

FOR APPROVAL

PUBLIC

OPEN SESSION

TO:	UTSC Academic Affairs Committee
SPONSOR: CONTACT INFO:	Prof. Karin Ruhlandt, Vice-Principal Academic and Dean 416-208-7027, ypdean.utsc@utoronto.ca
PRESENTER: CONTACT INFO:	Prof. Katie Larson, Vice-Dean Teaching, Learning & Undergraduate Programs (416) 208-2978, vdundergrad.utsc@utoronto.ca
DATE:	December 23, 2024, for January 09, 2025
AGENDA ITEM:	3

ITEM IDENTIFICATION:

Minor Modifications: Undergraduate Curriculum Changes, Social Sciences UTSC (For approval)

JURISDICTIONAL INFORMATION:

The UTSC Academic Affairs Committee (AAC) “is concerned with matters affecting the teaching, learning and research functions of the Campus (AAC *Terms of Reference*, section 4).” Under section 5.6 of its *Terms of Reference*, the AAC 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 and 3.3).

GOVERNANCE PATH:

1. UTSC Academic Affairs Committee [For Approval] (January 09, 2025)

PREVIOUS ACTION TAKEN:

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

HIGHLIGHTS:

This package contains minor modifications to the undergraduate curriculum submitted by the UTSC Social Sciences academic units listed below. These changes require governance approval. Minor

modifications are defined as adjustments that do not substantially alter program or course learning outcomes but may involve modest changes to the structure of a program or course. Upon approval, these updates will be implemented for the 2025-2026 academic year.

- Department of Global Development Studies (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
 - 1 New Course
 - IDSC22H3: Humanitarian Aid and Global Development

- Department of Political Science (Report: Undergraduate Minor Curriculum Modifications Social Sciences for Approval)
 - 4 New Courses
 - POLC07H3: Practicing Model Parliaments: Legislative Assemblies in Canada
 - POLC44H3: Current Topics in Politics II
 - POLC45H3: Current Topics in Politics III
 - POLD32H3: Racism, the Law, and Public Policy

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 2025-26 academic year, as detailed in the respective curriculum report, be approved.

DOCUMENTATION PROVIDED:

1. Report - Undergraduate Minor Curriculum Modifications, Social Sciences (for Approval)



University of Toronto Scarborough
2025-26 Curriculum Cycle
Undergraduate Minor Curriculum Modifications for Approval
January 09, 2025

Global Development Studies (UTSC), Department of

1 New Course

IDSC22H3: Humanitarian Aid and Global Development

Impact on Programs: This Proposal triggers modifications in the unit's programs(s)

Description:

The rise of both political and climate instability across the world has led to global instability and conflict. Millions have been displaced by wars that have erupted across and within national borders. In the Sudan, Ukraine and Gaza, entire communities have been forced to flee their homes as a result of military conflict. The climate crisis is linked to, and will continue to intersect with, such conflict. Climate migration, precipitated by extreme weather events, highlights the need for transformative responses to humanitarian crises. These conflicts are increasingly posing new challenges for globally “just” approaches to humanitarian aid (Redfield, 2020), food insecurity (Wingfield, 2024), human rights and gender violence. In this course, students will collaborate with students from South Africa and Sweden, and engage with leading academics, civil society leaders and activists to learn more about new approaches to global justice through a humanitarian lens. Drawing from insights from a global learning project named the [Global Classroom for Democracy Innovation](#), students will engage in a learning environment which is designed around international and intercultural engagement, to work on and co-design around "borderless" problems. Questions around the widespread undermining and erosion of democracy, and (inter)national responses to increasing humanitarian crises, will be at the center of student engagements, allowing them to think from particular localities while also working across local/national/planetary scales.

Prerequisites: IDSA01H3

Methods of Assessment:

Students will be required to complete two written assignments, and one practical co-design assignment, as follows:
 Written assessment 1: Students will be asked to write a multi-location based comparative essay, drawing on both written texts and research, along with interviewing fellow participants, about the socio-historical context of Canada, Sweden, South Africa. This 1000 word essay is related directly to learning outcome 2 and 4, and will serve as a inter contextual introduction that will be the foundation of the remaining course.
 Practical: Students will be required to collaborate in teams of 4-5 students (comprising of students from Canada, Sweden and South Africa) to co-design a project (through the framework of design thinking) that addresses humanitarian aid and global justice as analytical and practical topics. This will take the form of a 10 minute presentation, which will draw on all of the associated learning outcomes.
 Written assignment 2: Students will be asked to write a reflective essay, detailing how design thinking opens up possibilities for effectively responding to global forms of injustice, while offering pathways toward global justice. This 1200 word essay requires students to unpack the tensions between analytical and practical possibilities, and draws on the diverse range of course facilitators (learning outcome 6).

Learning Outcomes:

While degrees offer a wide range of possible courses, limitations exist around assessment, term scheduling and collaborative possibilities with other institutions globally. By offering this course that foregrounds global learning and student engagement, the department expose students to a critical engagement with the pressing current issue of humanitarian aid and “global justice”. This course helps to bridge a curriculum gap by providing students with understanding global challenges such as climate change and the deterioration of democracy destabilizing entire nations and region. It also draws on diverse group of practitioners, academics, activists and civil society representatives to empower students to collaborate and co-design projects that address global issues. This course also offers an opportunity for the development of intercultural competence and a global scale of thinking that is increasingly sought after by employers

Course Experience: Partnership-Based Experience

Topics Covered:

- History of Humanitarian Aid
- Humanitarian Aid and International Law
- Humanitarian Aid and Human Rights
- Humanitarian Aid and Gender Violence
- The Dynamics Humanitarian Aid in Haiti, Sudan, Gaza and Ethiopia

Rationale:

Rationale for the course:
 While degrees offer a wide range of possible courses, limitations exist around assessment, term scheduling and collaborative possibilities with other institutions globally. By offering this course that foregrounds global learning and student engagement, the department expose students to a critical engagement with the pressing current issue of humanitarian aid and “global justice”. This course helps to bridge a curriculum gap by providing students with understanding global challenges such as climate change and the deterioration of democracy destabilizing entire nations and region. It also draws on diverse group of practitioners, academics, activists and civil society representatives to empower students to collaborate and co-design projects that address global issues. This course also

offers an opportunity for the development of intercultural competence and a global scale of thinking that is increasingly sought after by employers

Consultation:

DCC Approval: October 24, 2024

RO Approval: October 22, 2024 (Amber Lantsman and Lindsey Taylor)

Resources: Course to be taught by Professor Bettina Von Lieres. Honoraria for 2 guest speakers, TA support Honoraria and TA cost will be covered by departments existing budget.

Overlap with Existing Courses: None

Estimated Enrolment: 80-120

Proposal Status: Under Review

Political Science (UTSC), Department of

4 New Courses

POLC07H3: Practicing Model Parliaments: Legislative Assemblies in Canada

Description:

This experiential learning course provides students with an in depth understanding of the role and functioning of Legislative Assemblies/Parliaments in Canada, with a focus on Ontario Provincial Politics and key policy issues. Throughout the semester, students will engage in a policy-driven model parliament simulation exercise, culminating in a mock question period at Queen’s Park, and in informal partnership with other GTA political science departments. It will allow students to hone their debating and collaboration-building skills in a political environment.

Area of Focus: Canadian Politics & Government

Prerequisites:

POLB56H3

Enrolment Limits:

60

Recommended Preparation:

POLB57H3

Notes:

The Department will endeavour to deliver this course in informal partnership with York University and other GTA politics departments, and with the help of the Ontario Legislature Internship Programme (OLIP) and the Legislative Assembly of Ontario.

Delivery Method:

In Person

Methods of Assessment:

A. Policy Reflections (10%) – Addresses LOs #3, 5, 7

Throughout the semester, students will be asked to write 2 “Reflections”. Students will analyze a key policy issue and add their own opinions on the effectiveness of said policy. Reflection assignments will vary widely depending on the topic; however, the objective of the assignment is twofold: For students to demonstrate their knowledge and understanding of the course subject matter and to provide their own opinions, critiques, comments and analysis, thus contributing to class discussion. It will also give them the policy knowledge to participate in the simulation.

B. Ongoing Simulation/Model Parliament Participation (40%) – Addresses LO #3, 4, 5, 6, 8

After a few weeks of baseline knowledge and theory, students will participate in a key experiential learning activity - the Model Parliament simulation throughout the semester. Students will be divided into different groups, representing political parties in Ontario. They will learn and become familiar with all aspects of a particular policy or bill, research and analyze it, understand its implications for Ontarians, and decide if they support or oppose the bill according to their party's ideology. Finally, the simulation will culminate in a debate at Queen’s Park where the students will take on the roles of MPPs and debate the bill in house, ultimately deciding whether to pass or dismiss the bill. This simulation will emulate real life procedures that policy makers and MPPs undertake to pass a bill in Ontario.

C. Quizzes (15%) – Addresses LO #1, 2, 7

2 or 3 short quizzes throughout the semester to test knowledge and make sure students are keeping up to date on readings and class discussions.

D. Final Exam (35%) – Addresses LO #1, 2, 3, 4, 5, 7

One final exam to test ability of students to connect theory to practice, to evaluate their knowledge of Ontario policy fields, parliamentary debates, processes, rules, and history.

Breadth Requirements:

Social & Behavioural Sciences

University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

This course will be experiential in nature and will utilize an interactive approach which will require consistent engagement from all students. Students will be encouraged to follow real policy issues and developments in Ontario to be able to make connections between theory, democratic governance, and the practice

of legislature activity in Canada. It will equip students with the analytical skills and policy knowledge and practice to succeed in fields such as public policy and administrative or law. By the end of this course, students should:

1. Understand the history of parliamentary democracy in Canada
2. Have knowledge of key Canadian public institutions and processes (courts, federalism, etc.)
3. Be able to find, evaluate and use information related to public policy and administration in the Ontario context, from different sources of information
4. Have knowledge of the rules, processes and procedures in the Legislative Assembly of Ontario (Queen's Park)
5. Be familiar with the structure, organization and policy competences within the Ontario government
6. Be able to effectively and professionally participate in mock legislative debate and make oral arguments in front of their peers
7. Know how to compare and contrast a diverse set of concepts and theories for analyzing key policy issues in Ontario from the perspective of the legislature
8. Have the ability to work collaboratively to develop partnerships with other students, organizations, etc.

This course will enable students to have the unique opportunity to develop critical thinking, communication, political acuity and leadership skills as they enact mock-legislative roles, thus fulfilling which are in line with departmental program learning objectives.

Course Experience:

Partnership-Based Experience

Topics Covered:

- Ontario Policy Issues (education, health care, public transit, etc.)
- Function of Legislatures in Canada
- Procedures specific to Queens Park
- Electoral System in Ontario
- Ontario Political Parties and their histories & ideologies
- Question Period and Debate (Model Parliament)
- Institutions of Government in Canada
- History of Parliamentary Democracy
- Writing and Communicating Briefs, Memoranda to Cabinet, etc.

Rationale:

This course invites students to experience parts of the democratic process firsthand. Our model parliament course offers experiential learning through debates, research, negotiation, party affiliation, and mock question period. It is being proposed to provide students with a deeper understanding of the function of legislative assemblies in Canada, and in particular the provincial politics and policy issues in Ontario, from the perspective of experiential learning. This will allow students to hone their debating skills on key issues of provincial jurisdiction through a semester long simulation of model parliament. Given that the majority of courses focus on federal policy issues and Canadian government, this course's focus on the provincial side will fill a gap in our curriculum.

The course also includes an exciting experiential component that would provide students the opportunity to experience Queen's Park through the eyes of an MPP via a semester long simulation activity. In class, students will be assigned to political parties, and work on real, key Ontario policy issues, draft mock policies, debate them, and culminating in a question period activity. We have engaged with the OLIP program to enable students to visit and hold a mock session at Queens Park. Eventually, after the pilot year, we will also connect with other students from across political science departments in the GTA, to collaborate on a larger model parliament activity.

This course is being designed to provide students in the Political Science Specialist, Major or Minor programs, with an option to take an experiential learning course which gives them foundation of knowledge in parliamentary democracy and the functioning of legislatures in Canada, to help form the backbone of the subfield of Canadian Government and Politics. There are few specific experiential learning courses available for these programs, and this course fills that gap.

This course does not seek to replace another course offering at this time. There are no other courses offered at UTSC which focus on the in-depth study of legislatures in Canada, nor which allow students to practice the functioning of parliament through a model simulation via experiential learning. There is significant demand from political science students to participate in forms of mock-parliament or model UN activities, but most of these are expensive and run off-campus or in 'club' format. Creating a more accessible and faculty led EL course on model parliaments will give more students the opportunity to engage with governance in practice. This course complements some of the other Canadian Politics offerings and adds significant value to the subfield. POLB57, while not a prerequisite, is a recommended preparatory course as it would lay a helpful foundation and groundwork in knowledge of the Canadian Constitution and division of powers, which this course will draw upon.

Consultation:

Proposal approved by DCC: September 4th 2024
Course code approved by Office of the Registrar (Amber Lantsman): August 7th 2024
EL Consultation Approval Date with OVPD EL Academic Liaison: February 9th, 2024

Resources:

The course proposal is supported by an ELF grant for RA, TA and administrative support. This grant has already been approved (grant was won for 15k, for 1 year (May 24– May '25). We have used about 5k of that for RA support for development this summer). The remaining funds will be used for the first offering of the course. We will be applying for the grant again in subsequent years and also anticipate requesting base funding at a later date to support the course. It will require approximately 50 TA hours which will be covered during the pilot year by the ELF grant, and subsequently by department allocation of TA hours. During the first year, guest speaker honoraria and site visits to Queen's Park will be covered by the ELF grant; after which, we will partner with other institutions and departments to manage the costs. The course will be taught by continuing faculty. There are no lab fees or other incidentals.

Overlap with Existing Courses:

None.

Estimated Enrolment:

60

Instructor:

Assistant Professor Julian Campisi

Proposal Status:

Under Review

POLC44H3: Current Topics in Politics II

Description: Topics and Area of Focus will vary depending on the instructor.
Prerequisites: One B-level full credit in Political Science
Delivery Method: In Person
Methods of Assessment: 15% Research Proposal and Annotated Bibliography (addresses LO1) 25% Midterm Test (addresses LO2 and LO3) 30% Research Paper (addresses LO1) 30% Final Exam (addresses LO2 and LO3)
Breadth Requirements: Social & Behavioural Sciences University of Toronto Scarborough
CNC Allowed: Y
Credit Value: Fixed: 0.5
Learning Outcomes: Given the nature of POLC44 and the academic freedom of faculty, it is difficult to specify in advance the learning outcomes and grading schemes of these courses. Nonetheless, POLC44 typically seeks to improve: (1) The ability of students to derive a logical argument based on evidence and to convey the argument convincingly in writing. This learning outcome is typically assessed in an essay assignment; (2) The ability to understand a political issue or policy debate from several angles and the tradeoffs--the winners and losers--in alternative proposed solutions. This learning outcome is typically assessed in essay-style exams; (3) The ability to situate a current event in a broader historical, cultural, or analytical context by drawing connections with broader themes in the social sciences promotes informed citizenship by reducing the influence of misinformation and other sources of bias in the information environment. This capacity is developed through class discussions, as well essays, exams, and other assignments.
Course Experience: None
Topics Covered: Each offering of the course will focus on a different topic as we aim to address the dynamic nature of politics and the evolving interests of our students and faculty. Potential topics to be covered include, but are not limited to: <ul style="list-style-type: none">• International Crises and Conflicts• Canadian Foreign Policy and the Future of NATO• The Politics of Trade in Canada, Mexico, and the United States• Human Rights Codes and Policing in Ontario• 'Culture War' and Public Opinion• The Politics of Electoral Reform in Canada• The United Nations in Historical Perspective
Rationale: This course will enhance the department's ability to offer a diverse and responsive curriculum. POLC44 serves as a flexible course that allows the department to introduce classes in faculty areas of expertise that are particularly salient to students at any given time but are not yet included in the formal curriculum. By offering multiple topics courses, each focusing on different topics, we can better capitalize on the dynamic nature of politics and the evolving interests of our students and faculty. This flexibility is especially important when new faculty members are hired or new initiatives are tested (e.g., model parliament). Currently, students who enroll in POLC40 on one topic are unable to take another POLC40 course on a different topic due to administrative restrictions that prevent the same course from counting twice toward their degree requirements. This limitation hinders students from exploring a broader range of subjects that could enrich their academic experience. By creating multiple topics courses, we can assign different course subtitles to each topic, allowing students to receive credit for multiple unique courses under the special topics courses umbrella. This adjustment aligns with our commitment to providing a responsive and comprehensive education that meets the needs of both students and faculty in a rapidly changing world. In addition to providing an opportunity for the department to have flexibility and responsiveness to current political issues, the courses also provide the department an opportunity to pilot emerging areas in the discipline and subgroups before fully committing to offering a brand-new course. Particularly for new faculty, shell topics courses provide a strategic pathway for the introduction of new material in the curriculum that can also be used to build a sequence of courses with more careful consideration. From the perspective of the student academic experience, the flexibility and responsiveness of these courses allows the department to engage with students on important current issues in politics. For example, this Fall we are offering POLC42H3 with the topic focusing on the Israeli-Palestinian Conflict. Such topics courses allow us to engage with students more fully on dynamic and rapidly evolving political events happening both locally and globally, and equipping them with the knowledge, skills and competencies needed to navigate our rapidly changing world.
Consultation: Proposal approved by DCC: October 18th 2025 Course code approved by Office of the Registrar: Amber Lantsman- August 7th 2024
Resources: This course will be taught by regular faculty or by a sessional; if by a sessional, this be covered by the unit's existing stipend budget. The course will require TA support; 60 hours. This will be covered by the unit's existing budgets.

The course does not require any additional equipment or infrastructure support
The course does not require any ancillary or laboratory fees.

Overlap with Existing Courses:

None.

Proposal Status:

Under Review

POLC45H3: Current Topics in Politics III

Description:

Topics and Area of Focus will vary depending on the instructor.

Prerequisites:

One B-level full credit in Political Science.

Delivery Method:

In Person

Methods of Assessment:

15% Research Proposal and Annotated Bibliography (addresses LO1)
25% Midterm Test (addresses LO2 and LO3)
30% Research Paper (addresses LO1)
30% Final Exam (addresses LO2 and LO3)

Breadth Requirements:

Social & Behavioural Sciences
University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

Given the nature of POLC45 and the academic freedom of faculty, it is difficult to specify in advance the learning outcomes and grading schemes of these courses. Nonetheless, POLC45 typically seeks to improve:

- (1) The ability of students to derive a logical argument based on evidence and to convey the argument convincingly in writing. This learning outcome is typically assessed in an essay assignment;
- (2) The ability to understand a political issue or policy debate from several angles and the tradeoffs--the winners and losers--in alternative proposed solutions. This learning outcome is typically assessed in essay-style exams;
- (3) The ability to situate a current event in a broader historical, cultural, or analytical context by drawing connections with broader themes in the social sciences promotes informed citizenship by reducing the influence of misinformation and other sources of bias in the information environment. This capacity is developed through class discussions, as well essays, exams, and other assignments.

Course Experience:

None

Topics Covered:

Each offering of the course will focus on a different topic as we aim to address the dynamic nature of politics and the evolving interests of our students and faculty. Potential topics to be covered include, but are not limited to:

- International Crises and Conflicts
- Canadian Foreign Policy and the Future of NATO
- The Politics of Trade in Canada, Mexico, and the United States
- Human Rights Codes and Policing in Ontario
- 'Culture War' and Public Opinion
- The Politics of Electoral Reform in Canada
- The United Nations in Historical Perspective

Rationale:

This course will enhance the department's ability to offer a diverse and responsive curriculum. POLC40 serves as a flexible course that allows the department to introduce classes in faculty areas of expertise that are particularly salient to students at any given time but are not yet included in the formal curriculum. By offering multiple topics courses with the introduction of POLC45, each focusing on different topics, we can better capitalize on the dynamic nature of politics and the evolving interests of our students and faculty. This flexibility is especially important when new faculty members are hired or new initiatives are tested (e.g., model parliament).

Currently, students who enroll in POLC40 on one topic are unable to take another POLC40 course on a different topic due to administrative restrictions that prevent the same course from counting twice toward their degree requirements. This limitation hinders students from exploring a broader range of subjects that could enrich their academic experience. By creating multiple topics courses, we can assign different course subtitles to each topic, allowing students to receive credit for multiple unique courses under the special topics courses umbrella.

This adjustment aligns with our commitment to providing a responsive and comprehensive education that meets the needs of both students and faculty in a rapidly changing world.

In addition to providing an opportunity for the department to have flexibility and responsiveness to current political issues, the courses also provide the department an opportunity to pilot emerging areas in the discipline and subgroups before fully committing to offering a brand-new course. Particularly for new faculty, shell topics courses provide a strategic pathway for the introduction of new material in the curriculum that can also be used to build a sequence of courses with more careful consideration.

From the perspective of the student academic experience, the flexibility and responsiveness of these courses allows the department to engage with students on important current issues in politics. For example, this Fall we are offering POLC42H3 with the topic focusing on the Israeli-Palestinian Conflict. Such topics

courses allow us to engage with students more fully on dynamic and rapidly evolving political events happening both locally and globally, and equipping them with the knowledge, skills and competencies needed to navigate our rapidly changing world.

Consultation:

Proposal approved by DCC: October 18th 2025
Course code approved by Office of the Registrar: Amber Lantsman- August 7th 2024

Resources:

This course will be taught by regular faculty or by a sessional; if by a sessional, this be covered by the unit's existing stipend budgets.
The course will require TA support; 60 hours. This will be covered by the unit's existing budgets.
The course does not require any additional equipment or infrastructure support
The course does not require any ancillary or laboratory fees.

Overlap with Existing Courses:

None.

Proposal Status:

Under Review

POLD32H3: Racism, the Law, and Public Policy

Description:

Is the Canadian state racist? Is the law a tool of anti-racist resistance or a tool of racial oppression? Is racial categorization in public policy inherently inequitable or strategically necessary? This seminar course explores the complex relationship between racism, the law, and public policy within the context of Canadian institutions. Students will engage with critical race theory, case law, state policy documents, race-based data collection, and Canadian political science scholarship.
Areas of Focus: Public Law and Public Policy

Prerequisites:

[POLB56H3 and POLB57H3] and [2.0 credits at the C-level in any courses]

Enrolment Limits:

25

Delivery Method:

In Person

Methods of Assessment:

1. Seminar participation – 20%
Through weekly participation students will demonstrate the ability to articulate and analyze key course concepts and readings. Addresses LO 1 and 2.
2. Oral presentation – 40%
Students will present their critical race analysis of contemporary political and legal issues. Addresses LO 3
3. Research assignment – 40%
Students will engage in independent research into racial disparities and disproportionalities related to institutional structures, legal decisions, and/or public policy choices. Addresses LO 4.

Breadth Requirements:

Social & Behavioural Sciences
University of Toronto Scarborough

CNC Allowed:

Y

Credit Value:

Fixed: 0.5

Learning Outcomes:

- By the completion of this course, students will have developed the ability to:
1. Describe competing articulations of “racism” and “anti-racism” within the Canadian context.
 2. Demonstrate an awareness of Canadian legal and public policy institutions and structures.
 3. Apply critical race analysis to political and legal issues.
 4. Research and analyze case law, legislation, and public policy with an attentiveness to racial disparities and disproportionalities.

Topics Covered:

- Critical Race Theory and Intersectionality
- Racial Economic Inequality
- Immigration Policy and Border Enforcement
- Employment Equity Policy and Reform Proposals
- Criminal Justice System
- Human Rights System
- State Anti-Racism
- Direct Action and Abolitionist Movements

Rationale:

This course increases our course offerings focused on equity, human rights, and race. Additionally, this course will strengthen course offerings in two of the department's areas of focus: public law and public policy. In particular, the course enhances the equity, diversity, and inclusion offerings within the newly created Major Program in Public Law. Students will also be able to use this course as an elective option for the applications requirement of the Minor Program in Public Law and the Major Program in Public Policy.

The absence of Canadian political science offerings that centre structural analysis of race has been an ongoing concern within the discipline and efforts to

increase offerings in this area are also responsive to student mobilization around concerns of inequity and racism. There are currently no existing courses similar to this course in our department or other academic units.

Consultation:

Proposal approved by DCC Approved: [September 4th 2024]

Course code approved by Office of the Registrar (Amber Lantsman): August 7th 2024

Note: We reviewed the material from the Campus Curriculum Committee report regarding new law related courses from HIS and consulted with Nicole regarding the courses. Upon review, we collectively felt that the courses were different in content to not list them as exclusions. As this is a D-level course, the structure and learning outcomes of this course differ as well.

Resources:

This course will be taught by a continuing faculty member. There are no TAs for the course. There are no ancillary fees or room requirements for the course.

Overlap with Existing Courses:

Robyn Maynard (Dept of Historical and Cultural Studies) is offering courses on the Histories of Black Feminism in Canada (WSTB22) and Abolition Feminisms (WSTD08) which attend to structural racism, but without the same emphasis on political science, public policy, or to a lesser extent, the law.

Estimated Enrolment:

25

Instructor:

Nicole Bernhardt

Proposal Status:

Under Review