed mode(s) of delivery, including how they are appropriate to and effective in supporting the certificate learning outcomes.

The required 1000-level survey course combines a large lecture with small tutorials of no more than 25 students, while the 3000- and 4000-level courses are usually conducted as two- or three-hour seminars with no more than 30 students or colloquia with no more than 20 students. Seminars may combine lectures and in-class discussions. Films, videos, music and digital media form an integral aspect of most courses, and courses occasionally feature guest speakers or artists. Courses incorporate technology to enhance learning and increase accessibility, including Power Point, eClass, e-Journals, online audio samples, and online services such as iTunes and YouTube.

5. Admission Requirements

The Certificate in Jewish Studies can be pursued as a stand-alone certificate or concurrent with fulfilment of the requirements for a bachelor's degree. This certificate is also open to students who already hold a bachelor's degree from an accredited institution and who are

admissible according to Faculty and University policies. This certificate is not, however, open to students who are pursuing or who already hold a degree in Hebrew and Jewish studies or the Advanced Certificate in Hebrew & Jewish Studies.

According to York's admission requirements, an Ontario high school student needs the following to be accepted into a Degree Program in Humanities:

- Ontario Secondary School Diploma (OSSD)
- ENG4U
- Five additional 4U or M courses

These requirements are appropriately aligned with the certificate learning outcomes.

6. Resources

6.1 Faculty resources

Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate. Provide a Table of Faculty, as appropriate.

As an interdisciplinary program, Jewish Studies draws on faculty in multiple departments. These include experts in different disciplines whose research and teaching focuses in the area of Jewish Studies or in allied fields such as Christian origins and Middle East politics. The faculty listed in the table below teach most of the courses. Additional courses are taught on occasion by other members of the faculty or adjunct instructors. New resources will not be required for the proposed certificate.

FACULTY NAME & RANK	HOME UNIT(S)	AREA OF SPECIALIZATION
TONY BURKE, PROFESSOR	Humanities	Early Christianity, Jewish and Christian Apocrypha
CARL EHRlich, PROFESSOR	History, Humanities	Hebrew Bible, Ancient Near East
PHILIP HARLAND, PROFESSOR	Humanities	Religious and Social Life in the Roman Empire
SARA R. HOROWITZ, PROFESSOR	Humanities, DLLL	Holocaust Studies, Comparative Literature and Jewish Studies
DAVID KOFFMAN, ASSOC. PROFESSOR, SHIFF CHAIR FOR THE STUDY OF CANADIAN JEWRY	History	Canadian and US history, modern Jewish history, Antisemitism, Colonialism
MARTIN LOCKSHIN, UNIVERSITY PROFESSOR (EMERITUS)	Humanities	History of Biblical interpretation, Biblical and Rabbinic literature
RANDAL SCHNOOR, ADJUNCT FACULTY	Social Sciences	Sociology of Contemporary Jewish Life in North America, Gender and Sexuality, Antisemitism and Islamophobia
AHOVA SHULMAN, ASSOCIATE PROFESSOR	DLLL	Modern and Biblical Hebrew
KALMAN WEISER, ASSOCIATE PROFESSOR, SILBER FAMILY CHAIR IN MODERN JEWISH STUDIES	Humanities, History	Modern Jewish history, Antisemitism, Yiddish language and culture
LAURA WISEMAN	Humanities	Hebrew Language and Literature, Jewish Education

Table 1 Faculty resources, Jewish Studies Certificate proposal

Appendix A

Certificate Requirements and Associated Learning
Outcomes

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>1. Depth and Breadth of Knowledge</p>	<ul style="list-style-type: none"> -the ability to engage in sustained analysis of a range of different literary, visual, and other cultural productions -the ability to present ideas and arguments in a coherent and reasoned manner, both orally and in written works of a scholarly nature -an understanding of the significance of interdisciplinarity in academic research, -a familiarity with the contours of Jewish history, including its periodization, and with a variety of genres of cultural production ranging from classic religious and literary texts to works of the modern era that express aspects of the life of Jews as both individuals and as a collective 	<ul style="list-style-type: none"> -demonstrate (i) an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts -identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all -identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself -foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures -develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures 	<p>The Jewish Studies Certificate has much in common with the Humanities program, of which it was formerly a part, in its overall objectives and design. The objectives of the Jewish Studies Certificate are not attained through taking a particular course but through combinations of courses. Jewish Studies courses are not only interdisciplinary but also interdependent in helping students to achieve the program's expectations and goals. What Jewish Studies courses do share in regard to methods and activities, however, is the emphasis on and commitment to text-centered, discussion oriented tutorials and seminars in the effort to make as intense and as meaningful as possible the investigation of the complexity and diversity of the human experience through the study of both the internal dynamics of a single civilization – one which spans more than 3 millennia, encompasses virtually the entire globe, and demonstrates tremendous internal discontinuities and diversity alongside great continuities and commonalities - and its interactions with other civilizations.</p> <p>The theme of the required course (HUMA 1880 6.00: the Jewish Experience) is that of symbiosis and rejection – cultural, economic, political, etc. - between Jews and non-Jews as well as among Jews of differing backgrounds and points of view from the origins of the Jewish tradition to the present day. It sets the tone for further courses in Jewish Studies, introducing students to fundamental questions in the humanities as reflected in the Jewish tradition, and outlines the scholarly periodization of this tradition. Thereafter</p>

			<p>students are required to take the course HUMA 3831 3.00 (Torah and Tradition), which familiarizes them with foundational texts of the Jewish tradition and their interpretation and impact through the centuries.</p> <p>Students take 15 credits of electives without restrictions from courses grouped according to these categories: Antiquity to the Middle Ages; Early Modern to Contemporary Studies; Literature, Culture, and the Arts; History and Social Sciences; Classical Jewish Texts. The goal here is to expose students to the Jewish tradition from a variety of angles and in different time periods while asking many of the same questions - questions both particular to the study of Jewish civilization and questions that are broadly humanistic - and studying the responses of the tradition within different times and contexts and through different genres.</p>
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	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>2. Knowledge of Methodologies</p>	<p>-a knowledge of methodologies that span various disciplines and that will enable them to deal with the fundamental questions of what it means to be human, how we create value (and values), and how and why – or whether – those values are justified</p> <p>-an understanding of the evolving nature and subjectivity of human interpretations of texts deemed sacred or classical by a culture</p>	<p>-provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them</p> <p>-ask cross-cultural questions in the attempt to find the best solutions to the social or political crises of our time and develop cross-cultural perspectives on historical, philosophical, political and aesthetic developments</p> <p>-understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the human as found in literature, psychology, sociology, cultural studies, philosophy, theology.</p> <p>-take from the Humanities both the importance of and commitment to critical skills (critical thinking, reading, and writing)</p>	<p>The introductory courses develop cross-cultural perspectives of the historical, philosophical, religious, legal and political developments of Jewish life both in a sovereign Jewish state and in the Jewish diaspora to better understand the development of Jewish civilization and its interaction with other cultures. It also develops critical skills as a foundation for thinking within a global curriculum. Knowledge of perspectives and skills are assessed through essays, textual analysis, tests and oral presentations.</p> <p>- Upper-level cultural studies, literature and music courses employ theoretical approaches to various aspects of Jewish cultural production (fiction, theatre, music, film, art, etc.) and introduce students to key questions in the field of Jewish Studies. Students are assessed using research essays, literature reviews, performance intensive components, listening and comprehension tests, literary analysis, film critiques, close readings and exams.</p> <p>- Upper-level history courses explore a range of historical texts, including primary and secondary sources, archival research and autobiography to evaluate competing narratives of the past. Students are required to gather and assess primary historical evidence in an oral history project and other research assignments.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>3. Application of Knowledge</p>	<p>-qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring (i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts; (ii) working effectively with others; (iii) decision-making in complex contexts</p>	<p>-consider the ethics, concepts, and beliefs of the Jewish tradition</p> <p>-address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other</p> <p>-consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices</p> <p>-consider the effects of trauma on the development of a civilization as a collective and on its individual members</p>	<p>The first year required course considers the ethics, concepts, and beliefs of Jews and examines their collective myths as well myths constructed about them by non-Jews. It emphasizes both symbiosis and rejection between Jewish and non-Jewish societies, including the case of genocide and its aftermath. Upper level courses focus on specific themes and methodologies (e.g., historical analysis, gender studies, sociology).</p> <p>- In all courses, assignments (media reviews, film critiques, critical reflections, research essays, case studies, etc.) require students to apply their knowledge to a much wider social context. Group presentations and projects also develop students' capacity to work in teams, articulate problems from multiple perspectives, and develop models for social transformation.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>4. Communication Skills</p>	<p>-the capacity to make reasoned arguments, both orally and in written form, and to present information in a coherent fashion to different types of audiences</p>	<p>-be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself)</p> <p>-and thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology...</p>	<p>Lectures and tutorial discussions in the introductory course allow students to engage the terms and concepts of various kinds of discourse and to be critically responsible for the principles and values they find in and bring to the analysis of texts. Students are encouraged to be thoughtful and self-reflexive and to allow room for multiple voices and perspectives.</p> <ul style="list-style-type: none"> - Upper-level courses continue and expand this awareness of one's relationship to various texts and to others and employ critical textual and discourse analysis to assess multiple theoretical positions and build thoughtful and defensible arguments. - All courses from the first to fourth-year levels build strong writing practices and oral presentation skills, as well as research skills. - A broad range of assignments across courses (research essays, critical discourse analysis, media reviews, oral and group seminar presentations, analytical reading presentations, critical reflections, journals, and performance workshops) expose students to multiple forms of communication and help them articulate original ideas of their own and to critique the ideas of others respectfully.

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>5. Awareness of Limits of Knowledge</p>	<p>-cognizance of the diversity of points of view regarding multiple facets of the Jewish tradition and the impossibility of demonstrating or disproving the absolute superiority or rectitude of any one interpretation of its origins, its sources of authority, its values, or its relevance for living in a complex society</p>	<p>-take into account, in both their oral and their written work, how Jewish culture uses different modes of communication for conveying its fundamental questions and beliefs</p> <p>-show an awareness of the way in which different texts, traditions, and schools of thought within Judaism interpret the world and a respect for the uniqueness of each</p> <p>-ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.</p>	<p>Common assignments include argumentative essays, oral presentations, and media presentations in which students are required to defend an argument or perspective about polyvalent texts using various types of evidence and lenses of analysis. Students are encouraged to pose and respond to epistemological questions in courses at all levels.</p>

	<p>a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i></p>	<p>b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i></p>	<p>c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i></p>
<p>6. Autonomy and Professional Capacity</p>	<p>-qualities and transferable skills necessary for further study, employment, community involvement, and other activities requiring:</p> <p>(i) the exercise of initiative, personal responsibility, and accountability in both personal and group contexts</p> <p>(ii) the ability to work effectively with others</p> <p>(iii) a capacity for decision-making in complex contexts</p> <p>(iv) the ability to manage their own learning in a range of environments</p>	<p>-do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts</p> <p>-engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues</p> <p>-create for themselves a strong conception of their own authority by formulating dialogical interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of one over that of others</p>	<p>Courses together offer a comprehensive understanding of Jewish cultures and societies through an interdisciplinary and intertextual lens with students taking responsibility for their learning by translating knowledge learned into original research (oral history project, musical composition and performance, research essays, oral presentations).</p> <p>- All courses develop strong writing, analytical, problem solving and research skills through a range of assessment methods (essays, research proposals, literature reviews, research projects).</p> <p>- Critical thinking skills are assessed through essays and research papers, as well as through close readings, literary analysis, media reviews, and film and video critique.</p> <p>- Individual and group presentations and oral participation are also built into all courses to develop oral communication and teambuilding skills.</p>

Certificate Specific Learning Outcomes

1. Depth and Breadth of Knowledge

- demonstrate an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today)
- demonstrate a knowledge of Jewish history as it relates to different historical and geographical contexts

2. Knowledge of Methodologies

- Critically analyze how Jewish culture has historically transmitted its beliefs.
- Critically discuss and explain cross-cultural perspectives on Jewish history.

3. Application of Knowledge

- Analyze the relationship between the dominant and marginalized cultures
- Analyze key concepts, methodologies, and theoretical approaches to the studying Jewish history and culture.

4. Communication Skills

- Communicate in oral and written form key concepts and major texts
- Communicate in a critically responsible manner on significant works (e.g., textual, film, art, etc.).

5. Awareness of Limits of Knowledge

- Determine and interpret the diversity of points of view regarding multiple aspects of the Jewish tradition

6. Autonomy and Professional Capacity

- Conduct original research and prepare original work.

Appendix B

Curriculum Maps

Curriculum Map

Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 additional credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

Core and 1000-level Additional Courses

Program Learning Outcomes	Core Courses (nine credits)		Approved Additional Courses					
	AP/HUMA 1880 6.00	AP/HUMA 3831 3.00	AP/HEB 1000 6.00	AP/HEB 1020 6.00	AP/HUMA 1850 6.00	AP/HUMA 1870 6.00	FA/MUSI 1045 3.00	FA/MUSI 1099 3.00
Depth and Breadth of Knowledge								
1. Demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts.	I		I, D, A	I, D, A	I	I		
2. Identify the value systems that underlie cultural production, engage the interrelationships	I	D	I, D, A	I, D, A			I, D, A	I, D, A

between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all.								
3. Identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself.		A						
4. Foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures.								
5. Develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures.	I							
Knowledge of Methodologies								
1. Provide a critical analysis of how Jewish culture has	I				I	I	I, D	I, D

historically encoded its beliefs and how it has transmitted them.								
2. Ask cross-cultural questions in the attempt to find the best solutions to the social or political crisis of our time and develop cross-cultural perspectives on historical, philosophical, political, and aesthetic development.								
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.							I, D	I, D
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing).	I, D, A	A	I, D, A	I, D, A	I, D, A	I, D, A		
Application of Knowledge								
1. consider the ethics, concepts, and beliefs of the Jewish tradition.	I				I	I		
2. Address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other								
3. Consider the causes and nature of hatred and discrimination								

between groups in the hopes of developing strategies to challenge and overcome such emotions and practices								
4. Consider the effects of trauma on the development of a civilization as a collective and on its individual members								
Communication Skills								
1. Be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself);							I, D, A	I, D, A
2. and thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.	I				I	I		
Awareness of Limits of Knowledge								
1. Take into account, in both their written and oral work, how Jewish culture uses different modes of communication for conveying its fundamental questions.							I, D, A	I, D, A

2. Show an awareness of the way in which different texts, traditions, and schools of thoughts within Judaism interpret the world and a respect for the uniqueness of each.	I				I	I		
3. Ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.	I				I	I	I, D, A	I, D, A
Autonomy and Professional Capacity								
1. Do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts;	I	D, A						
2. Engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues.	I	D, A						
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.					I, D	I, D		

Curriculum Map – Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 additional credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

2000-level Additional Courses

Program Learning Outcomes	LA&PS Course	AMPD Courses	
	AP/HEB 2000 6.00	FA/MUSI 2045 3.00	FA/MUSI 2099 3.00
Depth and Breadth of Knowledge			
1. Demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts.	D, A		
2. Identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all.		D, A	D, A
3. Identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself.			
4. Foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and			

Program Learning Outcomes	LA&PS Course	AMPD Courses	
	AP/HEB 2000 6.00	FA/MUSI 2045 3.00	FA/MUSI 2099 3.00
an inclusive vision of what constitutes the human and human creativity that spans various cultures.			
5. Develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures.			
Knowledge of Methodologies			
1. Provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them.		D, A	D, A
2. Ask cross-cultural questions in the attempt to find the best solutions to the social or political crisis of our time and develop cross-cultural perspectives on historical, philosophical, political, and aesthetic development.			
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.		D, A	D, A
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing).			
Application of Knowledge			
1. Consider the ethics, concepts, and beliefs of the Jewish tradition.			
2. Address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other.			
3. Consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices.			
4. Consider the effects of trauma on the development of a civilization as a collective and on its individual members.			

Program Learning Outcomes	LA&PS Course	AMPD Courses	
	AP/HEB 2000 6.00	FA/MUSI 2045 3.00	FA/MUSI 2099 3.00
Communication Skills			
1. Be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself);		D, A	D, A
2. And thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.			
Awareness of Limits of Knowledge			
1. Take into account, in both their written and oral work, how Jewish culture uses different modes of communication for conveying its fundamental questions.		D, A	D, A
2. Show an awareness of the way in which different texts, traditions, and schools of thoughts within Judaism interpret the world and a respect for the uniqueness of each.			
3. Ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.		D, A	D, A
Autonomy and Professional Capacity			
1. Do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts;			
2. Engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues.			

Program Learning Outcomes	LA&PS Course	AMPD Courses	
	AP/HEB 2000 6.00	FA/MUSI 2045 3.00	FA/MUSI 2099 3.00
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.			

Curriculum Map – Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 additional credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

3000-level Additional Courses

Program Learning Outcomes	LA&PS Courses							AMPD Courses	
	AP/HIST 3261 3.00	AP/HIST 3321 6.00	AP/HIST 3386 3.00	AP/HIST 3829 3.00	AP/HIST 3860 6.00	AP/GWST 3560 3.00	AP/SOSC 3917 6.00	FA/MUSI 3045 3.00	FA/MUSI 3099 3.00
Depth and Breadth of Knowledge									
1. demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts									
2. identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference,						D	D	A	A

Program Learning Outcomes	LA&PS Courses						AMPD Courses		
	AP/HIST 3261 3.00	AP/HIST 3321 6.00	AP/HIST 3386 3.00	AP/HIST 3829 3.00	AP/HIST 3860 6.00	AP/GWST 3560 3.00	AP/SOSC 3917 6.00	FA/MUSI 3045 3.00	FA/MUSI 3099 3.00
develop an analysis of the human and of human community that has as its basis the dignity of all									
3. Identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself	D,A	D,A	D,A			A			
4. foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures	D,A								
5. develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures	D,A				D				
Knowledge of Methodologies									
1. provide a critical analysis of how Jewish culture has historically encoded its beliefs	D,A				D	A		A	A

Program Learning Outcomes	LA&PS Courses							AMPD Courses	
	AP/HIST 3261 3.00	AP/HIST 3321 6.00	AP/HIST 3386 3.00	AP/HIST 3829 3.00	AP/HIST 3860 6.00	AP/GWST 3560 3.00	AP/SOSC 3917 6.00	FA/MUSI 3045 3.00	FA/MUSI 3099 3.00
and how it has transmitted them									
2. Ask cross-cultural questions in the attempt to find the best solutions to the social or political crisis of our time and develop cross-cultural perspectives on historical, philosophical, political, and aesthetic development	D,A		D,A				D		
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.		D,A					D	A	A
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing)									
Application of Knowledge									
1. consider the ethics, concepts, and beliefs of the Jewish tradition.	D				D, A				
2. address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other					D,A				

Program Learning Outcomes	LA&PS Courses						AMPD Courses		
	AP/HIST 3261 3.00	AP/HIST 3321 6.00	AP/HIST 3386 3.00	AP/HIST 3829 3.00	AP/HIST 3860 6.00	AP/GWST 3560 3.00	AP/SOSC 3917 6.00	FA/MUSI 3045 3.00	FA/MUSI 3099 3.00
3. consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices	D	D,A	D,A		D				
4. consider the effects of trauma on the development of a civilization as a collective and on its individual members		D,A							
Communication Skills									
1. be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself)					D			A	A
2. and thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.		D				D,A			
Awareness of Limits of Knowledge									

Program Learning Outcomes	LA&PS Courses							AMPD Courses	
	AP/HIST 3261 3.00	AP/HIST 3321 6.00	AP/HIST 3386 3.00	AP/HIST 3829 3.00	AP/HIST 3860 6.00	AP/GWST 3560 3.00	AP/SOSC 3917 6.00	FA/MUSI 3045 3.00	FA/MUSI 3099 3.00
1. Take into account, in both their written and oral work, how Jewish culture uses different modes of communication for conveying its fundamental questions.	D, A							A	A
2. show an awareness of the way in which different texts, traditions, and schools of thoughts within Judaism interpret the world and a respect for the uniqueness of each									
3. ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.		D, A						A	A
Autonomy and Professional Capacity									
1. Do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts;	D, A	D, A	D, A		D, A	D, A	D,		
2. Engage not only their professors and fellow students									

Program Learning Outcomes	LA&PS Courses							AMPD Courses	
	AP/HIST 3261 3.00	AP/HIST 3321 6.00	AP/HIST 3386 3.00	AP/HIST 3829 3.00	AP/HIST 3860 6.00	AP/GWST 3560 3.00	AP/SOSC 3917 6.00	FA/MUSI 3045 3.00	FA/MUSI 3099 3.00
but also scholars across academia on a wide range of practical and theoretical issues.									
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.							D		

Curriculum Map – Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 additional credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

3000-level Additional Courses

Program Learning Outcomes	LA&PS Hebrew Language Courses							
	AP/HEB 3000 6.00	AP/HEB 3210 3.00	AP/HEB 3220 3.00	AP/HEB 3230 3.00	AP/HEB 3320 3.00	AP/HEB 3330 3.00	AP/HEB 3630 6.00	AP/HEB 3710 3.00
Depth and Breadth of Knowledge								
1. Demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts.	D, A	D, A	D, A	D, A			D, A	
2. Identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the	D, A	D, A	D, A	D, A	D, A	D, A	D, A	D, A

Program Learning Outcomes	LA&PS Hebrew Language Courses							
	AP/HEB 3000 6.00	AP/HEB 3210 3.00	AP/HEB 3220 3.00	AP/HEB 3230 3.00	AP/HEB 3320 3.00	AP/HEB 3330 3.00	AP/HEB 3630 6.00	AP/HEB 3710 3.00
human and of human community that has as its basis the dignity of all.								
3. Identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself.								D, A
4. Foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures.							D, A	
5. Develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures.			D, A	D, A				D, A
Knowledge of Methodologies								
1. provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them.		D, A						
2. Ask cross-cultural questions in the attempt to find the best solutions to the social or political crisis of our time and develop cross-cultural perspectives on							D, A	D, A

Program Learning Outcomes	LA&PS Hebrew Language Courses							
	AP/HEB 3000 6.00	AP/HEB 3210 3.00	AP/HEB 3220 3.00	AP/HEB 3230 3.00	AP/HEB 3320 3.00	AP/HEB 3330 3.00	AP/HEB 3630 6.00	AP/HEB 3710 3.00
historical, philosophical, political, and aesthetic development.								
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.				D, A			D, A	
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing).	D, A							
Application of Knowledge								
1. Consider the ethics, concepts, and beliefs of the Jewish tradition.		D, A	D, A		D, A	D, A	D, A	D, A
2. Address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other.							D, A	D, A
3. Consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices.							D, A	
4. Consider the effects of trauma on the development of a civilization as a collective and on its individual members.							D, A	
Communication Skills								

Program Learning Outcomes	LA&PS Hebrew Language Courses							
	AP/HEB 3000 6.00	AP/HEB 3210 3.00	AP/HEB 3220 3.00	AP/HEB 3230 3.00	AP/HEB 3320 3.00	AP/HEB 3330 3.00	AP/HEB 3630 6.00	AP/HEB 3710 3.00
1. Be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself);		D, A	D, A	D, A			D, A	D, A
2. And thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.				D, A				
Awareness of Limits of Knowledge								
1. Take into account, in both their written and oral work, how Jewish culture uses different modes of communication for conveying its fundamental questions.							D, A	
2. Show an awareness of the way in which different texts, traditions, and schools of thoughts within Judaism interpret the world and a respect for the uniqueness of each.		D, A	D, A		D, A	D, A		D, A
3. Ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions		D, A					D, A	

Program Learning Outcomes	LA&PS Hebrew Language Courses							
	AP/HEB 3000 6.00	AP/HEB 3210 3.00	AP/HEB 3220 3.00	AP/HEB 3230 3.00	AP/HEB 3320 3.00	AP/HEB 3330 3.00	AP/HEB 3630 6.00	AP/HEB 3710 3.00
and, more broadly, to our knowledge and conception of humanity.								
Autonomy and Professional Capacity								
1. Do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts;		D, A			D, A	D, A	D, A	D, A
2. Engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues.					D, A	D, A		
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.							D, A	

Curriculum Map – Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

3000-level Additional Courses

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
Depth and Breadth of Knowledge														
1. Demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures					A			D						D

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
relating to different historical and geographical contexts.														
2. Identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all.			D	D, A	A	A			D	D				
3. Identify and question the assumptions, principles, ideas,										A			I, D	

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself.														
4. Foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures.			D					D					I, D	

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
5. Develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures.			D					D		D, A	D			D
Knowledge of Methodologies														
1. Provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them.				D	A	A	I, D		D					I, D
2. Ask cross-cultural questions in the attempt to find the best solutions to the social or political crisis of our time and develop cross-cultural perspectives on			D, A	D						D, A	D			D

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
historical, philosophical, political, and aesthetic development.														
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.			D, A		A	A								
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing).														
Application of Knowledge														

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
1. Consider the ethics, concepts, and beliefs of the Jewish tradition.				D					D, A					D, A
2. Address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other.				D			I, D	D	D,A	D, A				I, D
3. Consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices.										D, A				
4. Consider the effects of trauma			D	D	A	A				D, A	D			I, D

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
on the development of a civilization as a collective and on its individual members.														
Communication Skills														
1. Be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself);	D, A	D, A		D, A		A				D, A				D, A
2. and thus, be able to engage the terms and			D		A	A		D	D, A					

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.														
Awareness of Limits of Methodologies														
1. Take into account, in both their written and oral work, how Jewish culture uses different modes of communication for conveying its fundamental questions.	D	D			A		I, D		D, A					
2. Show an awareness of the way in which different texts, traditions, and schools of thoughts within	D	D		D,A			I, D		D, A					

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
Judaism interpret the world and a respect for the uniqueness of each.														
3. Ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.	D	D	D,A	D,A						I	D			
Autonomy and Professional Capacity														
1. Do original research and prepare original work in the classroom as they investigate a	D	D		D	D	D								

Program Learning Outcomes	LA&PS Humanities Courses													
	AP/HUMA 3421 3.00	AP/HUMA 3422 3.00	AP/HUMA 3425 3.00	AP/HUMA 3436 3.00	AP/HUMA 3688 3.00	AP/HUMA 3795 3.00	AP/HUMA 3810 6.00	AP/HUMA 3825 6.00	AP/HUMA 3831 3.00	AP/HUMA 3835 6.00	AP/HUMA 3843 3.00	AP/HUMA 3855 6.00	AP/HUMA 3856 .00	AP/HUMA 3858 3.00
particular thesis or group of texts;														
2. Engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues.														
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.			D		A				D, A					

Curriculum Map – Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

4000-level Additional Courses

Program Learning Outcomes	LA&PS Courses					AMPD Courses		
	AP/HEB 4000 6.00	AP/HUMA 4000 6.00	AP/HIST 4100 6.00	AP/HIST 4581 6.00	AP/POLS 4561 3.00	FA/MUSI 4045 3.00	FA/MUSI 4099 3.00	FA/THEA4334 3.00
Depth and Breadth of Knowledge								
1. Demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human experience in a range of cultures relating to different historical and geographical contexts.	A							
2. Identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an	A					A	A	D, A

Program Learning Outcomes	LA&PS Courses					AMPD Courses		
	AP/HEB 4000 6.00	AP/HUMA 4000 6.00	AP/HIST 4100 6.00	AP/HIST 4581 6.00	AP/POLS 4561 3.00	FA/MUSI 4045 3.00	FA/MUSI 4099 3.00	FA/THEA4334 3.00
analysis of the human and of human community that has as its basis the dignity of all.								
3. Identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself.			A					
4. Foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what constitutes the human and human creativity that spans various cultures.								
Develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures.								
Knowledge of Methodologies								
1. Provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them.						A	A	
2. Ask cross-cultural questions in the attempt to find the best solutions to the social or political crisis of our time and			A		D, A			

Program Learning Outcomes	LA&PS Courses					AMPD Courses		
	AP/HEB 4000 6.00	AP/HUMA 4000 6.00	AP/HIST 4100 6.00	AP/HIST 4581 6.00	AP/POLS 4561 3.00	FA/MUSI 4045 3.00	FA/MUSI 4099 3.00	FA/THEA4334 3.00
develop cross-cultural perspectives on historical, philosophical, political, and aesthetic development.								
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.						A	A	D, A
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing).	A							
Application of Knowledge								
1. Consider the ethics, concepts, and beliefs of the Jewish tradition.				D, A				D, A
2. Address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other.			A		D, A			
3. Consider the causes and nature of hatred and discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices.			A	D, A	D, A			
4. Consider the effects of trauma on the development of a civilization as a								

Program Learning Outcomes	LA&PS Courses					AMPD Courses		
	AP/HEB 4000 6.00	AP/HUMA 4000 6.00	AP/HIST 4100 6.00	AP/HIST 4581 6.00	AP/POLS 4561 3.00	FA/MUSI 4045 3.00	FA/MUSI 4099 3.00	FA/THEA4334 3.00
collective and on its individual members.								
Communication Skills								
1. Be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts – whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself);			A			A	A	
2. and thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.								D, A
Awareness of Limits of Knowledge								
1. Take into account, in both their written and oral work, how Jewish culture uses different modes of communication for conveying its fundamental questions.				D, A		A	A	
2. Show an awareness of the way in which different texts, traditions, and schools of thoughts within Judaism interpret the world and a respect for the uniqueness of each				D, A				D, A

Program Learning Outcomes	LA&PS Courses					AMPD Courses		
	AP/HEB 4000 6.00	AP/HUMA 4000 6.00	AP/HIST 4100 6.00	AP/HIST 4581 6.00	AP/POLS 4561 3.00	FA/MUSI 4045 3.00	FA/MUSI 4099 3.00	FA/THEA4334 3.00
3. Ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.						A	A	D, A
Autonomy and Professional Capacity								
1. Do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts;			A	D, A	D, A			A
2. Engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues.								
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.				D, A				

Curriculum Map – Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

4000-level Additional Courses

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
Depth and Breadth of Knowledge														
1. Demonstrate a knowledge of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today) and (ii) a knowledge of and appreciation for the diversity of human	D			D, A	D, A	D, A	D, A		A	A				A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
experience in a range of cultures relating to different historical and geographical contexts.														
2. Identify the value systems that underlie cultural production, engage the interrelationships between diverse value systems, and, in approaching learning in a way that sustains appreciation for difference, develop an analysis of the human and of human community that has as its basis the dignity of all.			D, A	D, A	D, A		D, A			A				A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
3. Identify and question the assumptions, principles, ideas, and values that they themselves, as readers and researchers, bring to the analysis of texts in disciplines across the humanities and thus engage the very process of learning itself.		A	D, A	D, A		D, A								
4. Foster in themselves, in light of the above, a wide range of expertise in regard to disciplines across the humanities and an inclusive vision of what							D, A	A						

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
constitutes the human and human creativity that spans various cultures.														
5. Develop an appreciation of the diversity within a singular culture and how it is in constant, dynamic interaction with neighbouring cultures.				D, A			D, A	A			A	D, A	A	A
Knowledge of Methodologies														
1. Provide a critical analysis of how Jewish culture has historically encoded its beliefs and how it has transmitted them.		A			D, A	D, A	D, A	A		A		D, A	A	A
2. Ask cross-cultural questions in the attempt to find	D		D, A		D, A							D, A		

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
the best solutions to the social or political crisis of our time and develop cross-cultural perspectives on historical, philosophical, political, and aesthetic development.														
3. Understand, in regard to both their particularity and their interconnections, the various approaches to conceiving the humans found in literature, psychology, sociology, cultural studies, philosophy, theology.	D						D, A		A		A	D, A	A	A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
4. Take from the Humanities, both the importance of and commitment to critical skills (thinking, reading, writing).		A	A											
Application of Knowledge														
1. Consider the ethics, concepts, and beliefs of the Jewish tradition.		A		D, A	D, A	D, A	D, A	A	A	A	A	D, A		
2. Address the interplay between dominant and marginalized cultures and to appreciate the transformation a culture from one type into the other.			A				D, A			A		D, A		
3. Consider the causes and nature of hatred and				D, A	D, A	D, A						D, A	A	A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
discrimination between groups in the hopes of developing strategies to challenge and overcome such emotions and practices.														
4. Consider the effects of trauma on the development of a civilization as a collective and on its individual members.			A	D, A		D, A					A			
Communication Skills														
1. Be critically responsible, in both their oral and written work, for the principles and values that they not only find in but also bring to the analysis of major texts –	D, A	A	A			D, A			A	A		D, A	A	A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
whether the text be an actual text, a work of art, a film, a piece of music, a conversation with another person (or even with oneself);														
2. and thus, be able to engage the terms and concepts of various kinds of discourse, including (as indicated above) literature, psychology, sociology, cultural studies, philosophy, theology.		A		D, A	D, A		D, A		A	A	A	D, A	A	A
Awareness of Limits of Knowledge														
1. Take into account, in both their written and oral work, how							D, A	A	A	A			A	A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
Jewish culture uses different modes of communication for conveying its fundamental questions.														
2. Show an awareness of the way in which different texts, traditions, and schools of thoughts within Judaism interpret the world and a respect for the uniqueness of each.		A		D, A		D, A	D, A		A	A	A	D, A	A	A
3. Ascertain the way in which the Jewish tradition engages the quest for knowledge and truth and how it contributes to			A		D, A		D, A	A		A	A			A

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
the development of other cultural traditions and, more broadly, to our knowledge and conception of humanity.														
Autonomy and Professional Capacity														
1. Do original research and prepare original work in the classroom as they investigate a particular thesis or group of texts;	A	A	A	A		A	D, A		A		A		A	A
2. Engage not only their professors and fellow students but also scholars across academia on a wide range of practical and theoretical issues.	A	A	A		A	A			A		A			

Program Learning Outcomes	Humanities Courses													
	AP/CCY 4824 3.00	AP/HUMA 4000 6.00	AP/HUMA 4631 3.00	AP/HUMA 4750 3.00	AP/HUMA 4803 6.00	AP/HUMA 4808 6.00	AP/HUMA 4809 6.00	AP/HUMA 4818 3.00	AP/HUMA 4819 6.00	AP/HUMA 4821 3.00	AP/HUMA 4822 3.00	AP/HUMA 4823 3.00	AP/HUMA 4827 3.00	AP/HUMA 4828 3.00
3. Interconnections among diverse discourses, disciplines, cultures, and thinkers, rather than privileging the authority of the one over that of others.				A	A		D, A	A		A	A		A	A

Curriculum Map

Jewish Studies Certificate

This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. This certificate is composed of 24 credits with a cumulative grade point average of 5.0 or greater: 9 required credits, 15 additional credits from approved courses from within the area of Jewish Studies, and 18 credits are required at the 3000 or 4000 level.

Mapping of Required Courses to Certificate-Specific Learning Outcomes

Program Learning Outcomes	Core Courses	
	HUMA 1880 6.00	HUMA 3831 3.00
Depth and Breadth of Knowledge		
Demonstrate an understanding of the different ways in which human cultures and their multiple forms of expression have developed historically (and continue to develop today)	I	I/D
Demonstrate a knowledge of Jewish history as it relates to different historical and geographical contexts	I	I/D
Knowledge of Methodologies		
Critically analyze how Jewish culture has historically transmitted its beliefs.	I	D
Critically discuss and explain cross-cultural perspectives on Jewish history.	I/D	D
Application of Knowledge		
Analyze the relationship between the dominant and marginalized cultures		
Analyze key concepts, methodologies, and theoretical approaches to the studying Jewish history and culture.	I	I/D
Communication Skills		
Communicate in oral and written form key concepts and major texts	I	D
Communicate in a critically responsible manner on significant works (e.g., textual, film, art, etc.).		
Awareness of Limits of Knowledge		
Determine and interpret the diversity of points of view regarding multiple aspects of the Jewish tradition	I	I/D
Autonomy and Professional Capacity		
Conduct original research and prepare original work.		

Appendix C

List of Courses

All courses are existing. We are not proposing new courses for this certificate at this time.

Required Courses

Course Code	Title	Frequency	Credit	Description
AP/HUMA 1880 (cross-listed to AP/HIST 1190)	The Jewish Experience: Civilization and Culture	F/W	6.00	An examination of the interaction of Jews and gentiles in selected periods from antiquity through the 20th century. A case study in ethnic adaptation, the course seeks to understand how Jews sometimes adapted their lives to the world around them, and at other times withdrew into themselves, and how at certain times they exerted considerable influence on the people among whom they lived or who lived among them.
HUMA 3831	Torah and Tradition: Jewish Religious Expressions from Antiquity to the Present	F/W/SU	3.00	This course offers an exploration of Jewish beliefs, institutions, and bodies of literature, emphasizing continuities and changes in religious expression within and across different places, circumstances, and times. Themes covered include God, the Jewish people, Torah and its interpretation, the land of Israel; the commandments (mitzvot) and their legal (halakhic) expressions; the Sabbath; daily and calendrical cycles of holiness; rites of passage, and messianic teachings. Particular attention will be paid to the varieties of Jewish religious denominations in modern times

Optional Courses

Course Code	Course Title	Freq.	Credit	Description and Details
AP/GWS T 3560 (GL/GWS T 3560)	Bad Girls in the Bible, Part One: The Hebrew Bible	F/W	3.00	The Bible offers archetypal figures for Western art, music and film as well as literature. This course will analyze women in the Hebrew Bible in English (Old Testament) with a focus on sexuality, seduction, murder and mayhem.
AP/HEB 1000	Elementary Modern Hebrew, Level I	F/W	6.00	<p>A course in beginning Hebrew, teaching elementary speaking and writing skills, emphasizing oral production and comprehension. Note: This course is not open to anyone who has studied Hebrew before, either formally or informally.</p> <p>Details: This course is an introduction to Modern Hebrew designed only for students with no previous knowledge of Hebrew. The course is structured to build students' ability to comprehend and produce Modern Hebrew through listening, speaking, reading and writing. Students will learn the Hebrew alphabet, acquire basic vocabulary, gain proficiency in reading and a grasp of elementary Hebrew grammar and syntax. Classes are communicative with a focus on producing and comprehending</p>

				the spoken and written word. Each language skill introduced in class is practiced through exercises and activities involving listening, speaking, reading and writing, viewing and representing. Hebrew will be spoken during class both by the instructor and by the students at the levels appropriate to the language development of the class.
AP/HEB 1020	Elementary Biblical Hebrew I & II	F/W	6.00	This course introduces students to the basic vocabulary, grammar, and syntax of "Biblical" Hebrew as represented in the Bible and in ancient Hebrew inscriptions. Students are introduced to the Hebrew writing system, basic vocabulary, grammar and syntax. The focus of the grammar is on the Hebrew noun and verb, their various forms and uses. In this introductory course, an attempt will be made to introduce students to the reading of biblical Hebrew through small selected units of text. As students' skills improve, the ability to read "original" documents increases and class by class, students will read longer and more sophisticated examples of ancient Hebrew prose. Course credit exclusions: AP/HEB 1030 3.00, AP/HEB 1040 3.00.
AP/HEB 2000	Intermediate Modern Hebrew	F/W	6.00	Review and consolidation of grammar topics to achieve a balance in the students' competence in written and oral skills. Further development in speaking, reading and writing. Course material deals with everyday situations, Jewish history, culture and aspects of life in Israel. Prerequisite: AP/HEB 1000 6.00 or equivalent; not normally open to students with more than seven years of elementary school level Hebrew or equivalent.

				<p>Details: This course is intended to improve the student's ability to read, write, speak and comprehend modern Hebrew.</p> <p>Although the course presupposes the equivalent of one year of elementary Hebrew, a systematic review of grammar is included. Emphasis is on vocabulary building and comprehension of modern Hebrew texts through the reading of short stories and discussions. Computer programs will be used for additional practice and review of vocabulary and grammar taught in class.</p>
AP/HEB 3000	Advanced Modern Hebrew	Last offered 19-20	6.00	<p>A course in modern Hebrew, emphasizing the study of contemporary Israeli language as seen in a wide variety of writings (education, business, military and religious literature, as well as newspapers, periodicals and some belles letters). This course includes practice in writing and composition.</p> <p>Prerequisite: AP/HEB 2000 6.00 or equivalent. Not normally open to students with three or more years of high school level Hebrew or to native speakers.</p> <p>Details: In this course students further develop their ability to read, write, speak and comprehend modern Hebrew. Various aspects of Hebrew grammar will be reviewed. Emphasis is on vocabulary enrichment, and comprehension of modern Hebrew texts through intensive reading, writing and discussions. Computer Programs will be used for additional practice and review of vocabulary and grammar taught in class. This course is recommended for those who wish to do advanced work in Hebrew or to study in Israel. Classes will be conducted in Hebrew.</p>

AP/HEB 3210	Hebrew Biblical Texts: Reading and Analysis	Last offered 14-15	3.00	This course surveys the structure and contents of TaNaKh, the Hebrew Bible, using selections from its three major sections: Pentateuch, Prophets and Writings. It further examines major trends in biblical exegesis, such as peshat and derash, through representative samplings of ancient midrash and medieval Hebrew commentaries. The language of instruction, texts, discussion and coursework is Hebrew. Prerequisite: AP/HEB 3000 6.00 or permission of the department. Course credit exclusion: AP/HEB 3211 3.00.
AP/HEB 3220	Hebrew Liturgical Texts: Origins, Contexts and Analysis	Last offered 15-16	3.00	This course introduces a specialized genre of Hebrew literature: liturgical texts. The texts analyzed will include a variety of ancient, medieval and modern Jewish liturgies. Prerequisite: AP/HEB 3000 6.00 or permission of the department. Course credit exclusion: AP/HEB 3221 3.00. Details: This course addresses both the geography of the classical Jewish Hebrew prayer text, the Siddur, as well as the overall structure of the text. It focuses also on selected prayers and their internal structures, histories, and meanings
AP/HEB 3230	The Literature of Celebration & Commemoration	Last offered 16-17	3.00	This course analyzes a variety of texts, classical and modern, in which aspects of major Jewish festivals and memorial days are explored. Prerequisite: AP/HEB 3000 6.00 or permission of the department. Course credit exclusion: AP/HEB 3231 3.00.

AP/HEB 3330	Deuteronomy: Texts and Classical Interpretation	F/W	3.00	A close textual analysis of the book of Deuteronomy and of interpretations of the book written in Hebrew throughout the ages. Prerequisite: AP/HEB 3000 6.00 or equivalent.
AP/HEB 3630 (cross- listed to AP/ HUMA 3630)	Israeli Cinema: Culture, Values, Art	F/W	6.00	This course introduces students to Israeli cinema as it evolved from the 1930s to the present. By studying feature films and documentaries, this course looks at film as a vehicle through which to explore questions of history, identity, conflict and reconciliation, war and peace, gender, ethnicity, the holocaust, and the tensions between individual and collective values.
AP/HEB 3710	Diaspora, Home, Nostalgia: Modern Jewish Women's Literature	Last offered W18	3.00	What is "Jewish" and "modern" about modern Jewish women's literature, and how does it reflect the experiences and perceptions of women? Examining a variety of literary genres, the course compares Israeli women's literature in translation with contemporary writing by other Jewish women
AP/HEB 4000	Advanced Modern Hebrew, Level II	Last offered 17-18	6.00	An intensive course designed to acquaint students with advanced aspects of Hebrew grammar, to improve their reading skills and their ability to express themselves fluently in conversation and in written form. Not open to native speakers who have completed Grade 9 in Israel. Prerequisite: AP/HEB 3000 6.00 or equivalent
AP/HIST 3110	Ancient Israel	F/W	6.00	A survey of the history of ancient Israel within its ancient Near Eastern context from its putative origins in the Late Bronze Age

				(ca. 1550-1200 BCE) through its flowering in the Iron Age (or First Temple Period, ca. 1200-539 BCE). As time permits, we will expand our focus and follow the course of Israelite history through the Persian and into the Hellenistic and Roman periods (aka the Second Temple Period, ca. 515 BCE – 70 CE). The course will take into account both textual and archaeological sources for Israel’s history during what is oftentimes termed the biblical period.
AP/HIST 3261	The Zionist Idea, 1870-1948	Last offered W17	3.00	<p>This course studies the emergence of Zionism as a Jewish national movement in the 19th century, arguments for and against Zionism made in the nineteenth and early twentieth centuries, and the conflicts and debates among Zionist thinkers over their ideas and visions. It also examines debates about events leading to the birth of the State of Israel in 1948.</p> <p>Details: By reading major voices for Zionism and their critics, we study the context for the emergence of Zionism as a Jewish national movement in the 19th century, arguments for and against it made in the nineteenth and early twentieth centuries, and the conflicts and debates among Zionist thinkers over their ideas and visions. We also examine efforts to realize these ideas. Topics include ideological antecedents to Zionism; Jewish nationalist and anti-nationalist alternatives to Zionism; Zionism as a secular rebellion against tradition; Zionism as messianic movement; the rejection of Diaspora Jewish culture and the creation of a new, Zionist culture; the revival of Hebrew; the place of Arabs and “Arab Jews” in Zionist culture; the movement for a bi-national Arab-Jewish state; the</p>

				Palestinian critique of Zionism; historians' controversy over the 1948 Arab-Israeli War; the relationship of Israel to the Jewish Diaspora.
AP/HIST 33211 (cross- listed to AP/HUM A 3850	Perspectives on the Holocaust	Offered 19-20	6.00	<p>An examination of the Nazi attempt to exterminate the Jews: the historical and philosophical background, the theological and psychological implications, the history and literature of the period.</p> <p>Details: The attempt of the Nazis to annihilate world Jewry was in many ways unprecedented in human annals. It was a turning-point in history, the way for which was prepared by revolutionary political, social, technological, and philosophical developments. In other ways, however, it was a not unpredictable outgrowth of the past. Although analysis may be difficult and painful, especially for survivors, the Holocaust must be analyzed and understood if those who live on are to learn from it. Such analysis involves the examination of different aspects of life, using the tools of the historian, the theologian, the literary critic, and, to a lesser extent, the social scientist. The course is divided into several sections, each of which approaches a different aspect of the Holocaust: the historical and philosophical background, the psychological and historical reality, the religious questions that arise in its aftermath.</p>

AP/HIST 3386	Jews and non-Jews before 1945	Last offered F16	3.00	<p>Explores relations between Jews and other peoples in Eastern Europe before and during World War II and the Holocaust of the Jews.</p> <p>Details: Beginning with a survey of life in the new states that emerged in East Central Europe after WWI (e.g. Poland, Hungary, and Lithuania) in the 1920s and 30s, this course ends with an exploration of the fate of Jews and their neighbours under Nazi and Soviet occupations during World War II. It focuses on developments within Jewish and non-Jewish societies as well as relations between Jews and non-Jews in the region throughout this period, which culminated in the deaths of millions and the near complete obliteration of a centuries-old Jewish presence there</p>
AP/HIST 3860	Modern History of the Jews	SU	6.00	<p>What defines the modern era in the history of the Jews? This course proposes multiple answers to that question as it explores developments in Jewish culture, identity, religion, and politics, as well as relations between Jews and their non- Jewish neighbours, from the sixteenth century until the present. It employs a comparative perspective and surveys developments across the globe.</p>
AP/HIST 4100	Selected Problems in Israelite History	Last offered 15-16	6.00	<p>Problems in the determination of the international relations of the Israelite states in the Iron Age. Sources, written and unwritten, from Israel, Assyria, Babylonia, Egypt and Israel's smaller neighbours will be examined in the course of these investigations.</p>

AP/HIST 4581	Jewish Politics, Society & Religion	F/W	6.0	This public history seminar explores the origins, development and paradoxes of the Canadian Jewish community from its inception in the 18th century to the present. It pays particular attention to the complexities of immigration, relationships between Jews and non-Jews, inspiration and anxiety about religious change, the Holocaust, Zionism & the State of Israel in public consciousness, and the puzzles and tensions of balancing tradition and modernity.
AP/HUMA 1850	The Bible in Modern Contexts	F/W	6.00	This course offers a survey of much of the Hebrew Bible (Old Testament) and the Christian Bible (New Testament).
AP/HUMA 3421	Origins of Christianity I: Paul and The First Generation (up to 65 CE)	F/W	3.00	This course explores the literary, social and cultural context of the apostle Paul and the recipients of his letters while also considering the legacies of Paul after his death. The course begins with a study of Paul's own writings (seven letters written ca. 50-60 CE to Christian communities throughout the Mediterranean world), through early biographical traditions (the Book of Acts), and into traditions about Paul used in later conflicts between rival Christian groups (the pseudo-Pauline letters, the so-called Pastoral Epistles, the Apostolikon of Marcion, and the non-canonical Acts of Paul and the Pseudo- Clementine Romance).
AP/HUMA 3422	Origins of Christianity II: Gospel Portraits of Jesus & Writing of the Second Generation (65- 135 CE)	F/W	3.00	This course takes a historical approach to writings produced in the second generation of the Jesus movements, including the gospels of Mark, Matthew, Luke, and John. The course begins with a discussion of the first-century Palestinian context for traditions about Jesus before turning to the ways Jesus was portrayed in the earliest narratives about him.

AP/HUMA 3425	Dead Sea Scrolls	F/W	3.00	The Dead Sea Scrolls provide an intriguing window into the development of early Christianity and rabbinic Judaism. This course examines the texts, the communities which produced them, contemporary movements within Judaism and Christianity, and the major lines of interpretive controversy.
AP/HUMA 3688 (cross- listed to AP/CCY 3688)	Holocaust Literature of Children and Youth	F/W	3.00	This course analyzes themes and art relevant to children and youth in adolescents' and children's Holocaust literature: novels, picture books and poetry. Participants apply cognitive and affective modes of perception—ways of knowing, perceiving, and sensing— to read through the eyes of the main characters, predominantly children and youth. Themes include growing up/down in ghettos and concentration camps, creativity and imagination as resilience and resistance, hidden children, not getting to say goodbye.
AP/HUMA 3795	A Cultural History of Satan: Personified Evil in Early Judaism and in Christianity	F/W	3.00	This course investigates the origins, development, significance, and social functions of personified evil--Satan and his demons--in early Judaism and in the history of Christianity. We will consider some of the most important literary and visual depictions of this figure (and his story) from the ancient world through the middle ages to our own day.
AP/HUMA 3810	Ancient Israelite Literature: The Hebrew/Old Testament in Context	RETIRED 2017 *	6.00	A survey of the literature of the Hebrew Bible within the context of its world. Students examine the text in translation and become familiar with a variety of literary, historical and theological approaches to the text. *a proposal to reactivate this course will be submitted

<p>AP/HUMA 3829 (cross-listed to AP/HIST 3829)</p>	<p>A Convenient Hatred? Antisemitism Before, During and After the Holocaust</p>	<p>F/W</p>	<p>3.00</p>	<p>This course examines the evolution of anti-Jewish thought and behaviour as a response to the crisis of modernity. It examines the role of antisemitism in 19th- and 20th-century European ideological, political and socio-economic developments and the Jewish responses to antisemitism.</p> <p>Details: This course surveys the evolution of anti-Jewish thought and behavior since antiquity but its emphasis is on the emergence of arguably new forms of fear and hostility directed at Jews that emerged in the modern era. After examining debates concerning the emancipation and integration of the Jews into European society in the late 18th century, the course focuses on the role of antisemitism in shaping 19th and 20th century society and Jewish life within it. By searching for continuities and discontinuities in the ways Jews have been perceived, imagined, defined, and treated (by themselves and others) in different time periods and contexts, it seeks, ultimately, to understand the context in which the Holocaust was both conceivable and possible. Finally, it looks for patterns of recurrent antisemitism in the contemporary world.</p>
<p>AP/HUMA 3835</p>	<p>Antisemitism and Islamophobia in Canada</p>	<p>F/W</p>	<p>6.00</p>	<p>This course examines contemporary manifestations of antisemitism and islamophobia in Canada. To provide historical context it explores the antecedents of anti-Jewish and anti- Muslim thought in the medieval and early modern periods. The course is interdisciplinary in nature drawing on both Humanities (primary texts, films, literature) as well as social science approaches.</p> <p>Course credit exclusion: AP/HUMA 38395 3.00</p>

				<p>Details: It begins by providing a brief historical review of Christian anti-Jewish thought and theology as put forward by the early Church fathers, Augustine and the subsequent papal bulls. The significance of the role of the Jew as moneylender in medieval feudal Europe will be explored as well as the antisemitism of the early modern period found in the writings of Martin Luther at the time of the Protestant Reformation. In addition to tracing these periods of anti-Jewish thought it examines the parallel anti-Muslim sentiment in the medieval Christian world as evidenced by, for example, the Crusades against the “Muslim infidels” in the Holy Land and the Christian project of the “reconquest” of the Iberian Peninsula from the Muslims. Turning to the central theme of Canada, the course explores the social history of Jewish and Muslim immigration and integration into Canada, thus uncovering examples of social exclusion experienced by these immigrant communities. Stereotypical depictions of Jews and Muslims in Canadian discourse will be interrogated to expose the underlying threads of xenophobia. The course will also examine contemporary Canadian internet hate which includes, for example, Holocaust denial and anti-Muslim rhetoric. These areas of investigation allow us to reflect on the broader questions of the course which concern the construction of ethnic/religious identity.</p> <p>How do minority groups negotiate their identities to find a comfortable place in a majority society?</p>
AP/HUMA 3843 (cross-listed to	Jerusalem: Sacred City, Contested City	F/W	3.00	<p>Since antiquity, Jerusalem has been a focal point for both spiritual transcendence and earthly strife. This course explores the history of a city holy to three major Western religions. It focuses on the political and religious factors that have shaped</p>

AP/HIST 3793)				<p>its changing meaning for Jews, Christians, and Muslims and the controversies that surround it to this day.</p> <p>Details: The course's learning objectives are multifold. Substantively, the course aims to impart to students a sense of the major periods in the life of Jewish religious expression and illustrate how an essential matrix of elements (God, Torah, Israel) has structured, in a recognizably continuous way, the lives of Jews while also generating new and at times highly distinct visions of God, Jewish doctrine, life cycle events, and the like. Methodologically, it emphasizes study of primary sources in translation (apart from a very few primary sources originally composed in English). In so doing, the course seeks to hone student awareness of the peculiarities of genre, the frequent indeterminacy of evidence, and difficulties involved in formulating careful historical assessments.</p>
AP/HUMA 3856	Women and the Holocaust	F/W	3.00	<p>Although the Nazi genocide targeted both men and women, writing by victims and survivors along with contemporary depictions of the Holocaust, indicates significant gender- specific differences in experience and ways of coping and remembering. Close readings and critical analyses of primary texts are emphasized.</p> <p>Details: In contemporary modes of representing the Holocaust, men and women are featured in particular ways that are frequently at odds with experience and historical reality and, moreover, sometimes suppress real memory, such as recollections of sexual violation, or disruptions of parent-child bonds under Nazi atrocity. Bringing gender analysis to bear on the Nazi</p>

				genocide – by examining both traces of the past (such as survivor narratives) and the role of that past in the contemporary imagination – expands the compass of Holocaust studies, and also has bearing on contemporary genocidal actions and gender-related war crimes
AP/HUMA 3858	Biblical Archaeology / Cult and Culture in Ancient Canaan	Last offered W18	3.00	This course surveys the material culture of the land known variously as Canaan, Israel, Judah, Judea, Palestine, and the Holy Land, from the Neolithic or "New Stone" Age (as of ca. 8500 BCE) until the Persian Period (539-330 BCE).
AP/HUMA 4000	Directed Reading	Y/F/W/S	6.00	In any given year, a limited number of faculty members may be available to supervise a special program of study (for a limited number of students) equal in credit to one full or half course.
AP/HUMA 4750	Gender and Sexuality in Jewish Life	Last offered W17	3.00	Explores distinctive Jewish approaches to questions of gender, sexuality, and the body, as formulated in their historical, religious, and social dimensions. While we begin our journey with Biblical sources, we focus most of our attention on contemporary encounters between gender/sexuality and Jewish life.
AP/HUMA 4803(cross-listed to AP/HIST 4225)	Church, Mosque, Synagogue	F/W	6.00	Repository description: Explores the contours of Christian-Muslim-Jewish co-existence in medieval Spain, focusing on religious and social themes. Topics include conversion, cross-traditional intellectual stimuli, sacred violence and positive images of the religious other.

AP/HUMA 4808	Sex and Violence in the Hebrew Bible	Last offered 15-16	6.00	This course attempts a nuanced reading of texts dealing with sexuality and/or violence in the Hebrew Bible. The discussion focuses both on a contextual and on a contemporaneous reading of these texts.
AP/HUMA 4809	Biblical and Ancient Near Eastern Literature	Last offered 17-18	6.00	<p>This course examines various biblical literary genres and themes within the context of literature from the ancient Near East.</p> <p>Details: Since the nineteenth century, it has become increasingly evident that the Hebrew Bible is a product of its world. The recovery and decipherment of literatures from Mesopotamia, Anatolia, Egypt, and the Levant have provided ample illustration of this contention. The aim of this course is to look at some of the various literary genres and themes that can be found in both biblical and ancient Near Eastern literature. The comparison and contrasting of similar or related literary genres and themes should serve to deepen the students' understanding of the Hebrew Bible and its world, in addition to introducing students to the wealth of literature from the ancient Near East. Among the literary genres to be discussed are legal texts, myths, legends, prophetic texts, historical records, and religious and secular/erotic poetry.</p> <p>Among the themes to be discussed are creation, the human condition, flood stories, foundational narratives, love, sexuality, relations with the divine, responses to disaster, mortality, immortality, etc.</p>

AP/HUMA 4818	Shaping Jewish Memory, Meaning, Imagination and Identity	F/W	3.00	This course explores how Jewish communities and individuals have remembered, interpreted and given meaning to the past to shape identity and values. It studies fiction, non-fiction, photographs, films, liturgy, and other vehicles of memory. Course credit exclusion: AP/HUMA 4818 6.00.
AP/HUMA 4819	Visions of the end: Early Jewish and Christian Apocalypticism	Last offered Y10-11	6.00	We will focus on understanding: (1) apocalyptic literature (biblical and nonbiblical, including 1 Enoch, Daniel, the Dead Sea Scrolls, and Revelation); (2) millennial movements; and (3) the apocalyptic worldview, which centers on the notion of God's ultimate intervention in order to destroy evil and inaugurate an eternal perfect kingdom. We will spend some time looking at the legacies of apocalypticism for religious movements, popular culture (e.g. film), and artistic representation in late antiquity, the middle ages, and the modern world to the present day.
AP/HUMA 4821	Culture, Society and Values in Israel	Last offered F18	3.00	This course offers an interdisciplinary exploration of the values and cultures of Israel and their evolution, expression, and reflection in cultural production, social structures, politics and history.
AP/HUMA 4822	Gender and Womanhood in Israel	Last offered W11	3.00	This course offers an interdisciplinary exploration of the cultural and historical development of Israeli womanhood during the early years of statehood. It pays special attention to the evolution of values and cultures of domestic space and home.

AP/HUMA 4823	Contemporary Israeli Society	Last offered W18	3.00	Explores how Israel offers a theoretical and practical model for explorations of questions surrounding national identity, religion and the state, war and society, management of linguistic and religious diversity, and environmental regulation. It focuses on the years since the 1967 War, a crucial dividing line in Israeli history.
AP/HUMA 4824 (cross- listed to AP/CCY 4824)	Imagining Anne Frank: The Girl, the Diary, the Afterlives	F/W	3.00	Analyzes Anne Frank's World War II diary from literary, cultural, and historical perspectives. Examines the evolution of Frank and the diary as cultural icons by analyzing representations of Frank as a figure in literature, including novels, poems, films, theatre, exhibitions, memoirs, and other people's diaries, with an eye to personal, collective, and historical memory.
AP/HUMA 4827 (cross- listed to AP/CLST 4827)	Graeco-Roman, Biblical, and Early Christian Concepts of the Soul	Last offered S18	3.00	This course explores concepts of soul from early Greek Civilization to the early Christian era. It examines a cluster of related concepts -- soul, spirit, shade, consciousness, will, and mind - that express the self or "inner person." Entailed are soul as a thing separate from body; sensation and perception; relation of soul to body; conflict within the soul; and the soul's eternity. Prerequisites: At least one AP/HUMA or AP/PHIL course at 3000- or 4000-level.
AP/HUMA 4828	Complex Relationships in the Contemporary Culture of Israel	F/W	3.00	This course examines a collage of complex relationships and emergent cultural identities in Israel. Readings relate to Israel's roots, cultural milieu, contemporary and classical literary canon. Readings, film subtitles, and analysis are in English, peppered with selected translations of Hebrew terminology.

AP/POLS 4561	Topics in Middle East Politics	F/W	3.00	This course prepares students to work in Middle Eastern Studies with an emphasis on political debates. We examine the history of state building, regional issues, nationalism, ideological trends, political movements and political parties in the modern Middle East.
AP/SOSC 3917 (cross- listed to AP/HUM A 3917)	Contemporary Jewish Life in North America	F/W	6.00	This course develops an understanding of contemporary North American Jewry using findings of social science. Social, cultural, political, and religious issues of concern to Jewish communities are analyzed, such as assimilation, intermarriage, Jewish identity, etc.

Courses from Faculty of Arts, Media, Production & Design

Course Code	Title	Frequency	Credit	Description
FA/ARTH 4631 (cross- listed to AP/HUM A 4631)	Nazi-Art Crime, Theft, Recovery and Restitution	F/W	3.0	<p>This seminar examines why, during the Nazi era, more than 5 million artworks illegally changed hands—a disproportionate number of them being works stolen from Jewish collectors—and how come it has been so challenging to retribute these pieces to their rightful owners. This course is divided into two parts: a study of the complex history of Nazi-art theft and its recovery from 1945 to the present, followed by classes that focus on six of history’s most important cases of Third-Reich looting and restitution.</p> <p>Nazi-era art theft and restitution is an emerging field of study. Scholarly literature on the subject is found across various fields, including law, anthropology, criminology, international relations, and art history. It is one of the most important and highly discussed subjects in the art world as a result of media attention on cases including Austria's 2004 return of Gustav Klimt's famous Portrait of Adele Bloch-Bauer I and the 2012 discovery of 1,285 unframed artworks found in the Munich apartment of Cornelius Gurlitt, works suspected to have been looted during the Second World War. Media coverage of Nazi-era art theft and restitution has had a significant role in shaping the public perception of the subject. This course will look at the issue in a broader context: from an art historical, legal, cultural, and ethical viewpoint. Reading news coverage, critiquing films and comparing scholarly and popular representations of Nazi-era art theft and restitution is a productive way of opening up questions and studying the field.</p> <p>No prerequisites but students must have at least 3rd year standing. Open to</p>

				non-majors.
FA/MUSI 1045/2045/3045 /4045	Klezmer Ensemble	F/W	3.00	Practical performance instruction in the Klezmer/Yiddish song musical traditions. Some performance ability and knowledge of violin, bass, guitar, cello, piano, clarinet, sax, accordion, trombone, flute or trumpet is required. Other instruments—including voice— are welcomed.
FA/MUSI 1099A/2099A/ 3099A/4099A	Ashkenazi & Sephardic Vocal Music	F/W	3.00	Private voice lessons in Ashkenazi, Klezmer, Yiddish and Sephardic (especially Judeo-Spanish) singing and song repertoires. Emphasis on text clarity, stylistic awareness and repertoire development will be featured.

Appendix D

Department of Humanities, Faculty of Liberal & Professional Studies

Academic Calender, Certificate in Jewish Studies

Undergraduate Certificate Programs are composed of courses which have been approved for credit in an undergraduate degree program. This certificate recognizes student achievement in courses that are cross-disciplinary in nature, but which have thematic coherence in the area of Jewish Studies. Students may count towards this certificate credits that they are also counting towards a Bachelor of Arts (BA) degree.

Students in the Jewish Teacher Education (JTE) program should consider the [Advanced Certificate in Hebrew & Jewish Studies](#) which is open to students in the Direct Entry Concurrent Model BA-Bed.

Admission Requirements

The Certificate in Jewish Studies can be pursued as a stand-alone certificate or concurrent with fulfilment of the requirements for a bachelor's degree. This certificate is also open to students who already hold a bachelor's degree from an accredited institution and who are admissible according to Faculty and University policies. This certificate is not, however, open to students who are pursuing or who already hold a degree in Hebrew and Jewish studies or the Advanced Certificate in Hebrew & Jewish Studies.

Graduating with a certificate

Except where otherwise stated, a minimum cumulative grade point average of 4.0 is required to satisfy certificate requirements. Students must also submit an application to graduate from a certificate program. Applications should be obtained from and filed with the unit administering the certificate program. Transcript notation that the requirements for a certificate have been completed will be made once the Registrar's Office has received notice from the unit administering the program. Certificates will not be conferred until candidates have successfully completed an undergraduate degree program if they are simultaneously enrolled in a degree and a certificate program. The Faculty does not award certificates retroactively. Refer to the Academic Standards section for details of the undergraduate certificate minimum standards.

Certificate Requirements

As part of this 24-credit Certificate, students must take the following courses:

- **Nine credits in the following required courses:**
 - AP/HUMA 1880 6.00 (cross-listed to AP/HIST 1190 6.00)
 - AP/HUMA 3831 3.00
- 15 credits in the area of Jewish Studies can be chosen from the list on the [program website](#).

In addition, qualification for the Certificate is subject to the following:

- At least 18 credits completed in fulfilment of these requirements must be at the 3000 or 4000 level.
- The cumulative grade point average in all 24 credits must be at least 5.0.

Normally, no more than 18 credits may be taken outside York University, and no more than 12 credits taken at a non-BA-granting institution can go towards the fulfilment of the Certificate. Such credits are accepted at the discretion of the Certificate Coordinator. A transcript reflecting these credits must be submitted at the time of application for the Certificate. Where possible, syllabi should be provided for such courses as well.

A comprehensive list of all approved courses is available at <https://www.yorku.ca/laps/huma/jest/courses/>.

Additional information is available in the Office of the Centre for Jewish Studies, 763 Kaneff Tower, 416-736-5823 or the Department of Languages, Literatures and Linguistics, South 561 Ross, 416-736-5016.

Appendix E: Support Statements

October 1, 2021

Kalman Weiser
Department of Humanities, York University
754 Kaneff Tower

Email: kweiser@yorku.ca

Dear Professor Weiser:

Re: Decanal Support for the Jewish Studies Certificate Proposal

I am pleased to provide you with a letter of support for the major modification to introduce a new version of the Jewish Studies Certificate to be housed in the Department of Humanities.

The proposed certificate aligns to the principles of the University Academic Plan, 2020-25. Specifically, the introduction of a 24-credit certificate to complement the existing 36-credit Advanced Certificate in Hebrew and Jewish Studies aligns to the principles of “21st century learning” (diversifying who, how, and what we teach) and “from access to success” in providing a pathway to credential completion for students who are interested in the certificate for reasons other than additional qualifications in teacher education. By providing a certificate option without the 12-credit language requirement in the Advanced Certificate, the proposed option expands access for students to certification either as a stand-alone or concurrent credential.

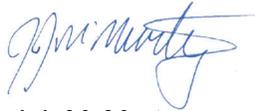
The proposed certificate also aligns to the principles of the Faculty of Liberal Arts & Professional Studies Academic Plan, 2021-26. By creating another version of the undergraduate certificate that is available to a wider range of students of diverse motivation, the proposed Certificate in Jewish Studies is part of our mission to “offer a broad range of rigorous curricular programs that engaged with emerging and longstanding local and global concerns and needs, including education for sustainable development.” By positioning the certificate’s relevance beyond the exclusive interest of Jewish students, the proposed initiative “[recognizes] the diversity of the LA&PS student body and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups.”

I note that the projected enrolment for the Certificate in Jewish Studies is modest to start: between two and five students in its launch year. Based on the current metrics for certificate completion in LA&PS, this is a realistic projection which I appreciate. To realize the steady state enrolment projection of fifteen to twenty students per year, the full-time faculty in Jewish Studies may need to commit to robust participation in recruitment events as well as to meet with the Associate Dean Programs regarding a recruitment strategy. I note this in light of the fact that a small number of students across York opt to complete any form of credential combination during undergraduate studies, despite our Faculty’s robust offering of diverse, high quality certificate options.

I see in the proposal that the certificate will be comprised of existing courses taught by current faculty members from across History, Humanities, D-LLL, and Social Sciences. Faculty expertise in this area is more than adequate to support the delivery of the program without the need for additional academic or staff hiring. As you noted in the Notice of Intention and the proposal brief, there are no substantial resource implications associated with the creation and maintenance of the certificate.

In short, I support fully the proposal to create the Certificate in Jewish Studies.

Sincerely,

A handwritten signature in blue ink, appearing to read "J.J. McMurtry". The signature is fluid and cursive, with a large initial "J" and a long, sweeping underline.

J.J. McMurtry
Dean
Faculty of Liberal Arts & Professional Studies



DIVISION OF STUDENTS

October 6, 2021

Office of the University
Registrar

To: Academic Standards, Curriculum and Pedagogy Committee

Darran A. Fernandez
University Registrar

RE: Jewish Studies Certificate

Bennett Centre for Student
Services

The proposal for the Jewish Studies Certificate has been reviewed by the Office of the University Registrar.

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 2100
darran@yorku.ca

We support this proposal and look forward to working collaboratively with the Faculty of Liberal Arts & Professional Studies on the implementation details in support of their requirements.

Sincerely,

A handwritten signature in black ink that reads "Darran Fernandez".

Darran A. Fernandez, M.Ed.
University Registrar
York University



Major Modifications to Existing Programs

1. Program: African Studies Program
 2. Degree Designation: B.A Degree (Double Major or Minor)
 3. Type of Modification:
 - De-link African Studies from other disciplines and programs in LA&PS
 - Reconstitute African Studies as a standalone program
 - Create a direct entry option for the program
 4. Effective Date: Fall 2022
-

5. Provide a general description of the proposed changes to the program.

The African Studies Program, as currently constituted, is available only to students who are enrolled in the following disciplines and specific programs in LA&PS: Anthropology, History, Political Science, and International Development Studies. This structure poses a significant barrier of access to other students outside these disciplines and programs to enroll in African Studies, even when they wish to acquire, expand, and apply their knowledge to Africa. It also considerably limits the ability of the program to attract new students from different faculties and programs both within and outside LA&PS. Therefore, this proposal aims to achieve the following:

- (i) de-link African Studies Program from being available solely to students in certain disciplines and programs in LA&PS;
- (ii) restructure African Studies as a standalone major and minor degree program; and
- (iii) create a direct entry option for African Studies open to all students who can take it as either a double major or major/minor

6. Provide the rationale for the proposed changes.

The main rationales for the proposed changes are as follows. Firstly, these changes will address the needs of students who are interested in African Studies but cannot enroll in the program as currently constituted. Statistics Canada indicates that Toronto is now home to the highest number of people of African descent (Statistics Canada 2019). However, students of African descent who come to York are likely to be enrolled in disciplines and programs not linked to Africa Studies. Delinking the program will provide these and other students who are interested in African Studies greater opportunities to acquire informed and critical understandings of Africa's diverse histories, economies, politics, and cultures through interdisciplinary and multidisciplinary lenses. It will also allow for degree combinations that foster innovative knowledge production and application (including Gender, Sexuality, and Women's Studies, Social Work, Economics, Sociology, French Studies, Linguistics, Geography, and Administrative Studies). Secondly, these changes will give the program greater autonomy

and flexibility to build collaborative relationships beyond existing linkages while the program grows to address the needs of students. Delinking the program must be accompanied with the ability to cultivate relationship with all disciplines and programs in and outside LA&PS where African-Canadians, Africans, and other students interested in Africa may be enrolled. The need for this restructuring has become particularly critical in the wake of renewed transnational Black movements to acquire greater knowledge and connection with the homeland, Africa.

7. Comment on the alignment between the program changes with Faculty and/or University academic plans.

The proposed changes align with York University's plans in the following ways:

(a) Student Experience

By de-linking the program, the African Studies program becomes available to all students in and outside LA&PS, thus aligning with the University's intention to strengthen the broader learning environment for students. This is because a degree in Africa Studies not only offers students the challenge of personal and political insight; it also encourages students to grow intellectually beyond the confines of traditional academic learning. Hence, student experience is enriched by broadening the availability of the program to students in and outside LA&PS. Moreover, the African Studies program employs a student-centered approach that allows them to have an opportunity to curate their education in a manner that supports their desired career paths. The African Studies program draws together the many diverse members of the York community with an interest in Africa and provides them with a scholarly, cultural, and progressive learning forum. De-linking the program therefore allows for greater strengthening, showcasing, and leveraging of these distinct York features to benefit students and society. In this way, students' learning will be enhanced, providing a viable pathway to strengthening student success and flourishing.

(b) Teaching and Learning

Through the availability and delivery of the African Studies program to students throughout York University, the program gives them access to innovative pedagogies beyond their home departments and programs while making available to them unique approaches to student-centred services. This includes, but is not limited to, experiential education and learning (i.e. field practicums and study abroad opportunities), internationalization of the curriculum (i.e. African Studies straddles both the domestic and international spheres of learning and application), and mapping curriculum onto student learning outcomes by offering them with the opportunity for degree combinations supportive of their learning pathways, alongside strengthening retention, and enhancing student success and satisfaction. In having a commitment to both the intrinsic benefits of academic inquiry and to the wellbeing of the peoples of Africa; and to those ends, the African Studies program also undertakes to equip students seeking to do likewise, whether through graduate work, professional occupations in African development, humanitarian assistance, business, and/or work with African communities within Canada and abroad.

(c) Access and Equity

York University has one of the most diverse student populations, and it is recognized as the microcosm of contemporary Canada because of this diversity. Meeting students' diverse needs also includes providing quality programs. Such programs speak to and support students who wish to engage with their interests; they broaden their interests by providing programs that explicitly highlight the collaborative intent and effective outcomes between and across disciplines in addressing contemporary global and local social problems; and they represent

their inherent diversity. All of this speaks to York’s plan to enhance inclusivity through providing learning experiences reflective of the rich diversity of student life. Specifically, the program changes align with York’s Anti-Black Racism Framework which, among other things, is meant to ensure that diversity of Black scholarship is represented in the curriculum, research, library collections, and other information resources in all areas and disciplines. Considering that people of African origin constitute one of Canada’s largest non-European population and are highly concentrated in Toronto (Statistics Canada 2019), a delinked African Studies Program is an affirmation of York’s commitment to further develop and maintain ties with Africa.

No duplication occurs with the de-linking of this program within York. Student demands to access this program has been consistently evidenced in both Fall and Spring campus days with students outside of International Development Studies, Anthropology, Political Science, and History looking to explore opportunities for double majors or major/minors in African Studies. Broadening the availability of the African Studies program to students throughout York University allows for the reinvigoration of the program; one that enables wider opportunities for practical experience and engagement with historical and contemporary issues through transdisciplinary, crossdisciplinary and multidisciplinary lenses.

8. Provide a detailed outline of the changes to the program and the associated learning outcomes, including how the proposed requirements will support the achievement of program learning objectives (i.e., the mapping of the requirements to the program learning outcomes).

Supported by York’s Teaching Commons, the program has undergone an extensive curriculum review and remapping exercise which resulted in the following refined set of measurable and assessable learning outcomes.

New Program Learning Outcomes	Course(s) and assessment(s)
<p>Draw on informed understandings of Africa and its diasporas’ richly diverse histories, economies, politics, and cultures to effectively communicate and represent the continent’s historical and contemporary experiences in written and/or oral form while being sensitive to its diversity.</p>	<p>SOSC 2480 (Introduction to African Studies)– Tutorial memo, group presentation, in-class tests, exams</p> <p>SOSC 3480 (Culture, Democracy, and Development in Africa)– Class memo, long essay, in-class test, and exam</p> <p>SOSC 3481 (An Introduction to African Diasporas: History, Theory, and Movement – Review essay, group</p>
<p>Appraise efforts to reimagine Africa and the African diasporas in terms of their centrality to world history, the advancement of humanity, and as sites of ongoing knowledge production.</p>	<p>SOSC 3481 – collaborative assignments, community engagement, and cultural and artistic activities.</p> <p>SOSC 4510 (African Popular Culture)– reflection paper on representation of Africa (focusing on Afrofuturisms, for example)</p>

<p>Acquire and apply essential critical thinking skills that question dominant narratives about Africa, deconstruct and reconstruct its history, and redefine the relationship between knowledge, identity, and the social realities of Africans.</p>	<p>SOSC 2480 – Critical reflection paper, test, and exam</p> <p>SOSC 4510 - Critical Commentary</p> <p>SOSC 3481 – Review essay, group presentation, test, and exam</p>
<p>Reflect on individual learning and collective experiences through placement courses and other experiential opportunities so as to interrogate and/ or appraise the many ways in which Africa is constructed simply as a site of interventions and a recipient of donor policies.</p> <p>Recognize, appreciate, and represent Africa’s agency both in dealing with ongoing socioeconomic and political challenges as well as its relationship with the outside world.</p>	<p>SOSC 3801 – Fundraising pitch presentation, Draft 1 of funding proposal and final funding proposal</p> <p>SOSC 4605 – Placement related approvals / documents, field visit by instructor, hands-on experience reports, assignments, and evaluation comments by supervisor</p>
<p>Compare multifaceted research and practical initiatives which are both ethically and critically informed, particularly by the awareness of the importance of Africa’s relationships and contributions in global contexts.</p>	<p>SOSC 3801 – Fundraising pitch presentation, Draft 1 of funding proposal and final funding proposal</p> <p>SOSC 4605 – Placement related approvals / documents, field visit by instructor, hands-on experience reports, assignments, and evaluation comments by supervisor</p>

To integrate experiential learning within the curriculum, the following changes have been made. SOSC 3801 Professional Skills for International Development and SOSC 4605 International Development Placement, courses offered by International Development Studies, are core courses to be taken before the completion of a degree in African Studies. While SOSC 3801 offers practical skills and knowledge for international development work in Canada and abroad, SOSC 4605 prepares students to work, volunteer, and intern in the field of development through practical experience. As these courses are also based in the Department of Social Science, often taught by IDS faculty that are co-appointed or affiliated to African Studies and they include experiences of development in non-Western regions like Africa, cross listing them as core courses does not alter the program’s identity and learning outcomes. Rather, doing so would serve to strengthen the existing relationship between African Studies and International Development Studies for the mutual benefits of our students. Other sources of experiential learning opportunities include continued collaboration with the Harriet Tubman Institute for Research on Africa and its Diaspora, regular international talks and seminars organized in collaboration with other disciplines and programs, events organized by student associations and numerous African student organizations/clubs, and revitalization of the study abroad initiative (particularly the Ghana experiential education course). A series of meetings have been held with the Director and Executive Council of the Tubman Institute to forge closer ties between the institute and the African Studies program. So far, there is a mutual agreement to ensure that executive council of the Tubman Institute will also serve to be part of the executive and advisory councils of the African Studies program. In so doing, we also ensure that our global outreach will be fostered through such initiatives such as summer student programs conducted in conjunction

with the Tubman Institute.

Moreover, we are enhancing the capacity, revitalization, and role of the African Studies Association (ASA). In addition to student clubs organizing social events for students, the association will be integrated through a relationship between practical learning and experiential opportunities available in the wider African communities in the Greater Toronto Area (GTA) and beyond. It will also build relationships with other student associations from disciplines and

programs whose students take African Studies as a second major or minor.

9. Summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

We have undertaken extensive consultation with the Black Studies program, which is related to African Studies, to ensure that we avoid any overlap while the two programs continue to collaborate. Specifically, we held meetings where we decided not to include the word 'diaspora' in any name change in line with plans to make Black Studies a degree program. The Dean's Office had been represented in these meetings. We have held series of informal talks with Chairs and Undergraduate Program Directors in Social Science, African Studies' home department. All are highly supportive of the initiative to delink the African Studies program as necessary to attract more students to the program. In the cyclical program review conducted in 2017-18, the Dean recommended a review and development of the program's curriculum to better articulate the innovative change envisaged in the program. In 2019, the Vice Provost Academic authorized the development of a proposal for changes after reviewing the Notice of Intent (NOI) to delink the African Studies program. Since then, the Vice Provost Academic and Teaching Commons supported a thorough curriculum review and remapping process.

Similar consultations have been held with Chairs/Coordinators of the linked disciplines and programs: Anthropology, History, Political Science, and International Development Studies programs. De-linking African Studies exclusively from these four (4) programs will not impact students enrolled in said degree programs from continuing to have access to African Studies both now and in the future. We have reached out and held consultations with the Black Canadian Certificate program based in the Humanities. Our social science degree program in Africa and African Diaspora Studies will have no impact on enrollment in the Humanities certificate program.

Moreover, in addition to established scholars who are already affiliated to the program such as Professors Love Joy, Gertrude Mianda, Pablo Idahosa, Uwafiokun Idemudia, and Jose Curto, there have been a number of new, young and energetic Africanists and Africans hired in units in the past five years such as History, Communication Studies, Sociology, Health and Society, Faculty of Health, Faculty of Science, and Schulich Business School. These scholars have all expressed strong interest in teaching and cross listing courses related to Africa Studies to ensure that York's African Studies program becomes an internationally renowned program. Thus, in some instances, they have expressed interest in participating in the development of the program including supporting and mentoring our students. Among the young and new African faculty who have expressed such interests are Drs. Mary Goitom (Social Work), Sylvia Bawa (Sociology), Nathanael Ojong (IDS), Jude Kong (Mathematics and Statistics, Faculty of Science), Oghenowede Eyawo (School of Global Health, Faculty of Health), Vermonja R. Alston (Humanities), and Oyemolade Molade Osibodu (Faculty of Education). For these reasons, we do not anticipate any challenges by moving ahead with the de-linking process.

10. Are changes to the program's admission requirements being proposed coincident with the program change(s)? If so, outline the admission changes, and comment on the appropriateness of the revised requirements to the achievement of the program learning outcomes.

No changes to the program's requirements.

11. Describe any resource implications and how they are being addressed (e.g., through a

reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

These proposed changes are resource neutral, meaning no new resources are needed to implement them. Africanists and African faculty members mentioned above are willing to explore no cost opportunities such as cross listing their courses with African Studies. We are exploring the possibility of cross listing courses with the Department of Humanities, including the Black Canadian Studies Certificate program. For example, **Vernonja R. Alston's new course, Religious Cultures of African and African Diaspora People, will be available to our students in the 2022/23 academic year if approved by the Department of Humanities.** There are several courses in faculties and programs outside LA&PS such as HH/IHST 1010 Foundations of Global Health Studies that our students can take without a prerequisite. In addition, we have started informal conversations with disciplines outside LAPS, such as the School of Global Health, around waiving the prerequisite for some courses outside our program that may be of interest to our students.

12. Is the mode of delivery of the program changing? If so, comment on the appropriateness of the revised mode(s) of delivery to the achievement of the program learning outcomes.

No.

13. Is the assessment of teaching and learning within the program changing? If so, comment on the appropriateness of the revised forms of assessment to the achievement of the program learning outcomes.

As indicated in the curriculum mapping above, SOSC 3801 and SOSC 4605 are now core to the assessment of the program's pedagogy and learning outcomes. They assess 3 out of 6 learning outcomes and students are required to take one of these courses before they graduate with a double major or major/minor degree in African Studies. Revising the assessment is necessary because practical and experiential learning is now central and integral to the program.

14. Provide a summary of how students currently enrolled in the program will be accommodated.

The proposed changes to the course structure are expected to take effect in the 2022/23 academic year. **Students who are currently enrolled will be advised to take SOSC 3801 or SOSC 4605 in advance of this change to ensure that they will all meet the new requirements to graduate with a double major or major/minor degree in African Studies.**

15. Provide as an appendix a side-by-side comparison of the existing and proposed program requirements as they will appear in the Undergraduate or Graduate Calendar.

Double major under current curriculum (36 credits)	Double major after modification (36 credits)
<input type="checkbox"/> AP/SOSC 2480 6.00	<input type="checkbox"/> AP/SOSC 2480 6.00
<input type="checkbox"/> 24 credits chosen from African	<input type="checkbox"/> 24 credits chosen from African

<p>Studies Program courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> AP/SOSC 4510 6.00 	<p>Studies Program courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> AP/SOSC 4510 6.00 or <input type="checkbox"/> AP/SOSC 3801 6.00
<p>Major / minor under current curriculum (30 credits)</p>	<p>Major / minor after modification (30 credits)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> AP/SOSC 2480 6.00 <input type="checkbox"/> 18 credits chosen from African Studies Program courses <input type="checkbox"/> AP/SOSC 4510 6.00 	<ul style="list-style-type: none"> <input type="checkbox"/> AP/SOSC 2480 6.00 <input type="checkbox"/> 18 credits chosen from African Studies Program courses <input type="checkbox"/> AP/SOSC 4510 6.00 or <input type="checkbox"/> AP/SOSC 3801 6.00

Calendar Copy

Use information from the current Academic Calendar. Denote additions in **bold, blue, underlined** type and deletions with a ~~strikethrough~~ in the left column.

Current Calendar Copy Example: Delete this text	Proposed Calendar Copy Example: <u>Add this text</u>
<p>Honours Double Major Interdisciplinary (Linked) BA</p> <p>The African Studies program is an Honours Double Major Interdisciplinary BA program. African studies majors must take a second major (co-major) in another department/discipline in the Faculty of Liberal Arts and Professional Studies, or with kinesiology and health science or psychology in the Faculty of Health. Students must take at least 36 credits in the African Studies program and at least 36 credits in the co-major according to the requirements and regulations specified by each department/discipline for an Honours Double Major Interdisciplinary BA program. Courses taken to meet African studies requirements cannot also be used to meet the requirements of the departmental major. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least six credits in African studies and six credits in the departmental major. For further details of requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.</p> <p>Note: in a double major program, a course may count only once toward major credit.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p>	<p>Honours Double Major Interdisciplinary (Linked) BA</p> <p>The African Studies program is an Honours Double Major Interdisciplinary BA program. African studies majors must take a second major (co-major) in another department/discipline in the Faculty of Liberal Arts and Professional Studies, or with kinesiology and health science or psychology in the Faculty of Health. Students must take at least 36 credits in the African Studies program and at least 36 credits in the co-major according to the requirements and regulations specified by each department/discipline for an Honours Double Major Interdisciplinary BA program. Courses taken to meet African studies requirements cannot also be used to meet the requirements of the departmental major. Students in these interdisciplinary programs must take a total of at least 18 credits at the 4000 level, including at least six credits in African studies and six credits in the departmental major. For further details of requirements, refer to the listings for specific Honours Double Major Interdisciplinary BA programs.</p> <p>Note: in a double major program, a course may count only once toward major credit.</p> <p>Residency requirement: a minimum of 30 course credits and at least half (50 per cent) of the course credits required in each undergraduate degree program major/minor must be taken at York University.</p> <p>Graduation requirement: students must successfully complete (pass) at least 120 credits which meet the Faculty's degree and program requirements with a cumulative grade point average of at least 5.00.</p>

General education: a minimum of 21 General Education credits as follows:

- 6.00 credits in Natural Science (NATS)
- A 9.00 credit approved general education course in the social science or humanities categories
- A 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: the 36 credits in African studies must include the following:

- [AP/SOSC 2480 6.00](#);
- 24 credits chosen from the list of African studies courses;
- [AP/SOSC 4510 6.00](#).

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: students who are completing this program are deemed to fulfil this requirement.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

Note: in a major/minor program, a course may count only once toward major credit or minor credit.

Minor credits: the Honours Minor in African studies comprises at least 30 credits including the following:

- [AP/SOSC 2480 6.00](#);
- 18 credits chosen from the list of African studies courses;
- [AP/SOSC 4510 6.00](#).

At least six credits in the minor must be at the 4000 level.

African Studies Courses

General education: a minimum of 21 General Education credits as follows:

- 6.00 credits in Natural Science (NATS)
- A 9.00 credit approved general education course in the social science or humanities categories
- A 6.00 credit approved general education course in the opposite category to the 9.00 credit course in social science or humanities already taken

Major credits: the 36 credits in African studies must include the following:

- [AP/SOSC 2480 6.00](#);
- 24 credits chosen from the list of African studies courses;
- [AP/SOSC 4510 6.00](#).
- AP/SOSC 3801 6.00

Upper-level credits: at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.

Credits outside the major: students who are completing this program are deemed to fulfil this requirement.

Honours Minor BA

The Honours Minor BA program described may be combined with any approved Honours BA program that offers a major/minor option in the Faculty of Environmental and Urban Change, the Faculty of Health, the Faculty of Liberal Arts and Professional Studies, the Faculty of Science, the School of the Arts, Media, Performance and Design, or the Lassonde School of Engineering. For further details on requirements, refer to the listings for specific Honours programs that may be pursued jointly with other Faculties.

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- [AP/SOSC 2480 6.00](#);
- 18 credits chosen from the list of African studies courses;
- [AP/SOSC 4510 6.00](#).
- AP/SOSC 3801 6.00

At least six credits in the minor must be at the 4000 level.

Not all of the courses listed below will necessarily be offered in any given year.

With the approval of the program coordinator and subject to course exclusion and residency requirements, students may complete other courses for program credit in African studies.

- [AP/ANTH 3120 6.00](#)
- [AP/ANTH 3320 3.00](#)
- [AP/ANTH 3320 6.00](#)
- [AP/ANTH 3410 6.00](#)
- [AP/ECON 3550 3.00](#)
- [AP/ECON 3560 3.00](#) (cross-listed to: [AP/PPAS 3560 3.00](#))
- [AP/EN 3420 6.00](#)
- [AP/EN 4420 6.00](#)
- [AP/EN 4421 3.00](#)
- [AP/FR 4361 3.00](#)
- [AP/GWST 3524 3.00](#) (cross-listed to: [GL/GWST 3524 3.00](#), [GL/HIST 3658 3.00](#), [GL/ILST 3658 3.00](#), [GL/SOCI 3658 3.00](#))
- [AP/HIST 1010 6.00](#)
- ~~[AP/HIST 1065 6.00](#)~~
- [AP/HIST 2750 6.00](#)
- [AP/HIST 3535 6.00](#)
- ~~[AP/HIST 3630 6.00](#)~~
- [AP/HIST 3700 6.00](#)
- ~~[AP/HIST 3705 3.00](#)~~
- [AP/HIST 4079 6.00](#)
- [AP/HIST 4770 6.00](#)
- [AP/HIST 4799 6.00](#)
- [AP/HIST 4830 6.00](#)
- [AP/HUMA 1300 9.00](#)
- [AP/HUMA 3315 3.00](#)
- [AP/HUMA 3316 3.00](#)
- [AP/HUMA 3665 3.00](#) (cross-listed to: [AP/ANTH 3610 3.00](#))
- [AP/PHIL 3180 3.00](#) (cross-listed to: [AP/HREQ 3180 3.00](#))
- [AP/POLS 3560 6.00](#)
- [AP/POLS 3570 3.00](#)
- [AP/POLS 4575 3.00](#)
- [AP/POLS 4576 3.00](#)
- [AP/POR 3660 3.00](#)
- ~~[AP/MIST 4050 6.00](#)~~
- [AP/SOSC 1430 9.00](#)
- [AP/SOSC 1439 9.00](#)
- [AP/SOSC 2480 6.00](#)

African Studies Courses

Not all of the courses listed below will necessarily be offered in any given year.

With the approval of the program coordinator and subject to course exclusion and residency requirements, students may complete other courses for program credit in African studies.

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- [AP/EN 4420 6.00](#)
- [AP/EN 4421 3.00](#)
- [AP/FR 4361 3.00](#)
- [AP/GWST 3524 3.00](#) (cross-listed to: [GL/GWST 3524 3.00](#), [GL/HIST 3658 3.00](#), [GL/ILST 3658 3.00](#), [GL/SOCI 3658 3.00](#))
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- [AP/HIST 2750 6.00](#)
- [AP/HIST 3535 6.00](#)
- [AP/HIST 3700 6.00](#)
- [AP/HIST 4079 6.00](#)
- [AP/HIST 4770 6.00](#)
- [AP/HIST 4799 6.00](#)
- [AP/HIST 4830 6.00](#)
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- [AP/SOSC 1439 9.00](#)
- [AP/SOSC 2480 6.00](#)
- [AP/SOSC 3040 6.00](#)
- [AP/SOSC 3480 6.00](#)
- [AP/SOSC 3481 6.00](#)

- ~~[AP/SOSC 2791 6.00](#)~~
- ~~[AP/SOSC 2812 6.00](#)~~
- [AP/SOSC 3040 6.00](#)
- ~~[AP/SOSC 3411 6.00](#)~~
- [AP/SOSC 3480 6.00](#)
- [AP/SOSC 3481 6.00](#)
- [AP/SOSC 3541 3.00](#)
- ~~[AP/SOSC 4170 6.00](#)~~
- [AP/SOSC 4510 6.00](#)
- ~~[AP/SOSC 4918 6.00](#)~~
- [AP/SWAH 1000 6.00](#)
- ~~[AP/SWAH 2000 6.00](#)~~
- [EU/ENVS 3800 3.00](#)
- [EU/ENVS 4220 3.00](#)
- [EU/GEOG 2070 3.00](#)
- [EU/GEOG 3370 3.00](#)
- [EU/GEOG 3750 3.00](#)
- ~~[EU/GEOG 4370 3.00](#)~~
- [FA/DANC 2510A 3.00](#)
- [FA/DANC 2511A 3.00](#)
- [FA/DANC 3510A 3.00](#)
- [FA/DANC 3510F 3.00](#)
- [FA/DANC 3511 3.00](#)
- [FA/MUSI 1043 3.00](#)
- ~~[FA/MUSI 1046 3.00](#)~~
- [FA/MUSI 2043 3.00](#)
- [FA/MUSI 2046 3.00](#)
- [FA/MUSI 3043 3.00](#)
- ~~[FA/MUSI 3046 3.00](#)~~
- [FA/MUSI 4043 3.00](#)
- [FA/MUSI 4046 3.00](#)
- [GL/HUMA 3923 3.00](#) (cross-listed to: [GL/FRAN 3923 3.00](#))
- ~~[GL/SOCI 3610 3.00](#)~~ (cross-listed to: [GL/ILST 3610 3.00](#), [GL/GWST 3610 3.00](#))

- [AP/SOSC 3541 3.00](#)
- [AP/SOSC 4510 6.00](#)
- [AP/SWAH 1000 6.00](#)
- [EU/ENVS 3800A 3.00](#)
- [EU/ENVS 4220 3.00](#)
- [EU/GEOG 2070 3.00](#)
- [EU/GEOG 3370 3.00](#)
- [EU/GEOG 3750 3.00](#)
- [FA/DANC 2510A 3.00](#)
- [FA/DANC 2511A 3.00](#)
- [FA/DANC 3510A 3.00](#)
- [FA/DANC 3510F 3.00](#)
- [FA/DANC 3511A 3.00](#)
- [FA/MUSI 1043 3.00](#)
- [FA/MUSI 2043 3.00](#)
- [FA/MUSI 2046 3.00](#)
- [FA/MUSI 3043 3.00](#)
- [FA/MUSI 4043 3.00](#)
- [GL/HUMA 3923 3.00](#) (cross-listed to: [GL/FRAN 3923 3.00](#))

Curriculum Map – African Studies Program

Courses (As listed in the current Academic Calendar)	Honours BA: 120 Credits						
	Major credits: 36 credits in African studies, with at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level. Minor credits: at least 30 credits including AP/SOSC 2480 6.00 , AP/SOSC 4510 6.00 , and 18 credits chosen from the list of African studies courses. At least six credits in the minor must be at the 4000 level.						
	Program Learning Outcomes						
	Core	Electives	Depth and Breadth of Knowledge 1a, 1b, 1c	Knowledge of Methodologies 2a, 2b, 2c	Application of Knowledge 1, 2	Communication Skills	Awareness of Limits of Knowledge a, b, c
SOSC 2480 6.00	x		I	I	I	I	I
SOSC 4510 6.00	x		D/A	D/A	D/A	D/A	D
SOSC 3801 6.00	x		D/A	D/A	D/A	D/A	D/A
ANTH 3120 6.00		x	D	D	D	D	D
ANTH 3320 3.00		x	D	D	D	D	D
ANTH 3320 6.00		x	D	D	D	D	D
ANTH 3410 6.00		x	D	D	D	D	D
ECON 3550 3.00		x	D	D	D	D	D
ECON 3560 3.00 (cross-listed to: AP/PPAS 3560 3.00)		x	D	D	D	D	D
EN 3420 6.00		x	D	D	D	D	D
EN 4420 6.00		x	D/A	D/A	D/A	D/A	D/A
EN 4421 3.00		x	D/A	D/A	D/A	D/A	D/A
FR 4361 3.00		x	D	D	D	D	D
GWST 3524 3.00 (cross-listed to: GL/GWST 3524 3.00, GL/HIST 3658 3.00, GL/ILST 3658 3.00, GL/SOCI 3658 3.00)		x	D	D	D	D	D
HIST 1010 6.00		x	I	I	I	I	I
HIST 1065 6.00		x					
HIST 2750 6.00		x	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Courses (As listed in the current Academic Calendar)	Honours BA: 120 Credits						
	<p>Major credits: 36 credits in African studies, with at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Minor credits: at least 30 credits including AP/SOSC 2480 6.00, AP/SOSC 4510 6.00, and 18 credits chosen from the list of African studies courses. At least six credits in the minor must be at the 4000 level.</p>						
	Program Learning Outcomes						
Core	Electives	Depth and Breadth of Knowledge 1a, 1b, 1c	Knowledge of Methodologies 2a, 2b, 2c	Application of Knowledge 1, 2	Communication Skills	Awareness of Limits of Knowledge a, b, c	
HIST 3535 6.00	x	D	D	D	D	D	
HIST 3630 6.00	x						
HIST 3700 6.00	x	D	D	D	D	D	
HIST 3705 3.00	x						
HIST 3780 6.00	X	D	D	D	D	D	
HIST 3781 3.00	X	D	D	D	D	D	
HIST 3785 3.00	x	D	D	D	D	D	
HIST 4079 6.00	x	A	A	A	D/A	D/A	
HIST 4770 6.00	x	A	A	A	D/A	D/A	
HIST 4799 6.00	x	A	A	A	D/A	D/A	
HIST 4830 6.00	x	A	A	A	D/A	D/A	
HUMA 1300 9.00	x	I/D	I/D	I/D	I/D	I	
HUMA 3315 3.00	x	D	D	D	D	D	
HUMA 3316 3.00	x	D	D	D	D	D	
HUMA 3665 3.00 (cross-listed to: AP/ANTH 3610 3.00)	x	D	D	D	D	D	
AP/PHIL 3180 3.00 (cross-listed to: AP/HREQ 3180 3.00)	x	D	D	D	D	D	
POLS 3560 6.00	x	D	D	D	D	D	
POLS 3570 3.00	x	D	D	D	D	D	
POLS 4575 3.00	x	D/A	D/A	D/A	D/A	D/A	
POLS 4576 3.00	x	D/A	D/A	D/A	D/A	D/A	

I	Introduce
D	Develop
A	Achieve/Assess

Courses (As listed in the current Academic Calendar)	Honours BA: 120 Credits						
	<p>Major credits: 36 credits in African studies, with at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Minor credits: at least 30 credits including AP/SOSC 2480 6.00, AP/SOSC 4510 6.00, and 18 credits chosen from the list of African studies courses. At least six credits in the minor must be at the 4000 level.</p>						
	Program Learning Outcomes						
Core	Electives	Depth and Breadth of Knowledge 1a, 1b, 1c	Knowledge of Methodologies 2a, 2b, 2c	Application of Knowledge 1, 2	Communication Skills	Awareness of Limits of Knowledge a, b, c	
POR 3660 3.00	x	D	D	D	D	D	
SOSC 1430 9.00	x	I	I	I	I	I	
SOSC 1439 9.00	x	I	I	I	I	I	
SOSC 2480 6.00	x	D	D	D	D	D	
SOSC 2791 6.00	x						
SOSC 3040 6.00	x	D	D	D	D	D	
SOSC 3480 6.00	x	D/A	D/A	D/A	D/A	D/A	
SOSC 3481 6.00	x	D/A	D/A	D/A	D/A	D/A	
SOSC 3541 3.00	x	D/A	D/A	D/A	D/A	D/A	
SOSC 3801 6.00							
SOSC 4510 6.00	x	A	A	A	A	D/A	
SWAH 1000 6.00	x		I	I	I		
ENVS 3800 3.00	x	D	D	D	D	D	
ENVS 4220 3.00	x	D/A	D/A	D/A	D/A	D/A	
GEOG 2070 3.00	x	D	D	D	D	D	
GEOG 3370 3.00	x	D	D	D	D	D	
GEOG 3750 3.00	x	D/A	D/A	D/A	D	D	
GEOG 4370 3.00	x						
DANC 2510A 3.00	x	I	I				
DANC 2511A 3.00	x	I	I				
DANC 3510A 3.00	x	I/D	I/D				
DANC 3510F 3.00	x	I/D	I/D				

I	Introduce
D	Develop
A	Achieve/Assess

Courses (As listed in the current Academic Calendar)	Honours BA: 120 Credits						
	<p>Major credits: 36 credits in African studies, with at least 36 credits at the 3000 or 4000 level, including at least 18 credits at the 4000 level.</p> <p>Minor credits: at least 30 credits including AP/SOSC 2480 6.00, AP/SOSC 4510 6.00, and 18 credits chosen from the list of African studies courses. At least six credits in the minor must be at the 4000 level.</p>						
	Program Learning Outcomes						
	Core	Electives	Depth and Breadth of Knowledge 1a, 1b, 1c	Knowledge of Methodologies 2a, 2b, 2c	Application of Knowledge 1, 2	Communication Skills	Awareness of Limits of Knowledge a, b, c
DANC 3511A 3.00		x	I/D	I/D			
MUSI 1043 3.00		x	I	I			
MUSI 2043 3.00		x	I/D	I/D			
MUSI 3043 3.00		x	D	D			
MUSI 4043 3.00		x	D	D			
GL/HUMA 3923 3.00 (cross-listed to: GL/Fran 3923 3.00)		x	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Memo

YORK UNIVERSITY
LIBRARIES

Maura Matesic

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
scottm@yorku.ca
www.yorku.ca/scottm/

From: Maura Matesic

Date: October 2022

Subject: **Library Statement for African Studies Program – Major**

Modifications

I have reviewed the above proposal and I am pleased to confirm that in recent years that we have made a serious and sustained effort to expand and strengthen our collections for the support of African studies and related diasporas. York University Libraries currently maintains a very good collection in the areas of African studies, law, international development studies, anthropology, social science, history, political science, geography, as several subject specialist librarians contribute to the collections in these areas. The York University Libraries in-house collection of materials may be complemented by the Libraries' online databases: Africa-Wide Information, Africa Bibliography, International Index to Black Periodicals, Quicklaw, JStor, Web of Science, Expanded Academic, Worldwide Political Science Abstracts, Historical Abstracts, Scholars Portal Journals, and Social Sciences Abstracts.

I am confident that the York University Libraries will be able to continue to support study and research in the areas of African Studies and I am pleased to support this proposal.

Sincerely,

Maura Matesic
Senior Librarian
Social Science and Communication and Media Studies



October 4, 2022

Dr. Mohamed Sesay
Coordinator, African Studies Program
Department of Social Sciences
York University
4700 Keele Street
Toronto, ON M3J 1P3

Dear Dr. Sesay,

Thanks so much for sharing the draft of the “Major Modifications to Existing Programs” prepared on behalf of the African Studies Program. As coordinator of the Black Canadian Studies Certificate and co-lead in the development of a new Black Studies major/minor, I offer my support of the proposed modifications.

The proposal recommends three modifications to the African Studies Program:

- Delinking African Studies from four other programs (Anthropology, History, Political Science, and International Development Studies) in the Faculty of Liberal Arts & Professional Studies (LA&PS);
- Reconstituting the program as a standalone offering; and
- Creating a direct entry option for the program.

As the proposal outlines, these modifications will strengthen the program’s ability to appeal to a broad range of students interested in the study of Africa, meaningfully enriching and extending current curricular offerings on the continent and its diasporas in LA&PS.

As the proposal further notes, there is no duplication in de-linking an existing program. Specifically, given the program’s intellectual foci within the social sciences, there is no overlap with the Black Canadian Studies Certificate in the Department of Humanities. Indeed, it is important that universities offer a variety of ways to engage in studies and research related to Africans and peoples of African descent, who represent a vast and diverse array of knowledges, histories, and experiences. Having a re-invigorated African Studies program alongside a Black Canadian Studies Certificate and a Black Studies major/minor will position York as Canada’s leading university in African and Black Studies more broadly.

I look forward to new opportunities for collaboration.

Sincerely,



Andrea A. Davis, PhD
Associate Professor Black Cultures of the Americas, Humanities
Coordinator, Black Canadian Studies Certificate
Academic Convenor, Congress 2023





November 18, 2022

**FACULTY OF
LIBERAL ARTS &
PROFESSIONAL
STUDIES**

**Department of
Anthropology**

Dr. Lisa M. Davidson
Undergraduate
Program Director
Assistant Professor,
Teaching Stream

4700 KEELE ST
TORONTO ON
CANADA M3J 1P3
lmdavids@yorku.ca
www.yorku.ca

Dear Members of the Committee on Curriculum, Curricular Policy, and Standards,

It is with great pleasure that I write a letter to support the African Studies Program's proposed major modifications to de-link from Anthropology and to create a direct entry pathway for students into the African Studies' program. We support this move as it will facilitate student enrolment and retention for students who are interested in African Studies as the central mode of pedagogical inquiry.

The Department of Anthropology recognizes that a pathway from our program into African Studies is both confusing and challenging to new students, especially students of African descent, whose primary learning interest is knowledge relevant to Africa. A restructuring that permits direct entry into African Studies will make both programs distinct and legible to students. As such, we see de-linking as an opportunity that allows for greater flexibility and collaboration between our programs in a manner that recognizes and sustains the autonomy of program needs and academic goals of African Studies. We welcome a student-centered approach towards program collaboration, where students may prefer to double major in African Studies and Anthropology and/or major in African Studies and minor in Anthropology.

The Department of Anthropology fully supports African Studies as a stand-alone program as proposed in the Major Modifications to Existing Programs; it is a necessary and timely move that will benefit student experience and career pathways.

Sincerely,

A handwritten signature in black ink that reads "Lisa Davidson".

Lisa M. Davidson, PhD
Undergraduate Program Director
Assistant Professor, Teaching Stream
York University



 Delete  Archive  Report  Reply  Reply all  Forward  Read / Unread

Fw: Notice of Intent for Major Modification in African Studies

To: Mohamed Sesay; Nathanael Ojong; Uwafiokun Idemudia; Sylvia Bawa; P. Wed 4/21/2021 3:55 PM



NOI African Studies NOI_Dec... 

2 MB

FYI, please see below for response/feedback from VP Academic re: our initial NOI application. We should revisit this as we frame our report - I imagine we will need to respond.

Mary Goitom, MSW, Ph.D.
Associate Professor, School of Social Work
Faculty of Liberal Arts and Professional Studies
York University
S870 Ross Building
4700 Keele Street
Toronto, ON M3J 1P3
416-736-2100 ext. 22839

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From: Julie Parna <jparna@yorku.ca>

Sent: January 22, 2020 10:32 AM

To: Mary Goitom <mgoitom@yorku.ca>; Associate Dean Programs LA&PS <adprog@yorku.ca>; Kathryn Doyle <kmdoyle@yorku.ca>

Cc: York University Quality Assurance Procedures <yuqap@yorku.ca>; Vice Provost Academic <vprovost@yorku.ca>; Kathryn White <kwhite1@yorku.ca>

Subject: Notice of Intent for Major Modification in African Studies

Sent on behalf of Alice Pitt, Vice-Provost Academic, York University

Thank you for the Notice of Intent(NOI) to develop a stand alone (unlinked) major in African Studies. By copy of this note, I am authorizing the development of a proposal for changes.

A review of the Academic Program Reports suggests that this program does not attract a significant number of students. Creating greater opportunities for students to select it as a major or minor might well drive enrolments up. The NOI states that the options will relate only to LAPS programs. I do not understand why the options would not be open to any student at York who can make room for a second major or a minor. Moreover, I understand that this program stands to become a participant in a suite of programs designed, on the one hand, to better highlight York's considerable strengths in African Studies and, on the other hand, to better serve Black students. This should be highlighted in the proposal and consultations with Humanities and AMPD should be undertaken.

York University

Notice of Intention to Develop a Program Proposal

Submission of a notice of intention to develop a curriculum proposal of any kind, with the exception of course changes and minor modifications, must be submitted before the development of a fuller formed proposal.

This form is to be completed and sent electronically to YUQAP@yorku.ca prior to the development of a program proposal. Authorization to begin development of a proposal will be given by the Vice-Provost Academic within six weeks of submission of this form.

Faculty Name LA&PS (Department of Social Sciences)

Program Name African Studies Program

Outcome of the Proposal

- New degree type, degree program, graduate diploma or undergraduate certificate
- Major modification of an existing program
- Closure

Major modification of an existing program

Please refer to the YUQAP site for information on *new program proposals* and *major modifications*: <http://yuqap.info.yorku.ca/>.

2. **Intended start date:** (example: Fall 2017, Summer 2018)

The intended start date is Fall 2021.

3. **Location:** (example: Keele campus, Markham campus, Glendon)

The location would remain at Keele campus.

4. **Short Description of the proposal** (maximum 250 words):

The African Studies Program (AFST) is aimed at students primarily concerned with mastering a specific discipline who would like to apply their knowledge to Africa. However, as it currently stands, this opportunity is only available to students who are in the following specific degree programs: Anthropology, History, Political Science, and International Development Studies. This poses a barrier of access to students who may be enrolled in other disciplines from being able to link, apply and expand their knowledge to Africa. As such, this proposal aims to achieve the following: **(a)** de-link the African Studies Program from being available solely to said specific degree programs and **(b)** have it become a major and minor degree program open to all of LA&PS with the

intention that students can only take it as either a double major or major/minor. Such an approach would allow for greater opportunities for students to study African societies, cultures and histories through interdisciplinary and multi-disciplinary lenses in a manner that allows for degree combinations that fosters innovative knowledge production and application (i.e. gender, sexuality and women's studies, social work, economics, sociology, French studies, linguistics, geography, and administrative studies etc.).

5. **Provide a short statement about the proposed program's alignment with University plans, including evidence has been provided about the program's alignment with the university's Strategic Mandate Agreement, evidence of student demand, evidence of societal need, justification of duplication with existing programs at York and in Ontario and any legal requirement for graduates in a program to be certified, registered, licensed. (maximum 250 words)**

The proposed changes aligns with York University's plans in the following ways:

(a) Student Experience

By de-linking the program, African Studies becomes available to all students in LA&PS thus aligning with the University's intention to strengthen the broader learning environment for students. This is because a degree in African Studies do not only offer students the challenge of personal and political insight, it also encourages students to grow intellectually beyond the confines of traditional academic learning. Hence, student experience is enriched by broadening the availability of the program to students in LA&PS. Besides, the African Studies program employs a student-centered approach that allows them to have access to curate their education in manner that supports their desired career path. AFST draws together the many members of the York community with an interest in Africa and provides them with a scholarly, cultural and progressive learning forum and de-linking the program allows for greater strengthening, showcasing and leveraging of these (York's) distinct features to benefit students and society. In this way, students learning will be enhanced and will be a viable pathway to strengthening student success and satisfaction.

(b) Teaching and Learning

Broadening the availability of African Studies program to students in all of LA&PS allows for students to access beyond their home departments innovative pedagogical approaches, program delivery and student services available through the program. This includes and is not limited to experiential education and learning (i.e. field practicums, study abroad opportunities), internationalization of the curriculum (i.e. African Studies straddles both the domestic and international spheres of learning and application), and mapping curriculum to student learning outcomes by providing them with the opportunity for degree combinations that supports their learning pathways, strengthening retention, and enhancing student success and satisfaction. The African Studies program has a commitment to both the intrinsic benefits of academic inquiry and to the well being of the

peoples of Africa. The program therefore equips students seeking to do graduate work, work with African communities within Canada and work abroad.

(c) Access and Equity

York University has one of the most diverse student populations and given this diversity is recognized as the microcosm of contemporary Canada. Meeting students diverse needs also includes providing quality programs that (a) speaks to and supports students to engage with their interests, (b) broaden their interests by providing programs that explicitly highlight the synergies between/across disciplines in addressing contemporary global and local social problems and (c) is reflective of their inherent diversity. All of this speaks to York's plan to provide positive experiences to the diversity inherent in students. No duplication occurs with the de-linking of this program within York. Student demand to accessing this program has been consistently evidenced in both Fall and Spring campus days with students outside of International Development Studies, Anthropology, Gender, Political Science, and History looking to explore opportunities for major/minors or double majors. Broadening the availability of African Studies program to students in all of LA&PS allows for the reinvigoration of the program to one that enables for wider opportunities for practical experience/application, engagement with historical and contemporary issues from a transdisciplinary, crossdisciplinary and multidisciplinary lens.

6. **Summarize any new or reallocation of resources** (financial, physical and/or administrative) required implementing the proposal.

None are anticipated.

7. **Consultations:** Provide details regarding consultations with other programs and or Faculties at York University or outside of York University including information about potential collaboration or possible duplication. Include an explanation of the consultation process, the names and roles of those consulted and a summary of the feedback provided. (maximum 250 words)

De-linking the program will require consultations with Chairs/Coordinators of Anthropology, History, Political Science, and International Development Studies programs (please see below). De-linking African Studies exclusively from these four (4) programs does not impact students enrolled in said degree programs from continuing to have access to African Studies both now and in the future. For this reason, we do not anticipate any challenges by moving ahead with the de-linking process.

Department of Anthropology:

Shubhra Gururani – Department Chair/Undergraduate Program Director
chranth@yorku.ca

Department of History:
Thabit Abdullah – Department Chair
chairhis@yorku.ca

Department of Political Science:
David Mutimer – Department Chair
dmutimer@yorku.ca

International Development Studies (Department of Social Sciences):
Mary Goitom – Coordinator
mgoitom@yorku.ca

Name and title of the proposal proponent:

Mary Goitom
Assistant Professor, School of Social Work
Coordinator, International Development Studies & African Studies Program

E-mail: mgoitom@yorku.ca

Telephone: 416.736.2100 x22839

Signatures required:

Program Proponent

Date: December 9th, 2019



Dean/Principal of the Faculty

Date: Dec 17/19



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Re: Modification of African Studies_letter of support

A African Studies Program Coordinator
To: Chair Department of History LA&PS

     
Wed 11/16/2022 9:24 PM

Hi Stephen,

Thanks for this comment. We will continue our consultations and engagement with our new colleagues and other Africanists. I had some conversation with Damilola already and will be happy to mention him in the final draft we are submitting to CCPS. For now, we are trying to move the review forward, a process that started more than a year ago.

Thanks,
Mohamed

From: Chair Department of History LA&PS <chairhis@yorku.ca>
Sent: Tuesday, November 15, 2022 3:59 PM
To: African Studies Program Coordinator <afstpc@yorku.ca>
Subject: Re: Modification of African Studies_letter of support

And I would like Damilola Adebayo (our newly-appointed Africanist) to have a look at this proposal, as I think he will be affected by it – I don't see him listed in the proposal – that okay with you?

From: Chair Department of History LA&PS <chairhis@yorku.ca>
Date: Tuesday, November 15, 2022 at 10:49 AM
To: African Studies Program Coordinator <afstpc@yorku.ca>
Subject: Re: Modification of African Studies_letter of support

Hi again Mohamed,

Do you want to send this to my colleague Gillian McGillivray at Glendon – as you probably know, they have an Africanist there as well, Rose NDengue – anyway, just a thought

Stephen

From: African Studies Program Coordinator <afstpc@yorku.ca>
Date: Tuesday, November 8, 2022 at 9:25 AM
To: Chair Department of History LA&PS <chairhis@yorku.ca>
Subject: Re: Modification of African Studies_letter of support

Thank you, Stephen. We are submitting the proposal for review at the end of this month. So, any time in the week of Nov. 21st would be great.

Best,
Mohamed

From: Chair Department of History LA&PS <chairhis@vorku.ca>

 Delete  Archive  Report  Reply  Reply all  Forward   

Re: Modification of African Studies_letter of support

 Chair Department of Politics LA&PS
To: African Studies Program Coordinator
Cc: Margaret Barreto; UPD Department of Politics LA&PS

     
Tue 11/8/2022 12:08 AM

Hello Mohamed,

The Department of Politics fully supports this endeavour and will provide whatever additional supports you may need moving ahead.

Best,

Karen Bridget Murray • Chair

Associate Professor
Department of Politics
Liberal Arts & Professional Studies

YORK UNIVERSITY
S669 Ross • 4700 Keele Street
Toronto ON • Canada M3J 1P3
T 416.736.2100 ext 33197 F 416.736.5686
polschr@yorku.ca • www.yorku.ca/politics

Pronouns: she/her or they/them

York University sits on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been cared for by the Anishinabek Nation, the Haudenosaunee Confederacy, the Huron-Wendat, and the Métis. It is now home to many Indigenous Peoples. I acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject to the Dish With One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

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Toronto December 5th, 2022

FACULTY OF
LIBERAL ARTS AND
PROFESSIONAL
STUDIES

Department of Social
Science /
International
Development
Studies

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Dr. Teresa Abbruzzese, Chair
Committee on Curriculum, Curricular Policy & Standards
Faculty of Liberal Arts and Professional Studies
York University, Toronto

Dear Teresa,

I trust my message finds you and the rest of the CCPS committee well. This letter is to offer my full support to the modification proposal of the African Studies Program. The proposed changes, aimed at: i) delinking African Studies from other disciplines and programs in LA&PS; ii) reconstituting African Studies as a standalone program; and iii) create a direct entry option for the program do not represent a substantial concern for the International Development Studies Program (IDST) and they will not have an impact in our ongoing collaboration. On the contrary, in my view, the proposed changes will enhance our current collaboration, enhance students' learning experience in both programs, and will offer new opportunities for expanding both teaching and pedagogical innovations.

Please do not hesitate in contacting me if a further assessment is needed regarding points mentioned above.

My regards,



Miguel Gonzalez PhD
Assistant Professor
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Toronto December 5th, 2022

**FACULTY OF
LIBERAL ARTS AND
PROFESSIONAL
STUDIES**

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York University

New Undergraduate Certificate Proposal

Cross-Disciplinary Certificate in Children's Literature

Housed in the Children, Childhood & Youth Program

Department of Humanities

Faculty of Liberal Arts and Professional Studies

Submission: September 2021

Undergraduate Certificate Proposal – Children’s Literature

1. Introduction

1.1 Provide a brief statement of the undergraduate certificate being proposed, including category, and indicate the parent program and/or unit in which the undergraduate certificate will be administratively housed.

Children’s Literature is a field conventionally associated with English literature studies that has a strong cross-disciplinary relationship with childhood and youth studies scholarship. To query children’s literature is to query cultural understandings of the child. Since its inception, the CCY (Children, Childhood & Youth) Program (formerly Children’s Studies) has offered a diverse range of courses that focus on the intersections of children’s culture and children’s literature. We offer a breadth of courses in children’s literature few other departments at York University or in Canada can match. Many students in CCY also complete courses in children’s literature administered by the Departments of English at the Keele and Glendon campuses. All these courses have high student demand and enrolment. Over the years, many of our students have expressed a desire to have their course work in children’s literature recognized by a certificate.

Teaching and research related to the field is additionally supported by the acquisition in 2017 by the Clara Thomas Archives and Special Collections of YUL (York University Libraries) of a significant special collection of historical children’s books. Moreover, in 2020, the CCY program launched a unique 3000-level research methods course in children’s literature scholarship, CCY 3998 6.0: The Social and Textual Production of Children’s Literature, and a 4000-level honours research project, CCY 4998 6.0, that makes use of the collection while providing students with valuable experiential education opportunities and training in the distinctive methods of children’s literature research. The department of Humanities and the CCY program thus propose a cross-disciplinary certificate in “Children’s Literature,” that offers a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children’s literature. The certificate will be housed in the LA&PS faculty’s department of Humanities, administered by the CCY program, and offered as a concurrent option.

1.2 Comment on the appropriateness and consistency of the undergraduate certificate name with current usage in the discipline or area of study, as appropriate.

The undergraduate certificate name is observably consistent with current usage in the disciplines of literary studies and childhood/youth studies. Precedent is found in analogous certificates at universities, such as the University of Pittsburgh, which also offers an undergraduate “Children’s Literature Certificate” program; in graduate-level programs in Canada (Master of Arts in Children’s Literature, UBC) and post-graduate level programs in the UK (such as Roehampton University; University of Reading; Goldsmiths, University of London; Trinity College Dublin).

2. General Objectives of the Undergraduate Certificate

2.1 Provide a brief description of the general objectives of the undergraduate certificate.

The undergraduate certificate will recognize and value the importance of children’s literature in the study of constructions of children, childhood, and youth. It will review many of the methodological approaches that have governed and continue to govern the literature intended for young people. It will analyze the significant ways in which children and youth are constructed differently in literature in different temporal periods, in varied international and transcultural contexts, and by means of a variety of literary forms and genres. This cross-disciplinary certificate in “Children’s Literature” will allow students to engage with texts in the field to examine how modes of representation shape our perceptions of children and youth in the contemporary global world.

The objectives of the certificate in children’s literature are: to provide students majoring in humanities-related disciplines with critical cultural, social and textual perspectives on children’s literature studies. The certificate will thus appeal to students in programs such as Children, Childhood & Youth; English; and Humanities in the

Faculty of Liberal Arts and Professional Studies, as well as those in the Concurrent Education program in the Faculty of Education. It will provide the critical humanities skill set required by students aspiring to careers in the education or library sectors, and to graduate degrees in Education; English and Children's Literatures, and Childhood Studies.

2.2 Describe how the general objectives of the undergraduate certificate align with University and Faculty missions and academic plans.

The Department of Humanities and the CCY program's certificate proposal aligns well with York University's Academic Plan (2020-25). The new certificate supports **UAPs Priority, 21st Century Learning**, which looks to "attain our goal of providing every student with an experiential learning opportunity, regardless of program," and "to create more physical and virtual capacity for active and collaborative learning". The new credential will offer students opportunities to participate in experiential learning through in-class activities, guest speakers, and collaborative workshops among others (dependent on the Covid-19 context). The following courses that will be part of the certificate help achieve this key priority: the research methods course (i.e., CCY 3998) and the honours research project course (i.e., CCY 4998). Additionally, the latter—making use of the Clara Thomas Archives and Special Collections of York University Libraries (YUL)—will provide students with valuable experiential education opportunities and training in the distinctive methods of children's literature research.

The proposed certificate will also help increase the university's range of credentials and flexible delivery options. This also aligns with **UAPs From Access to Success Priority**. The proposed modes of delivery that the certificate will offer will range from in-person lectures and seminars, blended seminars, and fully online course options to improve access options to students, and suit students' learning goals, needs, and lifestyles. Because of the pandemic, the various delivery modes will align with a long-term plan based on the current pandemic context. The new certificate aligns with these two key university priorities, as its goals are to diversify how we teach; to prepare students to navigate a 21st-century world; and to provide access opportunities to all students with diverse sexualities, abilities, nationalities, religions and so forth. The **21st Century Learning** priority also speaks to diversifying how we teach at York University, highlighting that at York we will "continually reinvent our programs to address emerging issues and labour market needs that call for new pedagogical approaches and cross-disciplinary thinking". Indeed, the proposed Children's Literature certificate specifically offers a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children's literature in a global context.

More specifically, it supports the mission to enhance "opportunities for learning about Indigenous worldviews and the history of Canada vis-à-vis Indigenous peoples". The CCY/HUMA 4144 course, for instance, examines Children's Literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous children's writers in both Canada and in the United States. It explores many narratives by and about Indigenous young people and their varied lived experiences (i.e. residential schools and the ensuing inter-generational traumas; the Missing and Murdered Indigenous Girls and Women genocide across North America), across time and culture.

The proposed certificate also aligns with a number of the guiding principles stated in the **LA&PS Academic Plan (2021-26)**. It aligns with **Principle 1, Prioritize student learning, excellence, and success**, which states that a course will "engage in a sustained effort to enhance the academic experience of LA&PS students." As stated above, this is a cross-disciplinary certificate that will offer a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children's literature. One of the certificate's learning outcomes is for students graduating with the certificate to be able to analyze key concepts and theories in this growing cross-disciplinary field of children's literature.

It also aligns with **Principle 5, Recognize, value, and support diversity**, which states that a course will "recognize the diversity of the LA&PS student body and the valuable insights provided by domestic students, international students, self-identified Black and Indigenous students, LGBTQ2S+ students, students with disabilities, and students from other equity-seeking groups," as well as "extend initiatives to diversify and decolonize the curriculum to recognize and benefit from a plurality of voices, perspectives, and worldviews, and to acknowledge in our practices, teaching, and curriculum the legacies of settler colonialism". The certificate's course offerings include courses that directly examine children's literature and Indigenous Knowledge in North America (e.g., CCY/HUMA 4144), gender issues and queer fiction and theory (e.g., EN 2173, CCY 3693), and representations of race, class, culture, and sexuality (e.g., CCY 3687, CCY 4145, EN 3032, and EN 2174). The program is planning future new course proposals in children's literature for the certificate that align with

Principle 5, such as a course on Black Canadian children's literature, in collaboration with faculty teaching in the Black Canadian Studies certificate, also administered by the Dept. of Humanities. For a more detailed course overview please see section 4.3.

3. Need and Demand

3.1 Comment on similar undergraduate certificates offered at York, with special attention paid to any innovative and distinguishing aspects of the proposed undergraduate certificate.

Students will take 24 credits in courses reflecting the certificate's specific humanities approach (cultural studies, history, and literature). Students will have the opportunity to study current and historical texts of children's literature, while also exploring how such texts have been shaped as artefacts throughout history (thanks to the immersive work in the children's literature collection held by the CTASC at YUL).

No cognate certificate exists in either LA&PS or the Faculty of Education at York University. Further to the point, the environmental scan shows that similar courses examining children's literature are offered as standalone courses in some Ontario colleges and universities. There is high demand across the post-secondary sector for Children's Literature courses. The scan shows that at least one course in Children's Literature is being offered, once or twice per academic term, in many post-secondary institutions.

Similar courses are offered in some colleges, yet these courses are not part of a certificate program. For example, George Brown College offers a course entitled "Introduction to Children's Literature" through their Continuing Education department, and another course entitled "Children's Literature" as a General Education Elective. Seneca College offers a course entitled "Introduction to Children's Literature" through the Faculty of Continuing Education (which counts as a general education elective credit in the Arts and Humanities category), and another course entitled "Children's Literature: Nursery Rhymes to Novels" in the School of English and Liberal Arts (which also counts as a general education credit in the Arts & Humanities category). Humber College offers a course entitled "Exploring Children's Literature" as a General Elective, and Niagara College, Fanshawe College, and Mohawk College also offer courses examining Children's Literature.

At Ontario universities, University of Toronto has several course offerings in Children's Literature across its Toronto, Scarborough, and Mississauga campuses. Guelph University offers two courses, and Queen's University offers an online course entitled "Children's Literature."

York University, if the proposal is approved, will be the only post-secondary institution in Canada that will offer such a certificate in Children's Literature. By offering this credential, potential students will be able to further their studies in the field of children's literature in the Children, Childhood & Youth Program in the Department of Humanities.

3.2 Provide brief description of the need and demand for the proposed undergraduate certificate, focusing as appropriate on student interest, social need, potential employment opportunities for graduates, and/or needs expressed by professional associations, government agencies or policy bodies.

For years CCY students have expressed interest in a literary focus that would complement the study of children, childhood and youth. Our literature-based courses in the third- and fourth-years of the program always fill quickly (and additional sections are regularly added to respond to that need). In response to demand for more options at the upper levels in the CCY core curriculum, the program initiated two courses at the 3000 and 4000 levels in 2020: one that focuses on research methods in children's literature studies (CCY 3998) and an honours research project (4998), both of which are becoming increasingly popular. These two courses would form the core curriculum for the certificate and would appeal to the high number of students in the program who are also Concurrent Education students interested in learning more about children's books that they might include in their own pedagogical pursuits and educational curricula.

This certificate will also be particularly useful for students entering into the communication or media industries, education, advertising, and the arts, as well as those interested in careers in children’s book publishing and library studies. This certificate will make our graduates more competitive in the job market, enhancing the marketability of the CCY degree in general. Professional associations and policy bodies with whom we have had contact have commented on the important critical and analytical abilities with which our students emerge from our program, something that this certificate will help to enhance.

3.3 Comment on the projected in-take into the undergraduate certificate, including the anticipated implementation date (i.e. year and term of initial in-take) and steady-state enrolment.

The department anticipates in-take into the undergraduate certificate would come primarily from steady-state enrolments among students already accepted into the CCY, English and Humanities major programs. If approved for the 2022-3 academic term, existing students who had already taken the core electives courses for the certificate program (CCY 3998 and 4998) could be grandfathered into the certificate. We project that approximately 20 students would graduate with the certificate following the implementation date.

CRSYEARLEVEL	FW18	FW19	FW20	FW21	FW22
1	253	240	209	246	260
2	21	136	150	185	279
3	15	63	194	326	350
4	7	53	154	310	338

4. Curriculum, Structure and Learning Outcomes

4.1 Describe the undergraduate certificate requirements and associated learning outcomes, including explicit reference to how the certificate curriculum and structure supports achievement of the learning outcomes.

This cross-disciplinary certificate is composed of 24 credits, 18 of which are at the 2000-level or above, including 18 credits at the 3000- or 4000-level, with the requirement of a 5.0 GPA or greater.

The required core courses are (15 credits):

- *AP/EN 2173 3.00 Children’s Literature, 1590-1900.* This course provides an historical study of children’s literature written between 1590 and 1900. It explores possible ways of reading that literature, taking into account such issues as its cultural context and its audience. We will begin by examining selections from Philippe Ariès’ foundational text *Centuries of Childhood* to establish the cultural and historical context of children’s literature. We will then consider a variety of early forms of literature for children: such as poetry and narratives, including fables, fairy tales, allegories, and fantasies. Most of the early forms of children’s literature have a didactic purpose: moral instruction and the teaching of social and religious values. In addition, we will examine the role of gender issues in these texts. Finally, we will consider the historical shift in this literature from a principally didactic purpose to one of entertainment and amusement. Although the approach of this course is primarily historical, we will also examine these texts from a variety of critical perspectives, such as psychoanalysis, feminisms, rhetoric/reader response theory, Marxism, and close textual analysis. The objectives of the course will be to enable students to engage with the historical development of children’s literature and to acquire the critical skills for interpreting these texts.
- OR**
- *AP/EN 2174 3.00 Twentieth-Century Children’s Literature.* This course focuses on children’s literature from the 20th and 21st centuries. According to Peter Hunt, “The study of children’s literature involves three elements – the literature, the children and the adult critics. The relationship between these is complex, partly because childhood and ‘the child’ are difficult to define, partly because adults need to ‘construct’ the child...and partly because the literature is assumed to be ‘good for’ children in some way.” These three elements shape this course’s exploration of possible ways of reading children’s literature. In addition to the works of fiction, this

course incorporates a variety of theoretical texts, which address such concerns as constructions of childhood, definitions of children's literature, and the issue of power and childhood. This selection of primary and secondary course readings enables our examination of children and young adult anxieties about selfhood, gender, class, sexual orientation, and race. The serious issues that modern children's literature delves into — the struggle of identity, of class inequity, of racial oppression, of child exploitation, and of sexual awakening—depart fundamentally from literature pre-dating the twentieth century.

- *CCY/HUMA 3998 6.00 The Social and Textual Production of Children's Literature: Research Methods.* This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children's literature. It focuses on a selection of historical children's texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times.
- *CCY/HUMA 4998 6.00 The Social and Textual Production of Children's Literature: Honours Research Project.* In this course, students conduct a unique, independent classroom-based research project, using the children's literature collection held by the CTASC at YUL, in addition to other children's literature collections held in the GTA. The course builds on the research skills and methods developed in CCY 3998, facilitates the analysis of research findings, and the dissemination and publication of research knowledge in a formal setting.

Learning Outcomes

1. Engage in learning that includes reading, analyzing, and discussing children's and young adult literature and books, as well as engaging with and analyzing a variety of supplementary theoretical and textual media;
2. Gather, review, evaluate and interpret information relevant to the study of children's and young adult literature and books, including historical representations/ constructions of children and youth from a variety of international and transcultural contexts;
3. Acquire the vocabulary and theoretical approaches for the critical and editorial analysis of children's literature;
4. Analyze the key concepts, methodologies, and theoretical approaches to this growing cross-disciplinary field of children's literature;
5. Analyze constructions of childhood and youth in children's literature in relation to various axes of difference including, among others, age, racialization, ability, ethnicity, religion, gender, sexuality, class, and nationality;
6. Develop the critical and analytical skills appropriate for further study of literature and the humanities;
7. Engage with relevant theories about research methodologies and research with and/ or about children and youth;
8. Identify limitations of research in different contexts (historical and contemporary; local and international);
9. Participate in Experiential Learning by developing applied methodological research skills (through in-class activities, guest speakers, virtual exhibits, and collaborative workshops about the digital humanities with archivists and librarians in Scott library);
10. Apply knowledge from English Literature and Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for research with children and youth;
11. Disseminate their research findings in a formal setting and in the publication of their work to the CLC Scholarly Resource and CCY Research webpage.

The certificate's progressive curriculum and structure is composed of a set of courses that provides for the staged learning and application of knowledge in childhood studies, humanities and literary studies. Basic skills and knowledge of historical and contemporary children's literature are introduced at the first- and second-year level, and developed in the third- and fourth-year core courses. The capstone honours research project encourages student engagement and discussion as they complete a research project at an advanced level and prepare their final essays for dissemination on the library's scholarly resource and the program website's research page.

4.2 Address how the methods and criteria for assessing student achievement are appropriate and effective relative to the certificate learning outcomes.

The certificate learning outcomes measure student ability in the required skills associated with literary analysis and the intersections of children's literature studies and childhood/ youth studies scholarship. It combines literary criticism with humanities-based research methodologies developed within childhood studies. In the capstone course, CCY 4998, students complete an honours research paper in which they apply knowledge from English Literature and Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for research with children and youth.

4.3 Provide a list of courses that will be offered in support of the undergraduate certificate. The list of courses must indicate the unit responsible for offering the course (including cross-lists and integrations, as appropriate), the course number, the credit value, the short course description, and whether or not it is an existing or new course. For existing courses, the frequency of offering should be noted. For new courses, full course proposals are required and should be included in the proposal as an appendix. (The list of courses may be organized to reflect the manner in which the courses count towards the program/field requirements, as appropriate; e.g. required versus optional; required from a list of specified courses; specific to certain concentrations, streams or fields within the program, etc.)

Core Course Requirements

1. The required core courses of the certificate are (**15 credits**):

- *AP/EN 2173 3.00 Children's Literature, 1590-1900.* This course provides an historical study of children's literature written between 1590 and 1900. It explores possible ways of reading that literature, taking into account such issues as its cultural context and its audience. We will begin by examining selections from Philippe Ariès' foundational text *Centuries of Childhood* to establish the cultural and historical context of children's literature. We will then consider a variety of early forms of literature for children: such as poetry and narratives, including fables, fairy tales, allegories, and fantasies. Most of the early forms of children's literature have a didactic purpose: moral instruction and the teaching of social and religious values. In addition, we will examine the role of gender issues in these texts. Finally, we will consider the historical shift in this literature from a principally didactic purpose to one of entertainment and amusement. [This course is offered frequently, once every 2-3 years.]
- OR**
- *AP/EN 2174 3.00 Twentieth-Century Children's Literature.* This course focuses on children's literature from the 20th and 21st centuries. According to Peter Hunt, "The study of children's literature involves three elements – the literature, the children and the adult critics. The relationship between these is complex, partly because childhood and 'the child' are difficult to define, partly because adults need to 'construct' the child...and partly because the literature is assumed to be 'good for' children in some way." These three elements shape this course's exploration of possible ways of reading children's literature. In addition to the works of fiction, this course incorporates a variety of theoretical texts, which address such concerns as constructions of childhood, definitions of children's literature, and the issue of power and childhood. This selection of primary and secondary course readings enables our examination of children and young adult anxieties about selfhood, gender, class, sexual orientation, and race. The serious issues that modern children's literature delves into — the struggle of identity, of class inequity, of racial oppression, of child exploitation, and of sexual awakening—depart fundamentally from literature pre-dating the twentieth century. [This course is offered every year.]
- *CCY/HUMA 3998 6.00 The Social and Textual Production of Children's Literature: Research Methods.* This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children's literature. It focuses on a selection of historical children's texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times. [This course is offered every year.]
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dissemination and publication of research knowledge in a formal setting. [This course is offered every year.]

2. 9 additional credits from the following list:

- *AP/CCY 3690 6.00 Children's Literature & Film Adaptations*. This course analyzes changing constructions of childhood and adolescence in children's literature and adaptations of these constructions in film versions. Issues of 'translation' are highlighted both in critical readings and through the pairing of literary and film texts. [This course is offered 2-3 times each year.]
- *AP/CCY 3691 3.00 Picture Books in Children's Culture*. In this course, students learn about the intertwining relationships between illustrations and narratives in children's picturebooks. The course invites students to think about how children, as viewers and listeners/readers, make meaning of what they see and hear and read. For these purposes, the course delves into picturebook theory from the points of view of production by authors and artists, and reception by children and the people who read with and to them. This is a seminar course that involves analysis of picturebooks on the basis of theoretical concepts, planned presentations, and the production of an original picturebook. [This course is offered twice a year.]
- *AP/CCY 3693 3.00 The Rainbow List: GLBTQ literature and culture for children and youth*. Each year, the Rainbow Project Committee announces its annual Rainbow List. These titles reflect significant gay, lesbian, bisexual, trans-gendered and queer-questioning (GLBTQ) experience for young people from birth to age 18. This course analyzes some of that literature in addition to other expressions and representations of GLBTQ children and youth (film, television, digital media, music, etc.) in a variety of child-centred socio-cultural contexts.

While "queer fiction for children and young adults remains, like queer theory, a contentious and confused area for many" (Kerry Mallan), it is also true that representations of GLTBQ children and youth have become ubiquitous in the twenty-first century, both in mainstream television programs such as *Glee*, and in online projects including the "It Gets Better" and "Make It Better" Campaigns. GLBTQ themes and issues are now frequently incorporated into literary narratives, while organizations such as the "Rainbow Project" actively seek to evaluate and promote "significant and authentic" GLBTQ content ("Rainbow Book List").

Students in this course will read critical sources that explore the specific relationship between children, child sexuality and queerness in queer theory, psychoanalysis, literary criticism and cultural studies. Scholarly sources will provide contexts for analyzing representations of GLTBQ-questioning children and youth in literature, film, television, digital media, music, etc. Literary texts may include picture books, chapter books, YA (young adult) fiction, poetry, graphic novels, comic books, etc. produced by and for children and youth. Students will be exposed to the historical development of diverse forms of cultural expression that depict gay, lesbian, bisexual, trans-gendered and queer-questioning (GLBTQ) experiences of young people from birth to age 18. [This course is offered twice a year.]

- *AP/CCY 4824 3.00 Imagining Anne Frank: The Girl, the Diary, the Afterlives*. Analyzes Anne Frank's World War II diary from literary, cultural, and historical perspectives. Examines the evolution of Frank and the diary as cultural icons by analyzing representations of Frank as a figure in literature, including novels, poems, films, theatre, exhibitions, memoirs, and other people's diaries, with an eye to personal, collective, and historical memory. [This course is offered frequently, every 2-3 years.]
- *AP/CCY 3685 6.00 (AP/HUMA 3685 6.00) Canadian Children's Literature and Culture*. This course surveys and analyzes Canadian children's literature historically in relation to the national culture and the sub-cultures of authors and illustrators, as well as with respect to the nature and significance of the children's culture that received it. [This course is not frequently offered but we hope to offer it with more frequency.]
- *AP/CCY 3687 6.0 Graphic Novels For and About Children and Youth*. This course provides an introduction to the graphic narrative form, a medium of literature for and about children and youth

that is a significant part of contemporary children's culture. Students will read widely in this genre, with an attention given to texts from a wide range of multicultural contexts, to explore how this new medium shapes and interrogates our perceptions of childhood and youth in the contemporary world. Graphic narratives will be read in tandem with a range of readings from literary and visual theory, contextualizing not simply the visual modes of communication in a theoretical fashion, but also offering theoretical paradigms for understanding the creators' representations of young people. Through reading and analysis, students in this course will have the opportunity to critically examine how graphic narratives represent children and youth, and theorize about the larger significance of this medium of literature in terms of reading practices for these young audiences. These graphic narratives will explore the specific relationship between and among children and youth, identity, adolescence, child and youth sexuality, and constructions of race and multiculturalism. Students in this course will have the opportunity to engage with current research in the fields of childhood and youth studies, visual cultures, psychoanalysis, cultural studies, literary criticism and beyond to examine how the graphic narrative medium shapes, and often reinforces, our perceptions of childhood and youth in the contemporary world. [This course is offered frequently, every 1-2 years.]

- *AP/ CCY 3688 3.00 Holocaust Literature for Children and Youth.* In this seminar course, students examine motifs and themes in Holocaust literature about, for, and by children and adolescents: historical fiction, creative non-fiction, short stories, poetry, picturebooks, a graphic novel. The experience is guided by theoretical readings on interrupted child development, as well as interviews, art and reflections of grown-child survivors. Together with peers and professor, participants co-construct concepts that pertain to the world of childhood, empathy, cognitive and affective modes of resistance, silence, hiding, unfinishedness, and practices of collective memory. [This course is offered frequently, every 1-2 years.]
- *AP/ CCY 3697 3.00 (AP/HUMA 3697 6.00) Writing By Children and Youth.* The course looks at various types of writing by children and youth rather than what is usually (and problematically) understood by "children's literature"--writing by adults for children. Can adults access "authentic" children's writing? Can such writing be considered literature? What can writing by young people tell us about children and youth, and different kinds of expressive texts? [This course is not offered frequently, but we hope to offer it with more frequency.]
- *AP/CCY 4144 3.00 (AP/HUMA 4144 3.00) Indigenous Knowledge and Children's Literature in North America.* Analyzes and examines Children's Literature and Indigenous Knowledge in North America, focusing on the similarities among diverse traditions of contemporary Indigenous Children's writers in both Canada and in the United States. Explores the many and the varied interpretations of the Indigenous Children and their historical experiences, residential schools, definitions of cultures, childhood self-determination and the meaning and implication of "Indian" identities and their representations in communities and in cities. Issues include on growing up Indigenous, including the experiences of Indigenous Children in Residential, Boarding and Day schools in North America. N. Scott Momaday, Louise Erdrich, Thomas King, Tomson Highway, Edward Benton-Banai, among others, will be the focus. [This course is not offered frequently, but we hope to offer it with more regularity.]
- *AP/CCY 4145 6.00. Fantasy and Children's Culture.* Before we explore what "fantasy" constitutes, we consider competing, contemporary constructions of what constitutes the "real". We proceed to map how varied constructions of childhood had shaped, and were shaped by, their relationship to ascendant beliefs regarding "reality" as the realm of adulthood and "fantasy" as the province of childhood. Our course attempts to challenge unfortunately common child-fantasy/adult-reality binaries by considering how children's fantasy cultures engage a range of seemingly "adult" themes. These themes include racism, misogyny, sexuality, Islamophobia, mortality, constructs of family, and even constructions of childhood itself. Working principally with a global range of literature and film, CCY 4145 considers how fantasy cultures of children can test adultist fossilizations of children's possibilities. [4-5 sections of this course are offered every year.]
- *AP/EN 3032 6.00 Intercultural Theory and Contemporary Children's Literature.* This course examines contemporary children's literature that reflects the diversity of our society and the oral traditions of different cultures. The approach is thematic rather than chronological or by genre.

- *AP/FR 3340 6.00 Littérature pour la jeunesse/ Literature Written for Young People.* Par l'étude de divers genres d'ouvrages littéraires, ce cours a comme objectif d'approfondir la connaissance déjà acquise des étudiant/e/s en littérature en général, et de répondre spécifiquement à leur besoin et désir d'apprendre davantage dans le domaine de la littérature destinée à la jeunesse, et de susciter leur intérêt en études littéraires pour apprécier pleinement la valeur du texte littéraire. Les œuvres choisies reflètent les préoccupations de la jeunesse de chaque époque, du passé au présent, donc celles des adultes aussi qui étaient jeunes et portent encore l'espoir et l'esprit de la jeunesse. Par une approche méthodique et analytique tenant compte de leurs formes, contenus et contextes, l'étude de ces œuvres de divers genres (fable, nouvelle, conte de fée, roman, etc.) permet aux étudiants de développer leurs techniques d'analyse littéraire, d'élargir leur esprit critique, de renforcer leur intérêt en études littéraires, de nuancer et raffiner leur jugement et, enfin, satisfaire leur désir de lecture des œuvres littéraires.
- *AP/GER 1791 6.00 The Fairy Tale: From Grimm to Disney.* This class examines the genre of the fairy tale and draws on examples from the 16th century to the present, with special emphasis on the fairy tales collected by the Brothers Grimm. We will investigate how fairy tales have functioned as vehicles for exploring the human condition and rites of passage, for social and political critique, for entertainment, education, and propaganda. We will discuss some of the most popular fairy tales, encounter lesser-known stories, and look at the many ways in which fairy tales have been adapted across time, across cultures, and in a wide range of media, including literature, live action and animated film, advertising, television, comics, music, dance, visual arts and digital media. We will analyze our chosen texts through a range of theoretical approaches, drawn from literary, cultural, film, and media studies.
- *AP/HUMA 4516 3.00 Children's Literature in North and South Korea.* In this course students gain experience in using various approaches to study the roles of translation in the development of children's literature and films in North and South Korea. While the two countries share cultural traditions, their socio-political systems lead them to import and use foreign materials, as well as to export their own materials, in different ways. Children's literature in Korea began to develop in the early twentieth century when translators imported foreign works aimed to educate young people about the necessity of building a modern nation. The volumes of translated stories for children which appeared in the 1920s and 30s presented new concepts of childhood, family and citizenship.

Since the late 1940s in the North children's literature and films have aimed to train future citizens to be loyal to the leaders and to contribute to the flourishing of the socialist society. In the South these genres serve various purposes including educational and moral preparation for the contemporary world and fostering imagination. Traditional and modern Korean works are being translated into foreign languages. Subtitles and dubbing are used in North and South Korean films which are exported as well as in imported foreign films. Students will become familiar with approaches to children's literature and films, film theory and translation studies. Topics covered will include background on and translation of children's literature and films in North and South Korea, use of subtitles vs. dubbing, children's literature and films as indoctrination/education, exportation/importation of children's genres and national image building. [We hope to offer this frequently, every 1-2 years.]

- *GL/EN 3636 6.00 Children's Literature.* In this course, we study children's literature spanning several centuries, but its primary focus is 19th, 20th and 21st century texts. According to Peter Hunt, "The study of children's literature involves three elements – the literature, the children and the adult critics. The relationship between these is complex, partly because childhood and 'the child' are difficult to define, partly because adults need to 'construct' the child... and partly because the literature is assumed to be 'good for' children in some way." These three elements shape this course's exploration of possible ways of reading children's literature. In addition to the works of fiction, this course incorporates a variety of theoretical texts, which address such concerns as constructions of childhood, definitions of children's literature, and the issue of power and childhood. This selection of primary and theoretical course readings enables our examination of children and young adult anxieties about selfhood, gender, class, sexual orientation, and race. The serious issues that modern children's literature delves into — the struggle of identity, of class

inequity, of racial oppression, of child exploitation, and of sexual awakening — depart fundamentally from literature pre-dating the twentieth century.

- *GL/EN 4644 6.00 The Golden Age of Children's Literature (1863-1911)*. This course focuses on the "Golden Age" of Children's literature (1863-1911). Landmark texts are considered in terms of their innovation, experimentation and enduring influence. Cultural, historical, and sociopolitical contexts are considered.
- *GL/EN 4655 3.00 A Tarnished Age: Dystopias for Children*. This course focuses on the "Third Golden Age" of Children's Literature. The darkness and violence of contemporary dystopias for young adults is highly politicized. Cultural, historical, and sociopolitical contexts and rhetorical strategies are considered.

4.4 Describe the proposed mode(s) of delivery, including how it/they are appropriate to and effective in supporting the certificate learning outcomes.

The proposed modes of delivery that this certificate will offer will range from in-person lectures and seminars, blended seminars, and remote or fully online course options, allowing students to experience a range of formats that will suit their learning goals and lifestyle choices best.

5. Admission Requirements

5.1 Confirm that students engaging in the undergraduate certificate will have been admitted to and registered in an undergraduate program(s), or, for direct-entry undergraduate certificates, describe the admission requirements. For all types, address how the admission requirements are appropriately aligned with the certificate learning outcomes.

Students engaging in this Children's Literature certificate will have already been admitted to and registered in an undergraduate program at York University. Students completing the certificate must complete 24 credits in compliance with York University Senate requirements for an undergraduate disciplinary certificate. At least 12 of the credits counted toward the certificate requirements must be in addition to those used to satisfy requirements of the ungraduated program major.

6. Resources

6.1 Faculty resources: Comment on the expertise of the faculty who will actively participate in delivering the undergraduate certificate, focusing on its current status, as well as any plans in place to provide the resources necessary to implement and/or sustain the undergraduate certificate. Provide a Table of Faculty, as appropriate.

The faculty teaching this certificate are those who are currently teaching in the CCY and Humanities programs, and in the Departments of English at the Keele and Glendon campuses.

Faculty, Name & Rank	Home Unit	Area of Specialization
Cheryl Cowdy, Associate Professor	Humanities	Canadian children's literature; YA literature; research methods
Alison Halsall, Associate Professor	Humanities	Children's and YA literature; Graphic narratives; research methods
Danielle Russell, Associate Professor	Glendon English Studies	Children's and Youth literature; American literature; British literature
Richardine Woodall; Contract Faculty	Humanities; English; Glendon English	Children's literature; Shakespeare studies
Gurbir Jolly; LSTA	Humanities	Children's literature and culture
Sara Thompson, Contract Faculty	Humanities	Children's literature and folklore

James Papoutsis, Contract Faculty	English and Humanities	Graphic narratives; children's and YA literature
Christine Verrall, Contract Faculty	Humanities	Writing by Children and Youth; children's literature and visual cultures

6.2 Laboratory facilities: As appropriate, identify major equipment that will be available for use by students engaged in the undergraduate certificate.

Students will make use of the new Children's Literature Collection housed in the Clara Thomas Archive & Special Collections, in addition to a variety of digital archives and special collections.

6.3 Space: As appropriate, provide information on the office, laboratory and general research space available that will be available by students engaged in the undergraduate certificate.

N/A

7. Support Statements

- from the relevant Dean(s)/Principal, with respect to the adequacy of existing human (administrative and faculty), physical and financial resources necessary to support the undergraduate certificate, as well as the commitment to any plans for new/additional resources necessary to implement and/or sustain the undergraduate certificate
- from the Vice-President Academic and Provost, if new resources are required to implement and sustain the undergraduate certificate. In such cases the Vice-Provost's statement should speak to the adequacy of the planned resources to support the certificate.
- from the University Librarian confirming the adequacy of library holdings and support
- from the University Registrar confirming the implementation schedule and any administrative arrangements
- from the relevant Faculties/units/programs confirming consultation on/support for the proposed undergraduate certificate, as appropriate
- from professional associations, government agencies or policy bodies with respect to the need/demand for the proposed undergraduate certificate, as appropriate

Dr. Scott McLaren

4700 Keele St.
Toronto ON
Canada M3J 1P3
Tel 416 736 2100
scottm@yorku.ca
www.yorku.ca/scottm/

Memo

To: Members of the Curriculum Committee

From: Scott McLaren

Date: 14 October 2021

Subject: **Cross-Disciplinary Certificate in Children's Literature**

I have reviewed the above proposal and I am pleased to confirm that in recent years that we have made a serious and sustained effort to expand and strengthen our collections for the study of children's literature. This has included not only the acquisition of a growing number of critical secondary sources in print and online formats but also, as the proposal notes, the purchase of entirely new collections of antiquarian and historically significant books, periodicals, and other printed materials for the study of children's literature in the eighteenth, nineteenth, and twentieth century.

I am confident students choosing to pursue this cross-disciplinary certificate will find our collections entirely adequate to meet their research needs and I am pleased to support this proposal.

Sincerely,

Scott McLaren, MLS, PhD
Graduate Faculty, Humanities and History
Associate Librarian, Humanities and Religion





Memo

**OFFICE OF THE
VICE-PROVOST
ACADEMIC**

4700 Keele St.
Toronto Ontario
Canada M3J 1P3

Tel: 416 736 5396
Fax: 416 736 5876

vprovost@yorku.ca

To: Cheryl Cowdy, Associate Professor, Department of Humanities, LA&PS
Alison Halsall, Children, Childhood and Youth Program Coordinator &
Associate Professor, Department of Humanities, LA&PS

From: Lyndon Martin, Vice-Provost Academic

CC: J.J. McMurtry, Dean, LA&PS
Sean Kheraj, Vice-Dean & Associate Dean, Programs
Emily Rush, Director, Academic Programs & Policy
Kathryn White, Assistant Secretary of the University
Frances Billingsley, Associate Registrar & Director, Student
Records & Scheduling
Nina Unantenne, York University Quality Assurance Procedures

Date: June 7, 2022

Subject: New Undergraduate Certificate in Children's Literature

As prescribed in the York University Quality Assurance Procedures (YUQAP), I am authorizing the development of a proposal for a new undergraduate certificate in Children's Literature in the Children, Childhood and Youth (CCY) program in the Humanities department in LA&PS.

The Notice of Intent makes clear that the proposed certificate will play off a unique strength of the department, contribute to advancing both Faculty and University academic plans, and require minimal additional resources. It will also make excellent use of the University's special collection of historical children's books to provide students with valuable experiential education opportunities and training in the distinctive research methods of the field.

The Notice of Intent also provides helpful background information on the demand for the certificate. With no similar programs on offer at York or other institutions in Ontario, and yet high demand for courses in this subject matter, this certificate aims to fill a gap and enable students interested in a range of careers to further their studies in this subject. As there is also expertise and interest in Children's Literature within the Faculty of Education, I recommend consulting with them as the proposal is developed and including a letter of support in the proposal.

Given the connection of the subject matter with the Humanities and English departments at Keele and Glendon, as described in the Notice of Intent, I am happy to see consultation with these units is planned or already underway.

Under the YUQAP, the creation of a certificate is considered a major modification. There is no external review of the program and the approval processes are internal, culminating with approval by Senate (though my office makes an annual report on major modifications to Quality Council.) The template for major modifications is found on the YUQAP website:

<https://yuqap.info.yorku.ca/home/procedures/protocols/major-modifications-to-existing-programs/>

If you haven't already, please review Senate's Undergraduate Certificate Guidelines and Procedures, which outline the types of undergraduate certificates at York. Please identify the type of certificate you are seeking to create (e.g., disciplinary or cross-disciplinary), and note any specific related regulations.

<https://www.yorku.ca/secretariat/policies/policies/undergraduate-certificates-guidelines-and-procedures/>

I look forward to seeing the proposal as it progresses through our approval processes.



14 September 2021

Professor Elicia Clements
Chair, Department of Humanities
York University

**LIBERAL ARTS AND
PROFESSIONAL STUDIES**

Department of English

4700 KEELE ST.
TORONTO ON
CANADA M3J 1P3
T 416 736 5166
www.yorku.ca

Dear Professor Clements,

I write on behalf of the Department of English to thank you for sharing this proposal for a new Cross-Disciplinary, Undergraduate Certificate in Children's Literature, to be housed in the Children, Childhood & Youth Program in the Department of Humanities. We agree that this certificate promises to make a valuable contribution to interdisciplinarity and academic innovation at the Faculty and University levels. The certificate will be well supported by existing faculty and course offerings in English and in Humanities, and will surely be very attractive to our many students interested in careers in teaching, as well as in media, other aspects of education, and the arts.

I'm pleased to confirm that the Department of English supports this proposal, and also looks forward to supporting students as they work toward certification.

Sincerely,

A handwritten signature in black ink that reads "Tina Y. Choi".

Tina Y. Choi
Associate Professor and Chair, Department of English
York University





GLENDON COLLEGE

**COLLÈGE
UNIVERSITAIRE
GLENDON**

**English
Department**

**Département
d'études anglaises**

2275 BAYVIEW AVE.

TORONTO ON

CANADA M4N 3M6

T/T 416 487 6713

F/T 416 487 6850

english@glendon.yorku.ca

www.glendon.yorku.ca/english

RE: Certificate in Children's Literature

8 November, 2021

Dear Professor Cowdy:

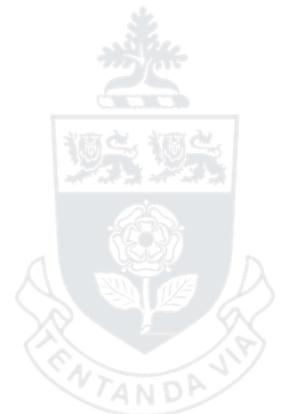
Thank you for sharing your proposal for the Certificate in Children's Literature with the Glendon English Department. At our meeting on 5 November, the Department considered your proposal and gave its unanimous support to the project. We are delighted that you consider several of our courses useful for the Certificate, and we look forward to welcoming Certificate students into them as well.

Whereas the Department is entirely supportive of your project, it may be useful to you to know that our courses are offered on a three-year cycle, and that—due to the size of our small program and our primary responsibility of satisfying the needs of our own majors—we may not be able to reserve spots for Certificate students at any point. Nevertheless, we do encourage your students to enroll in our courses whenever the opportunity arises for them.

Once again, we are grateful for the opportunity you have given us to review your excellent proposal, and we wish you and your colleagues much success in launching this exciting new program at York University.

Yours sincerely,

Igor Djordjevic
Associate Professor and Chair



Curriculum Map – Children’s Literature Certificate

The CCY cross-disciplinary certificate is composed of 24 credits, 18 of which are at the 2000-level or above, including 18 credits at the 3000- or 4000-level, with the requirement of a 5.0 GPA or greater.

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
1. Engage in learning that includes reading, analyzing, and discussing children’s and young adult literature and books, as well as engaging with and analyzing a variety of supplementary theoretical	I/D	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
and textual media;																					
2. Gather, review, evaluate and interpret information relevant to the study of children’s and young adult literature and books, including historical representations/ constructions of children and youth.	I	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	A	D
3. Acquire the vocabulary and	I/D	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
theoretical approaches for the critical and editorial analysis of children's literature;																					
4. Analyze the key concepts, methodologies, and theoretical approaches to this growing cross-disciplinary field of children's literature;	D	A	A	D	D	D	D	D	D	D	D	A	A	D	D	I	A	D	D	A	A
5. Analyze constructions of childhood and youth in	I/D	D	A	D	D	A	A	A	A	A	A	A	D	D	D	I	A	D	D	D	D

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
children's literature in relation to various axes of difference including, among others, age, racialization, ability, ethnicity, religion, gender, sexuality, class, and nationality;																					
6. Develop the critical and analytical skills appropriate for further study of	I/D	D/A	A	A	A	A	D	D	D	D	D	D	A	D	D	I	D	D	D	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
literature and the humanities;																					
7. Engage with relevant theories about research methodologies and research with and/ or about children and youth;	I/D	D/A	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	A	A
8. Identify limitations of research in different contexts (both historical and contemporary);	I	I/D	D/A	D	D	D	D	D	D	D	D	A	D	D	D	I	D/A	D	D	D/A	D
9. Participate in Experiential Learning by	I	D	A	D	D	D	D	D	D	D	D	D	D	D	D	I	D	D	D	D/A	D/A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 OR EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
developing applied methodological research skills (through in-class activities, guest speakers, virtual exhibits, and collaborative workshops about the digital humanities with archivists and librarians in Scott library);																					
10. Apply knowledge from English	I	I/D	D/A	D	D	D	D	D	D	D	D	A	D	D	D	I	D	D	D	A	A

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses													Glendon Courses				
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
Literature and Children, Childhood & Youth core courses to the study of the social and textual production of children's literature from a range of cultural and social contexts, and to the research methods and methodologies for research with children and youth.																					

I	Introduce
D	Develop
A	Achieve/Assess

Learning Outcomes	Courses																				
	Core courses (15 credits)			9 additional credits from the following list LA&PS Courses														Glendon Courses			
	EN 2173 <u>OR</u> EN 2174	CCY/ HUMA 3998	CCY/ HUMA 4998	CCY 3690	CCY 3691	CCY 3693	CCY 4824	CCY 3685	CCY 3687	CCY 3688	CCY/ HUMA 3697	CCY/ HUMA 4144	CCY 4145	EN 3032	FR 3340	GER 1791	HUMA 4516	EN 3636	EN 3332	EN 4644	EN 4655
11. Disseminate their research findings in a formal setting and in the publication of their work to the CLC Scholarly Resource.			A									D									

I	Introduce
D	Develop
A	Achieve/Assess

APPENDIX A – Calendar Copy

Cross-Disciplinary Certificate in Children's Literature

Children, Childhood & Youth Program, Department of Humanities

A cross-disciplinary certificate based in the Children, Childhood & Youth Program in the Department of Humanities offers a critical humanities and childhood studies perspective on the cross-cultural, social and textual valuations of children's literature.

The undergraduate certificate will recognize and value the importance of children's literature in the study of constructions of children, childhood, and youth across different temporal periods and in varied international and transcultural contexts. It will review many of the methodological approaches that have governed and continue to govern the literature intended for young people. It will analyze the significant ways in which children and youth are constructed differently in literature in various times, spaces, and cultures, and by means of a variety of literary forms and genres.

This cross-disciplinary certificate in Children's Literature will allow students to engage with texts in this diverse field of literature to examine how modes of representation shape our perceptions of children and youth in the contemporary world. The objectives of the certificate in children's literature are to provide students majoring in humanities-related disciplines with critical cultural, social and textual perspectives on children's literature studies.

Certificate Requirements

To qualify for the Cross-Disciplinary Certificate in Children's Literature, students must complete 24 credits, 18 of which are at the 2000-level or above, including 18 credits at the 3000- or 4000-level, with the requirement of a cumulative grade point average in these 24 credits of at least 5.00 (C+).

24 credits from a list a of approved courses as listed below. They include:

- 15 credits from the following:
 - AP/EN 2173 3.00 or EN 2174 3.00
 - AP/CCY 3998 6.00
 - AP/CCY 4998 6.00

- 9 credits from those courses listed below:
 - AP/CCY 3690 6.00
 - AP/CCY 3691 3.00
 - AP/CCY 3693 3.00

- AP/CCY 4824 3.00
- AP/CCY 3685 6.00 (cross-listed to: AP/HUMA 3685 6.00)
- AP/CCY 3687 6.00
- AP/ CCY 3688 3.00
- AP/ CCY 3697 3.00 (cross-listed to: AP/HUMA 3697 6.00)
- AP/CCY 4144 3.00 (cross-listed to: AP/HUMA 4144 3.00)
- AP/CCY 4145 6.00
- AP/EN 3032 6.00
- AP/FR 3340 6.00 (FR)
- AP/GER 1791 6.00
- AP/HUMA 4516 3.00

Courses in the Department of English, Glendon Campus

- GL/EN 3636 6.00
- GL/EN 3332 6.00
- GL/EN 4644 6.00
- GL/EN 4655 3.00

Note: (EN) = taught in English, (FR) = taught in French

For additional information please contact the Children, Childhood & Youth Program
lapscyy@yorku.ca, or 416-736-5158.

CHANGE TO EXISTING COURSE (CEC) PROPOSAL FORM

Proposal Package

The proposal package must include the following:

<input type="checkbox"/> evidence of unit-level approval on the completed CEC form
<input type="checkbox"/> Consultation form (if applicable, such as when cross-listings are affected)
<input type="checkbox"/> Indigenous Council Consultation form (if applicable)

Departmental Curriculum Approval

The Committee on Curriculum, Curricular Policy and Standards will only consider curriculum proposals that have received department-level curriculum approval.

Name:	Position:	Date:
Name:	Position:	Date:
Name:	Position:	Date:

Contact Information

Department: Humanities
Unit Contact: Susan Warwick, UPD
Proponent's Name: Cheryl Cowdy Proponent's Email: ccowdy@yorku.ca

Current Course Information (Originator)

Rubric: CCY	Course No.: 3998	Credit Weight: 6.0
Title: The Social and Textual Production of Children's Literature: Research Methods		
Cross-Listing: HUMA		
Is this a General Education course? No		
Change Effective Academic Session(F, W, or S): SU		
Change Effective Academic Year: 2022		

Type of Change

- | | | |
|--|--|--|
| <input type="checkbox"/> course number / year-level | <input type="checkbox"/> course description | <input type="checkbox"/> credit value |
| <input checked="" type="checkbox"/> course credit exclusion(s) | <input type="checkbox"/> pre/co-requisite(s) | <input type="checkbox"/> cross-listing |
| <input type="checkbox"/> Inactivate course* | <input type="checkbox"/> | <input type="checkbox"/> course title |
| <input type="checkbox"/> other (please specify): | | |

*Select inactivate course (previously retire/expire) if the current course will be replaced.

If the changes are to the **year level or credit weight**, provide updated course learning outcomes, evaluation methods, course relevancy, and required readings to address the change.

If a 3.00 or 6.00 partner course is being added to an existing course, please detail how the credit versions will be differentiated by the following criteria (e.g. adding a 6.00 version should have learning outcomes that address an expanded scope or more assessments):

Course Learning Outcomes:
 Assessments:
 Bibliography:
 Topics:

Note: This information is needed by the committee to understand the purpose and scope of the course. These components are subject to change by individual course instructors and may not be reflected on course syllabi.

Academic Rationale

1. Briefly describe the change.
2. How does this change clarify requirements or options for students?
3. How does this change lend to program identity or coherence?
4. Update the course learning outcomes (required for changes in year level and substantive content)
5. Which program learning outcomes does this course help students to achieve? (posted on the [Faculty Council Curriculum Toolkit](#))

1. Remove CCE: CCY 3999 6.0 (The two courses are quite different and do not contain significant overlap of content. While CCY 3998 focuses on children’s literature research methods, CCY 3999 addresses ethics and methods for conducting research with child/ youth participants).

2. The change clarifies requirements and options for students by allowing them to take either CCY 3999 6.0 or CCY 3998 6.0 to fulfill the core course requirement (which requires a grade of B or higher); they can then take the other course to fulfill CCY elective requirements if they are interested in both children’s literature research

(3998) and research with children/ youth (3999). Sometimes, students may fail to achieve the required grade of B in CCY 3998 or CCY 3999 because the particular course is less suited to their strengths and interests. This change therefore allows those students who fail to achieve a grade of B in either CCY 3998 or CCY 3999 to take the other core 3000-level course to satisfy program requirements and to then count the other course as a program elective.

3. The change lends itself to program coherence by allowing students to engage in the qualitative research methods of both children's literature studies (CCY 3998) and childhood studies (CCY 3999). It also supports those students who wish to pursue a major in CCY as well as the newly proposed Children's Literature Certificate. Finally, students who take both CCY 3998 and CCY 3999 can choose to complete either of the program's 4000-level honours research project courses (CCY 4998 or CCY 4999) as their capstone experience, based on the course that best meets their research interests and needs.

4. No update to the course learning requirements are required.

5. The courses continue to satisfy PLOs previously included in the original NCP for CCY 3998 6.0.

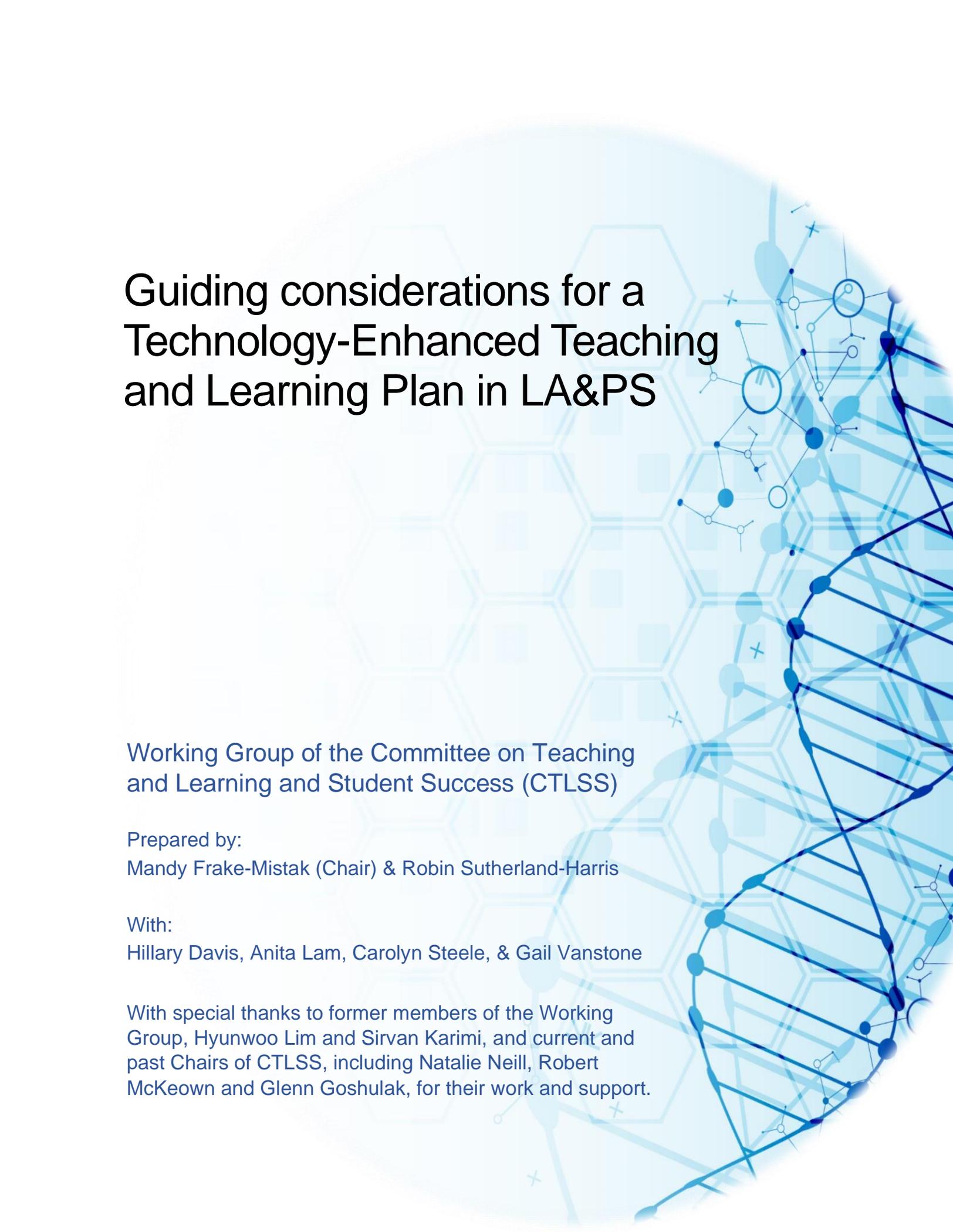
Description

Use the current course description from the repository or the Curriculum Management System to fill out this section.

NOTE: All courses must have a brief and expanded course description. Denote additions in **bold, blue, underlined** type and deletions with a ~~strikethrough~~.

<p>Proposed Course Changes Example: <u>Add this text</u> Example: Delete this text</p>
<p>Titles Long (max 100 characters including spaces): Short (max 40 characters including spaces):</p>
<p>Descriptions Brief (max 60 words including spaces and punctuation): This course incorporates book history, Childhood Studies, literary analysis, and digital humanities methodologies in its exploration of the social and textual production of children's literature. It focuses on a selection of historical children's texts from the eighteenth to twentieth centuries to study how these archival artefacts shape and interrogate our perceptions of children, childhood and youth in past and contemporary times. Prerequisites: AP/CCY 1999 6.00, AP/CCY 2999 6.00 Course Credit Exclusions: AP/HUMA 3695 60.0; AP/HUMA 3999 6.00</p>
<p>Expanded (max 250 words including spaces and punctuation):</p>

Guiding considerations for a Technology-Enhanced Teaching and Learning Plan in LA&PS



Working Group of the Committee on Teaching
and Learning and Student Success (CTLSS)

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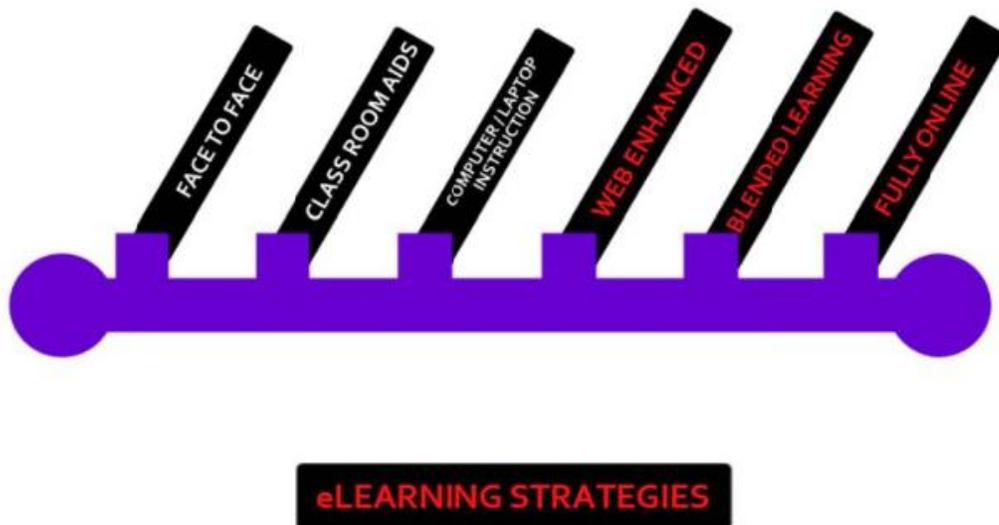
Introduction

In 2014, the Office of the Associate Vice-President Teaching and Learning introduced a [Common Language for eLearning at York University](#) whereby eLearning is defined as:

...the development of knowledge and skills through the use of information and communication technologies to support interactions for learning including interactions with content, learning activities, and with other people.

To visualize the 2014 common language, a linear subway model (see Figure 1) was presented with each eLearning strategy appearing as an isolated and discrete subway stop. In this model, in-person and online teaching exist as two separate and seemingly unrelated teaching modalities with the first three stops (in-person, classroom aids, computer/laptop instruction) relating specifically to an in-person teaching context and the last three stops (web enhanced, blended learning, fully online) being associated with eLearning. Instructors can choose to 'get off' at any stop on the subway line without needing to consider how their teaching practices include multiple eLearning strategies. Given LA&PS instructors' experiences with online teaching and learning during the COVID-19 pandemic, this subway conception no longer reflects the practices being deployed in classrooms today.

Figure 1: Subway Model



With the arrival and routine use of web and video conferencing tools (e.g., Zoom, Teams), in-person teaching and learning practices are no longer the sole modality for delivering synchronous courses and curriculum across postsecondary education. As more and more students have experienced online learning, especially during the COVID pandemic, there is an expectation that universities expand their course offerings by providing multiple, flexible options for student learning. These options increasingly

include various forms of technology-enhanced learning, ranging from fully online courses with a flipped classroom model (asynchronous lectures with synchronous tutorials) to Hyflex learning (simultaneous in-person and synchronous online learning).

As we engage in the work of moving past emergency remote teaching, we have a timely opportunity to shift toward a far more dynamic and interactive approach to teaching and learning in LA&PS. As a result, a more flexible and inclusive model of technology-enhanced teaching and learning can enable and support instructors as they leverage their existing knowledges and practices into a meaningful vision for teaching and learning across multiple modalities and diverse contexts.

I feel like the online education system has forced a change in the way we learn, as opposed to rote memory and regurgitation now courses have reshaped their assignments and assessments so that they are more application/critical thinking based which definitely helps solidify material we learn in class as opposed to simple regurgitation memory tests all the time.

LA&PS student, quoted in *Student Experiences for Fall 2020, Full Report* prepared by OIPA

As a mature student with full time work and family to take care [of], I [like] the use of online classes...benefits include: time and money saved from non-travel, more concentration on course content, higher comfortable level in class engagement, as long as the instructor is facilitating.

LA&PS student, quoted in *Student Experiences for Fall 2020, Full Report* prepared by OIPA

The Double Helix of Technology-Enhanced Teaching and Learning

Since the COVID pandemic, teaching and learning in LA&PS has evolved in such a way that we need a new Faculty-specific model for more broadly envisioning technology-enhanced teaching and learning. Unlike a narrower focus on eLearning, this model would enable us to consider how in-person and online classroom experiences are (now more than ever) intertwined and interactive. In short, today's teaching and learning is far more dynamic than suggested by the static subway model of 2014. Seldom, if at all, will an in-person class be devoid of any use of technology (e.g., students routinely use laptops to take notes, instructors often include PowerPoint presentations to enhance and clarify their lectures, both students and instructors use eClass, audiovisual objects are regularly used to support the overall course experience). Similarly, online teaching will often include human-centred elements or those resembling in-person components (e.g., community building, group discussion forums, synchronous activities). Regardless of teaching modality, elements of both in-person and online teaching are built into today's learning experience, and as a result today's teaching and learning is far more mediated by technology than ever before.

Figure 2. Double Helix Model



Our new vision of technology-enhanced teaching and learning uses the image of a double-helix to reimagine the linear and static subway model (see Figure 2). In so doing, the DNA metaphor highlights more fluid, flexible and organic forms of teaching and learning, all of which can continue to evolve over time. The intertwining double-helix elements, represented by both in-person and online teaching and learning, are interconnected and entangled. Moreover, they are built in relation to four (4) core values, which underlie LA&PS' ongoing commitments to enhance teaching and learning.

Possible Uses for this Guiding Document

This guiding document is intended to be a 'north star' approach to conceptualizing and realizing what is possible for teaching and learning practices in LA&PS. Like a compass, it orients us towards future possibilities (e.g., innovative pedagogical practices, opportunities for collaboration among members of new or existing communities of practice, etc.), while grounding us in our current values and strengths as a Faculty. As such, this document offers a set of guiding values that build upon core LA&PS values

identified in the LA&PS Academic Plan, 2021-2026 ([Rising Together: Building a Better Future Through Excellence and Inclusion](#)), as well the [York University Academic Plan, 2020-2025](#). With these values in mind, the document aims to do the following:

- Extend tech-enhanced teaching and learning practices beyond that of an emergency or reactionary approach to eLearning;
- Support meaningful and authentic online and in-person learning experiences for both students and faculty members;
- Provide inspiration for instructors as they create innovative learning experiences augmented by technology-enhanced components, such as digital whiteboards, iClickers, etc., and in the context of online, blended and Hyflex courses;
- Promote a learner-centered approach to teaching and learning, where students from different backgrounds, lived experiences, and ways of seeing and being in the world, are meaningfully engaged in welcoming, inclusive and safe teaching and learning spaces;
- Provide practical considerations, reflections, and resources related to teaching and learning;
- Serve as an informal technology-enhanced teaching and learning plan for the Faculty. As the [Academic Innovation Fund \(AIF\)](#) prioritizes applications from Faculties with a documented eLearning plan, having a plan in place for LA&PS, even if only a temporary, informal one, can have the effect of strategically strengthening applications made by our faculty and staff, especially when their applications are compared to those from other Faculties and Schools at York; and
- Represent a small, first step towards the development of a more formal digital learning strategy. Across the sector of higher education in Canada, provinces, such as [British Columbia](#), and institutions in Ontario (e.g., [McMaster](#), [Waterloo](#)) have already begun the process of creating and establishing their digital learning strategies.

The DNA of LA&PS Teaching and Learning

The double-helix model of tech-enhanced teaching and learning is shaped by LA&PS' core [values](#) and commitments. As these values and commitments function as the foundation for imagining LA&PS' future for students, faculty and staff, they also inform the multiple modes and modalities of teaching and learning across this Faculty:

- 1) Community
- 2) Accessibility
- 3) Balance Across & Between In-person and Digital Modalities
(adaptive course design)
- 4) Equity

These four values are the pillars that support, connect, engage, and innovate teaching and learning in LA&PS (see Figure 2). Each will be articulated below through an exploration of key considerations for course and lesson design. These considerations are accompanied by a set of reflective prompts for instructors. Together, the considerations and prompts are offered to assist instructors as they develop new courses or transition an existing course from one modality to another. For each of the four values, a case study will be provided, detailing a set of challenges and issues commonly experienced by instructors teaching in a particular modality. Some strategies and suggestions will be presented as potential responses to those challenges.

Community

In both our in-person and online classrooms, we aspire to create shared learning communities of trust and reciprocity where students are actively engaged and emotionally invested in our courses.

Creating an environment where the instructor and students feel part of a shared learning community requires both instructor presence and the social presence of students. Instructor presence directs the learning experience through course design, content delivery, and learning assessment. Instructor presence also requires that instructors humanize themselves which tells students that they are real persons who want them to succeed. In courses with a positive social presence, students see their classmates as 'real people' who, like them, have emotions, ambitions, and educational goals. Social presence creates connections among learners and gives students the opportunity to express themselves openly and as unique individuals.

In a conventional, in-person classroom, we take community for granted as both instructor and students are physically present. But in technology-enhanced courses, especially fully online courses where students are physically isolated, community must be deliberately embedded in course design and assessments.

Key Considerations

- What does community mean when it is divided across modalities and mediated by technologies?
 - How do we build community in classes where neither students nor instructors are physically present? Or in classes where some but not all students are physically present (e.g., Hyflex)? How do we build community in classes where all activities, assessments, and content delivery are asynchronous?
- How can technology help build and support learning communities?
 - What tools can we use to encourage interaction among students in order to build social presence in our asynchronous courses or in the asynchronous portions of our online/blended courses? What digital tools can we use in our in-person and blended courses to enhance community?
- How can technology enhance instructor presence?
 - What digital tools are best suited to communicate instructor presence in our online, blended, and in-person courses? Where might instructors

share the same community spaces as students (e.g., in discussion forums or synchronous class time)? And where might instructors be present in spaces that are not community spaces for students (e.g., in course announcements, assignment feedback, or office hours)?

Case Study

Professor B teaches a fully online, asynchronous course in the Department of Languages, Literatures & Linguistics. Having taught a few online courses previously, Professor B is desperately seeking additional ways to build a more close-knit community among students. For language instruction, Professor B realizes the importance of relationship building throughout the course. Strong relationships between students, and between students and the instructor will help strengthen the students' ability and motivation to develop proper speaking, listening, and reading techniques. As there are also a high number of international students in the class, community building can also help foster a greater sense of belonging and support intercultural competencies.

Professor B may try to implement the following strategies:

- In asynchronous online courses or blended courses with asynchronous components, an instructor can build instructor presence by responding to students personally in online forums and by participating in community building exercises (for example, icebreakers; creating an online profile or personal introduction; posting on a Padlet or a course bulletin board). Answering student questions posted in Q&A forms, meeting with students virtually for office hours, and including a picture or avatar can also establish instructor presence.
- Social presence can be cultivated by dividing students into small groups for online discussion forums and/or for collaborative work (for example, group video presentations or podcasts; collaborative assignments that can be facilitated by document sharing or online annotation tools like Perusall or Hypothes.is).
- Other examples might include assigning a participation grade, where students earn marks for note-sharing, answering their peers' questions in a Q&A forum, or engage in other activities associated with being a collegial classmate.

Resources

- Boettcher, J.V. & Conrad, R.-M. (2016). *The Online Teaching Survival Guide: Simple and Practical Pedagogical Tips* (Second Edition). John Wiley & Sons.
- Community of Inquiry. [About the Framework: Social, Cognitive, and Teaching Presence.](#)
- K. Patricia Cross Academy. [Meaningful Peer Interaction: Combatting Isolation in Online Courses.](#)

Accessibility

Access to course materials, learning environments, as well as peers and instructors is a foundational requirement for all learning. To offer equitable learning opportunities and barrier-free learning for all students, accessibility requires a deliberate design of course materials, modalities, technologies, and policies, often informed by Universal Design for Learning (UDL). In online, blended, or Hyflex environments, students can face additional access-related barriers, including but not limited to the following: restricted access to necessary technological infrastructure and hardware; limited access to high-speed, stable Internet; and insufficient technical support for handling challenging software. Individual instructors may not be able to address all barriers but being aware of students' varying levels of access can help inform the design and delivery of more technologically accessible courses.

Key Considerations

- How can planning ahead help students facing digital inequities (e.g., [digital divides](#))?
 - Can instructors learn more about student needs? Can a course's technological requirements be met by most students?
 - Can course material be better aligned with readily available student resources (e.g., [open educational resources](#))?
- How can course design support access for all students?
 - Are there opportunities for both synchronous and asynchronous learning (whether in person or online)? Can built-in accessibility checkers, such as for [Office apps](#), be used to review course materials? Have alt-texts, captioning, transcripts, and recordings been provided where feasible?
- How can navigating the course be easier for all students?
 - Can online learning spaces, such as an eClass course site, be (re)organized for greater clarity? Are there multiple venues for clear and frequent communication with students about expectations, timelines, and tasks? Are examples of student success (or what counts as student success in the course) shared across all course modalities?

Case study

Professor D is looking forward to the start of winter term, which also marks the start of an online, synchronous course in the Department of Sociology. An online survey will be distributed to all registered students prior to the first day of class. By reviewing the survey results, Professor D hopes to gain a better understanding of the challenges students might face when accessing and participating in various learning experiences that make up the course (e.g. lack of webcam, microphone, or a quiet place to participate in class; the quality of Internet access; time zone differences that can impact a student's participation in synchronous components). Professor D is committed to creating the best learner experience possible and is optimistic that this survey will minimize any unanticipated problems. Student survey responses might also highlight instances where students will need formal accommodations provided by [Student](#)

[Accessibility Services](#), or informal academic considerations granted at Professor D's discretion.

Professor D may try implementing the following strategies:

- Integrate a virtual walkthrough of the course and/or provide access to resources about online learning (e.g., [Student Guide to Remote and Online Learning](#), [Student Guide to eClass](#)). These can help level the playing field, so that students with less online learning experience are not unduly disadvantaged. If students require broad technical support, they can always write to askit@yorku.ca.
- Provide a range of assessment options that offer flexibility in terms of timing (synchronous vs asynchronous), equipment and software required, and varying degrees of knowledge and experience. For students in upper-year courses or in courses with small class sizes, offering a choice of assessment options can help increase their sense of agency.
- Ensure the closed captioning option is turned on in Zoom.
- Whenever possible, provide students with timely access to recordings of Zoom classes, including transcripts of the class and/or Zoom chats, especially if the chat function is regularly used for class discussion.

Resources

- York University Resources
 - Tech support and software for students are available through University Information Technology: <https://www.yorku.ca/uit/student-services/>
 - Located online and in the Digital Scholarship Centre in Scott Library, the Media Creation Lab 'provides equitable access to space, equipment and resources for students and faculty who are creating multimedia as part of learning, research, or teaching': <https://www.library.yorku.ca/ds/home/media-creation-lab/>
 - All York students have access to LinkedIn Learning which includes a sizeable database of how-to videos that cover many aspects of using online technologies effectively: <https://lil.info.yorku.ca/>
- CAST. [Universal Design for Learning in Higher Ed](#).
- Goin Kono, K., & Taylor, S. (2021). Using an ethos of care to bridge the digital divide: Exploring faculty narratives during a global pandemic. *Online Learning* 25(1), 151-165. <https://doi.org/10.24059/olj.v25i1.2484>.
- Laufer, M., Leiser, A., Deacon, B., Perrin de Brichambaut, P., Fecher, B., Kobsda, C., & Hesse, F. (2021). Digital higher education: A divider or bridge builder? Leadership perspectives on edtech in a COVID-19 reality. *International Journal of Educational Technology in Higher Education* 18, 1-17. <https://doi.org/10.1186/s41239-021-00287-6>.
- Pichette, J., Brumwell, S., & Rizk, J. (2020). [Improving the Accessibility of Remote Higher Education: Lessons from the Pandemic and Recommendations](#). Toronto: Higher Education Quality Council of Ontario.

Balance Across & Between In-Person and Digital Modalities (adaptive course design)

Technology-enhanced learning has introduced new considerations when it comes to balancing course offerings across different modalities, whether it is the same course being offered online in one semester and in-person the next, or sections of the same course being offered in multiple modalities at the same time. Core course learning outcomes should remain the same across different teaching modalities; however, pedagogical strategies, assessments, specific course policies, and expectations for student engagement can change across different modalities.

Key Considerations

- What unique affordances of online learning can make the experience (more/less) flexible and engaging? How can students' sense of agency be enhanced by online learning?
 - How do these differ from in-person teaching and learning contexts?
 - Should all or any in-person teaching and learning practices be reproduced in an online context? If so, how can they be reproduced?
- Does the online version of a course have to reproduce the students' in-person learning experiences of the same course?
 - At what point do the differences between the two formats go too far? What drawbacks might arise in efforts to duplicate an in-person course online?
- In what ways should assessment strategies be reconsidered in an online course?
 - When considering instructor, TA and student workloads, what is the right balance to strike between fewer, high-stakes, cumulative assessments and more frequent, low-stakes assessments? What type and frequency of feedback as well as extrinsic and intrinsic motivators are needed to keep students on track when they learn online?
- What technologies support student learning in each modality? Do the proposed technologies have the potential to overwhelm either students or instructors, so that they might be distracted from essential course content?
 - How do digital tools and technology help make in-person course(s) flexible? What might instructors carry over into their online courses to help make those courses flexible (and vice versa)? Does the online course create an [extraneous cognitive load](#) and if so, how can it be minimized?

Case Study

Professor S in the School of Administrative Studies is feeling challenged by the prospect of teaching multiple sections of the same course in different modalities. Despite having experience with in-person and online teaching, Professor S wonders how the course can be designed and taught, so that students in both in-person and online sections will experience equitable opportunities to engage with course material and participate in various learning activities. This challenge is further amplified by the

fact that this course is a large, first-year course, and Professor S is concerned with designing assessments that will minimize instances of academic dishonesty.

Professor S might consider the following:

- Student participation often needs to be rethought in online courses, especially those that have no synchronous meetings. Posting to discussion forums and general Q&A forums as well as replying to other student posts can help build community (see above) and ensure student engagement with a course on a regular basis. These strategies can be used to supplement in-person courses to ensure both extroverted and introverted students have space to participate in their preferred modes of learning.
- Content delivery necessarily changes across modalities. Pre-recorded, chunked videos are appropriate in online and blended courses, especially for large courses. In contrast, longer lectures might be more appropriate when delivered in-person, as they enable students to ask questions mid- or post-lecture. Synchronous meetings can allow instructors to deviate from their 'script,' by spontaneously highlighting relevant examples, or by elaborating on concepts that have been difficult for students to grasp.
- Group work is not done as easily in online courses as when a class meets regularly in-person. Annotation software like Hypothes.is and Perusall can offer a technologically mediated way for students to work collaboratively when there is no option for a synchronous meet-up.
- In online learning environments, it is more difficult to ensure and uphold the academic integrity of closed book exams. It is recommended that these types of assessments be reconsidered and potentially redesigned for online teaching and learning. There are strategies for creating alternative, online assessments on the [Teaching Commons](#) website.

Resources

- York University Resources
 - The Teaching Commons offers support on adapting assessments and on flexible teaching across modalities:
<https://www.yorku.ca/teachingcommons/flexible-teaching/>
 - Academic Integrity Resources:
<https://www.yorku.ca/unit/vpacad/academic-integrity/>
- Columbia University Centre for Teaching and Learning. [Adapting Your In-person Course to a Fully Online Course: A Guide](#).
- Hartwell, A., Hanlon, P., & Brown, B. (2021). [Designing for technology-enabled learning environments](#). University of Calgary.

Equity (and Digital Literacy)

Equity in teaching and learning is fundamentally about ensuring that each student receives what they need in order to achieve their full potential. While this in part overlaps with the considerations raised in the section on Accessibility (see above), it is also much more complex. True educational equity means that regardless of a student's gender, race, background, economic profile, language, family history, and/or disability, the educational system is able to provide them with the required resources and supports to meet their educational goals. According to the [Centre for Human Rights, Equity, & Inclusion](#), 'access and equity can look very different in online.' In online, blended, or Hyflex environments, different equity-related needs may surface from those that are typically expected in a traditional in-person classroom setting. One important aspect of ensuring equity in technology-enhanced teaching and learning is the development of digital literacy, the skills needed for 'confident and critical use of a full range of digital technologies for information, communication and basic problem-solving' ([UNESCO](#)). If we are asking students to occupy digital spaces and to use digital resources as scholarly learners, we must also provide instruction and support in effectively navigating those spaces and resources.

Key Considerations

- What is known about the equity needs of students, beyond technical supports/needs?
 - Which groups of students might be advantaged or disadvantaged by aspects of the course? Consider, for example, the costs of course materials, representations of minority groups in course content, language barriers, time constraints, and so on. What existing resources can students connect with, and where can barriers be removed to create a greater sense of inclusion and belonging?
- What implicit assumptions regarding digital literacy have been made in the choice of modalities, technologies, resources, and assessment design?
 - When reviewing all elements of a course, will all students be able to effectively engage with both digital and analogue components? Are instructors able to provide the necessary support for students in the use of course technologies and digital resources? When it comes to digital course materials and/or assessment expectations, where and when might additional instruction or scaffolding be provided to enable students to succeed as critically engaged scholars-in-training?
- Is the teaching team well-equipped to respond to equity needs as they arise during the semester?
 - What resources exist in disciplinary-specific communities and departments that might help anticipate and prepare for such needs? Are there campus offices or resources that can be relied on if needed? Where can flexibility be added to course design, content, and policies from the outset (e.g., to help students facing unexpected circumstances complete the course)?

Case Study

Professor T is excited about bringing digital technology and resources into their in-person Humanities classroom as a way of introducing her students to some cutting-edge areas of her discipline. Professor T wants to engage students in course readings during weekly class time by having them work in small groups using collaborative text annotation tools. The final assignment for the semester is a mapping project using Geographic Information System (GIS) software, to be completed by students working in pairs. Professor T has heard from some colleagues that students are less familiar with digital technologies than they had anticipated and is also mindful of the potential costs of course materials. Professor T is already planning to use a series of Open Educational Resources (OERs) and will recommend open-source GIS software to keep costs down for students.

Here are a few other ways Professor T can ensure that the equity and digital literacy needs of her students are met:

- This course will have a lot of discussion and collaboration, whether in the in-person classroom, via the text annotation tools, or in pairs for the final assignment. Co-generating community guidelines with students for each specific context can be a powerful strategy for
 - Learning more about what students believe they need to succeed in these settings;
 - Generating consensus throughout the class community about shared norms and values; and
 - Anticipating potential 'hot spot' discussions and establishing a community process for responding to any disruptions.
- Despite being an in-person course, this course will also be asking students to use digital technology in multiple ways: as course content (through OERs and other online resources), as a mediator of course communication (through the collaborative text annotation), and as the medium through which students are expected to demonstrate learning (through the GIS mapping software). Building in low-stakes and practice opportunities for students to develop digital literacy skills for each tool is crucial!

Resources

- Columbia University Centre for Teaching and Learning. [Five Principles for Inclusive Teaching and Learning Online](#).
- Sator, A. and Williams, H. (2020). [Removing Barriers to Online Learning Through a Teaching and Learning Lens](#). Victoria BC: BCcampus/ABLE Research Consultants
- University of Michigan. [Inclusive Teaching Resources for Online Courses](#).

Four Quadrants of Technology-Enhanced Teaching and Learning

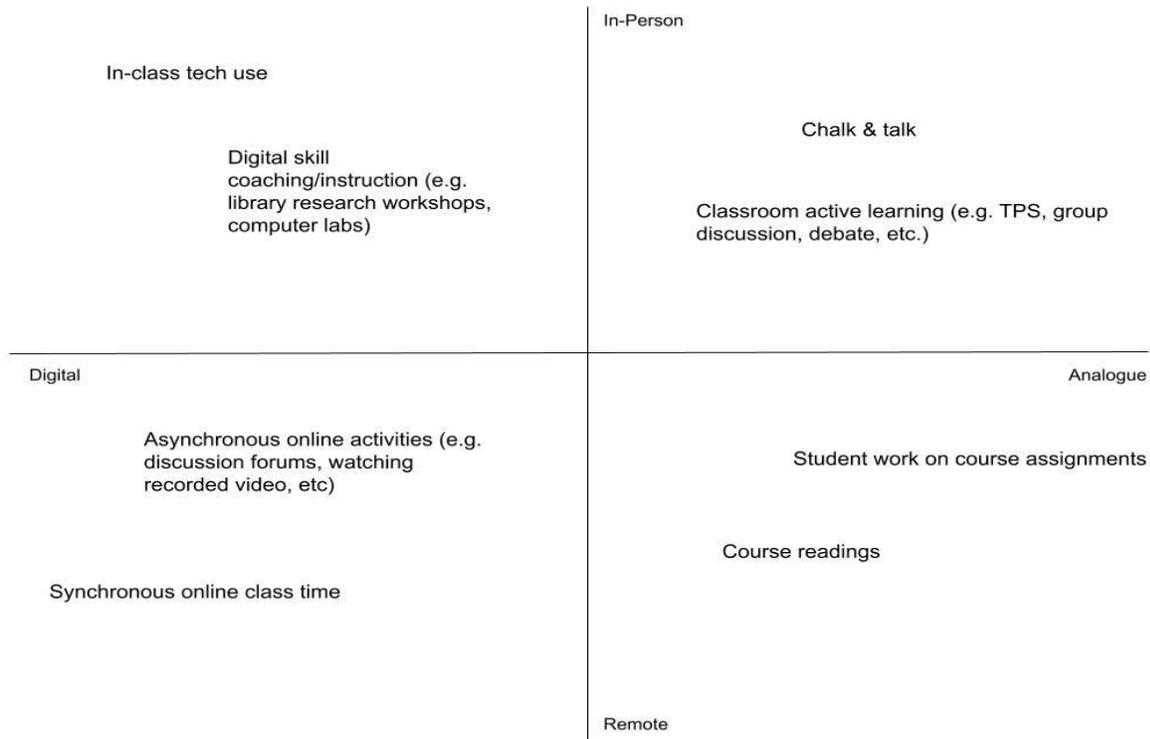
As outlined in the previous sections, the double helix model of technology-enhanced teaching and learning is profoundly shaped by LA&PS' core values. The values of community, accessibility, balance, and equity shape how teaching can be approached in a range of learning environments, course contexts, and technologies. As we actively support the development of [21st century learning](#), we will diversify not only whom and what we teach, but also how and where we teach. As LA&PS aims to 'foster innovation in teaching and curriculum development,' by 'ensuring high-functioning technological infrastructure to support in-person, blended, and online learning' (Action 5 of Principle 4, [LA&PS Strategic Plan](#)), we can further visualize technology-enhanced teaching as situated along two axes, each of which represents a continuum rather than a dichotomy. Adapted from Kern, Mettetal, Dixson, and Morgan (2015), and building upon [A Framework for Engaged Teaching at York University: Moving Towards Evidence-Driven Practice](#), this model encourages us to consider the pedagogical implications of technology-enhanced teaching and learning. We invite instructors and departments to explore how their courses connect with and move between the quadrants described below, and to consider the implications for community, accessibility, balance, and equity as described above. As there are sound pedagogical reasons to support teaching within and across all four sectors, instructor and student practices in each quadrant can be equally vital for engaged teaching and meaningful learning.

Figure 3 below presents four quadrants of technology-enhanced teaching and learning. Each entails different teaching and learning activities and has different resourcing needs in terms of technology, labour, training, space, and professional development supports. Figure 3 may be helpful for departments or schools when thinking about which modalities make sense for specific courses. Note that in this model, synchronous vs asynchronous delivery is a secondary concern, and we are deliberately hoping to move away from that duality as it has come to statically shape institutional and educators' approaches to technology-enhanced teaching and learning in the wake of the COVID-19 pandemic.

The horizontal axis indicates the degree to which technology is used in teaching, ranging from the purely digital on the left to the purely analogue on the right. It responds to the question, 'What tools are you using?' The vertical axis represents the location of teaching and learning, ranging from fully remote to fully in-person. It responds to the question, 'Where are you connecting with students?' Unlike York University's temporary use of the term during the COVID pandemic, 'remote teaching,' as discussed below, does not necessarily refer to synchronous, online teaching. Instead, the term 'remote' is broadly used to indicate teaching and learning contexts where instructors and students are not physically occupying the same classroom space, and when students may be engaging in course activities outside of a scheduled class time.

We recognize that it is likely that most educators in most courses will move between these four quadrants. We hope that this model will assist instructors in thinking about where, when and how digital technologies are deployed in classes, and with what effects for students. Given the importance of LA&PS' core values, how are community, accessibility, balance, and equity prioritized, as instructors and students move from one quadrant to another?

Figure 3: Four Quadrants of Technology-Enhanced Teaching and Learning



In-Person Teaching and Learning Dimension of the Model

Digital in-person teaching includes teaching and learning activities that involve the in-person use of digital technologies. The most familiar examples of this might be as simple as a lecture with PowerPoint slides, or a computer or language-learning lab, in which digital tools are integrated with active learning practices throughout the semester. Instructors may also incorporate digital in-person teaching into just one or two class sessions rather than throughout a course – think of an in-class workshop on library research tools, for example, or a class period dedicated to introducing students to a technology needed to complete a course assignment. Resourcing needs can be significant in this quadrant, with requirements for accessible physical gathering spaces equipped with the necessary technology that can also accommodate the pedagogical needs of the course. It is essential to take into account existing units, resources, and staffing that may be required to ensure that technology runs smoothly.

Analogue in-person teaching includes teaching and learning activities that use non-digital technologies in the in-person classroom. The increasingly uncommon ‘chalk-and-talk’ approach to teaching is one example, and others might include seminar-style discussions, or other active learning activities such as Jigsaw, class debates, or engaging with case studies. Asynchronously, analogue in-person teaching can include office hours or student study groups. While there are now digital adaptations of virtually all analogue in-person teaching strategies, they nevertheless remain an important mainstay of teaching practice in higher education. Resourcing needs can be less demanding in this quadrant, as they are largely limited to accessible physical gathering spaces and basic course materials. However, note that in the absence of digital technologies some accessibility needs may need to be accommodated in different ways. For example, while digital presentation software can generate live captions using artificial intelligence, in an analogue setting an ASL interpreter may be needed.

Table 1: In-Person Dimensions of Technology-Enhanced Teaching and Learning,

	Digital In-Person	Analogue In-Person
Description	Teaching and learning activities involving in-person use of digital technologies	Teaching and learning activities involving in-person use of non-digital technologies
Purposes and Opportunities	<p>Enhance delivery of course content using visual aids or interactive technology;</p> <p>Introduce students to new digital tools useful or required for course learning, or enhance existing skills with digital tools;</p> <p>Practice opportunities for low-stakes engagement with digital technologies;</p> <p>Tech support for hardware and software issues.</p>	<p>May facilitate developing course community</p> <p>May enhance student focus on course discussion and activities</p> <p>Build essential connections between instructors and students</p> <p>Incorporate creative and collaborative learning and assessment that may necessitate in-person time (e.g., flipped classes)</p> <p>Introduce students to non-digital resources or experiences (e.g., library tours, field trips)</p>
Challenges	<p>Some risk of technological malfunction—low-tech back up plan may be advisable</p> <p>Some students may anticipate or need analogue alternatives</p>	Some students may anticipate or need digital alternatives
Resourcing Considerations	<p>Accessible digital course materials</p> <p>Accessible physical gathering</p>	<p>Accessible physical gathering spaces</p> <p>Accessible non-digital course</p>

	Digital In-Person	Analogue In-Person
	spaces Tech-equipped classrooms or other work spaces Hardware and software needs of students and instructors Available in-person tech support services	materials

Remote Teaching and Learning Dimension of the Model

Digital remote teaching includes teaching and learning activities that are implemented using digital technologies while students and instructors are not in the same physical location. Common examples of this include synchronous class sessions conducted via Zoom, Teams, or other videoconferencing software—such class sessions can be as varied as those held in person, including lectures, tutorial discussions, guest speakers, student presentations, and active learning activities adapted for online environments. Asynchronously, students may watch recorded mini-lectures, engage with digital course materials, and use learning management systems such as eClass to participate in discussion forums, peer feedback activities, or group work. It is important to note that learner attention spans for absorbing course content are often shorter in this environment. Whether you are lecturing synchronously or having students watch recorded video asynchronously, it is recommended that a break or change in activity is introduced every 15 minutes. Resourcing needs in this quadrant can be difficult to assess, as access often depends on infrastructure available to students in off-campus settings. However, instructors and departments should consider what supports are available for students in accessing the necessary hardware (e.g. laptops, high-speed Internet, etc.) as well as software (e.g. Zoom, eClass, etc.) to facilitate digital remote teaching. Similar considerations may also apply for faculty and teaching assistants.

Analogue remote teaching includes teaching and learning activities that use non-digital technologies while students and instructors are not in the same physical location. Simple examples of this include student engagement with printed course readings, individual or group work on assignments, and the giving and receiving of written feedback on student work. Synchronous teaching is most limited in this quadrant, as it is largely digital technology that enables remote teaching in real time, but asynchronous analogue remote teaching is a well-established and important mainstay of higher education. In this quadrant, resourcing needs are minimal, consisting mainly of access to non-digital course materials. The availability of physical on-campus study spaces for quiet individual work and collaborative group projects may be an additional consideration.

Table 2: Remote Dimensions of Technology-Enhanced Teaching and Learning,

	Digital Remote	Analogue Remote
Description	Teaching and learning activities involving remote use of digital technologies	Teaching and learning activities involving remote use of non-digital technologies
Purposes and Opportunities	<p>Make course materials and lectures readily available online</p> <p>Reach students who face barriers to in-person learning</p> <p>Deepen student engagement with course materials through interactive digital technologies (e.g., collaborative annotation of readings through Hypothes.is or Perusall)</p> <p>Create authentic, 21st-century learning experiences embedded in digital spaces</p>	<p>Provide time and space for reflective individual or group learning</p> <p>Take advantage of course materials not readily available in digital form</p> <p>Foster student independence and ability to direct own learning</p>
Challenges	<p>Significant risk of technological disruptions, whether on instructor's or student's end. Clear protocols for how to proceed in such instances are recommended</p> <p>Some students may anticipate or need analogue alternatives</p>	<p>The progress of student learning in this quadrant can be hard to follow. Instructors can support students by ensuring meaningful connections are drawn between analogue remote activities and course learning that occurs in the other three quadrants.</p> <p>Some students may anticipate or need digital alternatives</p>
Resourcing Considerations	<p>Accessible digital course materials</p> <p>Hardware and software needs of students and instructors</p> <p>Available remote tech support services</p> <p>Pedagogical support for instructors new to teaching in digital remote contexts</p>	<p>Accessible non-digital course materials</p> <p>Accessible individual and group study/work spaces on campus or elsewhere</p>

Resources

- Barbieri, E. (2021). [The big idea: Should we leave the classroom behind?](#) *The Guardian*, 8 November.
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- Darby, F. & Lang, J.M. (2019). *Small Teaching Online: Applying Learning Science in Online Classes*. John Wiley & Sons. ([Here is a helpful book summary.](#))
- Hasnine, M.N., Hussien Ahmed, M.M. & Ueda, H. (2020). [Towards post-pandemic active learning design by connecting strategies with technologies](#). *World Conference on Mobile and Contextual Learning* (pp. 101-104).
- Ivus, M., Quan, T., Snider, N. (2021). [Uncharted Waters: A World-class Canadian E-learning Paradigm](#). Information and Communications Technology Council.
- Kern, B. & Mettetal, G., Dixson, M., & Morgan, R. (2015). The role of SoTL in the academy: Upon the 25th anniversary of Boyer's Scholarship reconsidered. *Journal of the Scholarship of Teaching and Learning*, 15(3), 1-14.
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- Liu, C. (2021). Imagine the postpandemic classroom. *Journal of General Music Education*, 35(2), 36-38.
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- Sangrà, A. (ed.) (2022). *Improving Online Teaching. Practical Guide for Quality Online Education*. Barcelona: Fundació per a la Universitat Oberta de Catalunya.
- Yan, Z. (2022). *Student Self-Assessment as a Process of Learning*. London: Routledge.



The Senate of York University

Synopsis

The 693rd Meeting of Senate held on Thursday, 16 February 2023 hybrid format

Remarks

The Chair of Senate, Professor Poonam Puri, welcomed Senators to the meeting.

The Chair, on behalf of Senate:

- extended thanks to Vice-President Sheila Cote-Meek for her contributions to Senate and for the initiatives undertaken to support the UAP priority of *Living Well Together*, notably the actions to support reconciliation through our Indigenous Framework, and integration of decolonization, equity, diversity, and inclusion considerations in our collegial governance processes and structures; best wishes extended to VP Cote-Meek in her new leadership role at Brock University,
- acknowledged with sorrow the recent tragic earthquake in Turkey and Syria; Senate expresses its condolences to the families and the communities so deeply affected by the tragedy, and

Consent Agenda items deemed to be approved as no requests were received to move any of the items to the regular business.

The President's monthly "Kudos" report on the achievements of members of the York community can be accessed with other documentation for the meeting.

Inquiries and Communications

Senator van Wijngaarden shared highlights of the Academic Colleague to COU report, included in the agenda package.

Reports

Under President's agenda items,

- The University is considering response, including collaborating opportunities, to mitigate the impact of the earthquake in Turkey and Syria.
- FW 2023 101 applications domestic interest is rising with increases in first choice applicants; international applicants/recruitment needs focus
- School of Medicine (SoM): in conversation with government, City of Vaughan, and other partners; timely for APPRC to bring forward recommendation for endorsement of SoM as the University must be ready to respond to promptly

The Senate of York University Synopsis

- Congress: over eight thousand scholars and practitioners expected
- UAP: aligning budget and resources with plan to achieve priorities.
- Extended congratulations to all in the Kudos report

Approvals

Senate approved the following recommendations of its Academic Standards, Curriculum and Pedagogy Committee:

- change to name and degree requirements for the MA and PhD programs in Theatre and Performance Studies, from Theatre and Performance Studies, to Theatre, Dance and Performance Studies, and the change in related degree requirements, effective FW2023-2024.
- change in the name and degree requirements for the BA and iBA degree programs and options in Hispanic Studies (GL), from Hispanic Studies to Spanish and Latin American Cultures and Societies, and the change in related degree requirements, effective FW2023-2024.
- The following major and minor program changes for the Master of Marketing (MMKG) Program, housed in the Schulich School of Business, effective Summer 2024.
 - Change in admission criteria to note that one or more years of post-degree work experience is strongly recommended for those without a business degree (undergraduate or higher)
 - Change in first term of the program from fall to summer term
 - Reduction in total program credits required from 42 to 36

Committee Information Reports

Executive Committee

Information items included the following:

- Senate membership models are still being considered; Faculty Councils will be invited to provide input on integration of Markham campus representation on Senate
- change to the meeting date of Senate from June 22nd to June 29th, to avoid conflict with a convocation ceremony

Academic Policy, Planning and Research Committee (APPRC)

The Chair of APPRC shared highlights of the report included in the document package.

The Senate of York University Synopsis

Academic Standards, Curriculum and Pedagogy Committee (ASCP)

The Chair of ASCP highlighted the inclusion of the Statement on AI programs and Academic Honesty, included in the document package.

Senate Appeals Committee

Senator Fitzpatrick shared highlights of the Committee's Annual Report on petitions and appeals, included in the document package.

Academic Policy, Planning and Research/Academic Standards, Curriculum and Pedagogy

The Chair noted the inclusion, in the document package, of the report of the Joint Sub-Committee on Quality Assurance.

Additional Information about this Meeting

Please refer to the full Senate agenda and supplementary material [posted online](#) with the **16 January 2023** meeting for details about these items.

<https://www.yorku.ca/secretariat/senate/meeting-agendas-and-synopses/>

March Meeting of Senate

Senate's next meeting will be held at **3:00 pm on Thursday, 23 March 2023**