

FOR APPROVAL

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

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DATE: Tuesday, January 10, 2023

AGENDA ITEM: 6

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes – Social Sciences, UTSC (for approval)*

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] (January 10, 2023)**

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

Minor Modifications: Undergraduate Curriculum Changes

This package includes minor modifications to undergraduate curriculum, submitted by the UTSC Social Sciences academic units identified below, which require governance approval. Minor modifications to curriculum are understood as those that do not have a significant impact on program or course learning outcomes. They require governance approval when they modestly change the nature of a program or course.

- The Department of Global Development Studies (Report: Global Development Studies)
 - 2 new courses
 - AFSC19H3: Community-Driven Development: Cooperatives, Social Enterprises and the Black Social Economy
 - AFSD16H3: Africana Political Economy in Comparative Perspective
- The Department of Human Geography (Report: Human Geography)
 - 1 course change
 - CITC03H3: Housing Policy and Planning
- The Department of Political Sciences (Report: Political Sciences)
 - 5 new courses
 - POLB56H3: Critical Issues in Canadian Politics
 - POLB57H3: The Canadian Constitution and the Charter of Rights
 - POLC35H3: Law and Politics: Contradictions, Approaches, and Controversies
 - POLD31H3: Mooting Seminar
 - POLD46H3: Public Law and the Canadian Immigration System

FINANCIAL IMPLICATIONS:

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

RECOMMENDATION:

Be It Resolved,

THAT the proposed Social Sciences undergraduate curriculum changes for the 2023-24 academic year, as detailed in the respective curriculum reports, be approved.

DOCUMENTATION PROVIDED:

Minor Modifications: Undergraduate Curriculum Changes

1. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Global Development Studies, dated January 10, 2023.
2. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Human Geography, dated January 10, 2023.
3. 2023-24 Curriculum Cycle Undergraduate Minor Curriculum Modifications for Approval Report: Political Science, dated January 10, 2023.



2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Global Development Studies
January 10, 2023

Global Development Studies (UTSC), Department of

2 New Courses:

AFSC19H3: Community-Driven Development: Cooperatives, Social Enterprises and the Black Social Economy

Description:

This course introduces students to alternative business institutions (including cooperatives, credit unions, worker-owned firms, mutual aid, and social enterprises) to challenge development. It investigates the history and theories of the solidarity economy as well as its potential contributions to local, regional and international socio-economic development. There will be strong experiential education aspects in the course to debate issues. Students analyze case studies with attention paid to Africa and its diaspora to combat exclusion through cooperative structures.

Same as IDSC19H3

Prerequisites: AFSA01H3 or IDSA01H3 or POLB90H3 or permission of the instructor

Exclusions: IDSC19H3

Enrolment Limits: 45

Learning Outcomes:

Upon the completion of this course, students will be able to:

- Engage in critical thinking about the social economy, and exposure to heterodox literatures in economics and move away from analyzing alternatives as a coping mechanism to one that can advance social activism among the African diaspora e.g. Jackson Rising and MST examples.
- Develop strong public speaking skills as students will give an oral presentation and coherently analyze a scholarly paper, some topics include “Cooperatives, politics and cooptation” or “Self-help groups as resistance.”
- Read, synthesize, and present complex academic literature and documentaries that show students how excluded people are organizing institutions with a double/triple bottom line of cooperatives and social enterprises
- Deepen their knowledge about alternative economic institutions that do not adhere to shareholder models and engage in a series of round tables with leading experts on topics, such as “Black solidarities” or “women and cooperatives.”
- Discuss key concepts like “plus programming” or “ethical concerns of a solidarity economy” which will be carried out by students in small groups through case studies
- Know how to use an array of learning technologies in the course by using Quercus, #GroupMe, Zoom
- Expand their professional network by preparing questions and meeting Third Sector leaders in planned events for the class. Some guests include Toronto Enterprise Fund, Canadian Community Economic Development Network, Ontario Cooperative Association etc.
- Discuss and debate complex issues of business exclusion and the Black Social Economy in a roundtable with activists e.g. Kola nut Collaborative, Chicago, Cllectivly Baltimore, Women’s Cultural Resource Center in Durham
- Write a major essay on the topic using scholarly materials to support their thesis about the Black social economy and economic alternatives.

Topics Covered:

The course is divided into two sections.

In the first section “Conceptualizing cooperatives and solidarity economies” there is an investigation of the history and theories and their potential contributions to local, regional and international socio-economic development. Attention to the Black social economy and cooperative development for a historically excluded group will be examined.

The second part of the course: “Liberating the economy: Cooperatives challenge development” draws on empirical material and case study analysis with attention paid to Africa and its diaspora.

Methods of Assessment:

A series of assignments to assess the student’s learning include a Reflection study, a major research essay, a presentation and active participation in guest speaker events.

Mode of Delivery: In Class**Breadth Requirements:** Social & Behavioural Sciences**Rationale:**

This course is being double-numbered with the existing IDSC19H3. The original course was created in response to a curriculum gap. There has been a lack of courses focusing on black social economies in the political economy cluster of our curriculum. Inclusive economies are now a key pillar of UTSC’s new research strategy. Inclusive economies are also especially important in the study of Africa. Hence it is appropriate for it to be double-numbered with an African Studies course, AFSC19H3, to reflect this content.

Also, this course contains University-Based experiential learning; because there are community partners that will guest lecture, and the students primarily engage with the course instructor to achieve the course learning outcomes.

Consultation:

DCC Approval: September 19, 2022

RO Approval: September 1, 2022

Resources:

It will be taught by a regular faculty member, Professor Caroline Hossein. TA support may be required and it would come from the Department budget. No additional resources are required.

AFSD16H3: Africana Political Economy in Comparative Perspective**Description:**

This course analyzes racial capitalism among persons of African descent in the Global South and Global North with a focus on diaspora communities. Students learn about models for self-determination, solidarity economies and cooperativism as well as Black political economy theory.

Same as IDSD16H3

Prerequisites: [10.0 credits including [AFSA01H3 or IDSA01H3 or POLB90H3]] or permission of instructor

Exclusions: IDSD16H3

Enrolment Limits: 25

Learning Outcomes:

Upon the completion of this course, students will be able to:

1. Develop a theoretical understanding of Black political economy e.g. Black Radical Tradition and its relevance to the field of political economics by reading literature to enhance this knowledge, e.g. Karanga, Cheru, Hall, Robinson, Gordon Nembhard, Banks.
2. Synthesize and present on a topic relevant to Black political economy e.g. “racial capitalism” or “Siddis, African Indians and business” or “origins of capitalism”
3. Engage in experiential education, through analysis and class reflection of a documentary “Poto Mitan” (Haitian women refusing MNC employment) and/or field trip e.g. Aga Khan museum and/or guest speaker e.g. scholar/activist in Africana political economy
4. Analyze scholarly articles through debate to learn about the origins of slavery, and its impact on people of African descent
5. Communicate effectively about the global understanding of Black diasporas in the US, Canada, Brazil and India by

reading and addressing key questions for the seminar

6. Develop strong essay writing and research skills in a paper to argue why (or why not) Africana political economy theory is relevant to the field of political economy

Topics Covered:

The course is divided into three parts.

- The first part of the course, conceptualizes the Black political economy and its meaning looking back as well as forward.
- The second part of the course requires students to examine feminist and activist ideas about how to remake equitable societies.
- The third part of the course reviews the Africana political economies from a comparative perspective by contrasting and comparing experiences in the Global North and Global South.

The topics covered include: capitalism & slavery, the origins of the Black political economy and the Black Radical Tradition, racial capitalism, mutual aid, and the politics of self-determination.

Methods of Assessment:

A series of assignments to assess the student's learning include: a mid-term test, major essay, and presentation/mini-conference. An off-site field trip related to this course will be planned if permissions are cleared.

Mode of Delivery: In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

This course complements the course offerings in the unit with a focus on economic and political development. In this seminar, students will learn about the empirical link between race and class because an important function of Africana scholarship is to understand racial capitalism and to move towards models for self-determination, solidarity economies and cooperativism that can lead to the transformation of business and society. No similar courses are offered in development. As the course is an introduction to Black political economy it should be available to students within the Minor Program in African studies.

Consultation:

DCC Approval: September 19, 2022

RO Approval: September 1, 2022

Resources:

This course will be taught by a regular faculty member, Professor Caroline Hossein. There may be other faculty members who can teach this course in the future. No TA support is required. No additional resources are required



2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Human Geography
January 10, 2023

Human Geography (UTSC), Department of

1 Course Modification:

CITC03H3: Housing Policy and Planning

Title: ~~Real Estate and the City~~ Housing Policy and Planning

Description:

~~Operation of property markets; cities as markets in land and structures; stocks of property and flows of accommodation service; location of industry, offices and retailing within the city; rental and owner-occupied housing; depreciation and maintenance; cyclical behaviour in metropolitan property markets; impacts of local government; property taxation.~~

This course examines how planning and housing policies help shape the housing affordability landscape in North American cities . The course will introduce students to housing concepts, housing issues, and the role planning has played in (re) producing racialized geographies and housing inequality (e.g., historical and contemporary forms of racial and exclusionary zoning) . We will also explore planning’s potential to address housing affordability issues.

Prerequisites: 8.0 credits, including at least 1.5 credits at the B-level in Social Sciences ~~from City Studies, Human Geography, Economics for Management Studies, or Management.~~

Exclusions: ~~(GGRB10H3)~~

Enrolment Limits: 60; Priority will be given to students enrolled in Specialist, Major and Minor Programs in City Studies and Human Geography; and Minor in Urban Public Policy and Governance . Additional students will be admitted as space permits.

Learning Outcomes:

Previous: By the end of this course, students will be able to: 1. Understand the history of housing and the housing system in Canada. 2. Explain housing issues and concepts. 3. Describe and illustrate how planning, housing policies and macro forces (e.g., gentrification and financialization of housing) help shape the housing affordability landscape. 4. Critically examine and evaluate planning and policy responses to address housing problems. 5. Undertake a housing-related policy research project.

Topics Covered: History of housing policy in Canada; exclusionary zoning; public housing redevelopment and social mix; defining housing affordability; housing affordability crisis; gentrification and evictions; financialization of housing; planning and housing solutions (e.g., equitable development approaches, community land trusts).

Rationale:

1. The course title/description has been revised to better reflect the topics and content covered in this course. As such, the topics and learning outcomes have also been changed.
2. The learning outcomes for this course are being redesigned because of a change in faculty. The course will now be taught by Julie Mah, and will reflect her research expertise and interest. The department thinks it's best to make this change to use the existing course and revise the course content to limit the impact on students and programs. Also, the ‘Real-

Estate' focus of the former course was not a good fit in City Studies. Therefore, the revised approach will still provide City Studies students with perspectives on urban property markets, but from the perspective of their impacts on housing, an issue of fundamental importance in contemporary cities.

Consultation: DCC Approval: October 26, 2022

Resources: None.



2023-24 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
Report: Political Science
January 10, 2023

Political Science (UTSC), Department of

5 New Courses:

POLB56H3: Critical Issues in Canadian Politics

Description:

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

Prerequisites: Any 4.0 credits

Exclusions: (POLB50Y3), (POL214Y), POL214H

Learning Outcomes:

By the end of the class, students will learn to think critically about democracy, express themselves orally and in writing, improve presentation skills, conduct research with various source materials, and synthesize knowledge learned throughout the class.

Topics Covered:

The topics that will be covered include:

- Critical approaches to the study of Canadian politics;
- The practice of electoral democracy in Canada;
- The role of the party system in Canada;
- How the Canadian and provincial parliaments are elected;
- The role and makeup of the Supreme Court;
- Major political debates in Canada today;
- The composition of Canadian society and how it is reflected in Canada's political institutions;
- The history and meaning of multiculturalism;
- The importance of French-English relations, Canada's class structure, rural-urban divisions, gender identity, and other political cleavages in shaping Canada's politics;
- Indigenous-settler relations;
- The economic forces that shape Canadian politics;

Canadian-American relations and Canada in a global and comparative context.

Methods of Assessment:

Methods of assessment will include tutorial participation and discussion with peers, presentations on course materials in small group settings, research essays, as well as a final exam. These methods of assessments will demonstrate student

capacity to think critically, express themselves effectively orally and in writing, develop research skills, and enlarge student capacity to learn and retain knowledge.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being introduced as the first half-credit class in a two-course cycle that will replace the full-credit course in the Canadian government, POLB50Y3 Canadian Government and Politics. The reason for this change is to consolidate the study of political institutions and the Canadian social context in the first half of the cycle while allowing for a deeper dive into constitutional questions in the second half. The course will therefore partially replace POLB50H3. This class will be focused on the institutions of government and state-society relations and will provide students with a solid understanding of the Canadian state and how it is governed. This will prepare students for later courses that will expand on these themes both in the Canadian context as well as comparatively through the study of international and comparative politics. Students who take this class will be well-versed in the basics of Canadian democracy, the major challenges that it faces, the relevant institutions that govern it, and the social environment. The foundational nature of this class will make it a key course in a number of programs in both political science and city studies. It will be required in the political science major, minor, and specialist programs, the public law major and minor program, the public policy major program, as well as the major and minor in city studies and the minor program in urban public policy and governance.

Consultation:

RO Approval: September 19, 2022

DCC Approval: September 14, 2022

Resources:

This course will be taught by a regular faculty member and will be covered by the department's existing budget. TA support is already accounted for in the department's existing budget. No additional equipment or infrastructure support is needed. The course does not require any ancillary or laboratory fees.

POLB57H3: The Canadian Constitution and the Charter of Rights

Description:

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

Prerequisites: Any 4.0 credits

Exclusions: (POLB50Y3), (POLC68H3), (POL214Y)

Learning Outcomes:

After taking this class students will be expected to read and understand legal documents such as Supreme Court case law, express themselves orally and in writing, think critically about legal issues, debate the role of the courts in Canadian society, research legal questions, synthesize material when asked under tight deadlines, and advance their arguments based on contemporary social and legal issues.

Topics Covered:

Topics include:

- Canada's constitutional history and development;
- The foundation and roles of the executive, legislative, and judicial branches of government;
- The meaning of judicial independence;
- The history of settler-Indigenous relations and the constitutional foundations for Aboriginal rights;
- The constitutional footing for federalism and how it has been developed through judicial interpretation;
- The origin and contested meaning of "rights";
- The content and origin of different rights contained in the Charter, including freedom of expression, religion,

equality, assembly, the right to “life, liberty and security of the person,” official language guarantees, and democratic rights to vote and hold office;

How rights can be constitutionally limited through the “reasonable limits” clause of the Charter and the notwithstanding clause.

Methods of Assessment:

Assessment will be done through a combination of written assignments, exams and tutorial work. Written assignments will ensure students develop research skills, learn how to read and understand court cases and legal material, think critically about contemporary legal debates, and develop the skills needed for effective written communication. Tutorial participation will develop students ability to communicate orally and deliver presentations in front of a group setting. Exams will develop student ability to synthesize information and express themselves quickly and effectively on tight deadlines.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This class is replacing POLC68H3 The Constitution of Canada and the Charter of Rights. It will introduce students to the study of Canada’s constitution at an earlier stage, which will allow students to take more advanced topics in constitutional law and politics in later years and leave them better able to understand the Canadian constitution in a comparative and international context. Alongside the new course POLB56H3, which will represent the first half of the cycle, the course ensures that students become acquainted with the fundamentals of Canadian government and politics at an early stage of their degrees. This means it plays a critical role in a number of programs. This course is fundamental to a number of programs in both political science and city studies, including the specialist, major and minor in political science, the public law minor, the public policy major, the specialist and major program in city studies, and the minor program in urban public policy and governance.

Consultation:

RO Approval: September 19, 2022

DCC Approval: September 14, 2022

Resources:

This course will be taught by a full-time faculty member and will be covered by the department’s existing budget. TA support is already accounted for in the department’s existing budget. No additional equipment or infrastructure support is needed. The course does not require any ancillary or laboratory fees.

POLC35H3: Law and Politics: Contradictions, Approaches, and Controversies

Description:

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

Prerequisites: POLB30H3 and POLB56H3 and POLB57H3

Enrolment Limits: Limited to students enrolled in the Major Program in Public Law.

Learning Outcomes:

This class plays a pivotal role in the planned public law major by introducing students to the different approaches that are taken to the study of law and politics. Learning outcomes will support program learning outcomes by familiarizing students with theories of rights and justice, the role of courts and constitutions in safeguarding the rule of law, and looking at the legal system through a comparative perspective. Particular attention will be paid to the way that different disciplines study legal and political questions and the differences between social science and legal methodologies. The course will facilitate knowledge of legal philosophy through class assignments on relevant readings, foster oral presentation skills through class discussion, develop an ability to research major academic debates through essay writing, and create an understanding of real-world applications of academic methods through case studies.

Topics Covered:

Topics that will be covered include:

- Different methods for studying law, including political, sociological, historical and philosophical approaches;
- Different conceptions of justice and how that term has been defined in different disciplines;
- Using interdisciplinary perspectives to understand how law frames our understanding of citizen-state relations;
- The meaning of procedural and natural justice and debates over the sufficiency of the concept;
- How different cultures, societies, and time periods have studied and defined law and justice;
- How laws and judicial process can impact different sections of society in unequal ways, and how different disciplines have approached that question.

Methods of Assessment:

Methods of assessment will include a combination of oral presentations to develop presentation skills, case studies to educate students on major legal debates, research essays to develop student skills in working with and understanding legal material, as well as an exam to enhance student ability to learn, retain, and synthesize knowledge.

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being added to the curriculum as part of the core required courses for the proposed new Major Program in Public Law (Fall 2023). The course is specifically being added to introduce students to debates such as the proper role of judicial review in a democracy, how minority rights are balanced against majority interests, the civil-common law distinction, and differing conceptions around the source of rights. The course will go beyond to prepare students for the diversity of concepts and methods used in upper-year public law classes. Along with requiring students to take classes in quantitative methods, this course completes the methods sequence so that students can fully understand the academic work that is done in public law from a wide range of academic perspectives. This will be a unique course that will help fill a curriculum-related gap in the department.

Consultation:

RO Approval: September 19, 2022

DCC Approval: September 14, 2022

Resources:

This course will be taught by an existing full-time faculty member. TA support will be needed for the course. Using the current formula for allocating TA hours in the Department of Political Science (1 TA hour per student for classes with an enrollment of 40 – 75 students), this course will require approximately 50 TA hours per academic year. The Dean's Office has agreed to provide TA support for this new course (Approved on September 20, 2022).

POLD31H3: Mooting Seminar

Description:

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

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

Enrolment Limits: 25; Priority will be given to students enrolled in the Major Program in Public Law.

Learning Outcomes:

Learning outcomes will include a solid grasp of oral advocacy through course-based presentations, knowledge of the court system through essay research and factum drafting, critical thinking skills developed through class debates, and research skills developed through class assignments.

Topics Covered:

Topics covered include:

- How to present effectively to an audience

- The basics of legal submissions and oral advocacy
- The elements of civil procedure
- How to effectively counter an argument you disagree with
- How to think critically about different perspectives
- The role that different levels of court play in the judiciary
- The role of a lawyer in a democratic society

The role of a judge at different levels of the judiciary and in a democracy

Methods of Assessment:

Student skills in oral advocacy and presentation will be assessed through a mock trial presentation. Students will be assessed for teamwork based on how effectively they work with their moot partner to develop a case to present. Critical thinking and research skills will be assessed through a combination of assignments based on preparing a legal factum and memoranda, delivering arguments to the instructor who will probe the sufficiency and complexity of the argument delivered, as well as the ability to reply to a competing team's challenges to their presentation and material.

Mode of Delivery:

In Class

Breadth Requirements:

Social & Behavioural Sciences

Rationale:

POLD31H3 is being proposed as a new elective course for the newly proposed Major Program in Public Law (Fall 2024). This course will also be made available to students in the Minor Program in Public Law (applications requirement), however, students in the Major Program will receive priority enrolment. This course provides a unique addition to the curriculum as it allows students to explore a pressing issue of public law that will vary from year to year. Students will develop in-depth knowledge of the issue through course instruction and assignments. It will introduce students to the court process, concepts that underlie effective oral and written advocacy, and will cover theories related to procedural justice. This course is a Partnership-Based EL course as students will be working with community partners and be introduced to the legal profession and the operation of the law in practice. Through guest speakers and field trips to offices, students will learn from actors working on related litigation or in the issue area, such as lawyers, law clerks, and non-governmental organizations or businesses. The course will culminate in a moot, where students will be assigned sides in litigating a case related to the issue before a fictional court. Community partners and others will be invited to UTSC to attend.

Consultation:

RO Approval: September 19, 2022

DCC Approval: September 14, 2022

Resources:

This course will be taught by an existing full-time faculty member and will be covered by the department's existing budget. No additional equipment or infrastructure support is needed. The course does not require any ancillary or laboratory fees.

POLD46H3: Public Law and the Canadian Immigration System

Description:

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

Prerequisites: 1.0 credits from the following: POLC32H3, POLC36H3, POLC39H3

Enrolment Limits: 25

Learning Outcomes:

Students will gain a deep understanding of Canada's immigration system and immigration laws. Specific skills learned are case-law analysis, case-law presentation, and evaluation of a real immigration application assessed daily by the federal government.

General skills applied:

Analytical thinking

Reasoning and debate

Presentation

Narrative writing and attention to detail

Communication and teamwork simulating a work environment

Topics Covered:

- Canada's Immigration Law
- Socio-legal approach to migration and legal studies
- Practical applications

Methods of Assessment:

1. Review, analysis, and presentation of case law
2. Mock immigration law application based on scenarios
3. Hands-on small team projects
4. Immigration policy evaluation

Mode of Delivery: In Class

Breadth Requirements: Social & Behavioural Sciences

Rationale:

This course is being designated as experiential learning (university-based) course as each week students are presented with real-life scenarios and evaluate immigration and the policy level, the legal consequences as expressed in selected case law, and practical exercises designed to practice navigation of Canada's immigration system (mock application). This is a hands-on course with a focus on para-legal practices used in the sector. Every student who is either pre-law or looking to enter the para-legal sector would greatly benefit from the course. All students would acquire vital skills to enter the workforce and immerse themselves in high-level policy analysis through case law and scenario-based learning. The class is designed as an interactive seminar. The course simulates working on real-world applications and scenarios and is not designed as a lecture.

Consultation:

RO Approval: September 19, 2022

DCC Approval: September 14, 2022

Resources:

This course will be taught by a sessional instructor however no additional resources are required (stipends will come out of the department's existing budget). No additional equipment or infrastructure support is needed. The course does not require any ancillary or laboratory fees.