FOR APPROVAL	PUBLIC	OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William A. Gough, Vice-Principal Academic and Dean
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DATE: March 16, 2022 for March 23, 2022

AGENDA ITEM: 2

ITEM IDENTIFICATION:

Major Modification: Minor in Global Leadership, UTSC

JURISDICTIONAL INFORMATION:

University of Toronto Scarborough Academic Affairs Committee (AAC) "is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC Terms of Reference, 2021, Section 4)." Under section 5.6 of its terms of reference, the Committee is responsible for approval of "Major and minor modifications to existing degree programs." The AAC has responsibility for the approval of Major and Minor modifications to existing programs as defined by the University of Toronto Quality Assurance Process (UTQAP, Section 3.1).

GOVERNANCE PATH:

1. **UTSC Academic Affairs Committee [For Approval] (March 23, 2022)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

The Department of Management proposes to introduce a new Freestanding Minor in Global Leadership (Arts). This Minor is a cohort based tri-campus initiative initiated by the VP International, which builds on U of T's Global Citizen and Global Scholars programs. The Global Leadership program will complement, integrate and augment the current curricular offerings available in global and international studies at the University of Toronto, as well as

existing co-curricular offerings for global student experience. At UTSC, the Department of Management will be the designated home for this program, with contributions from other units reflected in the electives structure.

Collectively, the University of Toronto has longstanding academic strengths in globally-oriented, interdisciplinary, and experiential learning. The Minor in Global Leadership was conceptualized in recognition of the growing need for collaborative global leaders, and to prepare students for their role as future leaders in a global world, with a focus on principled, inclusive, and empathetic understandings of global leadership. The Minor is also in alignment with the U of T mission as stated in the Statement of Institutional Purpose: "The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality."

The goal of this new Minor is to support multidisciplinary development of collaborative global leadership through a community-based model, by combining core Global Leadership (GLB) courses with divisional electives. Divisional course electives may include a combination of courses with global content, global classrooms and/or global experience.

Students will apply after completing 4.0 credits, to start in the Fall of their second year of studies. The initial cohort will be 25 students. Since admission is expected to be competitive, the minimum requirement for eligibility is a modified GPA of 2.7 (B-/70%) based on a student's top 3.0 credits. Students in the Minor will complete a core series of global leadership (GLB) courses (2.0 credits) and a series of electives from UTSC departments (2.0 credits):

- Year 2: GLB 201H5 (0.5 credit) Global Leadership: Past, Present, Futures
- Year 3: GLB C01H3 (0.5 credit) Global Leadership: Theory, Research and Practice
- Year 4: GLB 401Y (1.0 credit) Global Leadership: Capstone Project
- Years 1 to 4: divisional course electives (2.0 credits)

Mode of Delivery: The Minor in Global Leadership will embrace technology to deliver flexible modes of teaching and learning and foster student collaboration. To support participation from students on all three campuses, core GLB courses will be primarily delivered online via synchronous and asynchronous delivery, complemented with in-person meetings to build student connections and engagement. Courses will be designed to minimize travel between campuses (for example, there may be a major in-person event, however, no weekly, in-person requirements). Core GLB courses will intentionally foster engagement through scaffolded reflections, discussions, problem-solving, group work and interactive activity.

Extensive, tri-campus consultation has been conducted in developing the proposed Minor, including consultation with: Global Leaders Tri-campus Vision Group, Global Leaders Tri-campus Curricular Working Group, Global Leadership Program Committee (tri-campus), student focus groups, participating divisions and Registrarial offices (UTM, UTSC, FAS, FASE, KPE, Daniels), experiential learning and community engagement offices, Equity, Diversity and Inclusion offices, Office of the Vice-Provost, Academic Programs, Office of the Vice-Provost,

Innovations in Undergraduate Education, University of Toronto Communications, Recruitment & Admissions Group, ROSI/CAB Group, Student Life co-curricular focus group, Standing Commissions Updates Group, Division of University Advancement, Enterprise Applications and Solutions Integration & HR Technology (EASI), the Director, Munk School of Global Affairs, and the Senior Director, Centre for International Experience.

There has been extensive consultation within the Department of Management regarding the proposed Minor, and the Department is supportive of becoming the home unit for this program at UTSC. The Department of Management has also consulted widely with all UTSC academic units regarding electives that are appropriate to include in the Minor. The Departments of Anthropology, English, Health and Society, Language Studies, Political Science, Psychology and Sociology have all contributed courses. Finally, there has been extensive consultation with the UTSC Office of the Vice-Principal Academic and Dean. With students, focus groups were facilitated from multiple divisions and across all three campuses. Students were in strong support of the Minor and were especially excited about the opportunity to interact with students from across discipline, make new friends, and engage in group work and experiential activities.

FINANCIAL IMPLICATIONS:

There are no significant financial implications to the campus operating budget.

RECOMMENDATION:

Be It Resolved,

> THAT the Minor in Global Leadership offered by the Department of Management, as described in the proposal dated February 25, 2022, be approved, effective September 1, 2023.

DOCUMENTATION PROVIDED:

1. Proposal: Major Modification, Minor in Global Leadership, dated February 25, 2022.

University of Toronto
Major Modification Proposal:

New Freestanding Minor Where There is No Existing Specialist or Major

This template should be used to bring forward all proposals for major modifications of this type for governance approval under the University of Toronto's Quality Assurance Process.

What is being proposed: please specify exactly what is being proposed; i.e., a new freestanding minor (where there is no existing specialist or major) in…	New Freestanding Minor in Global Leadership (Arts) (SCMIN0134)
Department/unit (if applicable):	Department of Management
Faculty/academic division:	University of Toronto Scarborough (UTSC)
Faculty/academic division contact:	Martha Harris Martha.harris@utoronto.ca
Department/unit contact:	Andrew Stark, Professor, stark@rotman.utoronto.ca Betty Walters, Program Advisor, b.walters@utoronto.ca
Version date: please change as you edit this proposal.	February 25, 2022

1   Summary

Please provide a brief summary of what is being proposed including:
- ▸ a clear statement of the relationship of this to other programs
- ▸ the impetus for its development in brief
- ▸ any distinctive elements

This is a proposal to introduce a new Freestanding Minor in Global Leadership (Arts) that will be housed in, and administered by the Department of Management, at the University of Toronto Scarborough (UTSC).

The 21st century has seen a rise of populism, inward looking and protectionist trends. These pandemic times highlight how countries around the world have made choices to become more inward looking or more collaborative in addressing the global crisis. Lack of leadership, vision and coordination has facilitated COVID-19's spread, and the virus

has magnified and revealed inequities grounded in systemic discrimination. **Now, more than ever, the world needs principled, inclusive, and empathetic global leaders.**

At home and overseas, instructors, administrators and student experience leads are all rethinking how we can provide students with opportunities to acquire global leadership skills and the ability to collaboratively address issues of global relevance. This includes knowledge, experiences, competencies and agility to address global issues, the ability to critique approaches to leadership and change in the global context, values for reciprocal and collaborative global partnerships, and foresight of the limitless potential in a rapidly changing world. As a part of the *Global U* suite of curricular and co-curricular offerings, in September 2019, U of T launched the Global Scholar and Global Citizen initiatives to promote international learning within and beyond the classroom setting. The proposed freestanding Minor as a third option of *U of T Global U*, with scaffolded and sequenced academic courses and embedded global experience (locally and/or abroad).

The Minor in Global Leadership will develop U of T's first tri-campus, interdivisional, multidisciplinary undergraduate community of diverse and globally agile, problem solvers. It will leverage the strengths of the University of Toronto, including the diversity of the student body, tri-campus strengths for experiential learning, and opportunities for global engagement, both locally and abroad.

Relationship to other programs: This proposed minor will augment the suite of undergraduate curricular offerings (Specialist, Major, Minor, Certificate) across the University in global and international studies, including Critical Migration Studies (University of Toronto Scarborough), Global Asia Studies (University of Toronto Scarborough), Global Development, Environment and Health (University of Toronto Scarborough), Global Health (Faculty of Arts & Science), International Affairs (University of Toronto Mississauga), International Development Studies (University of Toronto Scarborough), International Relations (Faculty of Arts and Science), Management and International Business (University of Toronto Scarborough), and Munk One (2.0 FCE for Year 1 Faculty of Arts and Science students).

The proposed Minor in Global Leadership is distinguished by its emphasis on the critical and multidisciplinary focus on leadership in a global context, the experiential-based development of competencies in collaborative global leadership, and the intentional pan-university administrative structure with a tri-campus interdivisional and interdisciplinary cohort of students.

Students in eight divisions can currently receive a *"Global Scholar"* notation on their transcript by completing a curated set of courses offered by their program or Faculty and receive a Global Scholars Certificate. Examples include, the Certificate in Global Development, Environment and Health (University of Toronto Scarborough), Certificate in Global Engineering (Faculty of Applied Science and Engineering),

Certificate in Global Studies of the Built Environment (Daniels Faculty of Architecture), Certificate in Global German Studies (Faculty of Arts and Science), and the Certificate in Global Kinesiology and Physical Education (Faculty of Kinesiology and Physical Education). By demonstrating three competencies achieved through co-curricular activity participation and completing a self-reflective workshop, students can also receive a "*Global Citizen*" designation on their co-curricular record (CCR). In its first year, 235 students completed three competencies towards their designation.

This Freestanding Minor in Global Leadership is distinguished from the Global Scholar Certificates and Global Citizen designation based in its learning outcomes and curricular structure. The goal of the Minor in Global Leadership is specifically to develop students' collaborative global leadership skills and capacity to critique what is global leadership and how this concept is understood and challenged in diverse disciplines and contexts. More specifically, the Minor in Global Leadership integrates theory and practice, provides a forum for students to engage with, critique, and interrogate the concepts of "global" and "leadership", and provides a structured curricular pathway for advancing global leadership development. Other structural differences include a higher course-weighting requirement (4.0 FCE as opposed to 2.0 FCE of most certificates), its community-based structure, and the combination of sequenced core Global Leadership (GLB) courses across three years, with divisional electives.

The proposed Minor will resonate with existing programs at the University of Toronto, and (based on tri-campus decanal, divisional, and student consultations), it will appeal to students from a variety of disciplines. The Minor will draw on tri-campus and interdivisional expertise, with the intention of fostering critical interdisciplinary student critique, engagement and collaboration. All of the divisional units cited above have been consulted in the preparation of this proposal.

Impetus for its development: The University of Toronto has longstanding academic strengths in globally-oriented, interdisciplinary, and experiential education. The proposed Minor in Global Leadership was conceptualized in recognition of the growing need for collaborative global leaders, to support and deliver on the priorities of the University of Toronto, and importantly, to prepare students for their potential role as future leaders in a global world, with a focus on principled, inclusive, and empathetic understandings of global leadership.

Distinctive elements: The proposed Minor in Global Leadership involves tri-campus collaboration in offering an interdivisional and interdisciplinary curriculum with experiential learning opportunities. It will include a core series of three global leadership (GLB) courses that are sequenced, experiential and comprised of a tri-campus, interdivisional cohort, and will be augmented by electives within each division.

2   Effective Date

September 1, 2023. At UTSC, students will be able to enrol in the Minor in the Spring of 2023.

3   Academic Rationale

Describe what is being proposed and why.
If relevant, describe the mode of delivery (including online) and how it is appropriate to support students in achieving the learning objectives 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 and unit/divisional academic plan and priorities.

Distinctiveness

- ▸ Identify any distinctive/innovative aspects of the proposed minor.
- ▸ As appropriate, speak to similar offerings elsewhere at the University of Toronto or at other universities.

This is a proposal to introduce a new Freestanding Minor in Global Leadership (Arts) that will complement, integrate and augment the current curricular offerings available in global and international studies within divisions and Faculties at the University of Toronto, as well as existing co-curricular offerings[1] for global student experience. It is distinguished from existing offerings by its emphasis on the critical and interdisciplinary focus on leadership in a global context. The goal of this new Minor is to support critical interdivisional, multidisciplinary development of competencies in collaborative global leadership with a community-based model and a combination of core Global Leadership (GLB) courses supplemented by divisional electives.

Mode of Delivery: The Minor in Global Leadership will embrace technology to deliver flexible modes of teaching and learning, as well as a range of mediums for student collaboration. In order to support the active and inclusive participation of students from all three campuses, core GLB courses will be primarily delivered online via synchronous and asynchronous course delivery methods with regular in-person meetings with guest speakers and embedded social activities to build student connections, commitment and engagement. UTSC will provide support, as

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[1] There is a wide range of co-curricular experiences offered across the wider University. The proposed Minor complements these existing opportunities.

appropriate or necessary, for UTSC students to travel to the respective campuses for in-person activities, with accommodation options for those unable to attend in-person course activities due to personal extenuating circumstances. Courses will be designed to minimize travel between campuses (i.e., there may be a major in-person event, however, no weekly, in-person requirements. Through the use of student-centred and universal instructional design approaches, the core GLB courses will intentionally foster both in-person and remote student engagement with scaffolded reflections, discussions, problem-solving, group work and interactive activity. Each core GLB course will have at least one major in-person student event where the cohort comes together in-person as a class, in addition to in-person activities that may occur in smaller groups or with community organizations (GLB201H5 = onboarding retreat; GLBC01H3 = community engagement; GLB401Y1 = capstone presentation event). The UTSC course, GLBC01H3, will include an in-person presentation and partnership-based experiences.

Context: Collectively, the University of Toronto has longstanding academic strengths in globally-oriented, interdisciplinary, and experiential learning. This proposed Minor in Global Leadership was conceptualized in recognition of the growing need for collaborative global leaders, to support and deliver on the priorities of the University, and importantly, to prepare students for their role as future leaders in a global world, with a focus on principled, inclusive, and empathetic understandings of global leadership.

Not long ago, President Gertler declared: *"Our outlook is now decidedly international. It is driven by our desire to help our students develop the global fluency and cross-cultural perspectives they'll need to lead us forward."* President Gertler has also articulated strengthening international partnerships, leveraging our location, and reinventing undergraduate education as U of T priorities. The Minor in Global Leadership is also in alignment with the U of T mission as stated in the Statement of Institutional Purpose: "The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality."

The current COVID-19 context has highlighted that, more than ever, the world needs global leadership and principled, inclusive, and empathetic global leaders. In this context, the proposal for a Minor in Global Leadership to develop students' competencies in collaborative global leadership is highly relevant and timely. The current pandemic has also fueled a wealth of innovation and education in online asynchronous and synchronous course delivery methods. Ample training and resources have been recently developed for instructors at the University of Toronto, and many instructors are becoming more comfortable using a combination of in-person and online methods for course delivery. This is extremely helpful in supporting the tri-campus vision for this Minor in Global Leadership, and the desire to create a curricular offering that is accessible to a diverse student cohort that would be

participating in the core courses from across all three campuses. Also, as a result of the pandemic, educators in the field of international student experience are rethinking how global experience may be facilitated locally, including through global classrooms, local global experiences, and technologically supported partnerships with individuals and organizations abroad. All of these advancements provide valuable foundations for developing the core courses in this Minor in Global Leadership so that they may be accessible for the tri-campus cohort with a wealth of options for facilitating student engagement with one another and with local and global communities.

Distinctiveness: The proposed Minor in Global Leadership involves tri-campus collaboration in offering an interdivisional and multidisciplinary curriculum with experiential learning opportunities. As students pursue this Minor while completing a degree in their own discipline, an unprecedented collision of viewpoints takes place. The whole is greater than the sum of the parts.

This freestanding minor will:
- use a tri-campus interdisciplinary, interdivisional delivery model
- leverage and combine the unique academic strengths of each U of T campus
- infuse considerations for equity, diversity and inclusion throughout
- celebrate and build upon the student diversity of our University and city region
- develop principled, inclusive and empathetic understandings of global leadership

A core series of global leadership (GLB) courses (2.0 FCE) will be augmented by electives within each division (2.0 FCE) for a total of 4.0 FCEs. In general, students will apply in year 1 to start in year 2: at UTSC, this means that students will be able to apply to the program after completing 4.0 FCE. Once they are accepted to the Minor, students must complete the core courses as follows:
- Year 2: GLB 201H5 (0.5 FCE) Global Leadership: Past, Present, Futures
- Year 3: GLB C01H3 (0.5 FCE) Global Leadership: Theory, Research and Practice
- Year 4: GLB 401Y (1.0 FCE) Global Leadership: Capstone Project
- Years 1 to 4: divisional course electives (2.0 FCE)

Divisional course electives may include any combination of courses with global content, global classrooms and/or global experience. While global experience may not be required, at least one global experience is <u>strongly recommended</u> for students in the cohort. Efforts will be made to reduce barriers for students engaged in the Minor in Global Leadership to complete a global experience outside of Canada, should they be interested.

4   Need and Demand

Provide a brief description of the need and demand for the proposed minor focusing, as appropriate, on student interest, societal need, employment opportunities for prospective graduates, accreditation requirements.

The proposed Minor in Global Leadership will fulfill many important needs. Interdisciplinary education and experience in global leadership will offer students academic and professional advantages through enhanced understanding and competencies in global leadership. In a recent Times Higher Education employability ranking, it was noted that more than two thirds of the firms they surveyed cited interdisciplinary or problem-based learning as a "very important measure… more than any other issue." Furthermore, a wealth of research has correlated leadership and global fluencies, involving new worldviews, mindsets, perceptual acumen and perspectives, with graduate employability in the 21st century. It is expected that this connection will only increase in the post COVID-19 era.

The University of Toronto attracts the world's best minds and the diversity of our international student population is enhanced by recruiting top students from around the globe. The University of Toronto is home to international students from 166 countries. With such a diverse and globally minded student body, there is an untapped opportunity for engaging domestic and international students with diverse perspectives, backgrounds and experiences together to engage in critical teaching and learnings on global leadership.

In looking at the demand for global student experience, prior to the COVID-19 outbreak, U of T was on track for 24% of its total undergraduate student population to participate in learning abroad by the time they graduate, signaling student interest and demand for global education and experience.

The Office of the Vice-President International (OVPI) is supporting efforts across the University to make global education an integral and compelling part of the overarching value proposition of the University of Toronto. OVPI recently collaborated with Brand Marketing and Enrolment Services on qualitative research to inform successful efforts around global education. The research aimed to ensure that the strategic positioning and messaging about global education at the University of Toronto are grounded in a deep understanding of prospective student insights and perspectives on global education. Forty-two in-depth, one-hour interviews were conducted with high performing high school students in Toronto, Calgary, Vancouver, San Francisco, Boston and NYC. The qualitative research conducted offered valuable insights that have guided plans OVPI develops with stakeholders across the University, including the development of this freestanding Minor in Global Leadership. Insights from the research included recommendations to:

- Differentiate U of T's comprehensive global education from ubiquitous study abroad programs at other top universities.
- Emphasize that U of T's global education is an integral part of a degree that builds toward students' professional goals and aspirations.
- Emphasize that U of T curates international experiences with students specifically to build toward their professional goals.
- Emphasize and provide examples for how U of T's global education also happens on campus, where students gain global skills, build networks among international colleagues and gain recognition for their achievements.

In conducting an internal, environmental scan of undergraduate degree programs, minors, and certificates offered at U of T, it was concluded that there is no interdisciplinary, interdivisional tri-campus global leadership program. The proposed Minor in Global Leadership is the first academic offering of its kind at the University of Toronto.

An external, environmental scan of programs offered at other North American universities and a literature review of academic work regarding Global Scholar Programs were conducted to ensure the desirability and comparability of proposed Minor. The external scan results indicate steadily increasing demand and consistent enrolment in global leadership offerings at leading North American universities. When consulting corporate partners, they expressed the need for internationalized graduates, and were highly enthusiastic about the initiative.

5   Admission/Eligibility Requirements

Describe any specific requirements that students must meet to be eligible for the proposed minor and how these will be administered.

The minimum requirement for eligibility for the Minor in Global Leadership is a modified GPA of 2.7 (B-/70%) based on a student's top 3.0 FCE, and second year standing by the time of GLB201H5 course enrolment. Given the need for students to complete the three core courses in sequence, and anticipating that each core course will be cycled only once annually, at least at the start, students with third year standing or beyond by the time of GLB201H5 course enrolment will only be considered in cases where the student applicant requests an exception to this requirement and can demonstrate that they have at least three more years of study remaining (e.g., program transfer, part-time study). If in future years, course scheduling makes it feasible for a student to complete the GLB core courses in a two-year timeframe, eligibility will include students with third year standing at the time of GLB201H5. Beyond meeting the minimum eligibility criteria, admission decisions will be based on a combined assessment of student interest, experience, promise of

future leadership potential (considered in the broadest sense), and the diversity the student brings to the perspectives of the collective class. Admission may be competitive if demand exceeds the maximum class size. The initial tri-campus cohort will be 100 students, with a tri-campus breakdown set as 25 students from University of Toronto Mississauga, 25 students from University of Toronto Scarborough and 50 students from University of Toronto St. George Campus (with the possibility for the program to scale over time). Students will apply in year 1 to start in year 2. At UTSC, students will be able to apply to the program after completing 4.0 FCEs.

Applications will occur through a common application process and will be overseen by a Global Leadership administrator supporting the freestanding Minor in Global Leadership across all participating divisions. A central webpage will exist with detailed application instructions and can be linked to by all participating divisions. Prospective students will apply by requesting the Minor through ACORN and submitting a supplemental application package to a common email address. All applications will be downloaded from ACORN and supplemental application packages will be collected and collated by the Global Leadership administrator.

Applications will include submission of an unofficial transcript and responses to short answer questions, including written and/or video submission. Review of applications and enrolment selection will also be supported by the Global Leadership administrator.

The proposed Minor will be overseen by a tri-campus *Global Leadership Program Committee (GLPC)*. The GLPC will meet at least four times per year and will provide curricular oversight, including discussion on curricular advancements, review of course outlines, and will support quality assurance reviews [See Sections 6 & 10 below]. The GLPC membership will include:
- One faculty representative from each participating division.
- One senior director, global learning opportunities
- Other ex-officio members may be included from participating divisions, as well as members adding complementary perspectives and expertise. Student members should be added, once feasible.
- The chair is to be selected from amongst the membership with the intention of rotation every 2 years.

Admission decisions will be delegated by the GLPC to a designated admissions committee. This tri-campus admissions committee will review student applications and make admission decisions in line with agreed upon selection criteria and divisional quotas. This process is intended to support the admission of a diverse interdivisional student class, and to reduce the workload for the divisions. At UTSC, students will apply to and be accepted in the proposed Minor in the Spring/Summer term of the previous academic year. Specific application and decision deadlines will be

determined annually in consultation with participating divisions and in line with existing admission timelines and systems. Flexibility exists for application and admission dates to be set on a per division basis, as needed. The timeframe is established in order to have admission decisions communicated to students in advance of divisional student course registration dates (e.g., early July). The central website will be updated in October of each academic year with the application instructions and deadlines for the upcoming admission cycle. It is anticipated that there will be only one request period (e.g., first request period only).

Following the confirmation of admission decisions, the Global Leadership administrator will indicate on ACORN whether a student has been invited or refused. There will be flexibility for divisions who wish to do this directly.

All divisional registrarial offices will be able to access this information via ACORN and see who has been accepted. In order to complete this task, a unique subject post for the Minor will be created and attached to each participating academic unit (UTM, UTSC, and FAS). It is the academic unit that will be ultimately responsible for the subject post, specifically confirmation of completion for final transcript notation. AT UTSC the Subject POSt will be assigned by the Registrar's Office, and the Registrar's Office will be responsible for confirmation of completion for final transcript notation.

Once accepted into the Minor, applying an E-enrollment indicator, students will only be able to get into the core GLB courses by the department doing the enrolment. The Global Leadership administrator will automatically enrol all accepted students into GLB201H5, and liaise with the course department administrator, as required. This will also occur for GLBC01H3 and GLB401Y1 following successful completion of the pre-requisite course. If a student decides to drop a core course they can do so by contacting the Global Leadership administrator.

An active tri-campus recruitment strategy will be implemented with the aim of recruiting a diverse cohort of qualified students, including those who haven't yet had the opportunity to see themselves as future global leaders, and those who may be dissuaded by the title of the Minor itself. There will be an intentional and strategic focus on the recruitment of students who identify as Black, Indigenous and persons of colour (BIPOC), as well as the recruitment of a deliberate range of domestic and international students who come from diverse disciplines and programs of study. The recruitment strategy will also be implemented and supported by the role of the Global Leadership administrator. More information on this position, and how this role will liaise with divisional support offices is included in Section 11 Resources.

6   Requirements for the Minor

Describe in your own words the requirements and structure of the minor.

The Minor in Global Leadership consists of three required courses (2.0 FCE) and divisional course electives adding up to 2.0 FCE, for a total of 4.0 FCE. Core GLB courses are not open to students outside the Minor in Global Leadership.

Core and elective courses completed as a part of the Minor in Global Leadership may be counted towards degree requirements and towards other program or certificate requirements, subject to existing divisional regulations about the number of distinct credits required for the degree, and subject to existing program or certificate requirements.

At UTSC, all core and elective courses that are completed towards the Minor in Global Leadership will count towards undergraduate degree completion (HBA, HBSc, or BBA). In addition to other degree requirements, students completing the Honours Bachelor of Arts or Honours Bachelor of Science degree are required to ensure the combination of programs used to meet the degree requirement include a minimum of 12.0 different FCEs. Students are cautioned that some combinations of programs are not possible due to the similarity in course requirements. These combinations are clearly identified in the introductions to each of the discipline sections of the UTSC Academic Calendar. Students with questions or concerns are advised to consult the Academic Advising & Career Centre to ensure they complete a minimum of 12.0 different FCEs. In the event that a student completes two certified Major programs and an additional certified Minor, the 12.0 distinct FCEs may be taken from any of these certified programs. Students completing the Bachelor of Business Administration, are not subject to the regulation to complete a minimum of 12.0 different FCEs.

The three required core courses are sequenced, interdisciplinary, pan-university courses. Each course follows an intentional sequence designed to prepare students for increasing levels of direct and deep engagement with global leadership, and is intended to bring students from across disciplinary perspectives together as a cohort throughout one or more semesters each year. These new core courses designed specifically for the Minor in Global Leadership, include:

GLB 201H5 (0.5 FCE) Global Leadership: Past, Present, Futures (taught at UTM)
- Learning Outcomes: Explore and interrogate globalization and understandings of leadership across time, context and lenses
- Course Delivery: Primarily online (sync/async) course delivery with regular in-person meetings (with embedded social activities to build cohort connections, commitment and engagement)

- Learning Activities: Self-reflection activities
- Student Experience: Onboarding retreat (prior to/early in Fall term)

GLB C01H3 (0.5 FCE) Global Leadership: Theory, Research and Practice (taught at UTSC)
- Learning Outcomes: Prepare students to apply new principled, inclusive and appreciative approaches to the practice of global leadership
- Course Delivery: Primarily online (sync/async) course delivery with at least one in-person meeting
- Learning Activities: Group-based activities with reflection on effective communication and collaboration
- Student Experience: Community engagement --- Global focused (with a local or global community partner)

GLB 401Y1 (1.0 FCE) Global Leadership: Capstone Project (taught at St. George)
- Learning Outcomes: Collaborative multidisciplinary problem-solving, with application to real-world problems with global reach. Students learn to take a broad view of problems and to develop the perspectives and dispositions needed for leadership.
- Course Delivery: Seminar discussions, group work, and meetings with experts or stakeholders. Capstone presentation event scheduled at the end of the course.
- Learning Activities: Group-based capstone projects with engagement of tri-campus faculty advisors. Students will conduct research on the state of the field, develop reports, participate in group conversations and roundtables, learn to analogize to other fields, and learn how to identify and address complex problems with global reach.
- Student Experience: Multidisciplinary capstone projects, with faculty mentors and connected with public- or policy-facing partners. This may include community engaged learning, or organization partnered projects. Students will collaborate with peers on a range of substantive issues, all with a focus on addressing real-world problems with global reach, relevance, or implications.

The courses GLB201H5, GLBC01H3 and GLB401Y1 will each be delivered by one Faculty/divisional unit, and these courses will be part of all the Freestanding Minor in Global Leadership (and completed by all students across the University in the Minor in Global Leadership). Once every course has run a minimum of three times in one division, there is the possibility that the courses may rotate amongst campuses or the delivery may shift between Faculties or divisions on a specific campus, as desired. The Global Leadership Program Committee (see Section 5 for GLPC membership), will allocate responsibility for each core course and approve each course as it is developed prior to normal Faculty/divisional governance approval processes.

Students then have a choice of 2.0 FCEs in divisional course electives. Each division participating in the Minor in Global Leadership is responsible for identifying existing divisional courses that can be counted as electives towards the minor. Divisional course electives may include a curated combination of courses with global content, global classrooms and/or global experience:

- *Global content* may take the form of global issues, topics, perspectives, and/or competency development. Global content may also include language courses and Indigenous studies.
- *Global classrooms* may take the form of course-based connections with students/scholars abroad, either in-person or online.
- *Global experience* may take the form of an internship course, International/Indigenous Course Module (ICM), study abroad course, or research excursion, independent summer program, UTSC Arts & Science Co-op, UTSC Management Co-op, Global Classrooms, UTM Abroad, UTM International Community Connections, UTM Intercultural Learning & Development in the Classroom, FASE Research, Study or Work Abroad, KPE Learning Abroad. Global experience can also be local in select cases. While global experience may not be required, at least one global experience is strongly recommended for students in the cohort. Efforts will be made to reduce barriers for students engaged in the Minor in Global Leadership to complete a global experience, should they be interested.

In addtion to the 2.0 FCEs in core courses, students completing the Minor in Global Leadership at *UTSC* will complete 2.0 FCEs from the list of elective courses in Table 1, of which 0.5 credit must be from outside the students' specialist or major program. These elective courses are categorized into the three groups: Leadership; Global Issues; and Ethics/Equity, Diversity, Inclusion; students must complete at least one course from each of the three groups; where courses fall into more than one group it will count toward both groups.

Table 1: UTSC Elective Courses

LEADERSHIP	GLOBAL ISSUES	ETHICS/Equity, Diversity, Inclusion
ANTB20H3: Ethnography and the Global Contemporary	ANTA02H3: Introduction to Anthropology: Society, Culture and Language	ANTB18H3: Development, Inequality and Social Change in Latin America

LEADERSHIP	GLOBAL ISSUES	ETHICS/Equity, Diversity, Inclusion
MGHB02H3: Managing People and Groups in Organizations	ANTB18H3: Development, Inequality and Social Change in Latin America	MGHB02H3: Managing People and Groups in Organizations
MGIB02H3: International Organizational Behaviour	ANTB20: Ethnography and the Global Contemporary	MGIB02H3: International Organizational Behaviour
MGSC05H3: The Changing World of Business-Government Relations	ECTB61H3: English and Chinese Translation: Theory and Practice	PSYB10H3: Introduction to Social Psychology
MGSC14H3: Management Ethics	ENGB17H3: Contemporary Literature from the Caribbean	SOCB60H3: Issues in Critical Migration Studies
POLC65H3: Political Strategy	ENGB19H3: Contemporary Literature from South Asia	ANTC34H3: Anthropology of Transnationalism
SOCC04H3: Social Movements	ENGB22H3: Contemporary Literature from Africa	ANTC80H3: Race and Racism: Anthropological Insights
HLTD49H3: Global Health Governance: Thinking Alongside the World's Leaders	MGHB02H3: Managing People and Groups in Organizations	HLTC20H3: Global Disability Studies
PPGD64H3: Comparative Public Policy	MGIB02H3: International Organizational Behaviour	HLTC46H3: Globalization, Gender and Health
	PSYB10H3: Introduction to Social Psychology	MGHC23H3: Diversity in the Workplace
	SOCB60H3: Issues in Critical Migration Studies	MGSC14H3: Management Ethics
	HLTC20H3: Global Disability Studies	PSYC12H3: Psychology of Prejudice
	HLTC46H3: Globalization, Gender and Health	HLTD06H3: Auto-Ethnographic Studies of Migration, Health and the State
	LGGC62H3: Cultures in the East and West	SOCD15H3: Advanced Seminar in Critical Migration Studies
	LGGC63H3: Canada, China, and Beyond	
	MGEC81H3: Economic Development	
	MGEC82H3: International Aspects of Development Policy	
	MGEC93H3: International Economics	

LEADERSHIP	GLOBAL ISSUES	ETHICS/Equity, Diversity, Inclusion
	MGSC05H3: The Changing World of Business-Government Relations	
	POLC65H3: Political Strategy	
	SOCC04H3: Social Movements	
	HLTD06H3: Auto-Ethnographic Studies of Migration, Health and the State	
	HLTD49H3: Global Health Governance: Thinking Alongside the World's Leaders	
	MGAD40H3: Management Control Systems	
	MGAD45H3: Strategy & Governance – CPA Perspective	
	MGID40H3: Introduction to International Business Law	
	MGID79H3: International Business Capstone Course	
	PPGD64H3: Comparative Public Policy	
	SOCD15H3: Advanced Seminar in Critical Migration Studies	

- Provide, as an appendix:
  - ▸ An exact program description as it will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.
  - ▸ A detailed copy of the program requirements as they will appear in the undergraduate calendar, including all required courses and recommended electives and their prerequisites.

- Provide, as an appendix:
  - ▸ A full list of the course numbers and titles, indicating clearly whether they are new or existing. (Please note that new courses need to be proposed and approved separately following established Faculty/divisional procedures.)

Please see *Appendix A* for proposed calendar copy and *Appendix B* for a full list of the course numbers and titles, indicating clearly whether they are new or existing.

8 Program Structure, Learning Outcomes and Degree-Level Expectations (DLEs)

- Address how the design, structure, requirements and delivery of the program support the program learning outcomes and DLEs. Identify DLEs, how each is addressed in this particular program and specify how the program design and requirements support the attainment of student learning outcomes. Proponents may find the language in the table useful or should feel free to use their own.

- Note: As this is only a minor with 4.0 FCE, it is not expected that all six degree-level expectations are addressed. Accordingly, the Knowledge of Methodologies, Professional Capacity and Autonomy, and Awareness of Limits of Knowledge degree level expectations are not included in the table below as degree-level expectations of this minor program.

Table 2: Degree Level Expectations and Program Learning Outcomes

Degree-Level Expectations	Program Learning Outcomes PLOS are largely controlled by the core courses, but this section should be adjusted by divisions based on elective courses selected and any division-specific requirements.	How the Program Design/ Structure Supports the Degree-Level Expectations To be adjusted by divisions based on elective courses selected and any division-specific requirements.	How the Assessment of Teaching & Learning Supports the Degree Level Expectations To be adjusted by divisions based on elective courses selected and any division-specific requirements.
Depth and Breadth of Knowledge 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. Breadth of Knowledge: students will gain an appreciation of the variety of modes of thinking,	Depth and breadth of knowledge is understood in the Minor in Global Leadership as understanding key concepts in global leadership, including approaches to understanding, preventing and addressing global issues. This includes considering global	The program design and required core course elements that ensure these student outcomes for depth and breadth of knowledge are: 1. GLB201H5 and the 2.0 FCE in electives course readings and lectures related to global issues, topics, perspectives, and/or competency development. Global content may also include language	Student achievement of program learning outcomes and degree-level expectations will be assessed using: 1. Student performance on course examinations will assess student's ability to describe current global issues and perspectives.

| methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields. | leadership from diverse cultural and interdisciplinary perspectives.

This is reflected in students who are able to:

1. Describe current global issues and perspectives.
2. Discuss historical and contemporary approaches to advancing change in a global context.
3. Articulate diverse interdivisional and cultural perspectives on global leadership.
4. Describe approaches to reciprocal, partnership-based positive social change across global contexts and disciplines. | courses and Indigenous studies. This includes traditional academic courses, global classrooms and/or credit-bearing academic courses with embedded global experience.
2. GLB201H5 and divisional elective class discussions.
3. GLB201H5 and GLBC01H3 course lectures, required readings and interdivisional group work. This will also be achieved via the class onboarding retreat (GLB201H5) and in interactions with community members (GLBC01H3).
4. GLBC01H3 lectures, required readings, and assignments, including participation in reciprocal and partnership-based community engaged learning.
5. GLB401Y1 culminating capstone project.
6. Program electives increase students' experience with a variety of global cultures and regions. These electives also help students understand the ethical implications of global relationships and encourage students to develop a perspective on leadership that honours local cultures and develops interactions that provide value to all parties. | 2. A combination of class participation, student presentations and essays will be used to assess the student's ability to discuss approaches to global leadership.
3. The assessment of ability to articulate diverse interdivisional and cultural perspectives will occur through a combination of individual and group assignments, including written reports and oral group presentations. This will also be assessed through observation of student group activities and self-reflection.
4. The assessment of a student's ability to consider reciprocal and partnership-based approaches will be assessed based on exchanges with community partners, as well as student written reports, oral presentation, and self-reflections on exchanges with peers and community partners.
5. Written and oral final capstone reports. |

Application of Knowledge Students are able to frame relevant questions for further inquiry. They are familiar with, or will be able to seek the tools with which, they can address such questions effectively.	Application of knowledge is understood in the Minor in Global Leadership as the ability to critically evaluate arguments, assumptions and concepts of global leadership, ask questions and propose collaborative solutions to address issues of global relevance. This is reflected in students who are able to: 1. Critique the notion of "leadership" in a global context. 2. Apply a principled, inclusive and empathetic approach to global leadership. 3. Demonstrate creativity, reciprocity and collaboration in addressing positive social change across global contexts. 4. Demonstrate self-reflectiveness about global relationships and their ethical implications.	The program design and required core course elements that ensure these student outcomes for application of knowledge are: 1. GLB201H5 lectures, class discussion and course assignments. 2. GLB201H5 student exchanges with peers during the class onboarding retreat. GLBC01H3 lectures and course readings on principled, inclusive and empathetic global leadership, as well as course assignments which require engagement in student groups and with community partners. GLB401Y1 capstone projects conducted in interdisciplinary groups and in collaboration with global partners. 3. Group project with community partner (GLBC01H3), and the final group capstone project (GLB401Y1). 4. Through the elective courses, students will gain a wider context through which to understand the material in the core courses, so that they can develop deeper self-awareness and critical understanding of leadership theory.	Student achievement of program learning outcomes and degree-level expectations will be assessed using: 1. A combination of GLB201H5 class participation, student presentations and essays will be used to assess the student's ability to critique approaches to global leadership and critique the notion of leadership itself. 2. Student's ability to apply a principled, inclusive and empathetic approach to global leadership with be assessed based on observed interactions with peers and community partners. This will also be assessed in GLBC01H3 via applied examination questions and in GLBC01H3 & GLB401Y1 written and/or oral group reflections. 3. The demonstration of collaborative leadership will be assessed via group final project deliverables in GLBC01H3 (community-engaged project) and GLB401Y1 (capstone project). This will also be assessed through reflections on the collaborative process employed by the student groups.

Communication Skills 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.	Communication skills is understood in the Minor in Global Leadership as the ability to demonstrate cultural competencies and global fluencies in communicating with peers and community partners orally and in writing. This is reflected in students who are able to: 1. Practice cultural humility and effectively communicate and collaborate across cultures. 2. Understand the patterns of communications in other cultures. 3. Develop a communication style that treats others with respect and equity.	The program design and required core course elements that ensure these student outcomes for communication skills are: 1. Individual and group work activities where students communicate and collaborate across cultures (GLB201H5), communication with diverse audiences (academic and community) (GLBC01H3, GLB401Y1), and oral presentations and class discussion across all required courses. 2. Through the elective courses, students may develop skills to communicate in another language or within other contexts of meaning in other cultures.	Student achievement of program learning outcomes and degree-level expectations will be assessed using: 1. Oral and written assignments, including observation of class participation (GLB201H5, GLBC01H3, GLB401Y1). Observed interactions with peers and community partners will also be used to assess the student's practice of humility in collaborating across cultures (GLB401Y1 capstone project).

9 Assessment of Teaching and Learning

- Describe how the methods for assessing student achievement are appropriate and effective relative to established program learning outcomes and degree-level expectations.

Methods for assessing student achievement of established program learning outcomes and degree-level expectations are outlined in Section 8 above.

Students will be assessed in the core GLB courses according to course requirements stipulated in each of the syllabi. Evaluation methods will measure the grasp of core course concepts, the ability to critically assess arguments, and the capacity to express and apply ideas to practice. The standard methods of assessments applied across the core courses include a combination of long and short form written assignments that require students to explain and critically assess philosophical arguments and developments, group and/or individual oral participation and presentation, and reflections on practice, and exams that test knowledge and applications learned. In addition, projects with community partners should provide WIL type experiences for students in the third year course, GLBC01H3.

Notably, the capstone course provides a final summative assessment opportunity that serves to assess the student's learnings in relation to the overall program learning objectives via both written and oral assessment methods (e.g., culminating presentation and final written report).

10 Consultation

- Describe any consultation with programs and units that may be affected.

This proposal has been reviewed by and received input from:
- Global Leaders Tri-campus Vision Group
- Global Leaders Tri-campus Curricular Working Group
- Global Leadership Program Committee (tri-campus)
- Tri-campus undergraduate student focus groups
- Consultation with all participating divisions (UTM, UTSC, FAS, FASE, KPE, Daniels)
- Consultations with experiential learning and community engagement offices
- Registrarial consultations
- Consultations with Equity, Diversity and Inclusion offices
- Office of the Vice-Provost, Academic Program review
- Office of the Vice-Provost, Innovations in Undergraduate Education

- University of Toronto Communications
- Recruitment & Admissions Group
- ROSI/CAB Group
- Student Life co-curricular focus group
- Standing Commissions Updates Group
- Division of University Advancement
- Enterprise Applications and Solutions Integration & HR Technology (EASI)
- Director, Munk School of Global Affairs
- Senior Director, Centre for International Experience

At UTSC

There has been extensive consultation within the Department of Management regarding the proposed Minor, and the Department is supportive of becoming the home unit. Faculty are aware of the requirements of the Minor, and the associated new courses, as well as the need to ensure that Management students will be able to apply to, and complete the Minor.

The Department of Management has also consulted widely with all UTSC academic units regarding electives that are appropriate to include in the Minor. The Departments of Anthropology, English, Health and Society, Language Studies, Political Science, Psychology and Sociology have all contributed courses.

Finally, there has been extensive consultation with the UTSC Office of the Vice-Principal Academic and Dean.

With Students

Central administration at the University has consulted widely with students. Student focus groups were facilitated with students from multiple divisions and across all three campuses. Students were in strong support of the Minor and were especially excited about the opportunity to interact with students from across discipline, make new friends, and engage in group work and experiential activities. The students also provided feedback on specific aspects of the Minor including the admission process and requirements and the desired content to be included in the core courses. This feedback has been shared with the GLPC and incorporated.

11   Resources

- Describe any resource implications of the change(s) including, but not limited to, faculty complement, space, libraries and enrolment/admissions.

- Please be specific where this may impact significant enrolment agreements with the Faculty/Provost's office.
- Indicate if the major modification will affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the major modification (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). Please consult with the Provost's office (vp.academicprograms@utoronto.ca) regarding any implications to existing or new agreements.

The Department of Management requires local administrative staff support to administer the program and advise students on their course planning. The Dean's Office is supportive, in principle, of a request from the Department for additional staff resources to support the administration of the new Minor.

The Department of Management has submitted a request for a new faculty line in Organizational Behaviour & Human Resources to contribute to this program and related areas of need, at the Associate rank, through the annual Faculty Complement Committee planning process on December 1st, 2021 at UTSC. The Dean will consider this request within the context of the FCC process. If stipendiary resources are required in the short term, the Dean's Office is committed to this support.

There will be some costs incurred for the experiential core courses. Costs for tri-campus course delivery will be modest and will be born by the offering division. Resource implications for the divisional elective courses will be minimal as these courses are expected to be existing. There is no impact on faculty complement planning, admissions, or existing agreements with other institutions.

In order to support the administration of the Minor the hiring of one Global Leadership administrator will be required. Table 3 outlines the roles of the administrator and how this role intersects with divisional administrative supports with flexibility for the respective roles to vary, as preferred, on a divisional basis.

Table 3: Global Leadership Administrator

	Global Leadership Administrator	**Divisional Administrator/ Registrar's Office**
Task	- Management of the global leadership webpage and associated communication about admissions and core course information - Collection and collation of admission applications	- Rules and policies of the student's division will be upheld (e.g., add/drop dates, course waivers, approval of electives, petitions, appeals) - Answering student questions about particular program

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| | - Confirmation of admission decisions via ACORN
- Supporting student enrolment in GLB core courses
- Indicating completion of core GLB courses
- Administrative support of the *Global Leadership Program Committee* | requirements (divisional administrator would be able to answer questions specific to that program, including options for electives)
- Answering any questions with regards to degree completion, scholarships, accessibility, academic supports
- Final decision and confirmation of program completion is with the department administrator |

11.1 Faculty Requirements

Brief statement to provide evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of the program,

- ▸ Discuss the role of any adjunct or contractual faculty,
- ▸ Comment on the provision of supervision of experiential learning opportunities, as appropriate.
- ▸ If relevant, describe the plan to provide additional faculty resources to support the program.

Faculty and staff who support the delivery of BBA programs at UTSC will also support the delivery of the proposed Minor. There are 8 faculty with expertise in Organizational Behaviour, including 2 Professors (Saks, McCarthy), 4 Associate Professors (Connelly, Hansen, Trougakos, Zweig), and 2 Associate Professors Teaching Stream (Heathcote, Radhakrishnan).

A complete list of the core faculty supporting the Minor is given in Table 4, below.

Table 4: Detailed List of Committed Faculty

Faculty Name and Rank	Home Unit	Area(s) of Specialization
Joanna Heathcote, Ph.D., Associate Professor Teaching Stream	Management, UTSC	OBHR
Julie McCarthy, Ph.D. Professor,	Management, UTSC	OBHR
John Trougakos, Ph.D. Associate Professor	Management, UTSC	OBHR

11.2 Space/Infrastructure

Address any unique space/infrastructure requirements including information technology, laboratory space and equipment, etc.

There are no special or unique space or infrastructure requirements for the proposed Minor. Special room bookings may be required for specific course activities (e.g., student orientation session, final capstone presentations).

12   UTSC Administrative Steps

Administrative Steps Required	Date
Departmental Curriculum Committee	February 3rd, 2022

13   UTQAP Process

Levels of Approval Required	Date
• **Decanal Sign-Off**	• February 14, 2022
• **Provost Office Sign-Off**	• February 25, 2022
UTSC Academic Affairs Committee	• March 23, 2022
Submission to Provost's Office	
AP&P – reported annually	
Ontario Quality Council – reported annually	

Appendix A: Program Calendar Listing

MINOR PROGRAM IN GLOBAL LEADERSHIP (ARTS)

Now, more than ever, the world needs principled, inclusive, and empathetic global leaders. The Minor in Global Leadership will develop students' collaborative global leadership skills and capacity to critique what is global leadership and how this concept is understood and challenged in diverse disciplines and contexts. Studying alongside students from all three campuses, with diverse backgrounds, students will critique leadership approaches applied across teams and networks, and prepare for a global workplace post-graduation. Through a combination of online and in-person learning, students partake in small group work, community engagement, and a global-partnered capstone project, and gain formal recognition for global leadership development.

Enrolment Requirements

Enrolment in the Minor in Global Leadership is limited. Students will be able to apply to the program after completing 4.0 credits, and must have achieved an average GPA of 2.7 across their best 3.0 credits taken (e.g., 6 half-credit courses, or 4 half-credit and 1 full-credit course).

In addition, students must submit an application as described at (central website address)[2], and will need to include an unofficial transcript.

Program Requirements

Students must complete a total of 4.0 credits as described below:

1. 2.0 credits in core Global Leadership courses:
In Year 2 of studies: GLB201H5 Global Leadership: Past, Present, Futures

In Year 3 of studies: GLBC01H3 Global Leadership: Theory, Research and Practice

In Year 4 of studies: GLB401Y1 Global Leadership: Capstone Project

2. An additional 2.0 credits in UTSC elective courses selected from the UTSC Elective Courses Table, of which 0.5 credit must be from outside the students' specialist or major program:

Elective courses are categorized into the three groups: Leadership; Global Issues; and Ethics/Equity, Diversity, Inclusion. Students must take at least one course from each of the three groups; where a course falls into more than one group it will count toward

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[2] Website information will be distributed to UTM, UTSC, and FAS by the Office of the Vice-President International, when it is available.

both groups.

Table 1: UTSC Elective Courses

LEADERSHIP	GLOBAL ISSUES	ETHICS/Equity, Diversity, Inclusion
ANTB20H3: Ethnography and the Global Contemporary	ANTA02H3: Introduction to Anthropology: Society, Culture and Language	ANTB18H3: Development, Inequality and Social Change in Latin America
MGHB02H3: Managing People and Groups in Organizations	ANTB18H3: Development, Inequality and Social Change in Latin America	MGHB02H3: Managing People and Groups in Organizations
MGIB02H3: International Organizational Behaviour	ANTB20: Ethnography and the Global Contemporary	MGIB02H3: International Organizational Behaviour
MGSC05H3: The Changing World of Business-Government Relations	ECTB61H3: English and Chinese Translation: Theory and Practice	PSYB10H3: Introduction to Social Psychology
MGSC14H3: Management Ethics	ENGB17H3: Contemporary Literature from the Caribbean	SOCB60H3: Issues in Critical Migration Studies
POLC65H3: Political Strategy	ENGB19H3: Contemporary Literature from South Asia	ANTC34H3: Anthropology of Transnationalism
SOCC04H3: Social Movements	ENGB22H3: Contemporary Literature from Africa	ANTC80H3: Race and Racism: Anthropological Insights
HLTD49H3: Global Health Governance: Thinking Alongside the World's Leaders	MGHB02H3: Managing People and Groups in Organizations	HLTC20H3: Global Disability Studies
PPGD64H3: Comparative Public Policy	MGIB02H3: International Organizational Behaviour	HLTC46H3: Globalization, Gender and Health
	PSYB10H3: Introduction to Social Psychology	MGHC23H3: Diversity in the Workplace
	SOCB60H3: Issues in Critical Migration Studies	MGSC14H3: Management Ethics
	HLTC20H3: Global Disability Studies	PSYC12H3: Psychology of Prejudice
	HLTC46H3: Globalization, Gender and Health	HLTD06H3: Auto-Ethnographic Studies of Migration, Health and the State
	LGGC62H3: Cultures in the East and West	SOCD15H3: Advanced Seminar in Critical Migration Studies
	LGGC63H3: Canada, China, and Beyond	
	MGEC81H3: Economic Development	

LEADERSHIP	GLOBAL ISSUES	ETHICS/Equity, Diversity, Inclusion
	MGEC82H3: International Aspects of Development Policy	
	MGEC93H3: International Economics	
	MGSC05H3: The Changing World of Business-Government Relations	
	POLC65H3: Political Strategy	
	SOCC04H3: Social Movements	
	HLTD06H3: Auto-Ethnographic Studies of Migration, Health and the State	
	HLTD49H3: Global Health Governance: Thinking Alongside the World's Leaders	
	MGAD40H3: Management Control Systems	
	MGAD45H3: Strategy & Governance – CPA Perspective	
	MGID40H3: Introduction to International Business Law	
	MGID79H3: International Business Capstone Course	
	PPGD64H3: Comparative Public Policy	
	SOCD15H3: Advanced Seminar in Critical Migration Studies	

Appendix B: Detailed List of Courses and Course Descriptions

Core Courses:

Code	Title	Prerequisite	New/Existing
GLB201H5	Global Leadership: Past, Present, Futures	You must have followed the appropriate application procedures in the year preceding course enrolment, be entering 2nd year or higher and have a minimum cumulative GPA of 2.7 across the best 3.0 credits taken.	New
GLBC01H3	Global Leadership: Theory, Research and Practice	GLB201H5	New
GLB401Y1	Global Leadership: Capstone Project	GLBC01H3	New

Core Course Descriptions:

GLB 201H5 (0.5 FCE) Global Leadership: Past, Present, Futures

In this course, we will examine the changing conceptions of "globalization" and "leadership". We will consider questions such as: Why did globalization become a dominant frame? How have narratives of globalization changed over time? What differences are there between late 20th century globalization and earlier processes of colonization? And what are expectations going forward? We will consider the assumed scale of the global and ways globalizations manifests differently in different sites, including students' reflections on the uneven experiences of globalization in their own lives, communities and worlds they observe and pass through. For leadership, we will similarly explore different approaches to this idea, across time (e.g., 1960s versus the present) and contexts (e.g., corporate operations versus community-level organizing). In this course students will be asked to challenge how good leadership is conceived, dynamics that are assumed (e.g., leaders and followers), and also who/what might be left out (e.g., gender, race, class), all towards developing the conceptual building blocks for assessing and asserting notions of leadership today and in the future. The interrogation of these terms in this course will serve as a starting place to work from in 3rd and 4th year courses. This course will be delivered primarily online through synchronous/asynchronous delivery with specific in-person activities scheduled throughout the course.

GLB C01H3 (0.5 FCE) Global Leadership: Theory, Research and Practice

Whether corporate, not for profit, or governmental, modern organizations require leaders who are willing to take on complex challenges and work with a global community. Effective leaders must learn how to consider and recognize diverse motivations, behaviours, and perspectives across teams and networks. Building upon content learned in GLB201H5, and focusing on applications and real-life case studies, this course will provide students with knowledge and skills to become global leaders of the future. Upon completion of this course, students will be able to adopt culturally sensitive communication, motivation and negotiation techniques; preparing them to apply new principled, inclusive and appreciative approaches to the practice of global leadership. In preparation for GLB401Y1, this course will include group-based activities in which students collaborate on current issues of global importance. An experiential learning component will help develop skills through interactions with guest lecturers and community partners. Community partners will present real-world global leadership problems to the class, which students will work to analyse and solve. At the end of the term, students will meet in-person for final group presentations to deliver key solutions to community partners. This course will be delivered primarily online through synchronous/asynchronous delivery with specific in-person activities scheduled throughout the course.

GLB 401Y1 (1.0 FCE) Global Leadership: Capstone Project

This culminating capstone course draws students together in a studio course to work on a group project with a partner organization. Students will work in multidisciplinary teams, mentored by a faculty expert, to draw on content and experiences from their previous coursework and experience. The goal is for students to demonstrate leadership in addressing an issue that is active, real, and seen as having global reach, relevance, or implications. This course will challenge students to draw on their own learning to date, analogize to other fields where relevant, and to collaborate with peers to address complex questions. In addition to submitting a final capstone report, students will present their projects at a capstone event. This course will be delivered primarily online through synchronous/asynchronous delivery with specific in-person activities scheduled throughout the course.

Elective Courses:

ANTA02H3: Introduction to Anthropology: Society, Culture and Language
How does an anthropological perspective enable us to understand cultural difference in an interconnected world? In this course, students will learn about the key concepts of culture, society, and language. Drawing upon illustrations of family, economic, political, and religious systems from a variety of the world's cultures, this course will introduce students to the anthropological approach to studying and understanding human ways of life.
Exclusion: ANT100Y, ANT102H
Breadth Requirements: Social and Behavioural Sciences

ANTB18H3: Development, Inequality and Social Change in Latin America
This course addresses Latin American systems of inequality in relation to national and transnational political economy, from colonialism to neoliberalism; how ideas of race, culture, and nation intersect with development thinking and modernization agendas; and how the poor and marginalized have accommodated, resisted, and transformed cultural and political domination.
Area course
Prerequisite: ANTA02H3
Exclusion: (ANTC08H3)
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

ANTB20H3: Ethnography and the Global Contemporary
How has the global flow of goods, persons, technologies, and capital reproduced forms of inequality? Using ethnography and other media, students examine globalization through topics like migration, race and citizenship, environmental degradation, and increasing violence while also discussing older anthropological concerns (e.g., kinship, religious practices, and authority). This course enhances students' understanding of ethnography, as a method for studying how actors engage and rework the global forces shaping their lives.
Prerequisite: ANTA02H3 or [any 4.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]
Exclusion: ANT204Y, ANT204H
Breadth Requirements: Social and Behavioural Sciences

ANTC34H3: The Anthropology of Transnationalism
This course considers dimensions of transnationalism as a mode of human sociality and site for cultural production. Topics covered include transnational labour migration and labour circuits, return migration, the transnational dissemination of electronic imagery, the emergence of transnational consumer publics, and the transnational movements of refugees, kinship networks, informal traders and religions.
Prerequisite: [ANTB19H3 and ANTB20H3] or [any 8.0 credits in ANT, HLT, IDS, CIT, GGR, POL, SOC or HCS courses]
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

ANTC80H3: Race and Racism: Anthropological Insights
This course explores ideas of race and racist practice, both past and present. Socio-cultural perspectives on race and racism must address a central contradiction: although biological evidence suggests that racial categories are not scientifically valid, race and racism are real social phenomena with real consequences. In order to address this contradiction, the course will examine the myriad ways that race is produced and reproduced, as well as how racism is perpetuated and sustained.
Prerequisite: ANTB19H3 and ANTB20H3
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

ECTB61H3: English and Chinese Translation: Theory and Practice

An introduction to the major concepts and theories of translation and a survey of English/Chinese translation in modern history. It discusses linguistic, cognitive, socio-political, and cultural aspects of translation. Through analysis and application of translation theory, students practice the art of translation and develop awareness of issues that translators face.
Exclusion: CHI411H5
Recommended Preparation: Proficiency in Chinese and English
Enrolment Limits: 30
Breadth Requirements: Arts, Literature and Language
Note: Students must already have mastered the principles of grammar and composition in both English and Chinese.

ENGB17H3: Contemporary Literature from the Caribbean
A study of fiction, drama, and poetry from the West Indies. The course will examine the relation of standard English to the spoken language; the problem of narrating a history of slavery and colonialism; the issues of race, gender, and nation; and the task of making West Indian literary forms.
Exclusion: ENG264H, ENG270Y, (NEW223Y), (ENG253Y)
Breadth Requirements: Arts, Literature and Language

ENGB19H3: Contemporary Literature from South Asia
A study of literature in English from South Asia, with emphasis on fiction from India. The course will examine the relation of English-language writing to indigenous South Asian traditions, the problem of narrating a history of colonialism and Partition, and the task of transforming the traditional novel for the South Asian context.
Exclusion: ENG270Y, (ENG253Y)
Breadth Requirements: Arts, Literature and Language

ENGB22H3: Contemporary Literature from Africa
A study of fiction, drama, and poetry from English-speaking Africa. The course will examine the relation of English-language writing to indigenous languages, to orality, and to audience, as well as the issues of creating art in a world of suffering and of de-colonizing the narrative of history.
Exclusion: (ENGC72H3), ENG278Y
Breadth Requirements: Arts, Literature and Language

HLTC20H3: Global Disability Studies
This course considers how the category of disability works globally across geographic locations and cultural settings. Combining an interdisciplinary social justice-oriented disability studies perspective with a critical decolonial approach, students continue to develop an understanding of disability as a relational, social, and historical symbolic category, and ableism. Students will develop strong critical skills in interpretation and analysis of both social science texts, works of theory, and artworks (i.e., the written word, visual images, performance). Topics including representations of disability in global and diasporic media, including literature and film; medicalization and tropes of disability across cultures; human rights and disability activism around the world; and intersectional analysis of disability in relation to gender, race, sexuality, ethnicity, and class in diverse global contexts.
Prerequisite: Any 6.0 credits
Recommended Preparation: HLTB60H3

Enrolment Limits: 60
Breadth Requirements: History, Philosophy and Cultural Studies

HLTC46H3: Globalization, Gender and Health

This interdisciplinary course draws on diverse theoretical and analytical approaches that span the humanities, social sciences and life sciences to critically explore the diverse relationships between gender and health, in local and global contexts. Particular attention is given to intersections between sex, gender and other social locations and processes that impact health and health inequities across the lifespan, including the impacts of ableism, colonialism, hetero-normativity, poverty, racialization, and sexism on women's and men's health, and related health research and practice. Through course readings, case studies, group discussions, class activities, and course assignments, students will apply these theoretical lenses and develop analytical skills that : (1) advance a more contextualized understanding of gender and health across the lifespan, (2) provide important insights into gendered health inequities, and (3) speak to strategies and social movements that begin to address these challenges.
Prerequisite: [HLTB41H3](#) or [IDSB04H3](#)
Breadth Requirements: Social and Behavioural Sciences
Note: Priority will be given to students enrolled in the Major/Major Co-op program in Health Studies.

HLTD06H3: Auto-Ethnographic Studies of Migration, Health and the State

In this reading and writing-intensive course, students learn to see, think and write auto-ethnographically about how migration-related bureaucratic processes shape the lived experiences of migrant, mobile and immobile people. By engaging with ideas rooted in the social sciences and humanities, with an emphasis on the work of Canadian scholars, students learn how to start with the self to explore and critique the social. They develop theoretical and applied skills through activities inside and outside the classroom. In completing this course, students emerge with new understandings about both the intersections between migration, health and the state and how to write about these interactions in the space between subjectivity and objectivity.
Prerequisite: 1.5 credits at the C-level in HLT courses from the Major/Major Co-op Program in Health Studies program requirements.
Recommended Preparation: Interest in the Social Sciences or prior coursework in the Social Sciences.
Enrolment Limits: 25
Breadth Requirements: Social and Behavioural Sciences

HLTD49H3: Global Health Governance: Thinking Alongside the World's Leaders

This advanced seminar course explores contemporary topics in global health governance as they are being discussed and debated by world leaders at key international summits, such as the World Health Summit. After developing an understanding of the historical and political economy context of the main actors and instruments involved in global health governance, contemporary global health challenges are explored. Topics and cases change based on global priorities and student interests, but can include: the impact of international trade regimes on global health inequities; the role transnational corporations and non-governmental organizations play in shaping the global health agenda; the impact globalization has had on universal health care and health human resources in low-income countries; and health care during complex humanitarian crises.

Prerequisite: Completion of 1.0 credit at the C-level in HLT courses from the program requirements from one of the Major/Major Co-op programs in Health Studies; an additional 0.5 credit chosen from: HLTC02H3, HLTC43H3, or HLTC46H3
Enrolment Limits: 25
Breadth Requirements: Social and Behavioural Sciences

LGGC62H3: Cultures in the East and West
This course focuses on similarities and differences between Chinese and Western cultures through a variety of cultural and literary materials. Students will further develop their language skills and cultural awareness through reading, writing, and translation.
Note: This course **does not** meet any program requirements for the Minor program in English and Chinese Translation
Exclusion: (LGGB66H3), (LGGB67H3), LGGC64H3, LGGC65H3, LGGC66H3, (LGGC67H3), LGGD66H3
Breadth Requirements: Arts, Literature and Language
Note: Students may take this course before or after LGGC63H3.

LGGC63H3: Canada, China, and Beyond
This course focuses on aspects of Canadian and Chinese societies, and related regions overseas. Through a variety of text and non-text materials, in Chinese with English translation and in English with Chinese translation, students will further improve their language skills and have a better understanding of Canada, China, and beyond.
Exclusion: (LGGB66H3), (LGGB67H3), LGGC64H3, LGGC65H3, LGGC66H3, LGGD66H3/(LGGC67H3)
Breadth Requirements: History, Philosophy and Cultural Studies
Note: 1. This course is not required for the Minor program in English and Chinese Translation. 2. Students may take LGGC63H3 before or after LGGC62H3.

MGAD40H3: Management Control Systems
An examination of how organizations support the implementation of strategy through the design of planning processes, performance evaluation, reward systems and HR policies, as well as corporate culture. Class discussion will be based on case studies that illustrate a variety of system designs in manufacturing, service, financial, marketing and professional organizations, including international contexts. This course includes work-integrated-learning components, and satisfies the WIL requirement of the BBA degree.
Prerequisite: MGAB03H3 and MGHB02H3
Exclusion: MGT428H5, RSM422H1
Enrolment Limits: 40
Breadth Requirements: Social and Behavioural Sciences

MGAD45H3: Corporate Governance and Strategy - CPA Perspective
This course examines issues in Corporate Governance in today's business environment. Through case studies of corporate "ethical scandals", students will consider workplace ethical risks, opportunities and legal issues. Students will also examine professional accounting in the public interest as well as accounting and planning for sustainability. This course includes work-integrated-learning components, and satisfies the WIL requirement of the BBA degree.

Prerequisite: MGAC01H3 and MGSC30H3
Enrolment Limits: 40
Breadth Requirements: Social and Behavioural Sciences

MGEC81H3: Economic Development
An introduction to the processes of growth and development in less developed countries and regions. Topics include economic growth, income distribution and inequality, poverty, health, education, population growth, rural and urban issues, and risk in a low-income environment.
Prerequisite: MGEB01H3 or MGEB02H3
Exclusion: ECO324H1
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

MGEC82H3: International Aspects of Development Policy
This course will use the tools of economics to understand international aspects of economic development policy. Development policy will focus on understanding the engagement of developing countries in the global economy, including the benefits and challenges of that engagement. Topics to be discussed will include globalization and inequality, foreign aid, multinational corporations, foreign direct investment, productivity, regional economic integration, and the environment.
Prerequisite: MGEB01H3 or MGEB02H3
Exclusion: ECO324H1, ECO362H5
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

MGEC93H3: International Economics
This course provides general understanding on issues related to open economy and studies theories in international trade and international finance. Topics include why countries trade, implications of various trade policies, theories of exchange rate determination, policy implications of different exchange rate regimes and other related topics.
Note: This course may be applied to the C-level course requirements of the Minor Program in Economics for Management Studies. It may not, however, be used to meet the requirements of any program that leads to a B.B.A. or of the Major Program in Economics for Management Studies.
Prerequisite: [MGEB01H3 or MGEB02H3] and [MGEB05H3 or MGEB06H3]
Exclusion: MGEC62H3, ECO230Y1, ECO364H1, ECO365H1
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

MGHB02H3: Managing People and Groups in Organizations
An introduction to micro- and macro-organizational behaviour theories from both conceptual and applied perspectives. Students will develop an understanding of the behaviour of individuals and groups in different organizational settings. Topics covered include: individual differences, motivation and job design, leadership, organizational design and culture, group dynamics and inter-group relations.
Prerequisite: [[MGTA01H3 and MGTA02H3] or MGTA05H3]] and [MGTA35H3 or MGTA36H3]
Exclusion: MGIB02H3, MGT262H5, RSM260H1, PSY332H

Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

MGHC23H3: Diversity in the Workplace

Examines the nature and effects of diversity in the workplace. Drawing on theories and research from psychology, the course will examine topics like stereotyping, harassment, discrimination, organizational climate for diversity, conflict resolution within diverse teams, and marketing to a diverse clientele.
Prerequisite: MGHB02H3 or MGIB02H3
Enrolment Limits: 40
Breadth Requirements: Social and Behavioural Sciences

MGIB02H3: International Organizational Behaviour

Examines how and why people from different cultures differ in their workplace behaviours, attitudes, and in how they behave in teams. Uses discussion and case studies to enable students to understand how employees who relocate or travel to a different cultural context, can manage and work in that context.
Prerequisite: MGTA01H3 and MGTA02H3
Corequisite: MGTA05H3
Exclusion: MGHB02H3, RSM260H1
Enrolment Limits: 40
Breadth Requirements: Social and Behavioural Sciences

MGID40H3: Introduction to International Business Law

This course offers an introduction to key topics in the law governing international trade and business transactions, including the law and conventions governing foreign investment, and the legal structure of doing business internationally, the international sale and transportation of goods, international finance, intellectual property and international dispute settlement.
Prerequisite: Completion of 10.0 credits
Enrolment Limits: 40
Breadth Requirements: Social and Behavioural Sciences

MGID79H3: International Capstone Case Analysis

This course focuses on critical thinking and problem solving skills through analyzing, researching and writing comprehensive business cases, and is offered in the final semester of the MIB specialist program. It is designed to provide students the opportunity to apply the knowledge acquired from each major area of management studies to international real-world situations.
Prerequisite: MGAB03H3 and MGIA01H3 and MGIB12H3 and MGIB02H3 and MGFC10H3 and MGIC01H3
Exclusion: MGSD01H3
Enrolment Limits: 40
Breadth Requirements: Social and Behavioural Sciences

MGSC05H3: The Changing World of Business - Government Relations

How regulation, privatization and globalization are affecting today's managers.
Most major management issues and business opportunities involve government (domestic or foreign) at some level - whether as lawmaker, customer, partner, investor, tax-collector, grant-giver, licensor, dealmaker, friend or enemy. This course provides students with an

understanding of the issues and introduces some of the skills necessary to successfully manage a business's relationship with government.
Prerequisite: [MGTA01H3 and MGTA02H3] or MGTA05H3 or POLB50Y3
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

MGSC14H3: Management Ethics

Increasingly, the marketplace has come to reward -- and government regulators have come to demand -- a sophisticated managerial approach to the ethical problems that arise in business. Topics include ethical issues in international business, finance, accounting, advertising, intellectual property, environmental policy, product and worker safety, new technologies, affirmative action, and whistle-blowing.
Prerequisite: [[MGTA01H3 and MGTA02H3] or MGTA05H3] and [MGTA36H3 or MGTA35H3]
Exclusion: MGIC14H3, PHLB06H3
Enrolment Limits: 60
Breadth Requirements: History, Philosophy and Cultural Studies

POLC65H3: Political Strategy

This course focuses on analyzing and influencing individual and collective choices of political actors to understand effective strategies for bringing about policy changes. We will draw on the psychology of persuasion and decision-making, as well as literature on political decision-making and institutions, emphasizing contemporary issues. During election years in North America, special attention will be paid to campaign strategy. There may be a service-learning requirement.
Area of Focus: Public Policy
Prerequisite: At least 4.0 credits in POL courses
Breadth Requirements: Social and Behavioural Sciences

PPGD64H3: Comparative Public Policy

This seminar course explores some of the major theoretical approaches to the comparative analysis of public policies across countries. The course explores factors that influence a country's policy-making process and why countries' policies diverge or converge. Empirically, the course examines several contemporary issue areas, such as economic, social or environmental policies.
Areas of Focus: Comparative Politics; Public Policy
Prerequisite: PPGB66H3/(PPGC66H3) and [[POLB50Y3 or equivalent] or [POLB92H3 and (POLB93H3)]] and [1.5 credits at the C-level in POL courses]
Exclusion: (POLD64H3)
Recommended Preparation: PPGC67H3
Enrolment Limits: 25
Breadth Requirements: Social and Behavioural Sciences

PSYB10H3: Introduction to Social Psychology

Surveys a wide range of phenomena relating to social behaviour.
Social Psychology is the study of how feelings, thoughts, and behaviour are influenced by the presence of others. The course is designed to explore social behaviour and to present theory and research that foster its understanding.

Prerequisite: PSYA01H3 and PSYA02H3
Exclusion: PSY220H
Breadth Requirements: Social and Behavioural Sciences

PSYC12H3: The Psychology of Prejudice
A detailed examination of selected social psychological topics introduced in PSYB10H3. This course examines the nature of attitudes, stereotypes and prejudice, including their development, persistence, and automaticity. It also explores the impact of stereotypes on their targets, including how stereotypes are perceived and how they affect performance, attributions, and coping.
Prerequisite: PSYB10H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]
Exclusion: PSY322H
Enrolment Limits: Restricted to students in the Specialist/Specialist Co-op and Major programs in Psychology and Mental Health Studies. Students in the Minor program in Psychology will be admitted if space permits.
Breadth Requirements: Social and Behavioural Sciences

SOCB60H3: Issues in Critical Migration Studies
This course examines the political, economic, and cultural causes and consequences of migration as well as how global processes, like capitalism and neocolonialism, shape migration and refugee flows. Students will also learn about how and why laws and government policies facilitate the inclusion of some migrants and the exclusion of others.
Prerequisite: Completion of 1.0 credit from the following courses [[(SOCA01H3) and (SOCA02H3)] or SOCA03Y3], ANTA02H3, GGRA02H3, GASA01H3/HISA06H3, GASA02H3, HISA04H3, HISA05H3
Breadth Requirements: Social and Behavioural Sciences
Note: Priority will be given to students enrolled in the Minor program in Critical Migration Studies. Additional students will be admitted as space permits.

SOCC04H3: Social Movements
The development of an approach to social movements which includes the following: the origin of social movements, mobilization processes, the career of the movement and its routinization. The course readings will be closely related to the lectures, and a major concern will be to link the theoretical discussion with the concrete readings of movements.
Prerequisite: [SOCB05H3 or SOCB35H3] and [0.5 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]
Recommended Preparation: SOCB22H3 or SOCB49H3
Enrolment Limits: 60
Breadth Requirements: Social and Behavioural Sciences

SOCD15H3: Advanced Seminar in Critical Migration Studies
This course offers an in-depth examination of selected topics in Migration Studies. Students will be required to conduct independent research based on primary and/or secondary data sources. Check the department website for details at: www.utsc.utoronto.ca/sociology/programs.
Prerequisite: [10.0 credits and SOCB05H3 and [1.0 credit from the following: SOCB30H3, SOCB42H3, SOCB43H3, SOCB47H3]] or [SOCB60H3 and enrolment in the Minor in Critical Migration Studies]

Enrolment Limits: 20
Breadth Requirements: Social and Behavioural Sciences
Note: Priority will be given first to students enrolled in the Minor in Critical Migration Studies, then to students in the Specialist and Major programs in Sociology. Additional students will be admitted as space permits.