

**FOR  
RECOMMENDATION**

**PUBLIC**

**OPEN SESSION**

<b>TO:</b>	UTSC Academic Affairs Committee
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<b>DATE:</b>	February 1, 2024 for February 8, 2024
<b>AGENDA ITEM:</b>	3

**ITEM IDENTIFICATION:**

New Program: Undergraduate Major in Public Law (HBA), UTSC

**JURISDICTIONAL INFORMATION:**

The UTSC Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus” (*AAC Terms of Reference*, Section 4). Under section 5.5 of the *AAC Terms of Reference*, the Committee recommends for approval, “new undergraduate programs within an existing degree, as defined in the *University of Toronto Quality Assurance Process*, and the closure of such programs.” The Committee on Academic Policy and Programs approves new undergraduate programs within an existing degree, as defined by the *University of Toronto Quality Assurance Process (AP&P Terms of Reference, Section 4.4.b.i.)*.

**GOVERNANCE PATH:**

1. **UTSC Academic Affairs Committee [For Recommendation]: February 8, 2024**
2. Committee on Academic Policy and Programs [For Approval]: February 15, 2024

**PREVIOUS ACTION TAKEN:**

No previous action in governance has been taken on this item.

## HIGHLIGHTS:

The University of Toronto Scarborough (UTSC) is proposing a new 4-year, undergraduate Major in Public Law, leading to an Honours Bachelor of Arts (H.B.A.), offered by the Department of Political Science. As an academic discipline, public law is the study of how the state regulates its interactions with its citizens and between its major institutions. While the proposed Major will appeal to students interested in a legal career, it is not designed as a pre-law or professional program; instead, it is an undergraduate arts program that will provide interested students with the knowledge and skills needed to pursue a law degree, other professional or graduate study, or enter the job market after graduation. The program will come into effect with the 2024-25 Calendar and will be available for enrolment beginning in March 2025.

The proposed Major responds to interest and demand from students in the Department of Political Science, which is already home to a successful Minor in Public Law that was first introduced in 2014-15. Since that time enrolments in the Minor have grown from 114 students in November 2014 to 296 students as of November 2022. It is expected that many of the strongest students in the existing Minor will likely be interested in pursuing a Major once it becomes available, and the Minor will continue to be available. The Major will be particularly attractive to students seeking to develop further expertise in public law, to be part of a smaller learning cohort, and to pursue opportunities for experiential learning. The program will also be attractive to students with overlapping interests in sociology and public law, or political science and public law, since it will allow them to design double majors that cross these fields.

Students in the program will be required to complete a series of foundational courses that will introduce them to key concepts and debates in public law, as well as the wider fields of political science and sociology. In later years, students will be able to further specialize in particular areas of public law through applications and advanced applications courses. Students will be able to understand and describe the foundations of the legal system in Canada in relation to other parts of the state and society, including the scope of the criminal, constitutional, and administrative law fields and in a global and comparative context; they will also be able to appreciate the disproportionate burdens the legal system places on minority groups and the limits that law and legal instruments offer for addressing systemic inequality. Through the course sequence in the proposed Major, students will become familiar with key social science methodologies and be able to conduct empirical social science research. This will include developing competence in the fundamentals of statistical research, such as how to read and understand linear regression models and crosstabs, the difference between descriptive and inferential statistics, and the meaning of statistical significance. Finally, through experiential learning opportunities, students will gain familiarity with the practice of law and its importance in society.

The proposed Major is aligned with the academic goals and priorities of the Department of Political Science, and supports the [UTSC Strategic Plan Inspiring Inclusive Excellence](#), the central goal of which is: “embracing and promoting the enriching contributions that come from the diverse backgrounds, ways of knowing, ideas, perspectives, and experiences represented in our community.” In applications courses, students will be exposed to content that covers a diversity of methodological approaches, including post-colonial approaches, Indigenous methodologies, and legal reasoning deriving from precedent, statute, and common law.

Students will be able to apply to the proposed Major after the completion of their first 4.0 credits (entry after first year). It will have a limited enrolment of 50 students per year, and at a steady-state will have approximately 150 students. This will expand in the future as space permits. A minimum CGPA of 2.0 will be required to progress in the program. The Major is expected to support UTSC in meeting enrolment targets, particularly for domestic students, who are more likely to be attracted to the program due to unmet demand for undergraduate programs in public law at the University of Toronto.

There has been an external review of the proposed Major, including a site visit on October 25 and 26, 2023, conducted by Dr. Margaret Denike (Dalhousie University) and Dr. Paul Collins (University of Massachusetts Amherst). The reviewers expressed high confidence in the program, anticipating that the Major “will be of great interest to current and prospective students” and “will be successful in drawing new students to UTSC.” They highlight that the curriculum provides students with the context for principles of law, justice, human rights and social change which “aligns remarkably well with the University’s mission and aspirations.” They provided several excellent recommendations, including suggestions for admissions, and the addition of further course options in alternative approaches to law and justice, methods modules, international law, and cognate courses related to the intersection of law and other fields. The majority of these recommendations have been immediately implemented in the proposal, with additional course options planned to take effect in Fall 2025.

There has been wide consultation and development within the Department of Political Science at UTSC, including the Political Science Students Association and the Law Society of UTSC. Learning outcomes for the program were developed in consultation with the Office of the Vice-Provost, Academic Programs. At UTSC the Department has consulted with the Department of Sociology, the Office of the Registrar and the Dean’s Office. Across the University, the Department has consulted with the Faculty of Law, the Criminology, Law and Society program at UTM, the Departments of Political Science and Sociology, the Ethics, Society and Law program and the Centre for Criminology and Sociolegal Studies at the Faculty of Arts and Science. There has also been consultation with cognate units on the St. George and UTM campuses, the Faculty of Music, and the Faculty of Applied Science and Engineering. Finally, the proposal has been reviewed by the Tri-Campus Deans group, the Provost’s Advisory Group, and the Office of the Vice-Provost, Academic Programs.

## **FINANCIAL IMPLICATIONS:**

There are no net implications to the campus operating budget.

## **RECOMMENDATION:**

Be It Recommended:

THAT the new Major in Public Law, which will confer the existing HBA degree, in the Department of Political Science, UTSC, as described in the attached proposal, be approved effective September 1, 2024.

**DOCUMENTATION PROVIDED:**

1. External Reviewer's Report, dated November 13, 2023
2. Programs (Christopher Cochrane) Response, dated January 9, 2024
3. Dean's (William Gough) Response, January 9, 2024
4. Vice-Provost, Academic Programs' (Susan McCahan) Response, Dated January 16, 2024
5. New Undergraduate Program Proposal, Major in Public Law

# External Reviewers' Report

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**External Appraisal Report**  
**For the**  
**New Program Proposal: A Major in Public Law, Department of Political Science**  
**University of Toronto, Scarborough Campus**

Prepared by:

Dr. Paul Collins, Professor of Legal Studies and Political Science, University of Massachusetts  
Amherst

and

Dr. Margaret Denike, Associate Professor of Political Theory and Coordinator, Program in Law,  
Justice & Society, Dalhousie University

November 13, 2023

## **Report Summary**

### **Introduction**

The foundation for the newly proposed B.A. (Major) degree program in Public Law at UTSC has been laid over the course of several years, through the collective work of faculty in the Department of Political Science, in collaboration with the Department of Sociology, who have built on the well-established –and increasingly popular– Minor in Public Law.

In view of the growing popularity of the existing Minor in Public Law, and the expertise and dedication of current faculty to this field, we have no doubt that the newly proposed Major will be of great interest to current and prospective students; that it will be successful in drawing new students to UTSC.

In preparation for our external appraisal, UTSC staff provided us with extensive information and documentation on the proposed Program and its institutional context and related resources. This includes the formal Program Proposal; UTSC's Strategic Plan (2020-2025); syllabi for the required and elective courses; and the *Curriculum Vitae* of the participating faculty.

The staff who assisted in preparing us for this review were wonderfully helpful, consistently responsive, and invariably attentive to all aspects of our travel and accommodation plans, while also ensuring that our time at UTSC was effectively utilized and well-organized.

Our site visit was held over two full days (October 25-26, 2023), during which time we had the opportunity to meet the faculty, staff, and members of the UTSC administration; to tour the campus; to review the resources; and to address our questions about the Program's development, design, resources, and plans.

## **Program Evaluation**

### **1. Objectives**

#### ***Consistency of the program with the institution's mission and unit's academic plans.***

With respect to its mission, the University of Toronto is committed to being an "internationally significant research university" through the delivery of "excellent" undergraduate and graduate programs that enable faculty and students to flourish, including through the "resolute commitment to the principles of equal opportunity, equity and justice."

The Department of Political Science includes these principles in their stated objectives, together with a commitment to the development of students' critical and analytical skills, and opportunities for experiential learning.

The proposed interdisciplinary program in Public Law draws on new and existing courses in Sociology and Philosophy that –quite literally– enable students to pursue studies in these very principles, through foundational courses such as *Law, Justice and Rights*; *The Politics of International Human Rights*; and *Comparative Law and Social Change* – among several others. Indeed many of the courses that constitute this Program provide students with the social, political and philosophical context of such principles and their application, as we see, for example, in courses such as *Policing and Security* and *Advanced Seminar in Criminology and Sociology of Law*, which highlight the systemic prejudice and race-based discrimination that is embedded in the institutions of criminal justice. Other courses grant students the opportunity not only to understand the social, political and legal bases of anti-immigrant sentiment, or of the colonization of Indigenous people, but also to appreciate the laws and policies that have worked to ameliorate and mitigate such forms or inequality and injustice. In this way, the Program aligns remarkably well with the University's mission and aspirations.

In addition to embedding the "values of equity, diversity, inclusion and accountable stewardship into teaching, learning, scholarship, daily routines and structures" of the University, the UTSC's *Planning Framework* also expresses the specific commitment of giving "pride of place to Indigenous initiatives that reflect our values and are intrinsically embedded in those practices and systems".

In this specific regard – i.e., of the centering the ‘place’ of Indigenous knowledges and initiatives, however, there is perhaps more room to further development/expansion to the curriculum of the proposed Program, to incorporate – for example – Metis political perspectives and applications; indigenous forms and practices of justice [such a restorative and reparative practices; sentencing circles]; and the politics of truth and reconciliation. These topics and issues increasingly inform public discourse, and have been important to ongoing reforms to legal institutions and proposals for government accountability for historical injustices in Canada and elsewhere. While there is no reason to delay the delivery of this valuable new Major, it is hoped that the expressed commitments of the University will be reflected in the addition of further course offerings that are informed by ‘alternative’ approaches to [Western] ideals and practices of law and justice, beginning with those explored in Indigenous scholarship, and in the addition of new faculty with expertise in these areas.

***Clarity and appropriateness of the program’s requirements and associated learning outcomes in addressing the academic division’s undergraduate Degree Level Expectations; Appropriateness of the degree or diploma nomenclature.***

The proposed program in Public Law has clearly articulated learning outcomes and appropriate requirements that are consistent with undergraduate legal studies and/or programs in ‘Law and Society’ in Canada and the U.S.

The nomenclature of ‘Public Law’ refers to the internationally recognized domain of legal studies that concerns the relation between the state and/or government institutions and the individual: this is exactly the topic/field that the range of courses that are listed in this program essentially covers: a key focus of the program is constitutional law, which is supplemented by studies in criminal law, and administrative law, which are standard fields of Public Law.

The popularity of the existing Minor in Public Law reflects the extent to which students are increasingly drawn to this field, as it is currently and typically defined, and as is clearly understood by current and prospective students.

## **2. Admission Requirements**

***Appropriateness of the program’s admission requirements for the learning outcomes established for completion of the program.***

***Appropriateness of any alternative requirements, if any, for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.***

The admission requirements and point of entry are appropriate for an undergraduate interdisciplinary Major in the Social Sciences and Humanities: students may apply for admission to the Public Law Program in their 2nd year of study, once they have completed 4.0 credits, and as long as they hold a cumulative GPA of 2.0.

That said, we note that this GPA requirement is slightly higher [ i.e., 0.4] than the GPA required for the admission to the programs in Political Science, i.e., of the department contributing much of the curriculum comprising the Public Law major, and which the students in Law, Sociology, and Political Science will all be taking.

Moreover, in addition to the standard application process that is available to students through ACORN, students who wish to pursue a Major in Public Law are asked to submit a “Supplemental Application,” which is to be issued and administered by the Department of Political Science. In this application, they would be asked to describe experiences and/or interests in law.

It is not clear why these additional hurdles to admission are being proposed: perhaps they are being considered to help limit the enrolment to Public Law to 50 students in the first year[s] of the program’s delivery. Whatever the reason, we expect that –this slightly higher GPA standard, and supplemental application will not only complicate and restrict admission for interested students, while putting an additional burden on the faculty or staff who are expected to manually assess the applications. This seems inconsistent with UTSC’s aspiration of attracting students, and ensuring that comparable programs are equally accessible to them.

The difference in proposed admission standards, including the Supplemental Application – was discussed with faculty and staff during our visit: it was noted that one of the effects of having a slightly higher requirement for the Public Law is that the students who do not meet this standard would be left to apply to other programs that may not be their first choice.

The rationale for the Supplementary Application that is provided in the Program Proposal is “to allow for a more holistic assessment of candidates than would be possible using CGPA alone.” It adds that a “key consideration in assessing the Supplementary Application will be to ensure a diverse cohort of students within the proposed Major and to further the UTSC Strategic Plan of inspiring inclusive excellence.” We suggest, however, that this additional hurdle may well have the opposite effect, in potentially eliminating ESL students or students without previous experience in law, especially if such applications are assessed by the current faculty and staff complement, who, as a group, are less diverse than the surrounding community and anticipated pool of applicants.

To the extent that the supplemental application would be an additional burden added to the administrative staff, it would be important to ensure that these additional human resources were first put in place, before it is implemented.

### 3. Structure

*Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree Level Expectations.*

*The extent to which the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.*

As a new program that draws largely on existing curriculum and related resources, the Public Law program is very well structured; its design reflects the productive and collective preparation and expertise of the faculty who have led this initiative, and who have developed new and relevant courses that provide an appropriate foundation in Public Law and its applications.

The program is organized on the basis of four pillars and/or general learning objectives, from which students are required to take a total of 8 credits. These include 1) **Foundations** in Public Law (2.5 credits); 2) **Methods** (1.5 credits); 3) **Applications** in Public Law (3 credits); and 4) **Advanced Applications** (1.0 credit).

Through this general design, students are thus provided with an appropriate **Foundation** in the principles of Public Law and the structure of the Canadian legal system, together with an understanding of their social context – through the *Sociology of Law*. Building on this foundation, the Program offers further opportunities to study the '**Applications**' of these principles and structures in various domains and contexts, such as International Human Rights; Criminal Law; Indigenous Law; and Law and Technology. The **Advanced Applications** allow students to further explore topics through specialized 4th year seminars on the subjects that would have been introduced in the 2nd and 3rd year – in constitutionalism, criminology, business law, and immigration, for example.

This general design and framework of building on –and applying– such foundations does very well to provide a certain logic and coherency to the program and course of study.

That said, however, and with respect to **Methods**: while we agree that 'methods' is indeed a crucial pillar of the program, and while the courses that are included in this axis of the program may give students valuable skills that are important to sociological studies, and particularly, quantitative research and analysis, there are no courses in this category that would equip students with the specific skills that would prepare them specifically for *legal* research, such as those that enable the navigation of legal databases; case law studies; identification and representation of legal precedents; resources for accessing and assessing legal scholarship; and the styles of writing and documentation that are associated with the discipline of law and jurisprudence.

An important and valuable addition to these Methods would thus, ideally, be a new course or two –such as in *Legal Research & Writing*, or perhaps *Case Law Studies*– where students could

be introduced to Lexis Nexis and Westlaw databases; and/or to be familiarized with ways to conduct research in law. These skills will not only give students the tools to 'apply' the principles and critical analysis in ways that are specific to legal studies, but they will more appropriately prepare graduates of the Program for Graduate Studies.

#### 4. Program Content

***Ways in which the curriculum addresses the current state of the discipline or area of study.***

***Identification of any unique curriculum or program innovations or creative components and their appropriateness.***

The curriculum includes an appropriate and effective range of courses offered by the Departments of Sociology and Political Science.

The 'Foundations' courses are particularly strong – and very appropriate for establishing a foundation in Canadian law, in particular, and in the principles of law, justice and rights.

One potentially productive consideration would be to include among the 'Foundation' courses [and/or to simply move the existing one from the list of courses that fall under 'Applications'] – a course in International Law: in its own right, Public International Law – and notably 'international human rights', is recognized as a source of foundational legal norms and principles that would work well to internationalize these 'foundations'.

It is worth noting that all but one of the explicitly 'Canadian' law courses appear in the 'Foundations' category. If this program aspires to be more internationally relevant, and perhaps be more inclusive of non-Western approaches to law and/or the advocacy practices and related human rights issues of different members of our global community– then it would be ideal for students to see International Law' as *also* foundational to the study of Public Law.

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As discussed during our meetings, it is notable that the courses that are included on the list of options available to students as either 'required' or elective, are drawn exclusively from either Sociology or Political Science. We understand that there are courses in other disciplines, say – Environmental Studies– that would be ideal to include within the Public Law program and appropriate for students to take as an elective.

This Public Law program is featured as an interdisciplinary program, and we expect that the study of law from different disciplinary perspectives will be one of the features that attracts prospective students to the program. With the interests of students in mind, the program could

only benefit from the inclusion of relevant courses, such as *Environmental Law* and/or any other 'Law and...' courses.

When this question [of why there were *only* Political Science and Sociology courses among the lists of options] was raised during our meetings, it was explained that one of the challenges of including other courses is that students may not have the prerequisites for that course. However, students are very familiar with the expectations concerning prerequisites, and the extent to which they may restrict access for those who have not taken other courses in the field. This concern, however, can be addressed with the inclusion of a note in the Academic Calendar that students need to be attentive to pre-requisites, and that some courses may thus not be available to them. After all, it may well be the case that some of the students *are* doing a double major in Law and –say– Environmental Studies, and may thus *have* the prerequisites they need. The bottom line is that it would be in the interests of the students – and an enhancement to the Public Law program, to include relevant electives.

Also worth noting is that there are very few options in non-Western topics and approaches to law. The one course in *Indigenous Politics & Law* stands out as a great start; but given the University's commitment to diversity and inclusion, and given the remarkable diversity of the UTSC student body and the surrounding community, it would be ideal to prioritize the development of more comparative or alternative approaches and/or applications: such as in restorative justice and ADR.

## **5. Mode of Delivery**

***Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flexible-time options) to meet the intended program learning outcomes and Degree Level Expectations.***

The Public Law major intends to deliver classes in-person, following the mode of delivery of the Public Law minor, and the majors in Political Science and Sociology (the two majors that will offer courses in the Public Law major). This is an appropriate mode of delivery and it reflects best practices in the field, as well as the preferences of the undergraduate students and faculty consulted at the site visit.

## **6. Assessment of Teaching and Learning**

***Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.***

Following best practices in the field, student achievement will be assessed using a variety of metrics. This includes tests, quizzes, and other exams; writing assignments, including research papers; presentations on current legal issues; class discussions and small group exercises; class debates; independent research projects; and presentations and writing assignments customized to experiential learning.

***Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its Degree Level Expectations.***

The Public Law major has a well-developed process to document and demonstrate the level of performance for students. In addition to the class-level evaluation discussed above, there are plans to document student performance and perspectives on the major through course evaluations, end of the year student surveys, alumni surveys, and ongoing interactions with students. The department will also work with Alumni Relations to track the career trajectories of majors. These interactions with students will provide the opportunity for students and alumni to provide feedback and suggest improvements to the major.

The proposal also indicates that, "There will be at least one meeting per year among the faculty involved in the proposed Major from both the Department of Political Science and Department of Sociology as well as the program administrator. The primary focus of this meeting will be to ensure that the Major is achieving its program objectives." Based on the experiences of the external reviewers, we recommend that there be at least one meeting per semester and perhaps a monthly meeting during the first few years of the introduction of the major. This will allow faculty teaching in the major to respond relatively quickly to any unforeseen issues that may arise. We also recommend that the most student-facing staff member associated with the major also attend these meetings.

## **7. Resources**

***Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.***

The major will be located in the Political Science department, and will draw on courses offered by Political Science and Sociology. In its first few years, there is likely an appropriate number of faculty to meet student demand in the program. However, majors like this tend to be very popular, so student demand is likely to exceed estimates in the proposal.

Our recommendation is that the University be actively involved in supporting the growth of the Public Law major. This will include devoting resources to new, tenure-track faculty lines in areas that are underrepresented by the current curriculum, such as alternative dispute resolution (e.g., as arbitration, mediation, and indigenous approaches) and migration.

In addition, we believe that an increase in staffing – or a reallocation of staff responsibilities – would benefit the major. Currently, some staff are serving 3 (or even 6) majors. Because of the likely popularity of the Public Law major, we believe that it will be necessary to focus staff on the major, particularly in terms of student-facing positions, such as explaining the major to students, and providing the Chair of Political Science with the administrative support necessary to run three majors (Political Science, Public Law, and Public Policy).

We also note that the staff expressed a strong and unanimous desire to be relocated to same office space. Currently, the staff are spread across campus. Relocating them to the same floor in the same building is a best practice and promotes efficiency and builds esprit-de-corps.

This perspective is supported by our experience running successful legal studies majors, and by discussions during the site visit. For example, the Chair of Sociology specifically said the Political Science department “needs more resources” and pointed in particular to student-facing staff positions.

***Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.***

Faculty in Political Science and Sociology are excited about teaching in the Public Law major. However, we encourage the university to think about devoting additional faculty lines to the major based on its projected growth, as explained above.

***Adequacy of resources to sustain the quality of scholarship and research activities of undergraduate students, including library support, information technology support and laboratory access.***

The University of Toronto has the largest academic library system in Canada, and faculty and students at UTSC have access to the full system. The librarians we met with were very excited about the Public Law major and signaled their willingness to visit classes to highlight how they can help students through the program. Importantly, the library has access to all of the major databases that are used by Public Law students, such as HeinOnline, Lexis, and Westlaw. Given the wealth of available resources, it would be ideal for the training related to the use of legal research tools be incorporated into the curriculum, perhaps through a required course in *Legal Research & Writing*, as discussed above.

***Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.***

The current plan is to cap the Public Law major at 150 students (50 students each for years 2-4). This is a reasonable cap in light of current resources. However, based on our experience with legal studies majors, there will likely be more demand for the major than these caps. This will compel the Department to think about how resources will be devoted to selecting students into the major (which would presumably be a competitive process that would require staff and faculty input) versus expanding the size of the major (which would require additional faculty and staff positions). Our recommended course of action is to meet expected student demand and grow the major, provided the University is willing to ensure the major has enough resources to do so.

***Planning and commitment to provide the necessary resources in step with the implementation of the program.***

Currently, the Political Science and Sociology departments appear to have sufficient faculty to meet expected enrollments, although an increase in staffing or reallocation of existing staff may be useful, as discussed above.

***Planned/anticipated class sizes.***

The Public Law major is capable of handling the anticipated class sizes, although growth in the major will require offering more classes, which will require faculty hiring.

***Provision of supervision of experiential learning opportunities (if required).***

The experiential learning opportunities look great. The external reviewers were especially impressed by the Mooting Seminar, in which senior students are given the opportunity to engage in a mock court exercise based around a contemporary legal issue. There are likewise other outstanding experiential learning opportunities in the “Advanced Application” courses.

***The role of adjunct and part-time faculty.***

The vast majority of classes will be taught by full-time faculty in the Political Science and Sociology departments. The proposal notes that stipend (adjunct) instructors may be called upon to teach the occasional class. The major intends to draw on stipend instructors with expertise and experience in particular areas of the law, and support them through a mentorship program, which will help acclimate them to the practices, policies, norms, and objectives of UTSC and the Departments of Political Science and Sociology.

Occasionally utilizing stipend instructors, such as lawyers and judges, is common in legal studies majors. Courses taught by “professors of practice” can be beneficial to students,

particularly those looking to attend law school. However, we urge the University to resist relying too much on stipend instructors since they are often not as well integrated into the major as full-time faculty, their teaching can be uneven, and because of their (general) lack of preparation for university teaching.

That said, due to its location, UTSC has a large and diverse potential pool of stipend instructors. In selecting stipend instructors, we encourage the major to make efforts to tap into this pool, particularly alumni working in the legal fields and indigenous peoples with experience in methods of alternative dispute resolution.

## **8. Quality and Other Indicators**

***Quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).***

An outstanding group of teacher-scholars in both Political Science and Sociology have committed to teaching in, and supporting, the Public Law major. These faculty bring a wealth of experience with them and expressed strong enthusiasm for the Public Law major. They are capable of covering almost all of the core fields of study in Public Law, including Canadian law and politics, constitutionalism, federalism, crime, policing, theories of justice, human rights, international law, comparative law, and empirical legal research, including social science research methods. In addition, several professors are licensed lawyers with experience in legal practice, which will be an asset to developing experiential learning opportunities.

***Program structure and faculty research that will ensure the intellectual quality of the student experience.***

Faculty associated with the Public Law major are engaged in high-quality research that will enhance the quality of the student experience. This includes publishing in peer-reviewed socio-legal, Political Science, and Sociology journals; authoring books on relevant subject matters; and incorporating undergraduate students into their research.

***The extent to which the program has integrated any elements that enhance the diversity of its curriculum, students or teaching staff.***

The student body at UTSC is very diverse and reflects its location in one of the most culturally diverse regions of the country. Based on the site visit, proposal, and the external reviewers' knowledge of the field, it is evident that the diversity of the student body at UTSC will also be reflected in the Public Law major. Faculty teaching in the Public Law major are aware of this,

and place a strong emphasis on equity, diversity, and inclusion and on inspiring inclusive excellence.

One area to consider moving forward is to make concerted efforts to diversify the faculty teaching in the Public Law major. The field of law and society, in both Canada and globally, is a very diverse area of academic study. There is therefore ample opportunity to diversify the faculty. This is especially true if future hiring is focused on some areas that are currently not as well represented in the curriculum as they might be, such as alternative dispute resolution and migration.

## **Program's Response**

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Political Science

UNIVERSITY OF TORONTO

SCARBOROUGH

January 9, 2024

Dr. William A. Gough  
Vice-Principal Academic  
and Dean University of  
Toronto Scarborough

### **Chair's Administrative Response: New Program Review, Major in Public Law**

Dear Bill,

I am pleased to provide the Departmental administrative response to the external review of our proposed new Major in Public Law.

On behalf of the department, I thank the reviewers, Dr. Margaret Denike (Dalhousie University) and Dr. Paul Collins (University of Massachusetts Amherst) who were commissioned to conduct an external review of the program. A site visit was held on October 25 and 26, 2023, in which the reviewers met with academic leadership, faculty and staff affiliated with the proposed program, current students, and library and registrarial services at the UTSC campus. The reviewers submitted their final report on November 13, 2023.

In their report, the reviewers expressed confidence in this program moving forward, anticipating that the Major “will be of great interest to current and prospective students” and “will be successful in drawing new students to UTSC.” The reviewers highlight that the curriculum provides students “with the social, political and philosophical context” of principles of law, justice, human rights and social change, and find that “the Program aligns remarkably well with the University’s mission and aspirations.”

It is gratifying to hear the reviewers support for this program and belief that the curriculum reflects the commitments of UTSC, and for their recommendations which centre on the areas of objectives, admissions, program structure and content, and resources. In preparing this response, I have consulted with the Department during our Department meeting on November 14th, and, separately, with Professors Andrew McDougall and Filiz Kahraman.

### **Program Objectives**

The reviewers make the following recommendation:

- While there is no reason to delay the delivery of this valuable new Major, it is hoped that the expressed commitments of the University will be reflected in the addition of further course offerings that are informed by ‘alternative’ approaches to [Western] ideals and practices of law and justice, beginning with those explored in Indigenous scholarship, and in the addition of new faculty with expertise in these

areas.

We thank the reviewers for this recommendation and will begin implementing it in two ways. First, we will complement POLC56H3 Indigenous Politics and the Law, which is already included as an option to complete the Applications in Public Law requirement, with two additional course options: POLC52H3 Indigenous Nations and the Canadian State and POLD54H3 Michi-Saagiig Nishnaabeg Nation Governance and Politics. These are two new courses in Political Science introduced in 2023-24 that have capacity to accommodate additional enrolment. We have added this content on pages 27, 56, 60, 62, 66-68 and 84 of the proposal. The addition of these course options does not change the Program Learning Outcomes.

Second, we are currently developing courses comparing legal traditions in Western countries to those in Islamic and other traditions. Students will be able to use these courses to complete the program requirements once they are approved.

With regard to the reviewers' recommendation to add new faculty with expertise in non-Western practices of law and justice, we address this in the section on Quality and Other Indicators, below.

### **Admission Requirements and Program Enrolments**

The reviewers state that the admission requirements and point of entry are appropriate for an undergraduate interdisciplinary Major in the Social Sciences and Humanities, however, they observe that the minimum CGPA of 2.0 (which is slightly higher than norm for programs in the Department) combined with a requirement to submit a supplemental application form (SAF) are additional criteria that will complicate and restrict admission for interested students and also place an additional administrative burden on faculty and staff who must assess the applications. They make the following statements related to the admission requirements and program enrolments:

- They recommend that any necessary additional human resources be put into place before the SAF is implemented.
- They register a concern that the SAF may have the opposite of its intended effect (i.e., to ensure a diverse cohort of students).
- They note the planned enrolment cap of 150 students, but state there is likely to be more demand for the program than the cap allows. They suggest this will compel the Department to think about either devoting resources to a process of selecting students through some sort of competitive process, or growing the Major; their recommendation is to grow the Major provided there are sufficient resources.

We thank the reviewers for highlighting their concerns and for their recommendations, and are responding to them as follows:

- We have decided to eliminate the SAF as an admission requirement.
  - This change is reflected on page 15 of the proposal by removing the final paragraph under the heading *Equity, Diversity and Inclusion*.
  - We also remove the reference to the supplemental application on pages 25, 56, and 67, and remove Appendix H: Sample Supplementary Application.

- Eliminating the SAF reduces the barriers to admission for students, and will simplify the application process, thus reducing the administrative burden.
- We have changed the minimum 2.0 cGPA to: "Students will be admitted based on the GPA across their top 4.0 credits in first year, as space permits."
  - This change is reflected in the discussion of Admission requirements on pages 24-25, and in the Undergraduate Calendar Copy on page 67.
  - This change will make the admission requirements more flexible, while at the same time providing an easy to understand and implement mechanism to select students and keep program enrolments in line with the resources available to support the Major. As resources permit, the program will be able to grow.

## Structure

The reviewers comment that the Methods pillar of the program does not include courses that will prepare students for legal research, and they make the following recommendation:

- An important and valuable addition to these Methods would thus, ideally, be a new course or two -such as in Legal Research & Writing, or perhaps Case Law Studies- where students could be introduced to Lexis Nexis and Westlaw databases; and/or to be familiarized with ways to conduct research in law.

We thank the reviewers for this recommendation and agree it will benefit the program. We have implemented the first stage of this by adding a new course as an option to fulfil the Methods requirement at the B-level, POLB40H3 Quantitative Reasoning for Political Science and Public Policy, which will include introductory modules on information retrieval and computational text analysis. This course is moving through governance, and we anticipate it will be approved to start in Fall 2024. This course has been added to the list of courses satisfying the quantitative/statistical methods requirement; see pages 57, 67 and 84 of the proposal. The addition of this course does not change the Program Learning Outcomes.

In the following year, the department will develop and introduce, for Fall 2025, a C-level course catered specifically to Research Methods in Public Law as part of our department initiative to integrate computation and technology into our methods curriculum.

## Program Content

The reviewers make the following recommendations:

- One potentially productive consideration would be to include among the 'Foundation' courses [and/or to simply move the existing one from the list of courses that fall under 'Applications'] - a course in International Law: in its own right, Public International Law - and notably 'international human rights', is recognized as a source of foundational legal norms and principles that would work well to internationalize these 'foundations'.

This change will be implemented. After consultation and review, the Department is now reorienting the foundational course, POLB30H3 Law, Justice and Rights, to focus on International/Comparative Public Law and Rights. Beginning in 2024-25, this course will

be redesigned and taught by Professor Filiz Kahraman, an International Law and Rights expert. There are no changes to the program or to the proposal resulting from this recommendation.

- With the interests of students in mind, the program could only benefit from the inclusion of relevant courses, such as Environmental Law and/or any other ‘Law and...’ courses.

We agree with the reviewers’ recommendation to add courses in other areas of law and will be looking to add additional elective courses in these areas in the future.

- [I]t would be ideal to prioritize the development of more comparative or alternative approaches and/or applications: such as in restorative justice and ADR [alternative dispute resolution].

Restorative justice is covered in existing courses, including POLD54H3 Michi-Saagiig Nishnaabeg Nation Governance and Politics which has now been added as an option to fulfil the Applications in Public Law requirement (described above). The Department will also seek to enhance these opportunities by working with practitioners to offer a future course on alternative dispute resolution, ideally involving experiential or work-integrated learning.

### **Assessment of Teaching and Learning**

The reviewers make the following recommendations:

- We recommend that there be at least one meeting per semester and perhaps a monthly meeting during the first few years of the introduction of the major.
- We also recommend that the most student-facing staff member associated with the major also attend these meetings.

The Department agrees with these recommendations and will implement them. The Public Law Curriculum Sub-Committee will continue to meet monthly during the academic year. Its Chair (currently Prof. Andrew McDougall) reports to the Department Curriculum Committee about the curriculum needs of the Public Law programs. The Program Coordinator will attend the Public Law Curriculum Sub-Committee meetings. This change is reflected in page 43 of the proposal, in the third bullet under the discussion on plans for documenting and demonstrating the level of student performance.

### **Resources**

The reviewers note that there is a sufficient number of faculty associated with the program to meet student demand but suggest that demand is likely to exceed estimates in the proposal. They recommend “that the University be actively involved in supporting the growth of the Public Law major,” including:

- Devoting resources to new, tenure-track faculty lines in areas that are underrepresented by the current curriculum, such as alternative dispute resolution and migration.
- An increase in staffing - or a reallocation of staff responsibilities... particularly in student-facing positions such as advising; and Relocating staff to the same office space.

The Department shares this assessment and will work actively with the Dean's office to secure additional resources as they are needed. The Department will monitor the current space plan to ensure that staff remain connected to their portfolios and are supported to engage with students.

- The reviewers caution the University to “resist relying too much on stipend instructors since they are often not as well integrated into the major as full-time faculty, their teaching can be uneven, and because of their (general) lack of preparation for university teaching.” They encourage UTSC to tap into its large and diverse pool of stipend instructors as needed - “particularly alumni working in the legal fields and indigenous peoples with experience in methods of alternative dispute resolution.”

The reviewers caution against an over reliance on stipendiary instructors but note that UTSC has a diverse pool of potential stipendiary instructors to draw from when appropriate. We will be mindful of their caution, and ensure we are making the best use of UTSC's excellent pool of stipendiary instructors. It is expected that stipendiary instructors will be engaged in limited instances, where outside expertise is warranted, such as in the Mooting seminar (POLD31H3).

#### Quality and Other Indicators

- Re: elements that enhance the diversity of the curriculum, students or teaching staff - the reviewers comment that one area to consider moving forward is to “make concerted efforts to diversify the faculty teaching in the Public Law major.” (pg. 12)

The Department agrees with this suggestion and will work with the Dean's office within the Faculty Complement Committee planning process on future hires. We are particularly interested in working towards parity in the area of disability, which would advance a contribution the Department has historically made to UTSC.

On behalf of the Department, I thank the reviewers for their thoughtful recommendations and direction as this program moves forward. We will continue to monitor the curriculum and work with the Dean's Office to ensure students are prepared to progress in the program.

Sincerely,



Christopher Cochrane  
Chair  
Department of Political Science  
University of Toronto Scarborough

## Dean's Response

---



January 9, 2024

Professor Susan McCahan  
Vice Provost, Academic Programs, University of Toronto  
Office of the Vice-President & Provost

**Dean's Administrative Response: New Program Review, Major in Public Law**

Dear Susan,

I am pleased to provide the Departmental administrative response to the external review of our proposed new Major in Public Law.

On behalf of the department, I thank the reviewers, Dr. Margaret Denike (Dalhousie University) and Dr. Paul Collins (University of Massachusetts Amherst) who were commissioned to conduct an external review of the program. A site visit was held on October 25 and 26, 2023, in which the reviewers met with academic leadership, faculty and staff affiliated with the proposed program, current students, and library and registrarial services at the UTSC campus.

In their report submitted on November 13, 2023, the reviewers expressed confidence in the program, anticipating that the Major “will be of great interest to current and prospective students” and “will be successful in drawing new students to UTSC.” The reviewers highlight that the curriculum provides students “with the social, political and philosophical context” of “principles of law, justice, human rights and social change, and aligns remarkably well with the University’s mission and aspirations.”

It is gratifying to hear their support for this program and belief that the curriculum reflects the commitments of UTSC, and for their recommendations which centre on the areas of objectives, admissions, program structure and content, and resources. In preparing the response below, my office requested an administrative response to the review from Professor Christopher Cochrane, Chair of the Department of Political Science, UTSC. Professor Cochrane’s letter to me dated November 23, 2023, outlined the reviewers’ recommendations and potential responses to those recommendations. My response below is informed by Professor Cochrane’s letter to me.

**Program Objectives**

The reviewers found that the current courses for the program offer the “social, political and philosophical context” of the University and Department’s commitment to the principles of “equal opportunity, equity and justice”, and therefore aligns “remarkably well with the University’s mission and aspirations”. However, they note that there is more to be done to centre Indigenous knowledges and initiatives, and make the following recommendation:

- While there is no reason to delay the delivery of this valuable new Major, it is hoped

that the expressed commitments of the University will be reflected in the addition of further course offerings that are informed by ‘alternative’ approaches to [Western] ideals and practices of law and justice, beginning with those explored in Indigenous scholarship, and in the addition of new faculty with expertise in these areas.

As indicated in the Chair’s administrative response, this recommendation has been adopted through the addition of two further course options to complete the Applications in Public Law requirement, POLC52H3 Indigenous Nations and the Canadian State and POLD54H3 Michi-Saagiig Nishnaabeg Nation Governance and Politics. These changes are reflected on pages 27, 56, 60, 62, 66-68 and 84 of the proposal. The addition of these course options does not change the Program Learning Outcomes.

They are additionally developing courses comparing legal traditions in Western countries to those in Islamic and other traditions, which will be introduced in Fall 2025 or later. With regard to the reviewers’ recommendation to add new faculty with expertise in non-Western practices of law and justice, we address this in the section on Quality and Other Indicators, below.

### **Admission Requirements and Program Enrolments**

The reviewers found that the admission requirements are appropriate for an undergraduate Major in the Social Sciences, however they observe that the Supplemental Application Form (SAF) and the high gpa requirement are additional criteria that will complicate and restrict admission for interested students and also place an additional administrative burden on faculty and staff who must assess the applications. They make the following statements related to the admission requirements and program enrolments:

- They recommend that any necessary additional human resources be put into place before the SAF is implemented.
- They register a concern that the SAF may have the opposite of its intended effect (i.e., to ensure a diverse cohort of students).
- They note the planned enrolment cap of 150 students, but state there is likely to be more demand for the program than the cap allows. They suggest this will compel the Department to think about either devoting resources to a process of selecting students through some sort of competitive process, or growing the Major; their recommendation is to grow the Major provided there are sufficient resources.

We thank the reviewers for highlighting their concerns and for their recommendations and, as noted in the Chair’s response, are responding to them as follows:

- The Department has decided to eliminate the SAF as an admission requirement.
  - This change is reflected on page 15 of the proposal by removing the final paragraph under the heading *Equity, Diversity and Inclusion*.
  - We also remove the reference to the supplemental application on pages 25, 56, and 67, and remove Appendix H: Sample Supplementary Application.
  - Eliminating the SAF reduces the barriers to admission for students, and will simplify the application process, thus reducing the administrative burden.
- We have changed the minimum 2.0 CGPA to: "Students will be admitted based on the

GPA across their top 4.0 credits in first year, as space permits."

- This change is reflected in the discussion of Admission requirements on pages 24-25, and in the Undergraduate Calendar Copy on page 67.
- This change will make the admission requirements more flexible, while at the same time providing an easy to understand and implement mechanism to select students and keep program enrolments in line with the resources available to support the Major. As resources permit, the program will be able to grow.

## Structure

The reviewers found that the program's design is well structured and reflects the collective expertise of the faculty who have developed the program and its foundational courses. However, they note that the Methods pillar of the program does not include courses that will prepare students for legal research, and they make the following recommendation:

- An important and valuable addition to these Methods would thus, ideally, be a new course or two -such as in Legal Research & Writing, or perhaps Case Law Studies- where students could be introduced to Lexis Nexis and Westlaw databases; and/or to be familiarized with ways to conduct research in law.

We thank the reviewers for this recommendation and agree it will benefit the program. The Department has implemented the first stage of this by as an option to fulfil the Methods requirement at the B-level, POLB40H3 Quantitative Reasoning for Political Science and Public Policy, which will include introductory modules on information retrieval and computational text analysis. This course will be introduced in Fall 2024, and it has been added to the list of courses satisfying the quantitative/statistical methods requirement on pages 57, 67 and 84 of the proposal. The addition of this course does not change the Program Learning Outcomes.

In the following year, the department will develop and introduce for Fall 2025 a C-level course catered specifically to Research Methods in Public Law as part a wider department initiative to integrate computation and technology into their methods curriculum.

## Program Content

The reviewers observed that the curriculum includes an appropriate and effective range of courses, and that the "Foundations" courses will provide a particularly strong basis for the principles of law, justice, and rights. They make the following recommendations:

- One potentially productive consideration would be to include among the 'Foundation' courses [and/or to simply move the existing one from the list of courses that fall under 'Applications'] - a course in International Law: in its own right, Public International Law - and notably 'international human rights', is recognized as a source of foundational legal norms and principles that would work well to internationalize these 'foundations'.

This change will be implemented. After consultation and review, the Department is now

reorienting the content of the required course, POLB30H3 Law, Justice and Rights, to focus on International/Comparative Public Law and Rights. Beginning in 2024-25, this course will be redesigned and taught by Professor Filiz Kahraman, an International Law and Rights expert. There are no changes to the program or to the proposal resulting from this recommendation.

- With the interests of students in mind, the program could only benefit from the inclusion of relevant courses, such as Environmental Law and/or any other ‘Law and...’ courses.

The Department agrees with the reviewers’ recommendation and will work toward adding course options in other areas of law in the future.

- [I]t would be ideal to prioritize the development of more comparative or alternative approaches and/or applications: such as in restorative justice and ADR [alternative dispute resolution].

The Department agrees with this recommendation. Restorative justice is covered in existing courses, including the course, POLD54H3 Michi-Saagiig Nishnaabeg Nation Governance and Politics which is now an option to complete the Applications in Public Law requirement (described above). The Department will work to enhance these opportunities by working to offer a future course on alternative dispute resolution, ideally involving experiential or work-integrated learning.

### **Assessment of Teaching and Learning**

The reviewers observe that methods of assessment in the program follow best practices, and interactions with students provide opportunities for students and alumni to give feedback on the Major. They make the following recommendations:

- We recommend that there be at least one meeting per semester and perhaps a monthly meeting during the first few years of the introduction of the major.
- We also recommend that the most student-facing staff member associated with the major also attend these meetings.

The Department agrees with these recommendations and will implement them. The Public Law Curriculum Sub-Committee will continue to meet monthly during the academic year. Its Chair (currently Prof. Andrew McDougall) reports to the Department Curriculum Committee about the curriculum needs of the Public Law programs. The Program Coordinator will attend the Public Law Curriculum Sub-Committee meetings. This change is reflected on page 43 of the proposal, under the discussion on plans for documenting and demonstrating the level of student performance.

### **Resources**

The reviewers observe that the proposed Major makes good use of existing courses and library resources and has sufficient faculty to meet enrolments. They make the following recommendations:

- Devoting resources to new, tenure-track faculty lines in areas that are underrepresented by the current curriculum, such as alternative dispute resolution and migration.
- An increase in staffing - or a reallocation of staff responsibilities... particularly in student-facing positions such as advising; and Relocating staff to the same office space.

We share this assessment and will work with the Department to monitor enrolments very closely to ensure appropriate resources are in place to support the program. Future options to expand supports may include Department resource requests through UTSC's Faculty Complement Committee planning process, reallocation of administrative staff responsibilities, or modifications to enrolment requirements. The Department will monitor the current space plan to ensure that staff remain connected to their portfolios and are supported to engage with students.

- The reviewers caution the University to “resist relying too much on stipend instructors since they are often not as well integrated into the major as full-time faculty, their teaching can be uneven, and because of their (general) lack of preparation for university teaching.” They encourage UTSC to tap into its large and diverse pool of stipend instructors as needed - “particularly alumni working in the legal fields and indigenous peoples with experience in methods of alternative dispute resolution.”

As the Chair noted in his response, UTSC has a diverse pool of potential stipendiary instructors to draw from when appropriate. We will be mindful of their caution, and ensure we are making the best use of UTSC's excellent pool of stipendiary instructors. I have confidence that the Department will engage stipendiary instructors in the specific instances where outside expertise is warranted, such as in the Mooting seminar (POLD31H3).

### Quality and Other Indicators

The reviewers highlight that the program brings together “an outstanding group of teacher-scholars” from Political Science and Sociology, who can support the key fields of study for Public Law. They make the following recommendations:

- Re: elements that enhance the diversity of the curriculum, students or teaching staff - the reviewers comment that one area to consider moving forward is to “make concerted efforts to diversify the faculty teaching in the Public Law major.” (pg. 12)

The Department agrees with this suggestion and will work with my office within the Faculty Complement Committee planning process on future hires. UTSC is committed to hiring faculty to align with demographic parity, as part of the Pathway to Parity initiative in the UTSC Strategic Plan, [Inspiring Inclusive Excellence](#).

We are pleased by the overall positive review of this proposed new Major in Public Law. Once again, I thank the reviewers for their recommendations and direction. My office will continue to work with the Department to ensure that the curriculum meets the needs of students and that the program is appropriately resourced.

Sincerely,

A handwritten signature in black ink, appearing to read 'WAG', with a long horizontal flourish extending to the right.

William A. Gough  
Vice-Principal Academic & Dean

## **Vice-Provost, Academic Programs' Response**

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January 16, 2024

Professor William Gough  
Vice-Principal, Academic and Dean  
University of Toronto Scarborough

**Re: Review Report, Proposed Major in Public Law**

Dear Bill,

I am very pleased to receive the review of the proposed Major in Public Law. Your administrative response nicely summarizes the report and highlight the specific suggestions made by the reviewers.

**Program Objectives:** The reviewers recommended the addition of further course offerings in Indigenous knowledges, as well as hiring new faculty with expertise in non-Western ideals and practices of law and justice. In response two Indigenous knowledges-focused courses have been added as options to the program and this is reflected in the proposal. Further, the Department is developing courses, to be added in Fall 2025 or later, that will compare legal traditions in Western countries to those in Islamic and other traditions.

**Admission Requirements and Program Enrolments:** The reviewers commented that the proposed minimum Cumulative Grade Point Average (CGPA) and the inclusion of a supplementary application form (SAF) would be an administrative burden on the Department and could be a barrier for students. They also noted there is likely to be strong demand for the program and recommended growing the Major when resources permit. In response to these recommendations, the proposal has been updated to replace the minimum CGPA with admission based on GPA across the top 4.0 credits in first year, to make the program more flexible, and the SAF has been eliminated. As resources permit the program will be able to grow.

**Program Design:** The reviewers recommended adding courses focused on the following areas: (1) legal research and writing, or case studies; (2) International law; (3) Environmental and other areas of law; and (4) comparative or alternative approaches to and/or applications of law. You agree, and the proposal has been updated to add a new optional course in area (1) and change an existing course in line with area (2). Future changes will include all four areas. The Department will continue to look for ways to enhance offerings in the recommended areas.

**Assessment of Teaching and Learning:** Regarding plans to document and demonstrate the level of performance of students in the program, the reviewers recommended that: (1) rather than one annual meeting of faculty, the Departments of Political Science and Sociology hold at least one faculty meeting each semester, and (2) invite the most student-facing staff member associated with the program to these meetings. This change has been reflected in the proposal.

Simcoe Hall, 27 King's College Circle, Room 225, Toronto, ON M5S 1A1 Canada +1-416-978-0490

**Resources:** The reviewers recommended that the University be actively involved in supporting the growth of the program, noting that an increase in staffing, or reallocation of staff responsibilities, would be of benefit. In addition, while they caution against relying too heavily on stipend instructors, they encourage UTSC to tap into its large and diverse pool of stipend instructors as needed. The Department and Dean's Office will work closely together to monitor enrolments to ensure there are appropriate resources in place to support the program.

**Quality and Other Indicators:** The reviewers recommended that UTSC make a concerted effort to diversify the faculty teaching in the program. You note that UTSC is committed to hiring faculty to align with demographic parity, and that the Department and the Dean's Office will work closely together, within the UTSC Faculty Complement Committee planning process on future hires.

I will be very pleased to recommend this new undergraduate program to governance for approval, following approval at the divisional level.

Sincerely,



Susan McCahan  
Vice-Provost, Academic Programs

cc:

Rhonda Martin, Executive Assistant to the Vice-Principal, Academic and Dean, University of Toronto Scarborough

Karen McCrindle, Acting Vice-Dean Teaching, Learning and Undergraduate Programs, University of Toronto Scarborough

Martha Harris, Academic Programs Officer, University of Toronto Scarborough

Jennifer Francisco, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs

Annette Knott, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs



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# University of Toronto

## New Undergraduate Program Proposal

The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

This template (last updated by the Office of the Vice-Provost, Academic Programs on November 9, 2020) is for all proposals for new undergraduate programs. It aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program. Separate templates have been developed for other types of proposals.

Please note that all proposed new programs are subject to external appraisal.

Name of proposed program:	Major in Public Law
Degree conferred:	Honours Bachelor of Arts (H.B.A.)
Department/unit (if applicable) where the program will be housed:	Department of Political Science
Faculty/academic division:	University of Toronto Scarborough (UTSC)
Dean's Office contact:	Michael Souza, Acting Associate Dean Undergraduate Programs and Curriculum ( <a href="mailto:adundergrad.utsc@utoronto.ca">adundergrad.utsc@utoronto.ca</a> )  Martha Harris, Academic Programs Officer ( <a href="mailto:martha.harris@utoronto.ca">martha.harris@utoronto.ca</a> )
Proponent:	Christopher Cochrane, Associate Professor and Interim Chair, Department of Political Science  Andrew McDougall, Assistant Professor  Elizabeth Acorn, Assistant Professor
Direct entry or selection of POST at end of 1st year:	Selection of POST after completion of 4.0 credits (entry after first year)
Version date:	January 15, 2024

Development and Approval Steps	Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission)
New Program Consultation Meeting	September 22, 2020
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	February 22, 2023
External Appraisal	October 25-26, 2024
Decanal signoff <i>In signing off I confirm that I have ensured appropriate:</i> <ul style="list-style-type: none"> <li>▪ compliance with the evaluation criteria listed in UTQAP section 2.3</li> <li>▪ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development</li> <li>▪ Consultation with faculty and students, other University divisions and external institutions</li> </ul>	William A. Gough, Vice-Principal Academic and Dean, University of Toronto Scarborough  December 8, 2023
Provostial signoff <i>In signing off I confirm that the new program proposal:</i> <ul style="list-style-type: none"> <li>▪ Is complete</li> <li>▪ Includes information on all the evaluation criteria listed in UTQAP section 2.3</li> </ul>	Susan McCahan, Vice-Provost, Academic Programs May 9, 2023
Unit-level approval (if required)	Departmental Curriculum Committee Approval: April 6, 2020
Faculty/divisional governance	February 8, 2024
Submission to Provost's Office	
AP&P	February 15, 2024
Academic Board (if a new degree)	N/A
Executive Committee of Governing Council (if a new degree)	N/A
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry Colleges and Universities (where the latter is required)."	
Ontario Quality Council	[date]
Submitted to the Ministry (in case of a new degree)	N/A

# New Undergraduate Program Proposal

Major in Public Law

Department of Political Science

University of Toronto Scarborough (UTSC)

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**Instructions:** Please include all sections with page numbers and a full list of appendices in the table of contents. The Table of Contents will update automatically when you right-clicking on it and select “Update Field” and then “Update Entire Table.”

# 1 Executive Summary

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Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal. (You may wish to complete this section last.) This may need to be used on a standalone basis:

## **Statement of Purpose**

The University of Toronto Scarborough (UTSC) is proposing a new 4-year, undergraduate Major in Public Law, leading to an Honours Bachelor of Arts (H.B.A.). The proposed program will be housed in, and administered by, the Department of Political Science. The Major will draw on new and existing courses from the Department of Political Science and the UTSC Department of Sociology to offer a robust and interdisciplinary program in public law and leverages the resources of both Departments to offer a program in a high demand area. The proposed Major is designed to fit into the current context and debates of public law as an academic discipline. As an academic discipline, public law is fundamentally the study of how the state regulates its interactions with its citizens and between its major institutions. While the proposed Major will appeal to students interested in a legal career, it is not designed as a pre-law or professional program; instead, it is an undergraduate arts program that will provide interested students with the knowledge and skills needed to pursue a law degree, other professional or graduate study, or enter the job market after graduation. The anticipated start date is Fall 2024.

## **Academic Focus of the Program**

The proposed Major will provide students with an opportunity to study public law from the vantage point of both political science and sociology. Students will be required to complete a series of foundational courses that will introduce them to key concepts and debates in public law, as well as the wider fields of political science and sociology. In later years, students will be able to further specialize in particular areas of public law through applications and advanced applications courses. Students will become familiar with key social science methodologies and be able to conduct empirical social science research. Students in the Major will benefit from experiential learning (EL) to deepen their knowledge of public law, starting in the required course for all students in the Major, POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies). In addition, Public Law Major students will have the opportunity for further experiential learning by selecting among several “Advanced Application” courses with EL components.

Students completing the proposed Major will be well placed to understand and describe the foundations of the legal system in Canada in relation to other parts of the state and society, including the scope of the criminal, constitutional, and administrative law fields and in a global and comparative context; they will also be able to appreciate the disproportionate burdens the legal system places on minority groups and the limits that law and legal instruments offer for addressing systemic inequality. Finally, through the experiential learning opportunities available in the program, students will gain familiarity with the practice of law and its importance in society.

The proposed Major is aligned with the academic goals and priorities of the Department of Political Science, and supports the [UTSC Strategic Plan](#) Inspiring Inclusive Excellence, the central goal of which is: “embracing and promoting the enriching contributions that come from the diverse backgrounds, ways of knowing, ideas, perspectives, and experiences represented in our community.”

### **Impetus for the Program’s Development and Projected Enrolment**

The Department of Political Science at UTSC is home to a freestanding Minor in Public Law (Arts). This highly successful program was first introduced in 2014-15, and enrolments have grown from 114 students in November 2014 to 296 students as of November 2022. The proposed Major will build on the success of the Minor by providing students with a more robust option for the study of public law at UTSC. The Minor will continue to be available to students.

The proposed Major responds to interest and demand from students in the Department of Political Science. This interest is clearly evident from strong enrolments in the Minor in Public Law, as well as interest from students currently enrolled in Political Science programs at UTSC. As noted in section 5, a survey of current Political Science students found that over 80% percent would be interested in pursuing a Major in Public Law (see also Appendix F).

Students will be able to apply to the proposed Major after the completion of their first 4.0 credits (entry after first year). It will have a limited enrolment of 50 students per year, and at a steady-state will have approximately 150 students.

It is anticipated that the program will be attractive to students interested in the specific intersection of public law and sociology. This will not lead to an increase in the overall enrolments at UTSC; instead, it will help UTSC to meet its enrolment targets, particularly for domestic students, who are more likely to be attracted to the program. However, there may

be an increase in enrolments in courses in the Departments of Political Science and Sociology, which have a capacity for growth.

### **Program Distinctiveness**

The proposed Major includes substantial course content from the UTSC Departments of Political Science and Sociology, and as a result will be highly interdisciplinary in nature; in this way the program will be distinct from other programs in Public Law, as well as existing Specialist and Major programs in Political Science and Sociology. The proposed Major will be housed in the Department of Political Science. The Department of Sociology has agreed to open its courses to students of the Major and will work closely with the Department of Political Science in developing and advancing the Major. Sociology will leverage the Major to increase its enrolment and provide relevant course offerings to Political Science students for the benefit of both Departments. Students will be able to pair the proposed Major with other majors or two minors, and it is anticipated that a double major in some combination of Public Law and Sociology, Public Policy, or Political Science will be particularly popular. These combinations will further buttress the interdisciplinarity of the proposed program.

### **Resources**

There are currently 11 faculty associated with the proposed Major – 9 in the tenure-stream and 2 in the teaching-stream. The Department of Political Science has invested heavily in faculty resources over the past three years related to public law. As discussed in section 12.1, the Department of Sociology is currently searching for two new faculty members with specializations in law and society. Although there are sufficient faculty in place to support the proposed program at launch, we may augment teaching with casual stipend instructors with expertise in particular areas of public law to enhance the experiential learning opportunities available in the Major, and to enhance student understanding of the practice of law. The Department of Political Science will work with the Dean's Office at UTSC to secure the necessary resources to support these stipendiary instructors. All casual stipend instructors teaching in the program will be supported through a mentorship program, which will help acclimate them to the practices, policies, norms, and objectives of UTSC and the Departments of Political Science and Sociology.

The Department of Political Science has developed a number of courses to support the Minor in Public Law over the past few years that will also support the proposed Major, including: POLC33H3 (The Politics of International Human Rights), POLC34H3 (The Politics of Crime), and POLD38H3 (Law and Global Business). In addition, two new courses that are specifically

associated with the proposed program are being developed: POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies) and POLD31H3 (Mooting Seminar). POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies) will be taught by existing faculty as part of their regular teaching load; POLD31H3 (Mooting Seminar) will also usually be taught by existing faculty as part of their regular teaching load, although we do anticipate on occasion hiring instructors with expertise in areas of law for the Mooting Seminar.

As described in section 12.2 on TAs, resources for additional TA support will be needed for POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies). Under the current formula, it is anticipated the course will need 50 hours of TA support. The Office of the Dean is aware that the Department will be submitting a request for resources, and has noted that such a request is approved, in principle. It is anticipated that there will be a corresponding rise in enrolments in other Political Science and Sociology courses; should there be any need for additional TA resources to support these courses, the appropriate requests will be made to the Office of the Dean; the Office of the Dean is supportive, in principle, of such requests. The proposed Major will not require any additional space or facilities.

### **Proposal Development and Consultation**

There has been widespread consultation within UTSC to gauge student interest in the proposed Major, as well as to better understand how it might affect other programs and units at the University of Toronto. There is strong interest from undergraduates, and strong encouragement from the Faculty of Law, the Department of Sociology at University of Toronto Mississauga (UTM), the Faculty of Arts and Science (FAS), and the Centre for Ethics, a research academic unit (EDU:C)<sup>1</sup> that does not offer programs, but which focuses on advancing research and teaching in the field of ethics, broadly defined, and seeks to bring together the theoretical and practical knowledge of diverse scholars, students, public servants and social leaders in order to increase understanding of the ethical dimensions of individual, social, and political life. Existing relationships with these units can be leveraged in the future to find educational opportunities to benefit students.

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<sup>1</sup> An extra-departmental unit C is a multidisciplinary, multi-departmental unit designed to foster research and scholarly interest in a defined research domain. It may offer courses. It may not offer academic programs, and may not make or hold any budgetary appointments.

## 2 Effective Date and Date of First Review

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The program will come into effect in Fall 2024, with the 2024-25 Calendar. Enrollment is anticipated to open to UTSC students in March 2025.

First date degree program will undergo a UTQAP review and with which unit<sup>2</sup>: the proposed Major will be reviewed with programs housed in the Department of Political Science. A UTQAP review and site visit of the Department and its programs was completed in March of 2022 and the report was shared with the VPAP in April 2022; the proposed program would, therefore, be reviewed at the next scheduled review of the unit and programs, which will take place by no later than 2029-30.

## 3 Academic Rationale

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Please use the headings below:

Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?).

Explain the appropriateness of the program name and degree nomenclature.

If relevant, describe the mode of delivery (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program.

Context

- Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.)
- Describe the consistency of the program with the University's mission as specified within the [Statement of Institutional Purpose](#) and unit/divisional academic plan and priorities.

Distinctiveness

- Identify any unique curriculum or program innovations or creative components.

**Proposed Program and Academic Rationale**

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<sup>2</sup> Programs that are inter- and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

University of Toronto Scarborough (UTSC) is proposing a new 4-year, undergraduate Major in Public Law, leading to an Honours Bachelor of Arts (H.B.A.). The proposed program will be housed in, and administered by, the Department of Political Science. The proposed Major will draw on new and existing courses from the Department of Political Science and Department of Sociology to offer a robust and interdisciplinary program in public law. The proposed Major is not a pre-law program or a professional program.

The Department of Political Science also supports Specialist, Major and Minor programs in Political Science, Major and Major (Co-operative) programs in Public Policy, and a Minor program in Public Law; all Specialist and Major programs lead to an Honours Bachelor of Arts (H.B.A.). The Minor in Public Law was first introduced in 2014-15 in response to student interest in the study of law, which has been a great success. Student demand for the Minor has been very strong, as demonstrated by the increasing student enrolments shown in Table 1:

**Table 1: Program Headcount Enrolments, Minor in Public Law**

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
160	186	216	238	267	302	308	296

\*(as taken on November 1 annually)

The Minor examines how the legal system governs the relationship both among constituent units of the state and between citizens and the state. It also examines the obligations that states have to one another via international law. Key topics in the Minor include: examining the normative foundations of principles of justice and human rights; the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power; the constraints to state sovereignty posed by international law and international courts; and the implications of the legal order for democratic and legitimate policymaking.

The proposed Major is intended to build on the success of the freestanding Minor by providing a pathway for students seeking a greater depth of knowledge and broader set of academic skills than can be obtained in a Minor offering. It will provide students with an opportunity to study public law from the vantage point of both political science and sociology and will utilize faculty expertise and courses in both the Department of Political Science and the Department of Sociology at UTSC. The Major differs from the Minor by adding additional depth through more classes, providing a more rigorous methods sequence, and offering more breadth through the inclusion of classes from the Department of Sociology.

Students in the Major will be required to complete a series of foundational courses that will introduce them to key concepts and debates in public law, as well as the wider fields of political science and sociology. For example, a new political science course POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies) will introduce debates such as: the proper role of judicial review in a democracy, how minority rights are balanced against majority interests, the civil-common law distinction, and differing conceptions around the source of rights. The course will also explore contrasting methods of constitutional interpretation, such as “originalism,” textualism, and the “living tree” approach adopted in Canada, and introduce students to experiential learning in public law with opportunities for students to engage with and reflect on the role of law and legal practitioners in our community. The Sociology courses included in the proposed Major touch on three central intersections between legal and sociological scholarship: a) sociological approaches to the law; b) the Canadian state and Indigenous Peoples; and c) empirical evidence literacy. Students will be introduced to these three areas in B-level courses – SOCB59H3 (Sociology of Law) and SOCB05H3 (Logic of Social Inquiry) – and will have an opportunity for more advanced study in courses like SOCC61H3 (The Sociology of the Truth and Reconciliation Commission) and SOCD05H3 (Advanced Seminar in Criminology and Sociology of Law).

In later years, students in the proposed Major will be able to further specialize in particular areas of public law through applications and advanced applications courses. Though students are not required to select a specific area to complete the requirements, they can opt to specialize within these areas. For example, POLC56H3 (Indigenous Politics and Law) introduces students to Indigenous conceptions of law and governance and the role of Indigenous groups within the legal and constitutional system. POLC38H3 (International Law) explores public international law in the context of international relations and how governance can be achieved in the context of an “anarchic” global system. POLD30H3 (Legal Reasoning) will build on earlier courses and give students the opportunity to learn more about methods of legal interpretation in a real-world context and focus, in particular, on the importance of diversity on the bench. Additionally, Public Law Major students will have the opportunity to deepen their knowledge of public law by selecting among several Advanced Application courses that have an EL component, which are described further in section 8.

Through the course sequence in the proposed Major, students will become familiar with key social science methodologies and be able to conduct empirical social science research. This will include developing competence in the fundamentals of statistical research, such as how to read and understand linear regression models and crosstabs, the difference between descriptive and inferential statistics, and the meaning of statistical significance. It will also expose students to content that covers a diversity of methodological approaches, including

post-colonial approaches, Indigenous methodologies, and legal reasoning deriving from precedent, statute, and common law.

Students completing the proposed Major will be well placed to understand and describe the foundations of the legal system in Canada in relation to other parts of the state and society, including the scope of the criminal, constitutional, and administrative law fields and in a global and comparative context; they will also be able to appreciate the disproportionate burdens the legal system places on minority groups and the limits that law and legal instruments offer for addressing systemic inequality. Finally, through the experiential learning opportunities available in the program, students will gain familiarity with the practice of law and its importance in society.

The proposed Major is not a professional program in law, and graduation will not grant or qualify students for a professional accreditation to practice law. The proposed Major is also not designed as a pre-law program, although some students may pursue a law degree after graduation.

### **Appropriateness of the Program Name**

The name of the proposed Major program, “Public Law” builds off of the existing successful Minor in Public Law. The name also captures the diversity of topics in public law that are included in the program, including foundations in the Canadian constitutional and legal system, theories of justice and human rights, international and comparative law, and law and society. The H.B.A. is the appropriate degree since this is a social science-based program.

### **Mode of Delivery**

The mode of delivery for the proposed Major will be in-person, as is the case with the Minor in Public Law and other Political Science and Sociology programs. The Major will have limited enrolment and a maximum of 50 students will be accepted each year. The limited size is meant to allow for a focus on cohort building and an in-person delivery mode that fosters a sense of connection and community among the students. Furthermore, as there is a very active student society that already exists around the Minor in Public Law, in-person delivery will help synchronize the in-class learning experience with co-curricular opportunities for a seamless learning environment. For example, the Law Society of UTSC (LSOU) hosts the “Highland Cup” mooting competition, which will complement the upper year mooting seminar (POLD31H3) by encouraging students to develop advocacy skills early on through

their co-curricular work. The annual “Legal Industry” panel of legal practitioners, hosted by the LSOU, will expose students to the varied career paths available in public law.

Online or dual-delivery classes will be considered on a case-by-case basis when opportunities arise and where the advantages of a digital format are particularly compelling (for example, connecting with practitioners who can offer experiential learning opportunities).

### **Context**

The proposed Major is designed to fit into the current context and debates of public law as an academic discipline. As an academic discipline, public law is fundamentally the study of how the state regulates its interactions with its citizens and between its major institutions. In the 21<sup>st</sup> century, the discipline focusses on several themes that are highlighted in the proposed Major, including: the global growth of rights jurisprudence, the importance of diversifying the bench, the growing recognition of and engagement with Indigenous concepts of law and rights, structural inequalities in the legal system, and the differential impact that criminal justice has on racialized and marginalized groups. Foundational courses in the proposed Major will introduce these themes and application courses will further develop them. Courses are designed to explicitly engage with these debates, such as POLC33H3 (The Politics of International Human Rights), which focuses on the rise of a global rights culture, and POLC34H3 (The Politics of Crime), which focuses on the rise of prisonization and the role of criminal law in systemic inequality.

The proposed Major is designed to reflect the best pedagogical practices in the field of public law and the design of undergraduate programs, including: 1) foundations courses in legal theory, the Canadian legal system, and the socio-legal study of law (such as POLB30H3 (Law Justice and Rights) and SOCB59H3 (Sociology of Law)); 2) advanced electives that allow students to explore specific topics in depth (such as POLD38H3 (Law and Global Business) and POLD44H3 (Comparative Law and Social Change)); and 3) an experiential learning component (such as POLD31H3 (Mooting Seminar)).

The proposed Major takes advantage of the close relationship that the disciplines of political science and sociology have with each other, and leverages opportunities for the interdisciplinary study of public law; indeed, Sociology is a natural fit in terms of collaboration with Political Science for the proposed Public Law Major. Sociology deals with relationships between individuals and the government, which are central to most forms of sociological inquiry, and studies how law is present in everyday life. Most notably, sociologists bring specialized expertise to the area of legal studies in their approaches to generating and

evaluating empirical evidence, and in the translation of that evidence into social policy and planning.

The interdisciplinary nature of the program ensures that students will be able to develop a strong foundation in sociology and political science to ground their examination of public law. Course requirements in Critical Issues in Canadian Politics (POLB56H3), The Canadian Constitution and the Charter of Rights and Freedoms (POLB57H3) and the Canadian Judicial System (POLC32H3) ensure that students understand basic institutions of Canadian government and the role of the judiciary, and provide students with a common vocabulary to prepare them for more advanced courses. With a comprehensive set of both qualitative and quantitative methods courses, students in the Major will be able to understand and evaluate research from across social science fields. Further, the Major will use experiential learning to further develop student knowledge. All students in the Major will engage with experiential learning in the required course POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies) and students will be able to select among several of the Advanced Applications courses with EL components.

By including courses in Sociology, the proposed Major will be different from both the Minor in Public Law and the Major and Specialist programs in Political Science; it will also be distinct from the Major and Specialist programs in Sociology. The proposed Major will attract students interested in the specific intersection of public law and sociology, and it is anticipated that many of these students will choose to double major in some combination of Public Law and Sociology, Public Policy, or Political Science.

#### *Consistency with the University's Mission and Campus Academic Priorities*

This is the right time and the right place to propose this new Major. It supports the University's mission as outlined in the [\*Statement of Institutional Purpose\*](#), which is to be "an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." In line with the *Statement*, the proposed Major relies on excellent faculty drawn from two different disciplines and builds upon a highly successful pre-existing Minor program. Public law is an evolving area of research and students will be able to learn from scholars at the forefront of the field. The program also supports two of U of T President Meric Gertler's [\*Three Priorities\*](#): namely: "Leverage our urban location(s) more fully, for the mutual benefit of University and City" and "re-imagine and reinvent undergraduate education." The new program will leverage UTSC's location in the eastern Greater Toronto Area, which is one of the most diverse regions of Canada, and it will re-

imagine and reinvent undergraduate education by establishing a new Major in an emerging area of study.

The proposed program also aligns well with UTSC's 2020-25 Strategic Plan, "[Inspiring Inclusive Excellence](#)." Of note in the Strategic Plan are the following values, directives, objectives and initiatives, all of which resonate with this proposal:

- Intentional inclusion. The program is highly responsive to the needs of the diverse student population who will be enrolled.
- Provide all students with transformative, experiential, and holistic curricular, co-curricular, and extra-curricular learning opportunities.
- Undertake comprehensive curriculum renewal that builds upon our top-tier teaching, prepares students for the world of work and the disruptions of the future, and supports innovations in inclusive teaching and learning.
- Develop new programs, and review existing programs/curricula, with consideration for their responsiveness to developments in relevant fields, transformations in society more broadly, and the realization of learning outcomes that give our graduates the competencies needed to be successful in their careers and to adapt to a dynamic world.
- Create select programs to enhance education required to facilitate career transitions in the new economy.

The proposed program also aligns well with the Department of Political Science's goals as expressed in its recent 2021-2022 Self Study, namely developing students' critical thinking skills, preparing them for further education and the workforce, and cultivating learning as a life-long endeavour. The Department's strengths include "strong foundations" for student education, "experiential learning," utilizing its "award winning faculty," and its "innovative programs and curriculum." The proposed Major program has a four-course Foundations in Public Law Requirement and Methods Requirement to ensure that students are prepared for upper-year courses. Upper-year courses include several courses with an experiential learning component. These will be taught by existing faculty with legal training, or on occasion by casual stipend instructors with applicable professional experience and legal training (for instance, to lead the mooted seminar (POLD31H3) and tackle a particular legal issue). The proposed Major is innovative given the link it will establish between the Departments of Political Science and Sociology and the focus it will have on contemporary issues in public law, in which Department of Political Science faculty have recognized teaching and research expertise.

There is strong reason to believe the Major can become another flagship program at UTSC that will attract students specifically interested in Public Law, Political Science, and Sociology.

### *Equity, Diversity, and Inclusion*

Equity, diversity, and inclusion are of particular importance for public law and feature prominently in the proposed program. Throughout the Major, students engage with theories and applications of law that have a particular focus on the mobilization of diverse minority groups. At the introductory level, courses highlight the way that the struggles for racial equality and justice have had a formative impact on both law and politics. The required foundations course POLB30H3 (Law, Justice and Rights) places the struggle for civil rights and racial equality at the core of the curriculum (five of the ten key cases studied in the class focus on race/Indigenous rights/LGBTQ rights). In addition, the Department of Political Science offers courses on social movements and human rights, for example: POLC33H3 (Politics of International Human Rights) and POLD44H3 (Comparative Law and Social Change), which foreground the experience of domination and the role of ethnicity, race, gender, and social class in resistance and collective empowerment, in Canada and beyond.

Advanced applications courses in Sociology also highlight the limits of legal change and legal reasoning, for example: SOCC11H3 (Policing and Security) and SOCD05H3 (Advanced Seminar in Criminology and Sociology of Law). These courses explain the social forces of prejudice, stereotyping, discrimination, and racism. The curriculum is designed to expose students to a wide range of issues related to equity, including immigration policy, immigrant incorporation, racial bias in policing, Indigenous land rights, sexual diversity, and community building and mobilization.

### **Distinctiveness**

The central distinctive characteristic of the proposed Major is its interdisciplinarity, which allows students to examine public law from both the perspectives of political science and sociology. This dimension will ensure students will benefit from a broader academic experience than can be gained from undertaking one program housed in a single academic unit. Students will become familiar with the different perspectives that political science and sociology bring to the study of public law, as well as their different methodological approaches and research priorities. The proposed Major is designed so that students can select different areas of focus that interest them. This could include a more institutional focus on courts and legislatures, a more sociological set of courses studying the diversity of

human society and its interaction with the legal system, or a more philosophical focus with courses concentrating on the sources and interpretation of rights and concepts of justice.

The experiential learning opportunities will be another distinguishing attribute of the proposed Major. All students in the Major are required to complete POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies), which will have an EL component and introduce students to experiential learning. In addition, students in the Major can elect to pursue further opportunities for experiential learning in the Advanced Applications courses, including a new course, POLD31H3: Mooting Seminar, where students will be able to develop expertise in a particular field of law and gain exposure to the operation of the law in practice. As described below in section 8, experiential learning has been incorporated into several existing courses in Political Science. The Department is in the process of incorporating EL into additional courses.

Finally, the proposed Major will offer a distinctive student experience. Students will benefit from being a part of a smaller cohort and a learning environment that will be enriched by the diversity of student backgrounds and experiences. Cohort building will be an important focus from the beginning. Students will start the program in POLB30H3 (Law, Justice and Rights), which will include dedicated tutorials for students in the proposed Major. Further, students will also take a C-level course, Law and Politics: Contradictions, Approaches, and Controversies (POLC35H3) that will be limited to students in the proposed Major. Students in the Major will be encouraged to actively participate in co-curricular activities in public law, such as the Law Society of UTSC (LSOU). It is anticipated that students in the proposed Major will form collegial relationships with each other and work closely with the faculty in public law.

## 4 Streams [None]

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Description of streams, if any.

There are no streams in the proposed program.

## 5 Need and Demand

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Provide a brief description of the need and demand for the proposed program focusing, as appropriate, on:

- student interest;

- societal need;
- employment opportunities for prospective graduates;
- interest expressed by potential employers;
- professional associations;
- government agencies or policy bodies and how this has been determined.

How is the program distinct from other programs at U of T? (Address, if relevant, how this program might affect enrolment in other related programs offered here.)

With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other universities in North America and Internationally (with specific reference to Canadian and Ontario examples). In doing this you may wish to append a table showing other programs.

### **Societal Need**

Like the United States, and throughout the world, Canada has reached a tipping point in the past few years in the recognition and discussion of racial disparity, particularly as it pertains to legal systems. Clearly, there is a need for better recognition of the problem of systemic inequality in the justice system, the problem of access to justice, the country's relationship to its Indigenous peoples and peoples of colour, differential experiences of policing, and similar themes that arise at the intersection of law and society. The proposed Major will fulfill a broad societal need to provide UTSC students with an education that focuses on these issues and enables them to meaningfully participate in these important conversations about the future of our communities. To accomplish this goal, the proposed Major will ensure students gain a strong foundation in Canadian public law, legal and political philosophy, and comparative law and legal systems. The courses will feature content that will prioritize the development of an educated citizenry that is aware of major social problems in Canada and their communities.

### **Student Demand**

Student demand is anticipated to be strong for the proposed Major. This assessment is based in part on enrolments in the Minor in Public Law, which have grown rapidly over the last several years, with 114 students in the program in 2014, and 296 students in 2022 (annual enrolments in the Minor are provided in section 3). This growth is expected to continue. It is also based on a survey of students in Political Science programs, conducted in November 2020, that demonstrates strong support for a Major in Public Law, with over 80% percent of

surveyed students indicating that they would have been likely or somewhat likely to pursue a Major in Public Law if offered at UTSC (see Appendix F). One student wrote that, “I think a Major program in Public Law would be a great addition to UTSC. I have loved doing the Minor program, and as I'm finishing my degree currently, I wish I could have taken more courses in this specific area.” Further, the student explained: “For future students I think there would be a great demand for this area. Specifically, for those considering law school, as I know some friends on the law school track who didn't take this Minor in Public Law only because it was a minor and they wanted to double major.” Another student echoed this demand for a Major in Public Law, writing that: “Not having a major of Public Law discouraged me from wanting to apply to UTSC because I wanted to major in something more law focused.” See Appendix F for more details on the student survey.

Many of the strongest students in the existing Minor will likely be interested in pursuing a Major once it becomes available. The Major will be particularly attractive to students seeking to develop further expertise in public law, to be part of a smaller learning cohort, and to pursue opportunities for experiential learning. The program will also be attractive to students with overlapping interests in sociology and public law, or political science and public law, since it will allow them to design double majors that cross these fields.

More generally, there is unmet demand for undergraduate programs that focus broadly on the study of public law across the three campuses of the University of Toronto. In 2021, the Major in Ethics, Society, and Law, offered in the Faculty of Arts and Science in association with Trinity College, received 500 applications for 75 spots. Although the proposed Major is not a professional or pre-professional program for obtaining a license to practice law, it will help to satisfy the demand for law-focused social science undergraduate programs that foster understanding of theoretical concepts through experiential learning opportunities. Additionally, the programs will also offer preparation for students interested in pursuing graduate education in a field of study related to public law.

### **Further Education and Employment Opportunities**

Graduates of the proposed Major will be well placed to pursue further education, and it is anticipated that many will seek to attend law school or graduate school in political science, sociology, or legal studies. The foundational skills – central to success in these fields of further study – that the proposed Major in Public Law will help students develop, include: reading critically, organizing evidence into an argument, arguing logically and persuasively in

writing, and writing with good organizational structure.<sup>3</sup> Further, the proposed Major will help to familiarize students with legal terms, concepts, institutions, as well as legal reasoning, which will bolster student readiness and confidence for further studies at the graduate level in disciplines related to public law. The experiential learning components of the Major that introduce students to the operation of the law in practice and the legal profession will help students to succeed in law school and chart their own career pathways. The proposed Major will similarly help to prepare students for careers as paralegals. It is anticipated that there will be strong employment prospects for students interested in careers in the legal profession, as lawyers and paralegals are well-established and growing occupations.<sup>4</sup>

There are many promising employment prospects for graduates of the proposed Major who seek to directly enter the job market upon completion of their undergraduate degree. The 2018-19 Ontario University Graduate Survey indicates that one of the largest areas of employment for students with a social science degree two-years after graduation is in law-related fields (this survey does not include students who have continued on to law school).<sup>5</sup> Specifically, 14.3% of surveyed applicants that graduated from an undergraduate program in social science were employed in the category of “Professional occupations in law and social, community and government services,” which includes social policy researchers, consultants, and program officers and probation and parole officers. These are also growing fields, according to Ontario labour market data.<sup>6</sup>

Graduates of the proposed Major will also be able to pursue many career paths that leverage their political science training. In particular, it is anticipated that students will pursue careers

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<sup>3</sup> Mark Walzer, Kimberly Dustman, Debra Langer, Michael Hegarty, Gregory Camilli, and Ann Gallagher, *2018 Skills Analysis Study: Content Validity of the LSAT* (Law School Admission Council, 2019) p. 8, available at: [https://www.lsac.org/system/files/inline-files/skills-analysis-study-2018-rr-19-01\\_081220.pdf](https://www.lsac.org/system/files/inline-files/skills-analysis-study-2018-rr-19-01_081220.pdf).

<sup>4</sup> The latest data from the Ontario Ministry of Labour indicates that the labour market for lawyers has a projected growth rate of 3.1% - 4%; the labour market for paralegal and related occupations has a projected growth rate of 8.1% - 9%. See

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4211>, as well as <https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4112>

See also: <https://www.jobbank.gc.ca/marketreport/outlook-occupation/15815/ON>

<sup>5</sup> See <http://www.iaccess.gov.on.ca/OsappRatesWeb/enterapp/home.xhtml>

<sup>6</sup> For instance, the labour market for social policy researchers, consultants and programs officers has a growth rate of 7.1% - 8%, as does the field of probation and parole officers. See

<https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=415>, as well as <https://www.services.labour.gov.on.ca/labourmarket/jobProfile/jobProfileFullView.xhtml?nocCode=4164>

in public sector positions as policy analysts, legislative aids, foreign service officers, immigration and revenue officers, or customs officers, and private sector positions as business consultants, lobbyists, market analysts and researchers, compliance officers, or communications officers. Data collected through the UTSC Development and Alumni Relations Office, and analyzed in February 2021, confirm that many of the graduates of the Political Science programs at UTSC have successfully found employment in these fields; for instance, 10.5% of UTSC Political Science graduates are currently employed in policy and analysis, while an additional 9.5% work in legal services.

### **Professional Associations and Government Agencies**

The proposed program is not a professional program, and there are no professional organizations relevant to this program at this time. There is no anticipated impact on government agencies or policy bodies.

### **Distinctiveness of the Program**

- At the University of Toronto

The proposed Major is distinct from other programs offered at the wider University of Toronto. The University of Toronto Mississauga offers Major and Specialist programs in Criminology and Socio-Legal Studies. These programs, which are housed in the Department of Sociology at UTM, take an interdisciplinary approach to understanding and explaining law, crime and criminal justice, and utilize courses in Anthropology, Forensic Science, Philosophy, Political Science, Sociology, Psychology, and Women and Gender Studies to satisfy program requirements. The proposed Major will be based in the Department of Political Science at UTSC and will focus on training students in the study of law and legal institutions through a political science lens. The proposed program will have a strong interdisciplinary component and will require students to take an introductory course in Sociology that will familiarize them with the sociological study of law, and will also allow interested students to take electives at the C- and D- levels in Sociology; but the Major will focus on the intersection of political science and sociology in the study of law.

On the St. George campus, the Faculty of Arts and Science, in association with Trinity College, offers a Major in Ethics, Society and Law. This program focuses heavily on ethics, political

theory, and philosophy; the proposed Major is different from this program in that it is rooted in empirical research and political science.

In addition, the Centre for Criminology and Sociolegal Studies in the Faculty of Arts and Science at the St. George campus offers a Specialist and Major in Criminology. The proposed Major differs from the FAS Specialist and Major Programs in Criminology—as well as the UTM Major and Specialist programs in Criminology and Sociolegal studies—as the Major is not focused on criminology and will take a more expansive approach to the teaching and study of public law. Neither UTSC Sociology nor Political Science has a focus on criminology.

- At Other Universities

Both Carleton University and York University offer large and broad undergraduate programs in the study of law. The Department of Law and Legal Studies at Carleton is home to four undergraduate degree programs, including a three-year BA, four-year honours BA, combined HBA, and Bachelor of Global International Studies with a Specialization in Global Law and Social Justice, and a Minor in Law. In addition, Carleton supports MA and PhD programs in Legal Studies. Legal Studies at Carleton focuses on the complex nature of the interaction between law and other social fields to foster inquiry into an understanding of the dynamics of law, including its rules, agents, institutions, and power structures. The proposed Major at UTSC differs from the programs at Carleton in that it is a limited enrolment program of approximately 50 students per year and it is built on political science and sociology courses to concentrate on the links between politics, sociology, and law. Carleton's program also differs significantly from the proposed program as its focus is broader than public law and includes far more engagement with private law. For example, the Honours BA offers a concentration in Business Law with courses on contracts, employment, and banking law, none of which are applicable to the proposed Major.

The Department of Social Science at York University supports an undergraduate Major program in Criminology, which focuses on the complexities of criminal justice issues and how they are shaped by larger social, political, economic, cultural, and historical contexts. The Department also supports three-year and four-year bachelor degrees in Law & Society, which focus on: the study of critical issues such as the nature and origin of law; law-making and law breaking; rights and obligations; and freedom and responsibility. Again, the proposed Major differs from the programs at York University because it is focused on political science, and

will concentrate on the links between politics, sociology, and law. The York program draws on courses from a range of other departments, including several from Philosophy and History.

The University of Guelph offers both a Major and Minor in Criminal Justice and Public Policy (CJPP). This interdisciplinary program investigates the fields of public policy, criminal justice, the Canadian court and legal systems, and social justice. It shares many elements with the proposed Major, including links to the political science department. However, the CJPP program focuses heavily on criminal law issues. The proposed Major will have a broader focus, and will include the study of criminal law as well as the study of international law, law and social movements, and Indigenous law.

Ontario Tech University supports an undergraduate program in Criminology and Justice, which explores and critically analyzes criminological and sociological theories of why people commit crime. It also examines how societies define crime and who is considered a criminal. This program approaches the study of crime from an interdisciplinary perspective, and draws on criminology, sociology, philosophy, psychology, and law. UOIT further offers a Master of Arts program in Criminology and a PhD program in Criminology and Social Justice. The proposed Major has similarities to the programs at UOIT, but also differs in that it allows for advanced study of public law grounded in social science research methodology in a limited enrolment program concentrated on the links between political science, sociology, and law.

The Faculty of Liberal Arts at Wilfrid Laurier supports a Law and Society Major, which examines the relationship between law and social phenomena such as crime, culture, gender, family, social movements, Indigenous rights, intellectual property, the environment, labour, and poverty. It is unique in that it partners with the University of Sussex to give students the opportunity to pursue a Bachelor of Laws degree, in addition to their Bachelor of Arts degree. The proposed Major differs from the program at Wilfrid Laurier because it is focused on political science, and will concentrate on the links between politics, sociology, and law.

Similar programs can also be found across the country. The University of Calgary offers a Law and Society BA, which offers a co-op option and is fully housed in the Department of Sociology. It is more limited in terms of the course offerings than the proposed Major. Memorial University also offers a Law and Society Major within its Political Science Department, but also with more limited course offerings than in the proposed Major at UTSC.

Other programs take a broader focus than the proposed Major in Public Law. St. Thomas University offers a Law, Politics and Society Major which draws on a wider variety of fields, including history and psychology. This is similar to Dalhousie University's Law, Justice and Society Major, which also draws from areas well outside political science and sociology, and is rooted in the combined Faculty of Arts and Social Sciences. The wider angle allows for students to gain more diversity in courses, but is less focused on the interaction between politics, sociology, and law.

For a list of public law related programs in Canada, see Appendix E.

## 6 Enrolment

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Provide details regarding the anticipated yearly in-take and projected steady-state enrolment target including a timeline for achieving it. Include approximate domestic/international mix. (Please adjust the table as necessary.)

Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans.

The proposed Major will have a yearly in-take of 50 students. This limited enrolment will allow students to learn in an active and close-knit community and ensure the Department of Political Science can deliver high-quality experiential learning opportunities and research supervision and support for students. At a steady state, total enrolment in the program will be approximately 150.

The domestic/international student ratio in the Minor in Public Law is 95:5; it is anticipated that the proposed Major will have a similar ratio.

### **Relation to Faculty and Division Enrolment Plan**

There will be no increase to the overall undergraduate enrolments at UTSC; instead, the proposed program will help UTSC to achieve its annual enrolment goals, particularly with domestic students.

**Table 2: Undergraduate Enrolment Projections\***

\*Program reaches steady-state in 2025-26.

Level of Study	2024-25	2025-26	2026-27	2027-28	2028-29
1 <sup>st</sup> year	0	0	0	0	0
2 <sup>nd</sup> year	50	50	50	50	50
3 <sup>rd</sup> year	0	50	50	50	50
4 <sup>th</sup> year	0	0	50	50	50
Total enrolment	50	100	150	150	150

## 7 Admission Requirements

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Provide formal admission requirements as they will appear in the undergraduate calendar or other official admissions materials.

Explain how the program’s admission requirements are appropriate for the learning outcomes established for completion of the program.

- How will they help to ensure students are successful?
- Provide sufficient explanation of any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable).

Is this a direct-entry or indirect-entry program; please explain.

The proposed program will be entry after first year. UTSC Students in good standing (i.e., a minimum GPA of 1.6) will be able to apply to the program after completing their first 4.0 credits. Students with more than 10.0 credits by September will not be eligible to apply. Students will be admitted based on the GPA across their top 4.0 credits in first year, as space permits.

### **Remaining in the Proposed Major**

Status in the program will be determined at the end of each session (Fall, Winter, and Summer) for all students. Students with a cumulative grade point average (CGPA) of 2.0 or higher will be able to remain in the program.

A student whose CGPA falls below 2.0 will be placed on probation in the program and must clear their probation by achieving a CGPA of 2.0 in the next semester. We expect that many students in the program will want to apply to law, professional, or other graduate programs, where a high overall CGPA is common.

A student who fails to achieve a CGPA of 2.0 in the next semester will be removed from the program. These students will have many options for completing their degree, including transferring to the Major in Political Science where they will be able to apply many of the same courses they have already completed towards the program.

### **Rationale for Admission Requirements**

It is a central goal of the Department to ensure a diverse cohort of students in the proposed Major to further the commitment to inclusive excellence that has been identified in UTSC's Strategic Plan.

## **8 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs) and Program Structure**

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- In a [curriculum map](#) or in the table below, or in another format appropriate for the discipline, state the program objectives, program-level learning outcomes and program requirements, and show how the [program learning outcomes](#) are appropriate for the degree level expectations.
- Discuss how the design, structure, requirements and delivery of the program are appropriate for the program learning outcomes and [degree level expectations](#).
  - The sequencing of required courses or other learning activities, etc.
  - The mode of delivery of the program (face-to-face; blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program and the degree level expectations.
  - Describe how the specific elements of the curriculum (e.g., Internships, etc.) will be administered.
  - A clear indication of how faculty “scholarship and research is brought to bear on the achievement of Degree Level Expectations” (UTQAP 1.1).

- Describe how the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.
- Describe how the program structure and delivery methods promote student wellbeing and resiliency in the learning and teaching environment.
- Describe any elements that support a sense of community in the program.

Table 3, below, describes the program-level learning outcomes and how they align with the Degree Level Expectations.

#### Program Objectives

The Major in Public Law is a four-year program rooted in the foundations of social science and intended for students with an interest in interdisciplinary education that explores the way that public law is relevant to major themes in political science and sociology. The program learning objectives are as follows:

- Students will acquire in-depth understanding of theories of rights and justice, and the institutions and social movements that have helped realize these ideals.
- Students will appreciate the normative foundations of justice and human rights, and the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power.
- The program will provide students with an opportunity for broad-based study of the legal system in Canada in relation to other parts of the state and society, and within a comparative and international context.
- In addition, the program will engage with the global context to examine the constraints to state sovereignty posed by international law and international courts, current issues and debates in the study of law and politics, and the role of the legal order in democratic and legitimate policymaking.

The Major is not a pre-law or professional program and the learning environment will be an in-person mode of delivery for the program.

#### Sequencing of Courses

Courses for the proposed Major begin at the B-Level. These courses focus primarily on broad knowledge and comprehension and the development of basic academic skills. B-level courses across both Political Science and Sociology that are required for the Major, such as POLB30H3

(Law, Justice, and Rights), Critical Issues in Canadian Politics (POLB56H3), The Canadian Constitution and the Charter of Rights and Freedoms (POLB57H3), and SOCB59H3 (Sociology of Law) are designed to introduce major political science and sociological concepts, such as constitutionalism, rights and right-based discourse, and ongoing debates over the role of courts in society and their relationship to other branches of government. These courses will also introduce students to the major theoretical frameworks, such as liberalism, as well as analytical approaches to the study of law in these disciplines, including law and the individual, law and social solidarity, and law and social conflict or domination. Further, these courses also provide training in fundamental university-level writing and research skills; for example, in Critical Issues in Canadian Politics (POLB56H3), students are exposed to key elements of the Canadian government and constitutional system and are expected to complete several writing and research exercises to develop academic and writing competencies.

Later in the program, the C- and D-level courses address the development of higher-level cognitive skills, including the analysis, synthesis, evaluation, and application of knowledge in a variety of contexts and formats. This includes a stronger emphasis on advanced written and oral communication and the ability to work in teams; C-level courses are mostly capped at 60 students, and D-level courses at 20. For instance, POLC38H3 (International Law) builds on student familiarity with basic public law concepts and extends this into a new domain beyond state borders. Students are evaluated in the course primarily through case studies and writing assignments that require them to apply their legal knowledge to a fact pattern and examine tensions between the law and politics. Our proposed mooted seminar (POLD31H3) will require students to work in teams to both research and present a legal argument in front of an audience. Students will also build on their knowledge alternative forms of justice and the application of Canadian and international law as it relates to indigenous peoples, with courses on Indigenous Politics and the Law (POLC56H3), Indigenous Nations and the Canadian State (POLC52H3), and Michi-Saagiig Nishnaabeg Nation Governance and Politics (POLD54H3).

The progression from foundations to applications and advanced applications is intended to ensure that content is intuitive and easily perceptible for students. The initial courses are based on ideas most students will have encountered in high school and builds on them to prepare students for more advanced ideas encountered in later years. The methods requirement is designed to ensure that students are prepared to read and analyze the legal and social science material that will be studied in third and fourth year. The later years, with an emphasis on small group work and experiential learning opportunities, are intended to escalate the learning beyond the classroom and into the real world.

As part of the development of the proposed Major, both the Departments of Political Science and Sociology plan to, or are in the process of, revising the prerequisites for their respective courses included in the Major to ensure that students are able to access the full range of courses in the program.

### **Mode of Delivery and Support for Learning Outcomes**

The proposed Major will be delivered in person at UTSC. It will incorporate Universal Design for Learning (UDL) principles in the classroom, including a welcoming class climate, a high level of student-instructor interaction, a focus on accommodation, positive feedback and meaningful assessment, and incorporation of teaching technology where needed and appropriate.

### **Experiential Learning Opportunities**

All students in the Major will take the required course for POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies), which will have an experiential learning component. In addition, Public Law Major students will have further opportunities for experiential learning by selecting Advanced Application courses with EL components. We anticipate adding EL components to other existing Advanced Application courses in the future.

Each of these courses and their EL components are described below.

- **POLC35H3** (Law and Politics: Contradictions, Approaches, and Controversies) (required course): This course examines different methods and approaches to the study of law and politics and introduces students to the role of law and the judicial process in state-society relations. In doing so, the course will draw on the expertise of community partners, including lawyers, legal advocacy organizations, and government professionals, to showcase the various functions of and experiences with the law. Students will participate in guest lectures and/or visit community partner offices and complete assignments for the course that requires them to reflect upon these experiences. These reflective assignments will ask students to integrate their experiential learning activity with course materials and theories, as well as their own understandings and perceptions of the law. A proposal for this course was approved in curriculum governance to start in Fall 2023. In 2023-24, the Department plans to submit a Course Change Proposal to identify the

course as offering university-based experiential learning. The course will be taught by faculty in the Political Science Department.

- **POLD30H3** (Legal Reasoning) (Advanced Applications course): This course introduces students to the ideas and methods that guide judges and lawyers in their work. In doing so, it integrates work done by legal practitioners into the class in the form of case studies in the form of judicial decisions and in guest lectures with judges and lawyers. Assignments in the course will be designed to have students reflect on these experiences and will culminate in a summative assignment where students compare and contrast the practitioners' experiences with theories of judicial and legal reasoning. This is an existing course in the Political Science Department; the Department has submitted a Course Change Proposal to identify the course as offering university-based experiential learning, which is currently pending. The course is currently taught by a faculty member in the Political Science Department and we expect that will continue.
- **POLD31H3** (Mooting Seminar) is a new elective course that will offer experiential learning through a community-integrated mooted seminar. It will explore a pressing issue of public law that will vary from year to year. Students will develop in-depth knowledge of the issue through course instruction and assignments. It will introduce students to the court process, concepts that underlie effective oral and written advocacy, and will also cover theories related to procedural justice. Working with community partners, students will also be introduced to the legal profession and the operation of the law in practice. Through guest speakers and field trips to offices, students will learn from professionals working on related litigation or in the issue area, such as lawyers, law clerks, and non-governmental organizations or businesses. Throughout the semester students will complete several short, written assignments that will require them to reflect on their engagement with community partners and help them prepare for an in-class moot that will take place at the end of the semester. In the moot, students will be assigned sides and argue a case related to the issue before a fictional court. Community partners and others will be invited to UTSC to attend. We expect that the course will regularly be taught by existing faculty in the Political Science Department, but it may occasionally be taught by practicing lawyers with relevant areas of expertise and who are hired as casual stipend instructors.
- **POLD38H3** (Law and Global Business) will introduce students to the case method that has developed in business schools, whereby students read a case that profiles a company and a particular legal or governance issue that it is facing. Students will analyze and discuss the issue in class and complete a written report that reflects on the issue and the company and makes a recommendation for the path forward. In addition, the course will feature guest lectures from members of the business community, government regulators,

and lawyers, allowing students to discuss cutting-edge cases and issues in the regulation of global business and incorporate these into their case reports. Students' evaluation will be based on their case reports as well as a final paper where students develop their own case study by profiling a Canadian multinational business and a governance challenge that they are facing. The course is currently taught by a faculty member in the Political Science Department, and we expect that will continue.

As the proposed Major develops, the Department of Political Science and the Department of Sociology anticipate introducing experiential learning into further Advanced Applications courses to accommodate student demand and interests.

### **Faculty Scholarship and Research**

The proposed Major will build on faculty expertise in public law within the Departments of Political Science and Sociology. Political Science has particular teaching and research strengths in the areas of constitutionalism, federalism, theories of justice, human rights, international law, and comparative legal studies, and two of the faculty have experience as practicing lawyers, which will enable them to provide students with insight into careers in the law. In addition, the program will draw from courses in Sociology where faculty have expertise in complementary areas, notably law and society and social science research methodologies.

In the Department of Political Science, the faculty supporting the proposed program fall into several different areas of study that ensure the diversity of the courses offered in the Major. Professors Acorn and McDougall are both in Canadian politics as well as international relations and public policy, respectively, and their research is incorporated into their teaching. Furthermore, both are licensed lawyers who have practiced in the past and will teach the basics of legal research methods. They will also incorporate relevant experiential learning into their courses. Professor Cochrane is a well-known expert in Canadian political institutions, a core part of the required foundations for the program in Canadian public law. Professor Schertzer is an expert in comparative nationalism, federalism, the Canadian judiciary, and empirical legal research. Comparative law and politics are also well represented among the faculty. Professor Kahraman is an expert in comparative law and social change, as well as labour law. Professor Hurl is an expert in American politics and the judiciary in the United States. Professor Kohn is an expert in theories of law and justice, as well as democratic citizenship, an important aspect of the required foundations sequence for the program. Professor Cowie is an expert on Indigenous law and politics, institutions, and elections and voting behavior.

In Sociology, the program will draw on the expertise of faculty whose work focuses on law and society as well as social science research methodologies. Professor Hermer holds a D. Phil in Socio-Legal Studies from the law faculty at the University of Oxford. He has published extensively on the policing of poverty and public space disorder. He has been actively involved in efforts in Canada and the UK to secure the repeal of anti-homeless laws. Professor Kwan-Lafond brings extensive expertise to the department in the areas of community pedagogies and practices of "treaty citizenship." There are also a number of Sociology faculty who will be involved in teaching the required methods courses, including Professors Salem. Professor Salem is an expert in gender and feminism, as well as the sociology of the Middle East and North Africa. In addition, the Department of Sociology is currently searching for two new faculty members with expertise in law and society (a tenure-stream appointment at the Assistant Professor level and a teaching-stream appointment at the Assistant Professor level).

More information on faculty expertise, including the specific courses taught by each faculty member, can be found in section 12.1.

### **Cohort Building**

Students in the proposed Major will benefit from being a part of a small cohort and learning environment that is enriched by the diversity of student backgrounds and experiences. Students will begin the program in POLB30H3 (Law, Justice and Rights), which will include dedicated tutorials for students in the proposed Major, and will also take a new C-level course (Law and Politics: Contradictions, Approaches, and Controversies) that will be limited to students in the proposed Major. Students will be encouraged to actively participate in co-curricular activities in public law, such as the Law Society of UTSC. It is anticipated that students in this small cohort will form collegial relationships with each other and work closely with the faculty in public law.

### **Universal Design for Learning Principles**

Relying on the principles of universal design for learning (UDL) the program seeks to provide students with multiple means for engagement, representation, action and expression. Accordingly, the program is comprised of a diverse range of course selections; includes a variety of collaborative and community-based experiential learning opportunities; and provides students with many opportunities for self-reflection in course assignments and related experiential learning sessions. Through these pedagogical practices, students will be

exposed to legal terms, review the role of the Supreme Court and in so doing activate and supply background knowledge of the Canadian legal and political order, and be introduced to Canada's Indigenous legal traditions and bilingual and bijural history to promote a deeper understanding across languages and cultures. Finally, the program provides students with diverse means for action and expression through a range of written assignments, oral presentations, and creative assignments, such as in POLD31H3: Mooting Seminar, where students will develop a case strategy.

### **Wellbeing and Resiliency**

The proposed Major will promote student wellbeing in a number of ways. First, it will be limited in size, with the aim of fostering a sense of community among its members, including students, faculty, and staff. This will build in a social component so that students will have a support network throughout their time at UTSC and will have peers available for emotional and academic guidance. Secondly, the courses will incorporate material with an EDI and Accessibility focus, which will highlight the reality that not everyone experiences the same advantages or challenges in the same way. There will be an emphasis on the need for people, at whatever life stage they are at, to seek out help when needed and be honest about what they are facing. Third, the program will draw on an extremely active and pre-existing student club, the Law Society of UTSC, which hosts moots, various speakers series, and social events, which will ensure that students remain connected and engaged. Fourth, the program will have a part-time dedicated program administrator who will be available for consultation and advice in the event a student runs into trouble. Finally, the program is based at UTSC which has a well-developed system of student supports that are available when needed.

**Table 3: DLEs, Program Learning Outcomes and Requirements**

Degree Level Expectations	Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes	Methods of Assessment
<p><b>1. Depth and Breadth of Knowledge</b></p> <p>Depth of Knowledge is attained through a progression of introductory, core and specialized courses. Specialized courses will normally be at the C and D levels.</p> <p>Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields.</p>	<p>Depth and breadth of knowledge is understood in the proposed Public Law Major as a thorough knowledge of the main theoretical frameworks, debates, and research agendas in public law with a shared focus on topics within Political Science and Sociology:</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• PLO1 - Understand and describe foundational principles of the legal system in Canada in relation to other parts of the state and society, including the scope of the constitutional, criminal, and administrative law fields;</li> <li>• PLO2 - Examine and compare Canadian public law with that in other countries and in international law;</li> <li>• PLO3 - Understand and explore the disproportionate burdens the legal system places on minority groups, e.g., in particular, women, Black, Indigenous, and other racialized minorities.</li> </ul>	<p>In the course of their studies, students will gain an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin law, political science, and sociology. Through courses within or outside of their programs of study, students will be exposed to an appropriate balance of: the study of the legal system in Canada in relation to other parts of the state and society, and within a comparative and international context. This will include study of the meaning and function of public law, the importance of the rule of law in a democracy, the role of law in racial justice, as well as the different methodological and scholarly approaches to the study of law in a social science context.</p> <p>The structure of the Program fosters student understanding of the foundational principles of the legal system in Canada and its relations to other parts of the state and society</p>	<p>Students will be assessed through a combination of written work and experiential learning opportunities, including:</p> <ul style="list-style-type: none"> <li>• Tests, quizzes and exams demonstrating substantive learning about foundational principles of the legal system (PLO1);</li> <li>• Writing assignments, including research papers showing application of and critical engagement with key concepts in public law (PLO2, PLO3);</li> <li>• Presentations on current legal issues and problems showing an awareness of current debates in public law (PLO2, PLO3);</li> <li>• Class discussions and small group exercises to demonstrate awareness of current debates in public law (PLO3);</li> <li>• Writing assignments and presentations customized</li> </ul>

		<p>(PLO1). Specifically, the Foundations in Public Law requirements of the program ensure students are introduced to Canadian constitutional law in Critical Issues in Canadian Politics (POLB56H3), The Canadian Constitution and the Charter of Rights and Freedoms (POLB57H3), the Canadian judicial system (POLC32H3), and sociology of law (SOCC59). In later years in the program, students can develop more specialized knowledge of particular aspects of the legal system in Canada, including constitutional law (POLD45H3), criminal law (POLC34, SOCC30H3), administrative law (POLD30H3), and the advanced study of law and society (POLD42H3). The program structure will facilitate student learning of comparative and international public law (PLO2) by first providing a firm grounding in Canadian law in the Foundations requirements (POLB56H3, POLB57H3, and POLC32H3). With this shared knowledge base, students will then be able to draw comparisons and broaden their knowledge through through C-level and D-level courses that consider public law in a global context, such as POLC38H3 (International Law), POLC39H3 (Comparative Law and Politics), and POLD44H3 (Comparative Law and Social Change). Understanding how the legal system affects minority</p>	<p>to experiential learning opportunities that translate classroom knowledge to real world application (PLO1, PLO2, PLO3).</p>
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		<p>communities in different ways (PLO3) begins with the Foundations in Public Law requirements. POLB30H3 (Law, Justice and Rights) introduces students to important legal cases and normative debates on equality rights, while Critical Issues in Canadian Politics (POLB56H3), The Canadian Constitution and the Charter of Rights and Freedoms (POLB57H3), and SOCB59H3 (Sociology of Law) introduces students to research on institutional racism and the disproportionate burdens of the legal system faced by women, Black, and Indigenous Canadians. The C-level courses in the Applications section deal with these questions in more depth. For example, POLC34H3 (The Politics of Crime) will examine how racialized communities are disproportionately affected by the criminal justice system. Advanced applications will extend these lessons into the real world with more challenging research assignments and experiential learning opportunities. POLD42H3 (Advanced Topics in Public Law) will allow students to work with a community partner to explore human rights law and other EDI themes in practice.</p>	
<p>2. Knowledge of Methodologies</p>	<p>Knowledge of Methodologies in the proposed Major in Public Law is understood as strong awareness of the key methodologies in social sciences research, from both a quantitative and qualitative perspective. These include survey</p>	<p>The program design and required elements that ensure these learning outcomes include: (1) students will be required to complete a methods sequence composed of SOCB05H3</p>	<p>Students will be assessed for their understanding of different methodological approaches through a combination of:</p>

<p>Students have a working knowledge of different methodologies and approaches relevant to their area of study. They are able to evaluate the efficacy of different methodologies in addressing questions that arise in their area of study.</p>	<p>methods, linear regressions, interviews, archival research, and their application to the study of public law.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• PLO4 - Understand the key social science research methodologies and the basics of research design, including hypothesis development and testing, statistics for social sciences, and the experimental method;</li> <li>• PLO5 - Demonstrate skills in quantitative and qualitative research methods and relevant software programs such as STATA, SPSS and Nvivo;</li> <li>• PLO6 - Conduct empirical legal research using appropriate social science research methodologies.</li> </ul>	<p>(Logic of Social Inquiry), and one of STAB23H3 (Introduction to Statistics for the Social Sciences) or SOCB35H3 (Numeracy and Society) (PLO4). SOCB05H3 will provide students with a broad foundation in social science research, while STAB23H3 and SOCB35H3 both offer statistical training appropriate for understanding and conducting empirical social research. These courses rely on software programs like STATA, SPSS and Nvivo to teach and apply these concepts. In addition, the Political Science Department will be introducing a new C-level, 0.5 credit course called “Law and Politics: Contradictions, Approaches, and Controversies” that will be required for students in the proposed Major as part of the methods requirements (PLO5). This course will introduce students to current issues and debates in the study of law and politics, while also further developing student competencies in empirical legal research (PLO6). The course will allow students to link the skills they develop in their B-level methods training to the study of public law and provide the groundwork for more advanced D-level courses.</p>	<ul style="list-style-type: none"> <li>• Tests, quizzes and exams to demonstrate knowledge of research methodologies (PLO4);</li> <li>• Class discussions and small group exercises that demonstrate understanding of research design decisions (PLO4, PLO5);</li> <li>• Writing assignments, including research papers that show understanding of when to use appropriate research methodologies (PLO4, PLO5, PLO6);</li> <li>• Assignments that require the application of different methodological approaches to specific problem sets (PLO5);</li> <li>• Presentations that demonstrate students’ ability to effectively communicate research findings (PLO6).</li> </ul>
<p><b>3. Application of Knowledge</b></p> <p>Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to</p>	<p>Application of Knowledge in the proposed Major in Public Law is understood as the ability to analyze contemporary public law issues, carry</p>	<p>Students in the proposed Major in Public Law will gain skills in legal analysis through study of case law and engagement with other primary texts (PLO7). Courses in the</p>	<p>Application of Knowledge will be assessed through a combination of:</p> <ul style="list-style-type: none"> <li>• Writing assignments, including case summaries</li> </ul>

<p>seek the tools with which, they can address such questions effectively.</p>	<p>out an independent research project and disseminate its findings.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• PLO7 - Identify and analyze legal decisions and engage with the major debates in contemporary public law;</li> <li>• PLO8 - Demonstrate familiarity with the practical application of public law;</li> <li>• PLO9 - Conduct independent research and participate in knowledge mobilization techniques to effectively apply academic research findings to a community setting.</li> </ul>	<p>Foundations Requirement, such as POLB30H3 (Law, Justice and Rights), Critical Issues in Canadian Politics (POLB56H3), The Canadian Constitution and the Charter of Rights and Freedoms (POLB57H3) , and POLC32H3 (The Canadian Judicial System) teach students important principles of public law through engagement with court decisions. More advanced courses in the Major also allow students to directly engage with legal primary sources, including SOCC46H3 (The Sociology of Truth and Reconciliation Commission) and POLD45H3 (Constitutionalism). Students will be able to further develop these skills in the new proposed D-level Mooting Seminar, where students will research and analyze case law to present legal arguments on an important area in contemporary public law.</p> <p>In C-level and D-level courses students will have multiple opportunities to become familiar with the law in practice and develop skills in knowledge application (PLO8). For example, POLC59H3 (Sources of Power: The Crown Parliament and the People) is taught by the former Lieutenant Governor of Ontario who combines his experience as a vice-regal officer with academic writing on the subject. The D-level Advanced</p>	<p>and analyses, op-eds, and book reviews to show understanding of concepts in public law, awareness of debates in the area, and the ability to disseminate research to multiple audiences (PLO7);</p> <ul style="list-style-type: none"> <li>• Independent research projects (such as the self directed study course in POLD95H3 or SOCD05H3) that show the ability to draw on a variety of legal and social science sources to explore major debates in contemporary public law (PLO7);</li> <li>• Presentations on current legal issues and problems that demonstrate the contemporary relevance of public law concepts (PLO7, PLO8);</li> <li>• Writing assignments and presentations customized to experiential learning opportunities that translate classroom knowledge to real world application (PLO8).</li> </ul>
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		<p>Applications courses are more demanding, requiring students to explore more complex research projects. For example, POLD30H3 (Legal Reasoning) is based on the autobiographical writings of a judge who visits the class to offer insight into the job, and assignments are rooted in their engagement with the text. Further, POLD95H3 (Independent study) allows students to design their own course under faculty supervision and provides students the opportunity to work with community partners and practitioners in Scarborough to apply and share their research findings and academic work. SOCD05H3 also allows students to put into practice their training in social science and empirical legal research methods and develop their own research projects. (PLO9).</p>	
<p><b>4. Awareness of Limits of Knowledge</b></p> <p>Students gain an understanding of the limits of their own knowledge and an appreciation of the uncertainty, ambiguity, and limits to our collective knowledge and how these might influence analyses and interpretations.</p>	<p>Awareness of Limits of Knowledge is understood in the proposed Major in Public Law as conveying to students where the frontiers of research lie in public law, political science and sociology. It also includes a thorough understanding of the limits of different methodological approaches for what they can, and cannot, tell us.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• PLO10 - Critically examine existing research and appreciate its limits, particularly depending on the methods and approaches used;</li> </ul>	<p>Courses in the proposed Major in Public Law are designed to challenge students' understanding of public law within the Canadian, comparative, and international context.</p> <p>Specifically, the research methods courses of the program (SOCB05H3, SOCB35H3, STAB23H3 and POLC35H3) introduce students to a wide range of research methods that engage with both quantitative and qualitative data and emphasize the strengths and weaknesses of</p>	<p>Student Awareness of Limits of Knowledge will be assessed through a combination of:</p> <ul style="list-style-type: none"> <li>• Class discussions and small group exercises that demonstrate critical engagement with existing research on public law (PLO10);</li> <li>• Class debates that show an awareness of contested and emerging issues in public (PLO11, PLO12);</li> <li>• Written assignments, including essays and</li> </ul>

	<ul style="list-style-type: none"> <li>• PLO11 - Understand the limits that laws and legal instruments offer for effective policy-making and addressing systemic inequality;</li> <li>• PLO12 - Better understand the complex relationships between citizens and the state and how it is mediated by laws and judicial institutions.</li> </ul>	<p>particular methods. This research methods training prepares students to critically evaluate research that they encounter in all of their courses for what it can and cannot tell us about the subject under study (PLO10). The Political Science Department’s new C-level, 0.5 credit course “Law and Politics: Contradictions, Approaches, and Controversies,” further develops student awareness of research methods and their limits with a particular focus on the challenges of empirical legal research.</p> <p>In addition, in the Advanced Applications courses, students will examine unsettled and emerging questions in public law that highlight the limitations and pathologies of law (POL11). This includes POLD44H3 (Comparative Law and Social Change), which considers the potential and limitations of the law as an instrument of social and political change, and POLC34H3 (The Politics of Crime), which examines how racialized communities are differentially affected by the criminal justice system (PLO12). These courses build on and incorporate lessons from earlier courses, such as both Critical Issues in Canadian Politics (POLB56H3) and The Canadian Constitution and the Charter of Rights and Freedoms (POLB57H3), which locate public law</p>	<p>research papers that show familiarity with critical perspectives of law (PLO11, PLO12);</p> <ul style="list-style-type: none"> <li>• Presentations of research findings that show an awareness of their limitations (PLO10).</li> </ul>
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		among core principles of Canadian democracy and citizenship.	
<p><b>5. Communication Skills</b></p> <p>Students are able to communicate information, arguments, and analyses accurately and reliably, both orally and in writing. They learn to read and to listen critically.</p>	<p>Communication Skills are understood in the proposed Major in Public Law as the ability to effectively convey knowledge and research findings to a broad cross-section of society. This includes constructive engagement in contemporary discussions and debates, knowledge mobilization, and the ability to engage with community partners on relevant issues.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> <li>• PLO13 - Effectively express ideas and arguments both orally and in writing;</li> <li>• PLO14 - Respectfully debate and engage peers on contemporary issues in public law;</li> <li>• PLO15 - Communicate across social, cultural and class barriers in a respectful and effective way towards the dissemination of knowledge and research.</li> </ul>	<p>Students in the proposed Major in Public Law begin to develop their communication skills, specifically their writing skills, in the Foundations Requirement. For example, writing is a key priority in POLB30H3 (Law Justice and Rights). The Applications and Advanced Applications courses will provide further instruction on research and writing within the legal context and opportunities for more complex scaffolded written assignments (PLO13). POLC38H3 (International Law), for instance, provides instruction on legal research and writing, where students complete case summaries and memos applying the law to new fact patterns. Students will begin to develop their oral communication skills in debates and discussion in B-level tutorials, including assignments that create opportunities to communicate to a diverse audience (PLO14). These skills will be further refined in D-level courses, where students will regularly participate in discussions, learn to communicate their ideas clearly and respectfully, and share their research outside of their classroom: for example, through op-eds, blog posts, and student newspapers (PLO15). The new D-level Mooting Seminar will focus on</p>	<p>Communication Skills will be assessed through a combination of:</p> <ul style="list-style-type: none"> <li>• Class discussions, debates, and small group exercises to show an ability to communicate effectively and engage respectfully with peers (PLO13, PLO14, PLO15);</li> <li>• A variety of writing assignments such as essays, reflection papers, book reviews, and case summaries to show a capacity to communicate with different audiences and different social groups (PLO13, PLO15);</li> <li>• Presentations of research findings and other topics to show effective oral communication and argumentation (PLO13).</li> </ul>

		refining student skills in presenting persuasive arguments.	
<p>6. Autonomy and Professional Capacity</p> <p>The education students receive achieves the following broad goals:</p> <p>It gives students the skills and knowledge they need to become informed, independent, and creative thinkers.</p> <p>It instills the awareness that knowledge and its applications are influenced by, and contribute to, society.</p> <p>It lays the foundation for learning as a life-long endeavour.</p>	<p>Autonomy and Professional Capacity is understood in the proposed Major in Public Law as the progression from theory to applications, as the program is designed to bridge academic study with an appreciation for the realities of law in practice. The program will provide opportunities for students to carry out research independently and develop their critical thinking skills. Students will also be introduced to professionals in the field and the legal practice within courses in public law, public policy, human rights, and social justice.</p> <p>This is reflected in students who are able to:</p> <p>PLO16 - Work independently;</p> <p>PLO17 - Overcome challenges that are unexpected or novel, including ability to adapt research questions and methods in the face of new findings and discoveries;</p> <p>PLO18 - Understand when to ask for help and when the situation demands it.</p>	<p>In a broader context, the education students receive while pursuing the proposed Major in Public Law has three goals: give students the skills and knowledge they need to become informed, independent and creative thinkers; instil the awareness that knowledge and its applications are influenced by and contribute to society; and lay the foundation for learning as a life-long endeavour.</p> <p>The program design ensures students achieve the learning outcomes for autonomy and professional capacity by training them in critical thinking, legal research and analysis, and social science methods. Students will develop these skills through the B-level Methods Requirements (SOCB05H3, SOCB35H3, STAB23H3) and scaffolded assignments and C-level courses that build student competencies and confidence, including POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies) which allows students to refine their methods training for the empirical study of law and apply them to their own research projects in courses like SOCD05H3 (Advanced Seminar in Criminology and Sociology of Law). In general, in Advanced Applications courses students will have a greater</p>	<p>Autonomy and Professional Capacity will be assessed through a combination of:</p> <ul style="list-style-type: none"> <li>• Written assignments, including research papers to show the ability to work independently and navigate and overcome challenges (PLO16, PLO17, PLO18);</li> <li>• Evidence of growth when conducting research over the course of the program, including incorporating feedback from the instructor (PLO17, PLO18);</li> <li>• Class discussions and debates to show maturity in debating respectfully with other classmates (PLO17);</li> <li>• Writing assignments and presentations customized to experiential learning opportunities to show an application of classroom concepts to real world settings (PLO16, PLO17, PLO18).</li> </ul>

		<p>opportunity to work independently, designing and carrying out empirical research projects in a wide variety of areas of public law (PLO16).</p> <p>The program will develop student resiliency through a combination of instructional examples from real world practitioners and assignments (PLO17). Students will learn from legal professionals about challenges that they have overcome in their lives and how those lessons can be applied. For instance, POLD30H3 (Legal Reasoning) includes study of judicial decision-making through engagement with case law, judicial writing on the profession, and guest speakers with experience on the bench. Furthermore, independent study projects and assignments will be designed to test the limits of student ability so that they can grow intellectually. Advanced Applications courses will provide opportunities for substantial independent research that can help students navigate when a challenge can (and should) be managed alone and when a problem genuinely requires the student to seek the ready assistance of others (e.g., SOCD05H3 Advanced Seminar in Criminology and Sociology of Law, POLD45H3 Constitutionalism) (PLO18).</p>	
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## 9 Assessment of Learning

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- Appropriateness of the proposed [methods for the assessment](#) of student achievement of the intended program learning outcomes and degree level expectations.
- Describe plans for documenting and demonstrating the level of performance of students consistent with the DLEs. (Assessment of Teaching and Learning examples are in the [Guide to Quality Assurance Processes](#).)

Regarding the appropriateness of the methods for the assessment of student achievement please see the above DLE Table and the column “Methods of Assessment.”

### **Plans for documenting and demonstrating the level of performance of students consistent with the DLEs**

- The Department of Political Science will engage regularly with students and recent graduates to gain their insights on the program. This will be done through course evaluations, end of year student surveys, alumni surveys, and ongoing interaction with students over the course of the year to evaluate progress. The Department will also work with the Development and Alumni Relations Office at UTSC to track the early career trajectories of our graduates and gain their perspective on what they learned from the program and if they have suggestions on where the program could be strengthened.
- More specifically, we will review course evaluations to gain insight into how our courses are being received by students and provide an opportunity for them to suggest paths for improvement. Year-end student surveys will give us an annual “snapshot” of the program and allow us to assess student views of the new Major. The alumni surveys will ask our graduates about their views of the program and how successfully it prepared them for the workforce, along with gathering any suggestions they might have.
- The Public Law Curriculum Sub-Committee, including the Program Coordinator, will meet monthly during the academic year at least until the first UTQAP review of the program; thereafter, we will reassess the cadence of these meetings. The primary focus of the meetings will be to ensure that the Major is achieving its program objectives. The conversation will review instructor views of the program’s success, examine the sufficiency of the complement plan, discuss course reviews and student and alumni surveys to incorporate feedback, and collaborate across the public law faculty to ensure that both the Department of Political Science and the Department of Sociology are maximizing their opportunities to leverage mutual strengths.

- Given that experiential learning plays an important part in the program, the Political Science Department will also gather feedback from instructors, guest lecturers, and community partner organizations to discover their views on student performance, the course, and the Major to further enhance the program's experiential learning opportunities and components.

## 10 Program Description and Calendar Copy

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Provide a description of the program (audiences: prospective and current students, staff and employers) that can be used for external and internal posting that includes the key features of the program:

- Program's purpose (who is it for, what are the outcomes).
- Nature of learning environment (including mode of delivery).
- Approaches to teaching/learning/assessment.
- Basic information (e.g., FCE count, program length, etc.).

Provide, as an appendix, a clear and full calendar copy including:

- The program description; the program requirements including all required courses and recommended electives and their prerequisites, including for any streams.

Provide as an appendix:

- A full list of the all courses included in the program including course numbers, titles, and descriptions.
- Please indicate clearly whether they are new/existing. (Please note that all new courses should be proposed and approved independently in line with established academic change procedures. Where possible, append full course proposals as an appendix.)

The Public Law Major is a four-year undergraduate program rooted in the foundations of social science and intended for students with an interest in interdisciplinary education that explores the way that public law is relevant to major themes in political science and sociology. The Major in Public Law requires students to complete a total of 8.0 credits as part of a 20.0 credit degree, and is intended to be completed within a four-year timeframe. The Major is not a pre-law or professional program. Students are advised that becoming a lawyer requires an additional degree (a J.D. or LL.B. from an accredited law school) and meeting licensing requirements.

The learning environment will be primarily an in-person mode of delivery at UTSC. Online or dual-delivery classes may be considered in exceptional situations: for example, to incorporate legal practitioners as part of experiential learning who otherwise would not have the ability to attend in person.

In the Public Law Major, students will acquire in-depth understanding of theories of rights and justice, and the institutions and social movements that have helped realize these ideals. Courses in the program address the normative foundations of justice and human rights, and the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power. The Major in Public Law also provides students with an opportunity for broad-based study of the legal system in Canada in relation to other parts of the state and society, and within a comparative and international context. In addition, the program engages with the global context to examine the constraints to state sovereignty posed by international law and international courts, current issues and debates in the study of law and politics, and the role of the legal order in democratic and legitimate policymaking.

The program will focus on developing students' research, writing, and oral presentation abilities, as well as exposing them to the role that public law plays in our community through experiential learning. Upon graduation, students will be prepared to take up further academic study, including graduate study in political science or sociology, or professional training at law school or in paralegal studies. Students will also be prepared to move into the labour force with skills appropriate for jobs that require strong writing and analytical abilities and the foundations of social science and legal methodologies.

Teaching will be lecture and seminar based, and assessments will be based primarily on written work (essays, short assignments) oral presentations, quizzes and exams. In later years, assignments will be more heavily informed by experiential learning.

See Appendix A for a full list of courses.

See Appendix B for complete Calendar copy.

## 11 Consultation

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Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.

Describe the expected impact of what is being proposed on programs being offered by other units/divisions.

Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program as per UTQAP 2.4.2: “The Dean ensures that appropriate consultation is conducted with faculty and students, other university divisions and external institutions.”

#### **Consultation Within the UTSC Department of Political Science**

The Department of Political Science has undertaken significant internal consultation:

1. On September 17, 2019: faculty members from the Departmental Curriculum Committee and public law group met to initiate discussion regarding the development of the proposed Major in Public Law.
2. On January 28, 2020, February 25, 2020, and March 10, 2020, additional meetings were held.
3. A draft proposal was developed, led by a two-person steering committee, who worked with different parts of the Department to ensure that various concerns were addressed. A full draft proposal was brought to the entire Department on April 6, 2020, via video conference and approved.
4. Representatives of the Political Science Students Association and the Law Society of UTSC were consulted on July 2, 2020, and there was significant enthusiasm from students about the proposed Major.

#### **Consultation at UTSC**

1. In early 2020, consultations began with the Department of Sociology to gain their support for the proposed Major. Professor Joe Hermer of Sociology attended a meeting on February 25, 2020, with the public law group in the Department of Political Science to continue these discussions and expressed excitement on behalf of the Department of Sociology. There have also been consultations with Patricia Landolt, the former Chair of Sociology, who agreed that the proposed program will strengthen the core disciplines of both academic units.
2. On June 9, 2020, representatives of the Political Science Department met with the Office of the Dean to discuss the proposed new Major.
3. A draft of the proposal was shared with the Chair of Sociology on July 1, 2020.

#### **Consultation at the University**

1. In July 2020 the Department initiated consultations with UTM’s Criminology, Law & Society program, Trinity’s Ethics, Society, and Law program, and the Faculty of Law.

2. John Duncan, Director of Ethics Society and Law, reviewed the proposal and described it as a “sound, well-thought out program.” He noted the importance of the cohort building component and emphasized that the two disciplinary pillars provide a strong foundation to ground the interdisciplinary structure.
3. A consultation with Criminology, Law & Society at UTM was held on August 11, 2020, with the Sociology Chair Philip Goodman and Associate Chair Erik Schneiderhan. Both were highly supportive of this initiative and were open to exploring opportunities for mutual collaboration. They further stressed the importance of developing relationships with graduate level programs to ensure students have pathways to further education post-graduation.
4. On August 12, 2020, consultation was undertaken with Christopher Essert, Associate Professor and Associate Dean, JD Program at the Faculty of Law, who further consulted with other faculty members within the law school. Professor Essert expressed the law school’s support for the proposed Major in Public Law and was enthusiastic about opportunities for collaboration between the law school and the proposed Major program. In particular, there was discussion around strengthening the connection between UTSC undergraduate students interested in law and the law school through information sessions on law school and law school applications, participation in events at the law school, and possibilities for law faculty to teach a course in the new Major program. The Major program curriculum was reviewed in light of law school admissions standards and skills needed for success in law school. Professor Essert was supportive of the current curriculum map and the Department of Political Science at UTSC will continue to consult with him as the proposal develops. An updated version of the proposal was shared with Faculty of Law on December 19, 2022 and January 23, 2023. Professor Essert offered support for the proposal.
5. The proposal was circulated to UTM for broad consultation on December 19, 2022. The Chairs and Associate Chairs in the Departments of Political Science and Sociology expressed support for the proposal. No concerns were raised.
6. The proposal was circulated to the Faculty of Arts and Science for broad consultation on December 19, 2022, and shared with Trinity College’s Ethics, Society & Law program, the Centre for Criminology and Sociolegal Studies, the Department of Political Science, the Department of Sociology, and the Munk School of Global Affairs & Public Policy. The proposal received broad support. The Chair of the Department of Sociology offered feedback that the program name may potentially be misleading to undergraduates without a great deal of familiarity with higher education, since a “law degree” is commonly understood as a professional degree. In response to this concern, we have included language in the Program Description and Calendar Copy to explicitly state that the Public Law Major is an undergraduate degree and is not equivalent to a “law degree.”

The name Public Law Major builds on the name of the existing program, the Public Law Minor, which students are familiar with as an undergraduate program.

7. On January 19, 2023, the proposal was shared with the Tri-campus Deans group, who expressed support for the proposal.

### **Impact on Other Programs**

The proposed program is not anticipated to have any negative impact on programs in the Department of Political Science, other academic units at UTSC, or the wider University.

## **12 Resources**

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### **12.1 Faculty**

- Complete Table 3 below.
- Brief commentary, including:
  - Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program.
  - Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.
  - The role of any adjunct or contractual (e.g., stipendiary) faculty.
  - The provision of supervision of experiential learning opportunities, as appropriate.
  - If relevant, plans and commitment to provide additional faculty resources to support the program.
  - Planned/anticipated class sizes (connect this to delivery method, Section 8 and assessment methods, Section 9).
    - Provide the CVs of all faculty who appear in Table 3, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a consistent format.

The proposed Major will be housed in the Department of Political Science, which has been investing heavily in faculty resources in the public law area; three hires specifically in public law since 2017 have resulted in at least seven full-time faculty in Political Science who will be able to teach the courses needed in the program. In the tenure-stream, these include three tenured professors at the Associate level or above (Christopher Cochrane, Margaret Kohn, and Robert Schertzer) and four on the tenure-track at the Assistant level (Elizabeth Acorn, Andrew McDougall, Filiz Kahraman and Chadwick Cowie). The program will also be able to

draw on the expertise of Ryan Hurl, Assistant Professor, Teaching Stream, who will have primary responsibility for POLD45H3 – Constitutionalism.

The proposed Major also draws on faculty resources in the Department of Sociology at UTSC and includes two required and several elective courses in Sociology. This practice is within norms at UTSC where programs often rely on courses taught in other academic units; for example, programs in Biological Sciences require students to complete courses housed in the Department of Physical Environmental Sciences, and programs in the Department of Physical and Environmental Sciences require students to complete courses housed in the Department of Computer and Mathematical Sciences.

Specifically, the Major will be supported by current Department of Sociology faculty with expertise in the sociology of law and in social science research methodologies (see Table 3 below). In addition, the Department of Sociology is currently searching for two new faculty members with expertise in law and society. One search is for a tenure-stream appointment at the Assistant Professor level and the one search is for a teaching-stream appointment at the Assistant Professor level. The Department of Political Science has been invited to participate in the search as it pertains to the development of the proposed Major. These two positions will strengthen the law and society aspect of the Sociology department considerably and in a way that is directly relevant to public law scholarship and teaching.

The Department of Political Science anticipates the need to occasionally hire casual stipend instructors, particularly to assist in the delivery of experiential learning courses for the proposed Major, and the Dean's Office supports this plan. In line with existing practices in the Department, all casual stipend instructors will be assigned mentors through a structured program to ensure they are acclimated and aware of the practices, policies, norms and objectives of teaching at UTSC.

**Table 4: Detailed Listing of Committed Faculty**

<b>Name</b>	<b>Unit of Budgetary Appt and %</b>	<b>Unit of Other Budgetary Appt and %</b>	<b>Graduate Appt</b>	<b>Commitment to Other Programs</b>	<b>Nature of Contribution to This Program</b>
<b>Tenure Stream: Full Professor</b>					
Margaret Kohn BA., M.A., PhD	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science, Minor in Public Law	POLB30H3
<b>Tenure Stream: Associate Professor</b>					
Christopher Cochrane BA., MA., PhD	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science, Minor in Public Law	POLB56Y3
Joe Hermer BA, MA, PhD	100% Department of Sociology	N/A	Sociology	Specialist, Major, Minor in Sociology	SOCB59H3 SOCB50H3
Rania Salem BA, MSc, PhD	100% Department of Sociology	N/A	Sociology	Specialist, Major, Minor in Sociology	SOCB05H3
Robert Schertzer BA., MSc, PhD	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science	POLC35H3 (Law and Politics: Contradictions, Approaches, and Controversies)
<b>Tenure Stream: Assistant Professor</b>					
Elizabeth Acorn BA., MA, JD, PhD, Admitted to the Ontario and New York Bar	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science, Minor in Public Law	POLC38H3 POLD38H3
Ethan Fosse BA, MA, PhD	100% Department of Sociology	N/A	UTSG Department of Sociology	Specialist, Major, Minor in Sociology	SOCB35H3

Chadwick Cowie, BA., MA, PhD (in progress)	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science, Minor Program in Public Law	POLC56H3
Filiz Kahraman BA., MA, PhD	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science, Minor in Public Law	POLC33H3 POLC39H3 POLD44H3
Andrew McDougall BA., MA, LLB, PhD Admitted to the Ontario Bar	100% Department of Political Science	N/A	Political Science	Specialist, Major, Minor in Political Science, Minor in Public Law	POLC34H3 POLD30H3 POLD31H3 (Mooting Seminar) available to teach POLB56H3 and POLB57H3 in future
<b>Teaching Stream: Assistant Professor</b>					
Danielle Kwan-Lafond PhD (in progress) MEd, BSW	100% Department of Sociology	N/A	N/A	Specialist, Major, Minor in Sociology	SOCC61H3
Ryan Hurl BA., MA, PhD	25% Department of Political Science	N/A	N/A	Specialist, Major, Minor in Political Science	POLD45H3

## 12.2 TA Support

- Give details regarding the nature and level of TA support required by the program.

It is anticipated that TA support will be needed for one new course associated with the proposed Major: POLC35H3 Law and Politics: Contradictions, Approaches, and Controversies. Using the current formula for allocating TA hours in the Department of Political Science (1 TA hour per student for classes with an enrollment of 40 – 75 students), this course will require 50 TA hours per academic year. The Department of Political Science will work with the Dean’s Office to provide this additional TA support, which has been approved. We also anticipate that the Major program will produce a corresponding enrollment increase in some Political Science and Sociology courses and we will submit additional requests through the Dean’s Office for any such additional TA hours.

## 12.3 Learning Resources and Student Support

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support.
- Describe any resources that enhance the learning and teaching environment, including resources to promote student well-being and resiliency in the learning and teaching environment. *Note: Standard appendices on the library and student support are always included in the proposal. You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program:*
  - Library
  - Co-operative Education
  - Academic Advising (including international student advising)
  - Teaching and Learning Office
  - Technology Support for Teaching and Learning
  - Distance/Online Learning
  - Peer Learning Support
  - Disabilities/Accessibility Services
  - Student Academic Support Services
  - Academic Computing Services
  - Other unit- or program-specific supports/services

Please see the following appendices:

Appendix C: Library statement confirming the adequacy of library holdings and support for student learning.

Appendix D: Statement concerning student support services.

## 12.4 Space/Infrastructure

Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information technology support and laboratory access; address any unique requirements including renovations to existing space, new space, equipment, etc.

Note: The requirements for physical facilities should be identified by providing information on the change in the number of people to be accommodated by type (i.e., faculty, students, administrative staff, etc.) as well as information on changes in equipment and activities requiring accommodation. The division/Faculty should state whether it plans to bring forward proposals for additional space; the renovation of existing space; or whether the current space allocation to the academic program will accommodate the new initiative.

There are no unique space or infrastructure needs associated with the proposed program.

## 12.5 Other Resource Implications

For example,

- Are there interdivisional teaching implications?
- Will the new program affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the new program (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). (Existing joint programs are offered with Centennial, Sheridan and Michener.)
- If this is a new joint program, please indicate how future reviews of the program will be conducted in accordance with UTQAP 2.1: “Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted.”
- Please consult with the Provost’s Office ([vp.academicprograms@utoronto.ca](mailto:vp.academicprograms@utoronto.ca)) early regarding any resource implications described in this section.

**Interdivisional Teaching Opportunities**

The program can be launched with existing resources in the Departments of Political Science and Sociology, augmented on occasion with casual stipend instructors when needed. In addition, in consultations the Faculty of Law expressed interest in having law faculty potentially teach courses in the program on an occasional basis, as well as collaborating with the student body on extra-curricular projects. While this would be a welcome addition to the program, both to create pathways for students to pursue subsequent studies in the Faculty of Law and between faculty in the two divisions, it is not a necessary element of success at launch. To help facilitate these linkages, it is anticipated that the Department of Political Science can collaborate with the Faculty of Law to include a non-budgetary cross-appointment for Professors Elizabeth Acorn and Andrew McDougall.

The proposed Major will not affect any other existing agreements with other institutions or programs. If there are any changes in the future, all appropriate processes will be followed.

This is not a proposal for a new Joint program.

## 13 Quality and Other Indicators

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Please describe the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program. Define and use indicators to provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record).

Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience.

Please describe any elements that enhance the program's diversity.

### **Faculty Expertise**

Faculty in both the Department of Political Science and the Department of Sociology have extensive and relevant expertise that will contribute to the proposed Major in Public Law and ensure a high intellectual quality of student experience. Additional information about Faculty Scholarship and Research can be found in Section 8.

Political Science faculty bring to the proposed Major teaching and research strengths in the areas of Canadian law and politics, constitutionalism, federalism, theories of justice, human rights, international law, comparative law, and empirical legal research. Professor Christopher Cochrane is a co-author of a major textbook in use for Canadian politics, *Canadian Politics, Critical Approaches*, which is now in its 9<sup>th</sup> edition, and introduces students

to the political and legal system in Canada. Professor Andrew McDougall is an expert in Canadian constitutional politics and has published on Canadian public law and emergency powers in the *Canadian Journal of Political Science*. Professor Robert Schertzer is an accomplished scholar in Canadian judicial politics and the author of the book *The Judicial Role in a Diverse Federation: Lessons from the Supreme Court of Canada*, published by University of Toronto Press. Professors Cochrane, McDougall and Schertzer are also frequent commentators on Canadian law and politics in major outlets of both domestic and international media. The Department of Political Science also brings expertise in legal and political theory. Professor Margaret Kohn is an expert in political theory and the philosophy of law and justice and served as the Acting Director of the Centre for Ethics in 2015-16.

Several faculty members in the Department of Political Science have expertise in the study of public law in a global context. Professor Filiz Kahraman is an expert in comparative law, human rights, and law and social change. Her dissertation won the Lynne Rienner Publishers Award for Best Dissertation, Human Rights Section, at the International Studies Association in 2019 and she has recently published in the *European Journal of International Relations*. Prof. Chadwick Cowie is an expert in Indigenous/settler relations as well as elections and voting behaviour. He has recently published in the *Journal of Australian, Canadian, and New Zealand Studies*. Professor Elizabeth Acorn is an expert in international law and has published, in the *UBC Law Review*, a cross-national comparison of the implementation of international anti-bribery law in several advanced industrial economies. Both Professors Kahraman and Acorn use empirical legal research methods in their scholarship and incorporate this in their teaching.

Two faculty in the Department of Political Science – Professors Andrew McDougall and Elizabeth Acorn – are also licensed lawyers with experience in legal practice who are uniquely positioned to develop experiential learning opportunities as part of the curriculum. Both have experience in moot court exercises and will help to develop and administer the proposed D-level course Mooting Seminar.

Sociology faculty will contribute valuable expertise in law and society and social science research methodologies to the proposed Major. For example, Professor Joe Hermer publishes widely on the role of policing in society, including publications in the *Canadian Journal of Law and Society* and a book published with Oxford University Press. Professor Hermer also has a record of obtaining competitive research grants and currently is carrying out a timely and important research project on “Pandemic Policing of the Homeless: From Crime Control to Public Health Strategy,” which is funded by the University of Toronto Covid-19 Rapid Response Research Initiative. Professor Danielle Kwan-Lafond has an active and

growing research agenda that focuses on issues of race/racism, youth studies, gender and feminist studies, critical mixed-race studies and Indigenous education. Her research has included a SSHRC-funded project on racialized and marginalized groups and their relations with the Toronto Police Service.

Sociology faculty also bring significant expertise in social science research methodologies and pedagogy. Professor Rania Salem is trained in quantitative and qualitative research methodologies and regularly deploys sophisticated methodological techniques in her research, including in articles published in *Demography* and *Qualitative Sociology*. Professor Salem has an established and successful track record of instruction in social science research methodologies, including in one the core methods courses in the proposed Major: SOCB05H3 (Logic of Social Inquiry).

### **Equity, Diversity and Inclusion**

As noted in section 3, the proposed program will place a strong emphasis on equity, diversity, and inclusion and on inspiring inclusive excellence. In all stages of the Major, students will be exposed to important EDI themes in public law, including the use of the law in struggles for equality and rights protection by minority groups, the limits of the law in achieving justice and social change, and the disproportionate impacts of the law on racialized and Indigenous groups, such as racial bias in criminal justice and the role of the legal system in settler colonialism. Students will explore these issues from the very beginning of the program, through the required foundations course POLB30H3 (Law, Justice and Rights), which places the struggle for civil rights and racial equality at the core of the curriculum. Later in the program, students can study these topics in more depth: for instance, through POLC52H3 (Indigenous Nations and the Canadian State), POLC56H3 (Indigenous Politics and Law), POLD54H3 (Michi-Saagig Nishnaabeg Nation Governance and Politics), SOCC11H3 (Policing and Security), and POLD44H3 (Comparative Law and Social Change). Students will also be able to study these issues through experiential learning, such as in POLD42H3 (Advanced Topics in Public Law) where students will learn from community partners and gain first-hand experience on the potential and limits of the law in social change.

Students will graduate from the Major in Public Law having developed an informed and critical understanding of public law and having been part of a collegial cohort where they will have learned not only from faculty and community partners, but also from each other and the distinct perspectives and experiences brought to bear.

## Appendix A: Courses

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Note: The Department of Political Science is aware that some course prerequisites must be adjusted to accommodate students in the proposed program. These changes will be proposed to courses in both Political Science and Sociology in the 2023-24 curriculum cycle.

### Political Science

#### **POLB30H3 Law, Justice and Rights**

This is a lecture course that helps students understand the theoretical justifications for the rule of law. We will study different arguments about the source and limitations of law: natural law, legal positivism, normative jurisprudence and critical theories. The course will also examine some key court cases in order to explore the connection between theory and practice. This is the foundation course for the Minor program in Public Law.

Area of Focus: Political Theory

**Prerequisite:** Any 4.0 credits

**Exclusion:** [PHLB11H3](#) (students who have taken [PHLB11H3](#) prior to [POLB30H3](#) may count [PHLB11H3](#) in place of [POLB30H3](#) in the Minor in Public Law)

**Recommended Preparation:** 0.5 credit in Political Science

**Breadth Requirements:** History, Philosophy and Cultural Studies

**Note:** Priority will be given to students enrolled in the Minor program in Public Law. Additional students will be admitted as space permits.

#### **POLB40H3 Quantitative Reasoning for Political Science and Public Policy (NEW)**

This course introduces students to tools and foundational strategies for developing evidence-based understandings of politics and public policy. The course covers cognitive and other biases that distort interpretation. It then progresses to methodological approaches to evidence gathering and evaluation, including sampling techniques, statistical uncertainty, and deductive and inductive methods. The course concludes by introducing tools used in advanced political science and public policy courses.

**Prerequisite:** Any 4.0 credits

**Exclusions:** POL222H1, SOCB35H3

**Breadth Requirements:** Quantitative Reasoning

#### **POLB56H3 Critical Issues in Canadian Politics (NEW)**

The objective of this course is to introduce students to the fundamentals of the Canadian political system and the methods by which it is studied. Students will learn about the importance of Parliament, the role of the courts in Canada's democracy, federalism, and the basics of the constitution and the Charter of Rights and Freedoms, and other concepts and institutions basic to the functioning of the Canadian state. Students will also learn about the major political cleavages in Canada such as those arising from French-English relations, multiculturalism, the urban-rural divide, as well as being introduced to settler-Indigenous relations. Students will be expected to think critically about the methods that are used to approach the study of Canada along with their strengths and limitations.

Area of Focus: Canadian Government and Politics

**Prerequisite:** 4.0 credits

**Exclusion:** (POLB50H3), (POLB52H3), (POL214Y), POL224Y, POL214H

**Breadth Requirements:** Social and Behavioural Sciences

**POLB57H3 The Canadian Constitution and the Charter of Rights (NEW)**

This class will introduce students to the Canadian constitution and the Charter of Rights and Freedoms. Students will learn the history of and constitutional basis for parliamentary democracy, Canadian federalism, judicial independence, the role of the monarchy, and the origins and foundations of Indigenous rights. The course will also focus specifically on the role of the Charter of Rights and Freedoms, and students will learn about the constitutional rights to expression, equality, assembly, free practice of religion, the different official language guarantees, and the democratic rights to vote and run for office. Special attention will also be paid to how rights can be constitutionally limited through an examination of the notwithstanding clause and the Charter's reasonable limits clause.

Area of Focus: Canadian Government and Politics

Prerequisite: 4.0 credits

Exclusion: (POLB50H3), (POLB52H3), (POL214Y), POL224Y, POL214H

**POLC35H3 – Law and Politics: Contradictions, Approaches, and Controversies (NEW)**

This course examines different methods and approaches to the study of law and politics. Students will learn how the humanities-based study of law traditionally applied by legal scholars interacts or contradicts more empirically driven schools of thought common in social science, such as law and economics or critical race theory. Students will understand the substantive content of these different approaches and what can be gained from embracing multiple perspectives.

Area of Focus: Political Theory

**Prerequisite:** [POLB30H3](#) and POLB56H3 and POLB57H3

**Breadth Requirements:** Social and Behavioural Sciences

**Note:** Limited to students in the Major Program in Public Law.

**POLC32H3 - The Canadian Judicial System**

This course explores the structure, role and key issues associated with the Canadian judicial system. The first section provides the key context and history associated with Canada's court system. The second section discusses the role the courts have played in the evolution of the Canadian constitution and politics – with a particular focus on the Supreme Court of Canada. The final section analyzes some of the key debates and issues related to the courts in Canada, including their democratic nature, function in establishing public policy and protection of civil liberties.

Area of Focus: Canadian Government and Politics

**Prerequisite:** [POLB56H3](#) and [POLB57H3](#)

**Recommended Preparation:** [POLB30H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

**POLC33H3 - Politics of International Human Rights**

This course aims to provide students with an overview of the way human rights laws, norms, and institutions have evolved. In the first half of the class, we will examine the legal institutions and human rights regimes around the world, both global and regional. In the second half, we will take a bottom-up view by exploring how human rights become part of contentious politics. Special attention will be given to how human rights law transform with mobilization from below and how it is used to contest, challenge and change hierarchical power relationships. The case studies from the Middle East, Latin America, Europe and the US aim at placing human rights concerns in a broader sociopolitical context.

Area of Focus: Canadian Government and Politics

**Prerequisite:** [POLB30H3](#)

**Recommended Preparation:** [POLB90H3](#) and [POLB91H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC34H3 - The Politics of Crime**

This course will explore how the world of criminal justice intersects with the world of politics. Beginning with a history of the “punitive turn” in the criminal justice policy of the late 1970s, this course will look at the major political issues in criminal justice today. Topics studied will include the constitutional context for legislating the criminal and quasi-criminal law, race and class in criminal justice, Canada’s Indigenous peoples and the criminal justice system, the growth of restorative justice, drug prohibition and reform, the value of incarceration, and white-collar crime and organizational liability. More broadly, the class aims to cover why crime continues to be a major political issue in Canada and the different approaches to addressing its control.

Area of focus: Comparative Politics

**Prerequisite:** [POLB30H3](#) and [POLB56H3](#) and [POLB57H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC36H3 - Law and Public Policy**

This course examines how different types of legal frameworks affect processes and outcomes of policy-making. It contrasts policy-making in Westminster parliamentary systems and separation of powers systems; unitary versus multi-level or federal systems; and systems with and without constitutional bills of rights.

Area of Focus: Public Policy

**Prerequisite:** [POLB56H3](#) and [POLB57H3](#)

**Recommended Preparation:** [PPGB66H3](#)/([POLC66H3](#))/([PPGC66H3](#))

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC38H3 - International Law**

This course introduces students to the foundations of international law, its sources, its rationale, and challenges to its effectiveness and implementation. Areas of international law discussed include the conduct of war, trade, and diplomacy, as well as the protection of human rights and the environment.

Area of Focus: International Relations

**Prerequisite:** [POLB30H3](#) or [POLB80H3](#)

**Exclusion:** POL340Y

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC39H3 - Comparative Law and Politics**

This course examines the interaction between law, courts, and politics in countries throughout the world. We begin by critically examining the (alleged) functions of courts: to provide for “order,” resolve disputes, and to enforce legal norms. We then turn to examine the conditions under which high courts have expanded their powers by weighing into contentious policy areas and sometimes empower individuals with new rights. We analyze case studies from democracies, transitioning regimes, and authoritarian states.

**Prerequisite:** [POLB30H3](#)

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC52H3 - Indigenous Nations and the Canadian State**

This course is an introduction to Indigenous/Canadian relations and will give students a chance to begin learning and understanding an important component of Canadian politics and Canadian political science. A vast majority of topics in Canadian politics and Canadian political science can, and do, have a caveat and component that reflects, or should reflect, Indigenous nations and peoples that share territory with the Canadian state. Both Indigenous and Settler contexts will be used to guide class discussion. The course readings will also delve into Canadian/Indigenous relationships, their development, histories, contemporary existence, and potential futures.

**Prerequisite:** [POLB56H3](#) and [POLB57H3](#) or (POLB50Y3)

**Exclusion:** POL308H1

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC56H3 - Indigenous Politics and Law**

This course explores key historical and contemporary issues in indigenous politics. Focusing on the contemporary political and legal mobilization of Indigenous peoples, it will examine their pursuit of self-government, land claims and resource development, treaty negotiations indigenous rights, and reconciliation. A primary focus will be the role of Canada's courts, its political institutions, and federal and provincial political leaders in affecting the capacity of indigenous communities to realize their goals.

Area of Focus: Canadian Government and Politics

**Prerequisite:** POLB56H3 and POLB57H3 **Exclusion:** POL308H, ABS353H, ABS354H

**Breadth Requirements:** Social and Behavioural Sciences

### **POLC59H3 - Sources of Power: The Crown, Parliament and the People**

Who are we as a people today? What role have consecutive vice regals played in more than 400 years of shaping our nation and its institutions? This course examines how the vice regal position in general, and how selected representatives in particular, have shaped Canada's political system

Areas of Focus: Canadian Government and Politics

**Prerequisite:** POLB56H3 and POLB57H3

**Exclusion:** [POLC40H3](#) (if taken in 2014-Winter or 2015-Winter sessions)

**Breadth Requirements:** Social and Behavioural Sciences

### **POLD30H3 - Legal Reasoning**

This course will introduce students to the ideas and methods that guide judges and lawyers in their work. How does the abstract world of the law get translated into predictable, concrete decisions? How do judges decide what is the "correct" decision in a given case? The class will begin with an overview of the legal system before delving into the ideas guiding statute drafting and interpretation, judicial review and administrative discretion, the meaning of "evidence" and "proof," constitutionalism, and appellate review. Time will also be spent exploring the ways that foreign law can impact and be reconciled with Canadian law in a globalizing world.

Area of focus: Political Theory

**Prerequisite:** [POLB30H3](#) and and [an additional 1.5 credits at the C-level in POL courses]

**Enrolment Limits:** 25

**Breadth Requirements:** Social and Behavioural Sciences

Course Experience: University-Based Experience

**Note:** Priority will be given to students enrolled in the Major or Minor in Public Law.

### **POLD31H3 – Mooting Seminar (NEW)**

This course will offer senior students the opportunity to engage in a mock court exercise based around a contemporary legal issue. Students will be expected to present a legal argument both orally and in writing, using modern templates for legal documents and argued under similar circumstances to those expected of legal practitioners. The class will offer students an opportunity to understand the different stages of a court proceeding and the theories that underpin oral advocacy and procedural justice. Experiential learning will represent a fundamental aspect of the course, and expertise will be sought from outside legal professionals in the community who can provide further insight into the Canadian legal system where available.

Area of focus: Political Theory

**Prerequisite:** POLB30H3 and POLC32H3 and an additional 1.5 credits at the C-level in POL courses]

**Enrolment Limits:** 25

**Breadth Requirements:** Social and Behavioural Sciences

Course Experience: Partnership-Based Experience

**Note:** -Limited to students in the Major in Public Law.

### **POLD38H3 - Law and Global Business**

This course examines how law both constitutes and regulates global business. Focusing on Canada and the role of Canadian companies within a global economy, the course introduces foundational concepts of business law, considering how the state makes markets by bestowing legal personality on corporations and facilitating private exchange. The course then turns to examine multinational businesses and the laws that regulate these cross-border actors, including international law, extra-territorial national law, and private and hybrid governance tools. Using real-world examples from court decisions and business case studies, students will explore some of the “governance gaps” produced by the globalization of business and engage directly with the tensions that can emerge between legal, ethical, and strategic demands on multinational business.

Area of Focus: International Relations

**Prerequisite:** [POLC32H3](#) and 1.0 credit at the C-level in POL courses

**Recommended Preparation:** [POLB80H3](#)

**Enrolment Limits:** 25

Course Experience: University-Based Experience

**Breadth Requirements:** Social and Behavioural Sciences

### **POLD42H3 - Advanced Topics in Public Law**

Topics and area of focus will vary depending on the instructor, and may include global perspectives on social and economic rights, judicial and constitutional politics in diverse states and human rights law in Canada.

**Prerequisite:** 1.0 credits from the following [[POLC32H3](#), [POLC36H3](#), [POLC39H3](#),]

**Enrolment Limits:** 25

**Breadth Requirements:** Social and Behavioural Sciences

### **POLD44H3 - Comparative Law and Social Change**

This seminar examines how legal institutions and legal ideologies influence efforts to produce or prevent social change. The course will analyze court-initiated action as well as social actions “from below” (social movements) with comparative case studies.

Area of Focus: Comparative Politics

**Prerequisite:** [POLB30H3](#) and [[POLC33H3](#) or [POLC38H3](#) or [POLC39H3](#)] and [0.5 credit in Comparative Politics]

**Exclusion:** POL492H1

**Enrolment Limits:** 25

**Breadth Requirements:** Social and Behavioural Sciences

**Note:** Priority will be given to students enrolled in the Major or Minor Program in Public Law.

### **POLD45H3 - Constitutionalism**

This course studies the theory of constitutionalism through a detailed study of its major idioms such as the rule of law, the separation of powers, sovereignty, rights, and limited government.

Area of Focus: Political Theory

**Prerequisite:** [([POLB70H3](#)) and ([POLB71H3](#))] or [POLB72H3](#) or [POLB30H3](#)] and [1.5 credits at the C-level in POL courses]

**Enrolment Limits:** 25

**Breadth Requirements:** History, Philosophy and Cultural Studies

### **POLD46H3 Public Law and the Canadian Immigration System (NEW)**

Immigration is one of the most debated and talked about political issues in the 21<sup>st</sup> century. Peoples' movement across continents for a whole host of reasons is not new; however, with the emergence of the nation state, drawing of borders, and the attempts to define and shape of membership in a political and national community, migration became a topic for public debate and legal challenge. This course dives into Canada's immigration system and looks at how it was designed, what values and objectives it tries to meet, and how global challenges affect its approach and attitude towards newcomers. The approach used in this course is that of a legal practitioner, tasked with weighing personal narratives and aspirations of migrants as they navigate legal challenges and explore the available programs and pathways to complete their migration journey in Canada.

Area of Focus: Canadian Government and Politics

**Prerequisite:** 1.0 credits from the following [POLC32H3](#), [POLC36H3](#), [POLC39H3](#)

**Enrolment Limits:** 25

Course Experience: University-Based Experience

**Breadth Requirements:** Social and Behavioural Sciences

### **POLD54H3 - Michi-Saagiig Nishnaabeg Nation Governance and Politics**

The campuses of the University of Toronto are situated on the territory of the Michi-Saagiig Nation (one of the nations that are a part of the Nishnaabeg). This course will introduce students to the legal, political, and socio-economic structures of the Michi-Saagiig Nishnaabeg Nation and discuss its relations with other Indigenous nations and confederacies, and with the Settler societies with whom the Michi-Saagiig Nishnaabeg have had contact since 1492. In an era of reconciliation, it is imperative for students to learn and understand the Indigenous nation upon whose territory we are meeting and learning. Therefore, course readings will address both Michi-Saagiig Nishnaabeg and Settler contexts. In addition to literature, there will be guest speakers from the current six (6) Michi-Saagiig Nishnaabeg communities that exist: Alderville, Mississaugas of the Credit, Mississaugi 8, Oshkigamig (Curve Lake), Pamitaashkodeyong (Burns/Hiawatha), and Scugog.

**Prerequisite:** [([POLB50Y3](#)) or [[POLB56H3](#) and [POLB57H3](#)]] and [1.5 credits at the C-level in Political Science (POL and PPG courses)]

**Recommended Preparation:** [POLC52H3](#) or [POL308H1](#)

**Enrolment Limits:** 25

**Breadth Requirements:** Social and Behavioural Sciences

**Course Experience:** University-Based Experience

## Sociology

### **SOCB05H3 - Logic of Social Inquiry**

This course introduces the logic of sociological research and surveys the major quantitative and qualitative methodologies. Students learn to evaluate the validity of research findings, develop research questions and select appropriate research designs.

**Prerequisite:** [(SOCA01H3) and (SOCA02H3)] or [SOCA03Y3](#) and enrolment in a Sociology program] or [any 4.0 credits and enrolment in the Minor Critical Migration Studies]

**Exclusion:** SOC150H1, (SOC200H5), (SOC200Y5), SOC221H5, (SOCB40H3), (SOCB41H3)

**Enrolment Limits:** 170

**Breadth Requirements:** Quantitative Reasoning

### **SOCB35H3 - Numeracy and Society**

This course introduces the basic concepts and assumptions of quantitative reasoning, with a focus on using modern data science techniques and real-world data to answer key questions in sociology. It examines how numbers, counting, and statistics produce expertise, authority, and the social categories through which we define social reality. This course avoids advanced mathematical concepts and proofs.

**Corequisite:** [[SOCA03Y3](#) or [(SOCA01H3) and (SOCA02H3)]] or enrolment in the Certificate in Computational Social Science.

**Enrolment Limits:** 150

**Breadth Requirements:** Quantitative Reasoning

### **SOCB50H3 - Deviance and Normality I**

This course explores how deviance and normality is constructed and contested in everyday life. The course revolves around the themes of sexuality, gender, poverty, race and intoxication. Particular attention will be paid to the role of official knowledge in policing social norms.

**Prerequisite:** [(SOCA01H3) and (SOCA02H3)] or [SOCA03Y3](#)

**Exclusion:** SOC212Y

**Enrolment Limits:** 170

**Breadth Requirements:** Social and Behavioural Sciences

### **SOCB59H3 - Sociology of Law**

This course examines the character, authority, and processes of law in contemporary liberal democracies.

**Prerequisite:** [(SOCA01H3) and (SOCA02H3)] or [SOCA03Y3](#)

**Enrolment Limits:** 170

**Breadth Requirements:** Social and Behavioural Sciences

### **SOCC11H3 - Policing and Security**

This course examines the character of policing and security programs in advanced liberal democracies. Attention will be paid to the nature and enforcement of modern law by both state and private agents of order, as well as the dynamics of the institutions of the criminal justice system. This course has been designated an Applied Writing Skills Course.

**Prerequisite:** [SOCB05H3](#) and [1.0 credit from the following: [SOCB30H3](#), [SOCB42H3](#), [SOCB43H3](#), [SOCB47H3](#)]

**Exclusion:** (SOC306Y1), SOC326H5

**Enrolment Limits:** 60

**Breadth Requirements:** Social and Behavioural Sciences

### **SOCC30H3 - Criminal Behaviour**

The young figure prominently in people's views about, and fears of, crime. This course examines definitions of crime, how crime problems are constructed and measured. It looks at schools and the street as sites of criminal behaviour, and considers how we often react to crime in the form of moral panics.

This course has been designated an Applied Writing Skills Course.

**Prerequisite:** [SOCB05H3](#) and [1.0 credit from the following: [SOCB30H3](#), [SOCB42H3](#), [SOCB43H3](#), [SOCB47H3](#)]

**Enrolment Limits:** 60

**Breadth Requirements:** Social and Behavioural Sciences

### **SOCC46H3 - Special Topics in Sociology of Law**

The course covers various approaches to the study of law in society. Topics covered may include the interaction between law, legal, non-legal institutions and social factors, the social development of legal institutions, forms of social control, legal regulation, the interaction between legal cultures, the social construction of legal issues, legal profession, and the relation between law and social change.

**Prerequisite:** [[SOCB05H3](#) or [SOCB35H3](#)] and [0.5 credit from the following: [SOCB30H3](#), [SOCB42H3](#), [SOCB43H3](#), [SOCB47H3](#)]

**Enrolment Limits:** 60

**Breadth Requirements:** Social and Behavioural Sciences

### **SOCC61H3 - The Sociology of the Truth and Reconciliation Commission**

The Truth and Reconciliation Commission of Canada is an historic process that now directs a core area of Canadian politics and governance. This course examines the institutional and legal history, precedents, contradictions and consequences of the commission from a sociological perspective.

**Prerequisite:** [[SOCB05H3](#) or [SOCB35H3](#)] and [0.5 credit from the following: [SOCB30H3](#), [SOCB42H3](#), [SOCB43H3](#), [SOCB47H3](#)]

**Enrolment Limits:** 60

**Breadth Requirements:** Social and Behavioural Sciences

### **SOCD05H3 - Advanced Seminar in Criminology and Sociology of Law**

This course offers an in-depth examination of selected topics in Criminology and Sociology of Law. Check the department [website](#) for more details. This course has been designated a Research Skills Course

**Prerequisite:** 10.0 credits and [SOCB05H3](#) and [1.0 credit from the following: [SOCB30H3](#), [SOCB42H3](#), [SOCB43H3](#), [SOCB47H3](#), [SOCB50H3](#), (SOCB51H3)]

**Enrolment Limits:** 20

**Breadth Requirements:** Social and Behavioural Sciences

**Note:** Priority will be given to students enrolled in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.

## Statistics

### **STAB23H3 - Introduction to Statistics for the Social Sciences**

This course covers the basic concepts of statistics and the statistical methods most commonly used in the social sciences. The first half of the course introduces descriptive statistics, contingency tables, normal probability distribution, and sampling distributions. The second half of the course introduces inferential statistical methods. These topics include significance test for a mean (t-test), significance test for a proportion, comparing two groups (e.g., comparing two proportions, comparing two means), associations between categorical variables (e.g., Chi-square test of independence), and simple linear regression.

**Exclusion:** [ANTC35H3](#), [MGEB11H3](#)/(ECMB11H3), (POLB11H3), [PSYB07H3](#), (SOCB06H3), [STAB22H3](#), [STAB52H3](#), [STAB57H3](#), STA220H, STA250H

**Breadth Requirements:** Quantitative Reasoning

## Appendix B: Undergraduate Calendar Copy

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### Description

The Major in Public Law is four-year undergraduate program rooted in the foundations of social science and intended for students with an interest in interdisciplinary education that explores the way that public law is relevant to major themes in political science and sociology. Students will acquire in-depth understanding of theories of rights and justice, and the institutions and social movements that have helped realize these ideals. Courses in the program address the normative foundations of justice and human rights, and the role of constitutions and courts in safeguarding the rule of law, protecting civil liberties, and curbing state power. The Major in Public Law also provides students with an opportunity for broad-based study of the legal system in Canada in relation to other parts of the state and society, and within a comparative and international context. In addition, the program engages with the global context to examine the constraints to state sovereignty posed by international law and international courts, current issues and debates in the study of law and politics, and the role of the legal order in democratic and legitimate policymaking. The Major is not a pre-law or professional program. Students are advised that becoming a lawyer requires an additional degree (a J.D. or LL.B. from an accredited law school) and meeting licensing requirements.

The program will focus on developing students' research, writing, and oral presentation abilities, as well as exposing them to the role that public law plays in our community through experiential learning. Upon graduation, students will be prepared to take up further academic study, including graduate study in political science or sociology, or professional training at law school or in paralegal studies. Students will also be prepared to move into the labour force with skills appropriate for jobs requiring strong writing and analytical abilities and the foundations of social science and legal methodologies.

Teaching will be lecture and seminar based, and assessments will be based primarily on written work (essays, short assignments) oral presentations, quizzes and exams. In later years, assignments will be more heavily informed by experiential learning. This will include greater interactions with members of the legal community and opportunities to participate in legal simulations. The learning environment will be an in-person mode of delivery for the program.

### Enrolment Requirements

Enrolment in the Major is limited. Students may apply after completing 4.0 credits. Students who have completed 10.0 or more credits are not eligible. Students will be admitted based on the GPA across their top 4.0 credits in first year, as space permits.

Application deadlines follow the Limited Enrolment Program Application Deadlines set by the Office of the Registrar each year. Failure to submit the program request on ACORN will result in that student's application not being considered. Admission to the proposed Major will be assessed based on academic performance.

### **Program Requirements**

Students must complete 8.0 credits in Public Law as follows:

#### **1. Foundations in Public Law (2.5 credits):**

POLB30H3 Law, Justice and Rights

POLB56H3 Critical Issues in Canadian Politics

POLB57H3 The Canadian Constitution and the Charter of Rights and Freedoms

SOCB59H3 Sociology of Law

POLC32H3 The Canadian Judicial System

#### **2. Methods (1.5 credits):**

SOCB05H3 Logic of Social Inquiry

POLC35H3 Law and Politics: Contradictions, Approaches and Controversies

*and*

*0.5 credit in Quantitative/statistical methods from the following*

[SOCB35H3 Numeracy and Society

*or* STAB23H3 Introduction to Statistics for the Social Sciences

*or* POLB40H3 Quantitative Reasoning for Political Science and Public Policy]

#### **3. Applications in Public Law (3.0 credits from the following):**

POLC33H3 Politics of International Human Rights

POLC34H3 The Politics of Crime

POLC36H3 Law and Public Policy

POLC38H3 International Law

POLC39H3 Comparative Law and Politics

POLC52H3 Indigenous Nations and the Canadian State

POLC56H3 Indigenous Politics and Law

POLC59H3 Sources of Power: The Crown Parliament and the People

POLD54H3 Michi-Saagiig Nishnaabeg Nation Governance and Politics  
SOCB50H3 Deviance and Normality I  
SOCC11H3 Policing and Security  
SOCC30H3 Criminal Behaviour  
SOCC46H3 Special Topics in the Sociology of Law  
SOCC61H3 The Sociology of the Truth and Reconciliation Commission

**4. Advanced Applications in Public Law (1.0 credit from the following):**

POLD30H3 Legal Reasoning  
POLD38H3 Law and Global Business  
POLD42H3 Advanced Topics in Public Law  
POLD44H3 Comparative Law and Social Change  
POLD45H3 Constitutionalism  
POLD46H3 Public Law and the Canadian Immigration System  
POLD31H3 Mooting Seminar  
SOCD05H3 Advanced Seminar in Criminology and Sociology of Law

In meeting the applications and advanced applications requirements, students can apply to count up to 1.0 credit from other appropriate courses, including at the UTSC, UTM and St. George campuses, if approved by the Public Law program administrator.

**Status in the Public Law Major**

Status in the program will be determined at the end of each session (Fall, Winter, and Summer) for all students in the Major in Public Law. Students with cumulative grade point average (CGPA) of 2.0 or higher will be able to remain in the program.

A student in the Major whose CGPA falls below 2.0 will be placed on probation. Students must clear their probation by achieving a CGPA of 2.0 in the next semester. Students who fail to achieve a CGPA of 2.0 in the next semester will be removed from the Major in Public Law. These students should seek advising from the Academic Advising and Career Centre, or the Program Coordinator for the Department of Political Science.

## Appendix C: Library Statement

### University of Toronto Libraries Report for Public Law, Department of Political Science/University of Toronto Scarborough, November 2020

**Context:** The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked fourth among academic research libraries in North America.<sup>7</sup> The UTL has an annual acquisition budget of \$41 million. Its research and special collections comprise over 12.4 million print volumes, 5.6 million microforms, over 10,000 print journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 2.6 million electronic books, 150,000 electronic journals, and rich primary source materials.<sup>8</sup> Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ARL RANK	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY	UNIVERSITY
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Columbia	Michigan	Michigan	<b>Toronto (3<sup>rd</sup>)</b>	Columbia
4	<b>Toronto (4<sup>th</sup>)</b>	Columbia	Columbia	Columbia	<b>Toronto (4<sup>th</sup>)</b>
5	Michigan	New York	New York	Michigan	Michigan
6		<b>Toronto (6<sup>th</sup>)</b>	<b>Toronto (6<sup>th</sup>)</b>		

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2014-2015	2015-2016	2016-2017	2017- 2018	2018- 2019
RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY	RANK/UNIVERSITY
<b>4/Toronto</b>	<b>6/Toronto</b>	<b>6/Toronto</b>	<b>3/Toronto</b>	<b>4/Toronto</b>
27/Alberta	31/Alberta	29/Alberta	29/Alberta	30/Alberta
31/British Columbia	35/British Columbia	37/British Columbia	33/British Columbia	40/British Columbia
43/McGill	42/McGill	40/McGill	38/McGill	47/McGill
49/Calgary	63/Calgary	75/Calgary	69/Manitoba	62/Ottawa

**Space and Access Services:** The UTL's 42 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries. The UTL normally provides a variety of individual and group study spaces for students. Study space and computer facilities are typically available twenty-four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. Given COVID-19, the libraries are currently operating using a hybrid of in-person and virtual services. Web-based services and electronic materials are accessible at all times from campus or remote locations.

<sup>7</sup> As per Association of Research Libraries Statistics.

<sup>8</sup> Figures as of January 2020.

**Teaching, Learning & Research Support:** Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting Political Science and Public Law degree level expectations in the ability to gather, evaluate and interpret information. Librarians collaborate with instructors on assignment design, provide student research consultations, and offer just-in-time student research help in person, by phone, or through online chat. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as the Libraries Undergraduate Research Prize, and an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.<sup>9</sup>

**Program Specific Instructional Support:** Instruction occurs at a variety of levels for Political Science and Public Law students and is provided by the faculty liaison librarian for Political Science and Public Law. UTSC Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments for courses such as [POLD45H3: Constitutionalism](#) and [POLC32H3: the Canadian Judicial System](#). The Library, through its liaison librarians, creates course customized research guides, which can be embedded in Quercus courses. Here are several examples of research guides created for Public Law courses: [POLB30H3: Law, Justice and Rights](#), [POLC38H3: International Law](#), [POLC39H3: Comparative Law and Politics](#), and [POLD38H3: Law and Global Business](#).

**Collections:** Many college and campus libraries collect materials in support of Political Science and Public Law; the largest collections of materials are centrally located in Robarts Library and the Bora Laskin Law Library. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of Political Science and Public Law at the University of Toronto.

**Journals:** The Library subscribes to all 25 of the top 25 journals listed in Journal Citation Reports (JCR)<sup>10</sup> in subject areas of Political Science and Law. Of these titles all are available electronically to staff and students of the University. We prioritize acquisition of online journals where possible.

**Monographs:** The UTL maintains comprehensive book approval plans with 51 book vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of Political Science and Public Law, we specifically receive books through plans with YBP. Individual librarian selectors also select unique and interesting scholarly material overlooked by approval plans. These selections include contributions to the collections of the Thomas Fisher Rare Book Library, special requests from faculty, and individual e-books and e-book packages, including complete collections of e-books from the following publishers: Oxford University Press, Cambridge University Press, major US university presses, and Canadian university presses.

**Preservation, Digitization, and Open Access:** The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications, and support for preservation of research materials in all formats. In addition to acquiring materials in support of Political Science and Public Law, the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user.

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<sup>9</sup> Association of College & Research Libraries. *Framework for Information Literacy for Higher Education*. ACRL, 2016. [http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework\\_ILHE.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf)

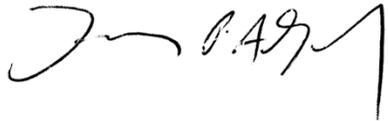
<sup>10</sup>2019 Journal Citation Reports® (Thomson Reuters, 2020)

**Key Databases:** HeinOnline Law Journal Library; Lexis Advance Quicklaw; WorldWide Political Abstracts

Other Library-departmental engagement: The liaison librarian for Political Science communicates with the Department Chair as well as individual faculty to provide library instruction, reference, and collections support to the Department of Political Science.

Prepared by: Sarah Fedko, Liaison Librarian, November 2020

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, February 9, 2021

A handwritten signature in black ink, appearing to read "Larry Alford". The signature is stylized and cursive, with a large initial "L" and "A".

## Appendix D: Student Support Services

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### **Student Services Information for Quality Assurance Framework University of Toronto Scarborough**

All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto), and Scarborough, regardless of their 'home campus'. The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens.

At the University of Toronto Scarborough (UTSC) these services are organized by the Office of Student Affairs and the Office of the Vice-Principal Academic and Dean, and support the success of our students from the time they are admitted through degree completion and beyond.

#### **Academic Advising & Career Centre (AA&CC)**

Integrates developmental advising, learning skills, and career development on further education and employment through individual appointments, workshops, experiential programming, events, peer support, and a range of online resources. The AA&CC is a team of professionals who advise, counsel and coach students with their learning and career development. They invite incoming students to attend the Get Started academic orientation program for support on academic and career planning in the summer, prior to starting first year. Students are eligible for services throughout their studies. Alumni are eligible for career development and employment coaching services for an additional 2 years following graduation.

#### **Academic Travel Fund**

Provides research and related scholarly funding for undergraduate students to underwrite the costs of valuable non-course based academic activities such as attending and presenting at conferences.

#### **AccessAbility Services**

Provides services and academic accommodations to students with a learning, physical, sensory, or mental health disability or medical condition. Services include, but are not limited to, disability consulting and referrals for students, as well as workshops, online resources, assistive technology support, and note taking and test/exam accommodations. AccessAbility Services ensures that policies, practices, procedures, and programs at UTSC are inclusive, and provide equal access for students with disabilities. AccessAbility Services also serves a growing campus as a key resource for consulting on accessible design, both physically and pedagogically.

#### **Athletics & Recreation**

Provides a respectful and inclusive environment for students to engage in physical activity, promotes overall well-being, and encourages a sense of community. Students have access to the Toronto Pan Am Sports Centre (TPASC), which features a range of accessible amenities including Olympic-sized pools, a climbing wall, multiple gyms and studios, a fitness centre, and an indoor track. The department also has multi-sport fields, an 8-court tennis facility and a varsity level baseball diamond housed in the valley. As a hub for healthy living on campus, Athletics & Recreation offers a variety of fitness and instructional programming, organized sports and leagues, as well as aquatics for all levels of physical activity. Highlights include drop-in sports, learn to play programs, women's programming, and the popular outdoor recreation program.

### **Department of Student Life**

Offers a range of programming for first-year students, first generation students, mentorship and leadership development, community outreach, as well as Indigenous, intercultural and multi-faith programming using an anti-oppressive framework. The Department manages approximately 282 campus groups, including the facilitation of 17 departmental student associations, and liaises with all student societies to ensure compliance with University policy.

Responsibilities include: managing the committee process for allocating funds to student groups involved in various campus life programs and initiatives, ensuring adherence to the risk assessment process for all campus student events, supporting space allocation for clubs and events, representing the University as a partner in the annual Fall Orientation, and support of the Co-Curricular Record.

### **Health & Wellness Centre**

Provides health promotion, mental health support, counselling and medical services to all UTSC students with a current student card and valid health card. Physicians and Registered Nurses provide first aid, treatment of minor illnesses, annual check-ups, immunizations, selected over-the-counter medications, referrals to specialists, and more. Wellness counsellors are equipped to support students with a number of issues including but not limited to: stress management, anxiety, depression, crisis counselling, family issues, mental health, relationships, sexuality, bereavement, and eating disorders. In addition, group therapy and specialized workshops are offered throughout the year. The Health & Wellness Centre also has five Wellness Peer Programs that provide education and raise awareness about healthy lifestyle choices in areas including: nutritional health, sexual health, safe substance use, and mental wellness. These programs are supported by student-volunteers who build connections with their student-peers across campus.

### **International Student Centre**

Provides support to international students studying at UTSC and to students interested in studying abroad to enhance their educational experience. Support for international students includes pre-arrival, transition, and immigration advising as well as mentorship, intercultural workshops, and University Health Insurance Plan (UHIP) support. The International Student

Centre also provides guidance and resources for student mobility opportunities including: inbound and outbound exchanges, research and study abroad programs.

### **International Student Orientation and Transition (programming provided by the International Student Centre)**

This is a two to three week set of activities from August to September. These activities include pre-arrival support, settling in city excursions, and socials. Also, online mentorship through our pre-arrival platform pairs international students with a peer educator to learn more about the campus and Canadian academic environment.

### **Student Housing & Residence Life**

Responsible for the development of residence facilities and policies. The residence experience is a safe, fun, and inclusive community offering a range of social and extracurricular activities that support the academic achievements and personal development of students. Student Housing & Residence Life also provides off-campus housing services and resources for students living independently.

Workshops and advising is available to guide students through the process of searching for listings, tenant rights and responsibilities, lease agreements, and more.

### **Centre for Teaching and Learning**

#### ***Undergraduate Student Support (that is not nested within specific courses)***

1. **English Language Development Support (ELDS):** ELDS supports all students who experience difficulties using English in their coursework. Programming includes individual tutoring appointments, online resources and tools, language proficiency testing, and workshops. Students can enhance their skills in academic communication, cultural proficiency, reading, writing, listening and speaking comprehension, and vocabulary development.
2. **Mathematics and Statistics Learning Support (MSLS):** MSLS offers regular workshops to students on typical challenging math/stats topics. Also offered are drop-in group and individual tutoring for students with quantitative reasoning questions in courses requiring these skills. Students can also access virtual tutoring sessions and online modules and materials.
3. **Writing Support (WS):** In addition to offering in-class tailored workshops on particular aspects of writing, WS offers student appointments to discuss their assignment drafts with a writing expert. All students are eligible and can register for 50-minute appointments or use the 20-minute drop-in service. Students can also access online modules and resources.

#### ***Undergraduate Student Support (that is nested within specific courses)***

- **English Language Development Support (ELDS):** To support academic challenges for English Language Learners, ELDS has integrated programming, including a Reading and

Writing Excellence program, that helps students develop their skills as they complete course assignments.

- **Facilitated Study Group (FSG)** program: Working with course instructors, CTL trains successful students to serve as facilitators to organize study groups for historically difficult courses. The facilitators help participating students enhance their skills to identify major course concepts, and learn study strategies and fresh approaches for assignments and exams. Regular FSGs are offered as well as ones in partnership with English Language Development Support for students with English language challenges.
- **Mathematics and Statistics Learning Support (MSLS)**: MSLS collaborates with introductory calculus courses to deliver a pre-course diagnostic test to identify students who lack certain critical numeracy skills. Students receive their diagnosis and are informed of specific seminars and workshops that can help them develop the skills they lack. MSLS also runs review sessions before major calculus and statistics exams. As well, MSLS faculty consult with non-mathematics course instructors around quantitative reasoning skills required in their courses, and are willing to provide relevant course instruction either in class or as online modules.
- **Experiential Learning (EL)**: CTL offers a for-credit experiential learning course where students can complete a community engagement learning opportunity. CTL also consults with faculty wanting to incorporate experiential learning components into their courses.
- **Writing Support (WS)**: Faculty and TAs can meet with writing coordinators to advise on teaching writing assignments, and the design and implementation of writing and research paper assignments. After such consultations, the writing instructors are willing to deliver specific writing, editing or research skill instruction within the course, either in class, or by creating tailored class and online resources. WS also delivers a limited number of course-specific writing clinics to which students bring their drafts to receive tutor and peer feedback.
- **Video-capture of Lectures**: Upon faculty request, course lectures can be video-recorded and made available for review to students in those courses.

### ***Supporting Faculty in Development of Teaching Expertise***

- **Individual consultations and workshops** are available for a range of topics including course and syllabus design, developing and achieving learning outcomes, effective assessment, presentation skills, active learning techniques, inclusive teaching, classroom management, classroom visits and debrief, preventing plagiarism, as well as development of a reflective teaching practice and teaching portfolio construction. There are:
  - teaching orientation events that introduce instructors to key policies and best practices of teaching at UTSC;
  - workshops throughout the year on a range of teaching topics;

- an annual teaching symposium;
  - individual consultations for syllabus, assignment or course design and other classroom issues; and
  - classroom visits for formative feedback.
- **Quercus and educational technology support including:**
    - Quercus, UTSC's learning management system;
    - instructional design for online assignments, courses and resources;
    - classroom response devices (e.g., clickers);
    - multiple choice test scanning and question quality assessment;
    - mid-course assessments; and
    - administrative support for course evaluations.
  - **Teaching Grants** to enhance the content, delivery, assessment or infrastructure of courses; grant categories include equipment, software, enhancements/ innovations, assessment and professional development.

1. **Assistance with Teaching Portfolios and Teaching Award nomination packages.**

***Teaching Assistant Training and Graduate Student Professional Skills Development***

- General first-time TA Training workshops for new Teaching Assistants
- Workshops on advanced topics for TAs based on TA interest (*examples*: 'Effective and Efficient Grading', 'Responding to Students in Crisis').
- Graduate Student Professional Development Day.
- Graduate Student Professional Skills Programming.
- Graduate Thesis Writing Support Group.
- Writing Support and English Language Development, one-to-one appointments for writing/language skills.

**Co-op Offices (Arts & Science and Management)**

Serve more than 3400 students registered in over 40 Co-operative education programs spanning the arts, science, and business/management disciplines. The Arts & Science and Management Co-op Offices formally integrate a student's academic studies with work experience by facilitating four, eight, twelve, or sixteen month full-time, paid experiential learning opportunities. Students in Co-op receive developmental support in goal setting, job search, resume writing, on-line presence, and interviewing. For each four-month experience students are evaluated on the basis of mid-term and final performance reviews as well as a final project that is graded by a faculty member within the discipline.

**Departmental Student Associations (DSAs)**

DSAs establish a bridge between students and their academic departments. They are governed by annually elected student executive bodies and formed entirely of student

members. These student groups liaise with faculty, the Department of Student Life and the Scarborough Campus Students' Union to develop joint programming that enhances the discipline-specific learning and career development goals of students in each department.

### **Financial Aid and Awards**

Provides resources and consultation services to assist students with financing their education, including processing of OSAP and other funding sources.

### **Lesbian, Gay, Bisexual, Transgendered and Questioning**

Students are served by a campus-supported Positive Space Committee comprised of allies drawn from all segments of UTSC as well as a student LGBTQ club funded and facilitated independently through the Council on Student Services.

### **Orientation and Transition Programs**

Provide new and first-year students with support and resources required for successful transition into university life. A list of programs includes:

- **Get Started** academic orientation, offered by the **Academic Advising & Career Centre**, runs throughout June and July, and currently hosts over 2,600 new incoming students along with their parents and guests. The interactive program provides an introduction to information and tools to allow for a successful start, including first-year course selection, student card registration, and exploring the campus.
- **Fall Orientation** is a multi-day series of events hosted by the Scarborough Campus Students' Union (SCSU) and the **Department of Student Life**, in collaboration with various other campus partners. Two key events include UTSC Welcome Day and the Faculty Mix & Mingles (Arts & Science, Computer Science and Management) led by the Department of Student Life. SCSU coordinates student participation in the tri-campus parade and other on-campus activities. These activities provide a welcoming and inclusive environment for new and first-year students.
  - Further emphasis on first year student support is continued in the First Year Experience Program and First-Generation Program led by the Department of Student Life.
- **International Student Orientation and Transition** programming provided by the **International Student Centre** is a two to three week set of activities from August to September. These activities include pre-arrival support, settling in city excursions, and socials. Also, a mentorship service known as the Buddy Program pairs international students with a peer educator to learn more about the campus and Canadian academic environment.

### **Registrar's Office**

Provides a range of services to the academic departments, including student course and program registration; scheduling classes, term tests and final exams; recruiting candidates for admission; facilitating admission of incoming first year and upper-level students to limited enrolment programs, and removing those who fail to maintain program GPA requirements;

maintaining student registration records; providing data support and summaries of enrolment; and resource-use for planning purposes.

**Student Centre**

Offers bookable activity spaces for students as well as a food court, a full-service restaurant and a variety store. It also houses the Office of Student Affairs, the Department of Student Life, the Health & Wellness Centre, The Underground, UTSC Women's & Trans Centre, Fusion Radio, and the Scarborough Campus Students' Union.

## Appendix E: Comparable Programs

University	Name	Location	FT/PT	Length	Primary Admission Requirements
University of Toronto, Faculty of Arts and Science (FAS)	FAS offered in association with Trinity College, Ethics Society and Law Major (H.B.A.)	Toronto, Ontario	FT	4 years	Average of 77% if applying after first year from a list of approved courses; 77% if applying after second year from approved courses with specified course prerequisite requirements.
York University, Department of Social Science	Law and Society Major (B.A.)	Toronto, Ontario	FT	4 years	Ontario Secondary Schools Diploma, with six Grade 12 courses including ENG4U, cut off mid to high 70% range.
University of Guelph, Department of Sociology and Anthropology, and the Department of Political Science	Criminal Justice and Public Policy Major and Minor (H.B.A.)	Guelph, Ontario	FT	4 years	Direct entry Ontario Secondary Schools Diploma, with six Grade 12 courses at the 4U or 4M level, ENG4U – 79-83% cut off range.  Non-direct entry students must achieve a mid 70s average in a list of approved foundational courses.
Ontario University Institute of	Legal Studies (H.B.A.)	Oshawa, Ontario	FT	4 years	At least 70% in ENG and 6 4M or 4U classes.

University	Name	Location	FT/PT	Length	Primary Admission Requirements
Technology, Faculty of Social Science and Humanities					
Wilfred Laurier University, Faculty of Liberal Arts	Law and Society Major (B.A.)*	Waterloo, Ontario	FT	4 years	Direct entry, Ontario Secondary Schools Diploma, minimum admission range based on top six 4U and 4M courses: low 70s. Competitive admission range, based on last year's admitted students: high 70s. English minimum at 60%.
Carleton University, Department of Law and Legal Studies	BA Honours (Law)	Ottawa, Ontario	FT	4 years	Direct entry, Ontario Secondary Schools Diploma with six Grade 12 courses at the 4U or 4M level and no individual 4U grade below 60%. Cut off range: 75-77%. Internal applicants: cut off range 75-77%.
Laurentian University, Department of Law and Justice	Law and Justice (H.B.A.)	Kitchener, Ontario	FT	4 years	Minimum 70% in top six grade 12 high school courses, plus English.
Memorial University, Faculty of Humanities and Social Sciences	Law and Society (B.A.)	St. John's, Newfoundland and Labrador	FT	4 years	At least 70% average in five courses including one in English, Math, Laboratory Science, and Social Science.

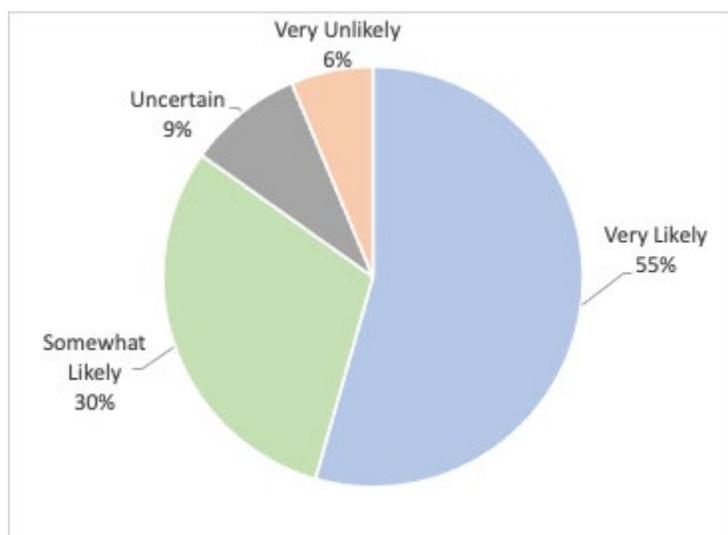
<b>University</b>	<b>Name</b>	<b>Location</b>	<b>FT/PT</b>	<b>Length</b>	<b>Primary Admission Requirements</b>
St. Thomas University, Faculty of Arts	Law, Politics and Society (B.A.)	Fredericton, New Brunswick	FT	4 years	At least 70% average on graduating high school, plus English and four approved electives from a list.
University of New Brunswick, Faculty of Law	Law in Society (B.A.)	Fredericton, New Brunswick	FT	4 years	75% average with English, Calculus, a Science class from an approved list.
Dalhousie University, Faculty of Arts and Social Sciences	Law, Justice and Society (B.A.)	Halifax, Nova Scotia	FT	4 years	Completion of high school with a minimum average of 70% in five courses, including 70% in English.
University of Calgary, Faculty of Arts	Law and Society (B.A.)	Calgary, Alberta	FT	4 years	Mid-70s, high school diploma with English Language Arts 30-1, 3 approved high school courses from one list (only one of Art Dance Drama or Music) and an approved option from a second list.

\* The Law and Society Major B.A. at Wilfred Laurier can be combined with an L.L.B. degree offered at the University of Sussex, in the United Kingdom.

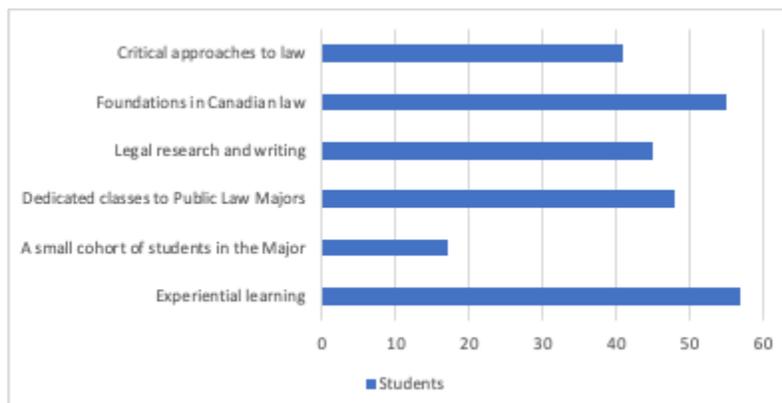
## Appendix F: Student Survey

In early November 2020, a survey was sent to all current students in political science programs to gauge student interest in further programs at UTSC in public law. 79 students responded. Below is a selection of results.

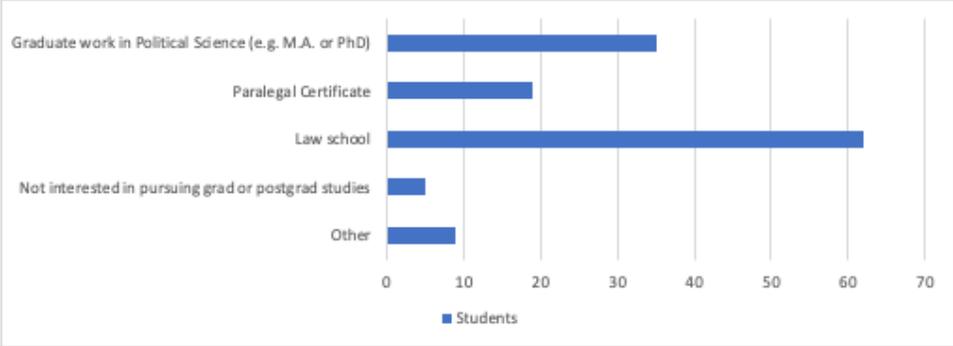
Question: *The Political Science Department currently offers a Minor program in Public Law. If a Major Program in Public Law were offered, how likely is it that you would pursue a Major in Public Law? (select one)*



Question: *If a Public Law Major were offered, what would be important for you for the Major program to include? (select all that apply)*



Question: *What graduate/post-graduate programs are you interested in pursuing after your undergraduate studies? (select all that apply)*



## Appendix G: Program Structure

<b>Foundations in Public Law Requirements (2.5 credits)</b>	<b>Credit</b>
POLB30H3 Law, Justice and Rights	0.5
POLB56H3 Critical Issues in Canadian Politics	0.5
POLB57H3 The Constitution of Canada and the Charter of Rights	0.5
SOCB59H3 Sociology of Law	0.5
POLC32H3 The Canadian Judicial System	0.5
<b>Methods Requirements (1.5 credits)</b>	
SOCB05H3 Logic of Social Inquiry	0.5
STAB23H3 Introduction to Statistics for the Social Sciences <b>OR</b> SOCB35H3 Numeracy and Society <b>OR</b> POLB40H3 Quantitative Reasoning for Political Science and Public Policy	0.5
POLC35H3 Law and Politics: Contradictions, Approaches, and Controversies	0.5
<b>Applications: 3.0 credits from the following:</b>	
SOCB50H3 Deviance and Normality I	0.5
SOCC11H3 Policing and Security	0.5
SOCC30H3 Criminal Behaviour	0.5
SOCC61H3 The Sociology of the Truth and Reconciliation Commission	0.5
SOCC46H3 Special Topics in Sociology of Law	0.5
POLC34H3 The Politics of Crime	0.5
POLC36H3 Law and Public Policy	0.5
POLC52H3 Indigenous Nations and the Canadian State	0.5
POLC56H3 Indigenous Politics and Law	0.5
POLC59H3 Sources of Power: The Crown, Parliament and the People	0.5
POLC33H3 Politics of International Human Rights	0.5
POLC38H3 International Law	0.5
POLC39H3 Comparative Law and Politics	0.5
<b>Advanced Applications: 1.0 credit from the following:</b>	
SOCD05H3 Advanced Seminar in Criminology and Sociology of Law	0.5
POLD30H3 Legal Reasoning	0.5
POLD38H3 Law and Global Business	0.5
POLD42H3 Advanced Topics in Public Law	0.5
POLD44H3 Comparative Law and Social Change	0.5
POLD45H3 Constitutionalism	0.5
POLD46H3 Public Law and the Canadian Immigration System	0.5
POLD31H3 Mooting Seminar	0.5
POLD54H3 Michi-Saagiig Nishnaabeg Nation Governance and Politics	0.5

The above table provides a breakdown of the courses and credits required for the Major Program in Public Law. The courses highlighted in dark red are core mandatory Political Science courses. Courses highlighted in pink are core mandatory courses in Sociology required

for the program. The elective courses are highlighted in blue: dark blue for Political Science courses and light blue for Sociology courses.