



Date: October 12, 2016

To: Academic Advisory Committee  
Woodsworth College Council

Re: New Program & Course Plans, For Discussion

From: W. Brock MacDonald, Vice-Principal, Woodsworth College

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## 1. Minor in Digital Humanities

**Rationale:** Digital Humanities (DH) is an emerging discipline at the intersections of the humanities with computing. DH studies human culture--literature, philosophy, history, art, music--through computational tools and methodologies; and, in turn, DH also studies digital tools, methodologies, and communities through humanist lenses. It offers a set of methodologies for approaching traditional humanities' areas of inquiry in an age when the materials that humanists study are increasingly digitally mediated: when historical and literary corpora are digitized, when cultural heritage is digitized for preservation and restoration, when online platforms and communities create micro-worlds with cultures shaped and mediated by their technical platforms as well as the currents of wider cultures. Far from "replacing" traditional humanities' disciplines, DH complements them. As transnational studies of DH teaching and learning suggest, DH expertise requires, above all, thorough grounding in a traditional area of studies--that is, focused and deep domain expertise. Thus, a Digital Humanities minor will complement programs in such traditional disciplines as English, History, Near and Middle Eastern Studies, Music, Medieval Studies, and Art, by offering students in these disciplines an additional methodological toolkit--theoretical and computational--with which to approach their material and research questions. Students will work with digital humanists, data curators, librarians, and computer scientists, gaining a rich interdisciplinary expertise in applying digital approaches to humanities materials and, conversely, applying humanistic approaches to digital artifacts, platforms, and methodologies.

### Proposed Structure:

- 4 FCEs
- Prerequisites for program admission: 4 completed FCEs, which may include some specific requirements
- Required introductory courses: WDW2\*\*H, *Introduction to Digital Humanities*, and WDW2\*\*H, *Virtual Worlds: Images, Maps, Games and Things* = 1 FCE
- 3 FCEs selected from courses cross-listed from other FAS programs
  - Resources permitting, we may be able to develop an additional course or courses to offer here at WW
  - Discussions are underway with FAS re developing a model that would enable students to work on faculty-led DH research projects as capstone courses for this minor
- Minimum 1 FCE must be a course at the 300 or 400 level

## 2. Minor in Popular Culture Studies

**Rationale:** The study of popular culture, broadly defined as the products of the modern cultural industries and the social behaviors associated with their consumption, has become a significant interdisciplinary field in recent decades, a maturity marked by the establishment of national and international scholarly associations, conferences, peer-reviewed journals, and a substantial body of published research.

However, in U of T's Faculty of Arts and Science, although "popular culture" is mentioned in the descriptions of close to thirty courses, and such mention is clearly becoming a significant draw for many programs, in the majority of those courses it is approached either as a particular lens through which the course's (and program's) primary subject is viewed (examining how e.g. gender or religion or politics or the city is represented or depicted in popular culture), or as one element among many in courses that offer very broad social and cultural surveys (examining the popular culture along with the recent history, politics, social structure, religion, etc. of e.g. the Hispanic Caribbean or contemporary Asia or the Middle East). The only courses in FAS that treat popular culture as a subject of study in itself and as the primary focus of the course are the seminars that comprise the Popular Culture stream in Woodsworth One, first offered last year, and WDW241Y, which we piloted this year as a way of gauging student interest in developing a minor program in this field. Student response indicates that such interest is strong, and we are currently discussing establishing this minor with the Dean's Office and the various relevant FAS departments whose programs it would complement.

### Proposed Structure:

- 4 FCEs
- Prerequisites for program admission: 4 completed FCEs, including one or more courses related to Popular Culture (e.g. WDW One Pop Culture Today I & II, ENG140Y, CIN105Y, etc.)
- Required introductory courses (based on current 241Y course, which we will divide in two in keeping with current practice in FAS): WDW2\*\*H, *Introduction to Popular Culture Studies*, and 2\*\*H, *Cases and Controversies in Popular Culture* = 1 FCE
- 3 other FCEs selected from additional courses we will develop at WDW and from courses cross-listed from other FAS programs
  - New WDW courses will be revisions of our existing 199H and Y courses, many of which already have a strong focus on popular culture (potentially 5 or 6 courses in all)
- Minimum 1 FCE must be a course at the 300 or 400 level



**WOODSWORTH COLLEGE**

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**To: Academic Advisory Committee  
Woodsworth College Council**

**Re: Proposed new course for TESOL program**

I move that *TSL567H1 Linguistics for Teaching ESOL* be added to the TESOL certificate program beginning in the academic year 2017-18.

50-word description for the Calendar:

*TSL567H1 Linguistics for Teaching ESOL [36L]*

This course introduces basic concepts of linguistics used in ESOL teaching for describing language and language use. Topics include the English sound system, the principles of both word and sentence systems and formations, the study of meaning, the use of language in context and the role of language in society.

Prerequisite: There are no prerequisites for this course.

Exclusion: LIN100Y1, LIN200H1

An understanding of the basic linguistic concepts fundamental to English communication (phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics) and an ability to relate these to the learning and teaching of language is essential to successful language teaching. The systems of language (grammar, pronunciation and lexis) work to structure communication (discourse) while semantics, pragmatics and sociolinguistics place that communication is a meaning-laden context. Only with knowledge of these aspects of linguistics can TESOL instructors systematically introduce learners to words, sounds, phrased and sentences and, with these in limitless combinations, utterances and discourse, and further expose learners to the breadth and depth of language complexities in both form and meaning.

A *Linguistics for Teaching ESOL* course would explore these concepts in a way that would make them explicitly applicable to teaching English to speakers of other languages (ESOL). Through this course TESOL students would become familiar with resources and ongoing professional development opportunities specific to further exploring linguistics and its role in TESOL

Sarah Witol  
Director, Professional and International Programs

October 5, 2016

# Summer Abroad Program

## Enrolment 2010 - 2016

Program	2016	2015	2014	2013	2012	2011	2010
Argentina			14				
<b>Australia</b>	20	13	18	15		10	15
<b>Central Europe</b>	54	56	41	33	46	55	33
<b>China (Beijing)</b>	30						
<b>China (Hong Kong)</b>	288	309	309	319	326	278	315
<b>China (Shanghai)</b>	25	22	16	26	22	19	20
<b>Ecuador</b>	21	23	28	28	32	21	19
<b>England</b>	150	149	121	132	148	126	91
<b>France</b>	104	98	128	116	142	140	128
<b>Germany</b>	50	46	54	44	47	49	47
<b>Greece</b>	11						
India						13	
<b>Italy</b>	183	169	160	178	198	158	146
<b>Japan</b>	8	8	10	8	9	0	8
Jordan					19	25	18
Kenya				12	12	11	20
<b>Peru</b>	10	9	10				
<b>South Africa</b>	15	15					
<b>South Korea</b>	29	19					
Southeastern Europe			30	24	19	24	34
<b>Spain</b>	50	53	34				
<b>UAE</b>	29	29	26	17	17		
<b>Science Abroad</b>						18	
<b>China</b>	10	4	5	6	6		
India						5	
<b>Hungary</b>	7	7	9	5	9		
South Africa			4	3		6	
<b>Switzerland</b>	1	1		1	1	1	
Taiwan	6	5	5	5	6	6	
<b>Total</b>	<b>1101</b>	<b>1035</b>	<b>1022</b>	<b>972</b>	<b>1059</b>	<b>947</b>	<b>894</b>

New for 2016:

China: Beijing & Tianjin (Sociology course), Greece (Political Science Course)

All programs admitted to on a selection basis (not first-come, first-served)