

**FOR APPROVAL**

**PUBLIC**

**OPEN SESSION**

**TO:** UTM Academic Affairs Committee

**SPONSOR:** Professor William A. Gough, Interim Vice-Principal, Academic & Dean  
**CONTACT INFO:** [vpdean.utm@utoronto.ca](mailto:vpdean.utm@utoronto.ca)

**PRESENTER:** Professor Bryan Stewart, Vice-Dean, Academic Programs  
**CONTACT INFO:** [vdacademicprograms.utm@utoronto.ca](mailto:vdacademicprograms.utm@utoronto.ca)

**DATE:** January 20, 2026, for January 27, 2026

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

Minor Modification: New Minor in Criminology, Law & Society, UTM.

**JURISDICTIONAL INFORMATION:**

Under section 5.6 of its terms of reference, the Academic Affairs Committee is responsible for major and minor modifications to existing degree programs.

**GOVERNANCE PATH:**

1. UTM Academic Affairs Committee [For Approval] (January 27, 2026)

**PREVIOUS ACTION TAKEN:**

No previous action taken.

**HIGHLIGHTS:**

The Department of Sociology at UTM proposes a new Minor in Criminology, Law & Society (CLS) to complement the existing Major and Specialist in CLS.

While the Major and Specialist already have strong enrolment, the Minor is expected to fill a different role by allowing students to combine their study of CLS with a Major and Specialist in a different subject. This will meet a longstanding student interest in engaging with criminology and law topics beyond introductory courses like SOC109H5. A student survey of nearly 940 students confirmed high demand, with over half of first-year respondents and 80% of upper-year students expressing interest in a CLS Minor.

The Minor will provide students with an understanding of central theoretical and methodological traditions and debates in criminology and law. It will also allow students to explore current trends and policy issues, practice communicating about contemporary topics, and develop practical skills applicable across a range of professions.

Program requirements will draw on existing courses and also introduce new courses such as SOC212H5 “So, you want to be a lawyer?” and SOC368H5 “Global Perspectives on Gang Culture,” which will be resourced with existing faculty complement. It is expected that the Minor will attract students already enrolled in a Sociology Major or Specialist, supporting continued enrolment growth within the Department.

### **FINANCIAL IMPLICATIONS:**

There are no net implications for the campus’ operating budget.

### **RECOMMENDATION:**

Be It Resolved,

THAT the new Minor in Criminology, Law & Society, in the Department of Sociology, UTM, as detailed in the proposal dated December 5, 2025, be approved, effective September 1, 2026.

### **DOCUMENTATION PROVIDED:**

Proposal to Create a Minor with an Existing Specialist or Major (Undergraduate): Minor in Criminology, Law & Society



## University of Toronto

### Proposal to Create a Minor with an Existing Specialist or Major (Undergraduate)

<b>Proposed New Minor:</b> (Indicate if new POST is needed)	Minor in Criminology, Law & Society ERMIN0727
<b>Existing Specialist and/or Major:</b> (include POST code)	Criminology, Law & Society (Major, Specialist)
<b>Department/Academic unit:</b>	Department of Sociology
<b>Proponent(s):</b>	Jayne Baker Associate Chair, Academic, Department of Sociology <a href="mailto:Jayne.baker@utoronto.ca">Jayne.baker@utoronto.ca</a>  David Pettinicchio Interim Chair, Department of Sociology <a href="mailto:d.pettinicchio@utoronto.ca">d.pettinicchio@utoronto.ca</a>
<b>Faculty/division:</b>	University of Toronto Mississauga
<b>Faculty/academic division contact:</b>	William A. Gough Interim Vice-Principal, Academic & Dean <a href="mailto:vpdean.utm@utoronto.ca">vpdean.utm@utoronto.ca</a>
<b>Dean's Office contact:</b>	Bryan Stewart Vice-Dean, Academic Programs <a href="mailto:vdacademicprog.utm@utoronto.ca">vdacademicprog.utm@utoronto.ca</a>  Ferzeen Sammy Manager, Academic Programs and Quality Assurance <a href="mailto:ferzeen.sammy@utoronto.ca">ferzeen.sammy@utoronto.ca</a>
<b>Version date:</b>	December 5, 2025

## Framework for UTQAP Minor Modifications

---

The [University of Toronto Quality Assurance Process](#) (UTQAP) supports a structured approach for creating, reflecting on, assessing, and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its [Statement of Institutional Purpose](#) (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus "quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University...."

The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life — academic and administrative complement, research and scholarly activity, infrastructure, governance, etc. — bear on the quality of academic programs and the broad educational experience of students. ([Policy for Approval and Review of Academic Programs and Units](#) (2010))

The University's approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree-Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree-Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement. Proposals for major modifications are vehicles of academic change.

## New Minor with Existing Specialist or Major

---

Creation of a Minor where there is an existing specialist or major (Undergraduate) follow the protocols for minor modifications; are reviewed with the relevant undergraduate program; and are reported to the Provost through the Office of the Vice-Dean, Academic Programs (VPAP).

This template (last updated by PCU on January 23, 2025) should be used to bring forward all proposals for new undergraduate Minors where there is an existing specialist or major.

<b>Development and Approval Steps</b>	<b>Date (e.g., of final sign off, governance meeting, inclusion in reports)</b>
Dean’s office sign-off	October 29, 2025
Faculty/divisional governance (UTM AAC)	January 27, 2026
Faculty/division submits final proposal to VPAP	[N/A]
Included in Minor Modification Report to AP&P	[March 31, 2026]

## Table of Contents

Framework for UTQAP Minor Modifications.....	2
New Minor with Existing Specialist or Major .....	3
1 Summary.....	5
2 Effective Date.....	6
3 Academic Rationale .....	6
4 Need and Demand .....	7
5 Admission Requirements .....	8
6 Program Requirements .....	8
6.1 Calendar Copy.....	9
7 Impact .....	11
8 Consultation .....	12
9 Resources .....	13
10 Assessment.....	14
Appendix A: Proposed Learning Outcomes.....	15
Appendix B: Courses .....	23
Appendix C: Student Survey Data .....	28
Appendix D: Summary of Departmental Consultations .....	30

# 1 Summary

---

The proposed minor in Criminology, Law & Society (CLS) offered by the Sociology Department at UTM will fill a gap in our existing programs of study in a unique interdisciplinary approach that blends a focus on Criminology, Law, and Society. At other higher education institutions, these streams are distinct. At UTM, students benefit from a program that blends a focus in both areas, under the instruction of leading researchers in their fields. While many students choose to pursue a CLS major or specialist, recent student consultation confirms that there is need and demand for the CLS minor. There are many students who wish to continue learning about CLS content after being exposed to it at the first-year level in SOC109H5 – Introduction to Criminology, Law & Society. Another subset of students is drawn to the subject matter by a desire to pursue an occupation in the legal profession. The CLS minor offers an opportunity for these students to pair a major or specialist in another discipline (including a Sociology program) with engaging course topics in criminology and law. Overall, the CLS minor will appeal to students who are already invested in a different field of study and will not dissuade UTM students who are intent upon pursuing a CLS major or specialist from continuing with that plan.

Our department currently offers a minor program in Sociology, along with our Specialist and Major programs. We have solid experience in program delivery in Sociology and CLS. We understand the ways these programs differ from each other from a curriculum perspective, and how to successfully expand upon first year, foundational knowledge to provide additional disciplinary content, while recognizing that students may be primarily focused on another area of study. Like in our sociology minor, students in the proposed CLS minor will select from an interesting range of courses at the 200- and 300-level in fulfillment of program requirements that cover contemporary topics in criminology and law. The CLS minor proposal is built around existing and planned courses and can be supported through existing resources.

In the CLS minor, students will have the opportunity to gain an understanding of central theoretical and methodological traditions and debates within criminology and law, explore current trends in criminology and law and policies that impact these patterns, practice communicating about contemporary topics in criminology and law, and build practical skills relevant to a broad range of professions.

## 2 Effective Date

---

The program will be listed in the academic calendar as of September 1, 2026, while students could begin to enrol in 2027 (with most enrolment beginning with the first Subject POST period in spring 2027).

## 3 Academic Rationale

---

There are three central rationales for the introduction of the CLS minor.

First, the Sociology Department has, for many years, received student expressions of interest in a CLS minor. We've known there is demand and we now have capacity to offer the CLS minor through existing and upcoming courses and our existing faculty complement, which is why we can now introduce the CLS minor. The absence of this minor program represents a gap in our current program offerings. Introducing the CLS minor ensures that students have the full range of program offerings in both program study areas in our department.

Second, and related to demand, the CLS minor offers a strong academic complement to many social science disciplines represented at UTM. Students in either of our first-year courses – Introduction to Sociology (SOC100H5), which features a week focused on Criminology and Law, and Introduction to Criminology, Law & Society (SOC109H5) – find the subject matter interesting, informative, and thought-provoking, and wish to engage with the subject beyond their first year. However, and unlike what we offer in sociology, there are virtually no courses beyond the first year in CLS that are open to students not in our major or specialist program. CLS courses are effectively blocked to students outside of our programs through prerequisites that hinge on courses required of (and restricted to) our majors and specialists, and restricted enrollment controls. Creating the CLS minor therefore allows us to meet student demand and provide opportunities for UTM students to continue to learn the discipline beyond their first year, alongside their major/specialist focus. CLS minor students will have courses available to them – with priority enrollment – that explore different aspects of criminology and law and society without requiring a commitment to the CLS major or specialist program. Providing the CLS minor creates a path for UTM's social science students to access these courses, complementing their focal program of study (i.e. their non-CLS major/specialist).

Third, law school is a popular intended destination for many UTM students, and these students look for ways to integrate the study of relevant subject matter into their undergraduate degree. We have observed that interest in law school has grown over time. Providing the CLS minor to UTM students will appeal to those who wish to pursue law school, creating opportunities to take courses that provide methodological and theoretical insights into their expected occupation. This includes, but is not limited to, an upcoming 200-level course entitled “So, you want to be a lawyer?”, which is part of the proposed CLS minor suite of courses. Overall, the CLS minor draws upon departmental strengths and addresses a relative gap in university degree programming in preparation for law school.

## 4 Need and Demand

---

Of the five programs currently offered in our department, CLS programs attract the highest number of students, with ~59% share of all our major and specialist enrolments in the past 8 years.<sup>1</sup> Paired with longstanding expressions of interest among students, we believe there is sufficient need and demand for the CLS minor. Our student consultation process confirmed the need and demand.

In the Fall term (20249), students enrolled in SOC100H5 and SOC109H5 were invited to complete an optional Quercus-based survey to indicate their expectations regarding their program plans and their opinions about a CLS minor. The results are summarized below, with further information provided in Appendix C.

We received 940 responses, three-quarters of which came from first-year students. The remainder came from students who were in their second year or higher.

Among first year students, over half were considering either or both a Sociology or Criminology, Law & Society major or specialist. Notably, of the 54% of students who indicated their intention to pursue a CLS major or specialist, the vast majority also indicated that the presence of a CLS minor would *not* detract from our major or specialist programs. That is, the availability of a CLS minor would not make pursuing a major or specialist in CLS less likely. For students

---

<sup>1</sup> Source: ROSI data as of July 1, 2025. Accessed through Program Enrolment at Count Dt Ad-hoc Analysis Tool on September 30, 2025.

interested in Sociology, another social science field, or were unsure, over half indicated “yes” or “maybe” to the question of their interest in a CLS minor.

Among second year or higher students, 80% indicated “yes” or “maybe” when asked whether a CLS minor program would interest them, if available, in combination with their current program of study. Therefore, even among students who are already pursuing a program of study, there is interest in continuing to engage with CLS content beyond a first-year course. Students who take our first-year courses wish to pursue CLS further.

We also received qualitative data through an optional open-ended question “What interests you about the CLS minor?” To summarize, the key themes that emerged were:

- CLS content is engaging, and students welcome the opportunity to keep that interest alive whilst pursuing their focal program
- If their program plans change at any point or they are not admitted to the CLS major or specialist, they are pleased to know they could opt into a CLS minor
- The subject matter complements their existing or planned program of study
- A CLS minor would broaden interest and expertise in a way that may be beneficial in the labour market

A selection of representative quotations is provided in Appendix C.

## **5 Admission Requirements**

---

The admission requirements for the proposed CLS minor, to be listed in the calendar, is consistent with the admission requirements for our existing SOC minor.

Please see Section 6.1: Calendar Copy for program admission text.

## **6 Program Requirements**

---

Please see Section 6.1: Calendar Copy for program completion text.

*Program of Study:*

To complete their CLS minor, students will select from courses specially designed for minor students (while still also being open to our majors and specialists). That is, these courses do not have the same prerequisites as any of the courses designed for majors and specialists. Most of the courses that would contribute to the CLS minor are already part of the academic calendar, plus a few new courses.

**200-level course list:**

<b>Existing courses<sup>2</sup></b>	<b>New course proposals</b>
Corporate Environmental Crime (SOC201H5)	Drugs and Popular Culture (SOC204H5)
Introduction to the Sociology of Genocide (SOC206H5)	Violence (SOC207H5)
Crime and Organizations (SOC208H5)	So, you want to be a lawyer? (SOC212H5)
Canadian Criminal Justice (SOC210H5)	
Law and Social Control (SOC211H5)	
Gender and Crime (SOC219H5)	

**300-level course list:**

<b>Existing courses</b>	<b>New course proposals</b>
Education and Social Control (SOC306H5)	Global Perspectives on Gang Culture (SOC368H5)
Youth Justice (SOC310H5)	
Wrongful Convictions (SOC315H5)	
The Indian Act: Canadian Law, Sovereignty and Indigenous Womxn (SOC339H5)	
Indigenous People: Legal Orders and Law (SOC358H5)	

## 6.1 Calendar Copy

---

<sup>2</sup> Full course descriptions are available in the Appendix B.

**Enrolment Requirements:**

Limited Enrolment: – Admission is based on the following criteria:

1. Credits: Students must have a minimum of 4.0 credits.
2. Prerequisite Course(s): Students must have a minimum final mark of 65% in SOC109H5, or a final mark of 67% in each of two 0.5 credit SOC courses at the 200 level or above.

Note: Meeting the minimum requirements does not guarantee admission.

**Completion Requirements:**

4.0 credits in Sociology are required.

Year 1

SOC109H5

Year 2

2.5 SOC credits at the 200 level

Year 3

1.0 SOC credits at the 300 level

Note:

Students are not permitted to take SOC109H5 elsewhere.

If completed outside of UTM, students will be required to complete the UTM version of the course and it will be designated as an EXT course. Special consideration may be given to new students assessed for transfer credit at UTM.

**Program Description to be listed in the academic calendar:**

*[Existing text: ]*

The Criminology, Law and Society Specialist is intended for students who wish to go on to graduate studies in this or a similar area.

The Major provides a broad foundation for students who may have an academic or civic interest in law, crime and criminal justice and might include:

- students who at a later stage may wish to pursue more advanced work in areas related to, for example, criminology, law or social work;
- students wanting to know more about the topics of the sociology of crime, particularly as these become issues of public policy.

*[Proposed new text, to be added to the above, after the above: ]*

The Minor provides a further exploration of topics related to criminology, law and society beyond the first year. This program might be ideal for students who wish to complement their social science major or specialist with courses that explore various topics in criminology and law.

## 7 Impact

---

The primary impact of the CLS minor is intended for students pursuing a major or specialist in another discipline but who wish to complement their studies with the minor. As outlined in the section on student feedback, some students wish to build upon what they learn in Introduction to Criminology, Law & Society (SOC109H5) but are already committed to another major or specialist; in these cases, the CLS major or specialist is not a suitable option. Additionally, there are students across disciplines who consider law school a likely path upon graduating from their undergraduate program, and the CLS minor would be an attractive option because it will allow them to be immersed in a set of courses that relate to their career objectives while they pursue another discipline.

It is also likely that the program will attract students who are enrolled in a Sociology major or specialist program and wish to extend their pursuit of sociology through the CLS courses offered in our department. We already have many students who pursue a double-major in SOC and CLS through our department. As is the case for those students, and all UTM undergraduate degree students, a student who is enrolled as a sociology major or specialist and the CLS minor will follow degree requirements that ensure at least 12.0 distinct credits across their programs of study.

Though our most recent external review did not speak to the potential of the CLS minor, a significant portion of the review highlighted downward enrolment trends across our programs. This year especially, our department leadership and curriculum committee have focused on a multifaceted approach to addressing those trends. That is, we wish to increase the number of students in each of our

programs in a sustainable way. We believe that the CLS minor will attract new students to our department, and we look forward to this impact.

The CLS minor is unlikely to have any negative impact on any existing units or programs. Our courses do not overlap with any existing courses at UTM; indeed, this lack of coverage certainly justifies the addition of a minor in CLS, particularly given our program includes Criminology *and* Law (unlike programs offered in other units that include law). In addition, a subset of students consulted for this proposal note that there are other programs at UTM that feature some law component – such as the Philosophy Department’s Minor in Ethics, Law, and Society – but a small minority of students expressed that these programs were not regarded as attractive options because of some feature of the program or subject matter (namely the focus on ethics and the students’ sense that the program was not teaching transferable, practical skills). Therefore, students that hold those perceptions may be drawn to the CLS minor and are not already being channeled to another program.

## 8 Consultation

---

### **UTM Department of Sociology:**

Curriculum Committee (especially Jayne Baker, Zach Richer, and Nathan Innocente)

Josée Johnston, Interim Chair (2024-2025)

David Pettinicchio, Interim Chair (2025-2026)

Administrative staff (Ania Joly, Darcy McKenzie, Lorna Taylor)

Faculty-wide consultation among UTM Sociology Department

### **Students:**

Fall 2024 SOC100H5 and SOC109H5 (see Section 4: Need and Demand, and Appendix 3).

### **Other UTM Departments (please see Appendix D for summary):**

*Anthropology:* Profs Liye Xie (Department Chair) and Sarah Hillewaert (Associate Chair), Sept 6, 2025.

*Philosophy:* Profs Gurpreet Rattan (Department Chair) and Andrew Sepielli (Associate Chair), Sept 17, 2025

*Political Science:* Profs Steven Bernstein (Department Chair) and Emily Nacol (Associate Chair), Sept 17, 2025

## 9 Resources

---

For many years our department simply couldn't consider the CLS minor without creating extraordinary sessional instructor resource implications, such as the demand on our CLS major and specialist programs and the need to expand our faculty complement to meet that demand. The introduction of a CLS minor does not require any additions to our faculty complement. Our department is now in the position to support the CLS minor through existing and planned courses offered by our faculty members. The faculty members primarily affiliated with each of the CLS minor courses (both existing and new) have a suite of courses they alternate between each academic year based on curriculum and department needs, and faculty preference. The new courses will become a part of their suite of courses, for rotation. Therefore, there is no additional teaching load requirement. Please see Appendix B for the list of new courses, the faculty members teaching each course, and additional information about how this will be managed within their existing workload. Given the number of courses associated with the CLS minor program exceed the number of credits a CLS minor student must have for program completion, the department will always be able to offer courses to CLS minor students using this rotation approach. Additionally, the faculty members spearheading the new courses do not teach any of our required courses; therefore, adding a new course into their rotation does not jeopardize our ability to deliver our core curriculum nor interfere with the progress of our major and specialist students.

As well, there are many existing and planned courses that can be counted towards the CLS minor, exceeding the course requirements that a CLS minor student would need to take in any given year. We anticipate that this combination of factors will support the CLS minor without the use of sessional instructors. That said, we will observe enrollments with the program rollout and we are prepared to adjust as needed.

The resource implications for new courses involve classroom space and teaching assistant support. Regarding the former, none of the courses in the CLS minor suite require any unique or extraordinary spaces, nor do they require labs. They will not have any tutorial or practical components. One of our new courses (Violence) is best situated in an active learning classroom at the request of the faculty member, but this is not tied specifically to the CLS minor program, as the new course was already being planned independent of the minor. CLS minor courses will require TA support at the same TA-to-student ratios we use for all

TA hour allocations. The CLS minor does not require any unique or extraordinary resources (such as a higher TA allocation, lab space, access to unique library collections, etc.).

## **10 Assessment**

---

The CLS minor will be assessed when all programs are reviewed through the UTQAP process. Our department's next review is slated for 2028-2029.

## Appendix A: Proposed Learning Outcomes

---

A new Minor where there is an existing specialist or major will have a subset of complementary learning outcomes in relation to the existing program(s).

Divisions are responsible for developing the outcomes and expectations for Minors in the context of divisional norms.

Please outline in the table below how the design, structure, requirements and delivery of the proposed Minor support the learning outcomes and expectations.

The CLS minor Program Learning Outcomes (PLOs) are a subset of PLOs for our major and specialist programs. Notably, the CLS minor program does not allow for primary research and related activities. Our full list of CLS Minor PLOs are listed beneath the table.

<u>Degree-Level Expectations</u>	<u>Program Learning Outcomes</u>	<b>How the Program Design/Structure Supports the Degree Level Expectations</b>
<p><b>Depth and Breadth of Knowledge</b></p> <p><i>Breadth of Knowledge:</i> In the course of their studies, students will gain an awareness and appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of understanding the world that underpin different intellectual fields. Students will engage in critical</p>	<p>Depth and breadth of knowledge are understood in the CLS minor as gaining progressively more complex understandings of central theoretical and methodological disciplinary perspectives across a range of topics in criminology and law, and becoming adept at critically engaging with</p>	<p>The program design and requirement elements that ensure these student outcomes for depth and breadth of knowledge are:</p> <p><i>Breadth:</i> The CLS minor offers a range of courses that reflect the inherent interdisciplinarity of a program that blends criminology and law. In selecting from across these courses, students gain the opportunity to</p>

<p>thinking and analytical skills – including with respect to equity, diversity, and inclusion – through courses within and beyond their core field(s) of study, across the humanities, the social and behavioural sciences, and the natural sciences.</p> <p><i>Depth of Knowledge:</i> Students will attain depth of knowledge in their core field(s) of study through a progression of introductory, core, and specialized courses.</p>	<p>these traditions by the end of the program.</p> <p>This is reflected in students who are able to:</p> <p>Explain some of the various theoretical traditions in the discipline and their underlying assumptions. (PLO 2)</p> <p>Apply criminology and law and society concepts, theories, and perspectives to critically analyze historical and contemporary issues. (PLO 3)</p> <p>Critically evaluate criminology and law and society concepts and theories by examining their underlying assumptions, evidence, and alternative perspectives. (PLO 4)</p> <p>Identify and explain key debates within selected areas of the discipline. (PLO 5)</p> <p>Apply critical thinking skills to evaluate key debates and</p>	<p>understand, examine, and compare central criminology and law and society perspectives and concepts through empirical research. Criminology and law and society have a strong tradition of critically engaging with sociological issues like inequality and diversity, which adds to the breadth of students’ knowledge. This includes the Indigenous Studies-oriented courses that are within the suite of CLS minor courses.</p> <p><i>Depth:</i> The CLS minor builds upon the program entry requirement course – SOC109H5 – which is an introduction to criminology, law, and society. From there, students in the CLS minor progress to intermediate and advanced courses at the 200- and 300-level. Instructors of these courses understand how knowledge and skill development are scaffolded at each course level, and their course curriculums build</p>
--	---	---

	<p>perspectives within selected areas of the discipline. (PLO 6)</p> <p>Identify and critically examine the major components of the criminal and civil justice systems, including how laws, institutions, and policies produce exceptions, disparities, or unequal outcomes. (PLO 7)</p>	<p>progressively and appropriately at each level.</p>
<p><b>Knowledge of Methodologies</b></p> <p>Students will have knowledge of and experience with different methodologies and approaches relevant to their core field(s) of study.</p>	<p>Knowledge of methodologies is understood in the CLS minor as knowledge of how empirical research in criminology and law draw upon varied methodological approaches.</p> <p>This is reflected in students who are able to:</p> <p>Know how to identify and assess reputable and high-quality secondary sources of data and information in the context of social research. (PLO 1)</p> <p>Explain some of the various theoretical traditions in the</p>	<p>The program design and requirement elements that ensure these student outcomes knowledge of methodologies are:</p> <p>The empirical research that serves as the backbone for CLS minor courses draws upon the methodological traditions in criminology and law and disciplines. In understanding central theoretical traditions, key debates, and perspectives, students gain an understanding of how research questions are posed and about which social groups. The CLS minor program does not include opportunities to select and implement appropriate</p>

	<p>discipline and their underlying assumptions. (PLO 2)</p> <p>Apply critical thinking skills to evaluate key debates and perspectives within selected areas of the discipline. (PLO 6)</p>	<p>methodologies through primary research. However, in doing their own work in the context of these courses, such as writing research reports and policy briefs, students gain the opportunity to identify, understand, and synthesize appropriate <i>secondary</i> sources of data.</p>
<p><b>Application of Knowledge</b></p> <p>Students will be able to frame relevant questions for further inquiry within or beyond the core field(s) of study. They will be able to identify and apply the appropriate tools with which they can address such questions effectively. This includes a knowledge of how historical and present discrimination (including, but not limited to, discrimination on the basis of race, religion, sexuality, gender, and ability) affect these questions, problems, and solutions.</p>	<p>Application of knowledge is understood in the CLS minor as the capacity to assess existing research and traditions in knowledge production, and knowledge of how research foci are influenced by social context.</p> <p>This is reflected in students who are able to:</p> <p>Critically evaluate criminology and law and society concepts and theories by examining their underlying assumptions, evidence, and alternative perspectives. (PLO 4)</p>	<p>The program design and requirement elements that ensure these student outcomes for application of knowledge are:</p> <p>The CLS minor program does not include opportunities to select and implement appropriate methodologies through primary research. Nevertheless, having opportunities to apply relevant knowledge is achieved in the CLS minor through in-class activities, discussions, and writing assignments that engage students in critically assessing information, arguments, and assumptions within criminology and law and society.</p>

	<p>Apply criminology and law and society knowledge to analyzing, proposing, and advocating for informed, evidence-based responses to contemporary social issues. (PLO 12)</p> <p>Demonstrate reflexivity in recognizing how individual positionality and social location shape how we navigate the politics of knowledge production. (PLO 13)</p>	
<p><b>Communication Skills</b></p> <p>Students will be able to effectively communicate and critically evaluation information, arguments, and analyses, using a range of modes of communication.</p>	<p>Communication skills is understood in the CLS minor as the ability to engage with academic and non-academic audiences about criminology and law in a variety of modes of communication, including in writing.</p> <p>This is reflected in students who are able to:</p> <p>Write clearly, concisely, and accurately about criminology and law and society topics for academic and non-</p>	<p>The program design and requirement elements that ensure these student outcomes for communication of knowledge are:</p> <p>The CLS minor program includes courses that feature multiple modes of communication, ranging from in-class structured discussion activities, presentations, and various forms of writing. This includes forms of writing (such as policy briefs or letters to the editor) directed toward non-academic audiences.</p>

	<p>academic audiences. (PLO 7)</p> <p>Discuss criminology and law and society topics in a clear, concise, and accurate manner with academic and non-academic audiences. (PLO 8)</p> <p>Communicate respectfully, professionally, and ethically about criminology and law and society topics in individual and group settings. (PLO 10)</p>	
<p><b>Awareness of Limits of Knowledge</b></p> <p>Students will acknowledge and appreciate the limits of their own knowledge. They will also gain an awareness of the uncertainty, ambiguity, and limits of our collective knowledge and how these might influence analyses and interpretations.</p>	<p>Awareness of limits of knowledge is understood in the CLS minor as knowledge of prior assumptions about our social world that may shape how students interact with and understand empirical research.</p> <p>This is reflected in students who are able to:</p> <p>Analyze how social identity shapes personal, economic, and educational potential, opportunity,</p>	<p>The program design and requirement elements that ensure these student outcomes for awareness of limits of knowledge are:</p> <p>Courses in the CLS minor provide opportunities to examine prior assumptions about the subject matter that students may bring with them to the course based on their own individual experiences and perceptions. Additionally, as they learn content in any of our programs,</p>

	<p>and experiences across diverse social and global contexts. (PLO 11)</p> <p>Demonstrate reflexivity in recognizing how individual positionality and social location shape how we navigate the politics of knowledge production. (PLO 13)</p>	<p>students reflect upon their own positionality.</p> <p>Courses within the CLS minor examine decision-making processes within the criminal justice system to demonstrate how durable social inequalities are reproduced.</p>
<p><b>Autonomy and Professional Capacity</b></p> <p>Students will acquire the skills, knowledge, and critical problem solving they need to become informed, ethical, inclusive, independent, and creative thinkers and decision-makers; gain an awareness and appreciation that knowledge and its applications are influenced by and contribute to society as a whole; and lay the foundation for learning as a life-long endeavour.</p>	<p>Autonomy and professional capacity is understood in the CLS minor as demonstrating the capacity to engage in one’s learning independently and ethically within and outside of the course.</p> <p>This is reflected in students who are able to:</p> <p>Communicate respectfully, professionally, and ethically about criminology and law and society topics in individual and group settings. (PLO 10)</p> <p>Analyze how social identity shapes personal, economic,</p>	<p>The program design and requirement elements that ensure these student outcomes for autonomy and professional capacity are:</p> <p>Across all SOC-designated courses, course documents remind students about ethical conduct, namely in terms of academic integrity and comportment within classrooms during discussion about identity, agency, and structure.</p>

	<p>and educational potential, opportunity, and experiences across diverse social and global contexts. (PLO 11)</p>	
--	--	--

**Criminology, Law & Society Minor Program Learning Outcomes:  
Research and Methodological Learning Outcomes**

1. Know how to identify and assess reputable and high-quality secondary sources of data and information in the context of social research.

**Theoretical and Conceptual Learning Outcomes**

2. Explain some of the various theoretical traditions in the discipline and their underlying assumptions.
3. Apply criminology and law and society concepts, theories, and perspectives to critically analyze historical and contemporary issues.
4. Critically evaluate criminology and law and society concepts and theories by examining their underlying assumptions, evidence, and alternative perspectives.
5. Identify and explain key debates within selected areas of the discipline.
6. Apply critical thinking skills to evaluate key debates and perspectives within selected areas of the discipline.
7. Identify and critically examine the major components of the criminal and civil justice systems, including how laws, institutions, and policies produce exceptions, disparities, or unequal outcomes.

**Knowledge and Communication Learning Outcomes**

8. Write clearly, concisely, and accurately about criminology and law and society topics for academic and non-academic audiences.
9. Discuss criminology and law and society topics in a clear, concise, and accurate manner with academic and non-academic audiences.
10. Communicate respectfully, professionally, and ethically about criminology and law and society topics in individual and group settings.

**Civil and Disciplinary Learning Outcomes**

11. Analyze how social identity shapes personal, economic, and educational potential, opportunity, and experiences across diverse social and global contexts.

12. Apply criminology and law and society knowledge to analyzing, proposing, and advocating for informed, evidence-based responses to contemporary social issues.
13. Demonstrate reflexivity in recognizing how individual positionality and social location shape how we navigate the politics of knowledge production.

## Appendix B: Courses

---

(blue text: proposed change)

### ***Existing Courses***

#### **SOC201H5: Corporate Environmental Crime**

This course is focused on corporate crime as it pertains to the environment and health. We will explore a range of approaches to studying the corporate form and consider the adverse impacts of corporate practices through a series of case studies. We will examine the politics of evidence and harm related to climate change, lead, PFAS, and tobacco, among other examples. Students will explore common product-defense tactics by companies and consider a range of social movement and state interventions.

**Prerequisites:** SOC100H5 or SOC109H5

**Distribution Requirement:** Social Science

#### **SOC206H5: Introduction to the Sociology of Genocide**

This lecture course will lead students through an in-depth consideration of why genocides occur.

**Prerequisites:** SOC100H5 or SOC109H5

**Distribution Requirement:** Social Science

#### **SOC208H5: Crime and Organizations**

An analysis of the intersection between crime and organizations. This course introduces students to various organizational theories and examines crime by organizations, crime within organizations, and crime that is "organized."

**Prerequisites:** SOC109H5

**Distribution Requirement:** Social Science

#### **SOC210H5: Canadian Criminal Justice**

This course provides an introduction to sociological and criminological analyses of crime, law, and the operation of the Canadian criminal justice system, with

emphasis on how law and criminal justice are shaped by social, political and economic considerations. It will also consider how social identities such as race, class and gender influence individuals' perceptions of, and experiences in, the Canadian criminal justice system.

**Prerequisites:** [SOC109H5](#)

**Exclusions:** CRI205H1 or CRI210H1

**Distribution Requirement:** Social Science

### **SOC211H5: Law and Social Control**

This course investigates the role of law in shaping social norms and regulating behavior.

**Prerequisites:** [SOC109H5](#)

**Exclusions:** SOC212H1 or SOCB50H3 or SOCB51H3

**Distribution Requirement:** Social Science

### **SOC219H5: Gender and Crime**

This course explores how masculinity and femininity shape and are shaped by offending, violence, and victimization. Possible topics may include the gender gap in crime, intersectionality, gender diversity, victimless crimes, survival crimes, gender-based violence, and missing and murdered Indigenous women.

**Prerequisites:** [SOC109H5](#)

**Exclusions:** CRI380H1

**Distribution Requirement:** Social Science

### **SOC306H5: Education and Social Control**

This course explores the intersections of education and social control. In particular, we focus on moments when social control is evident in schooling, including how that control is used on some populations more than others. Topics include zero-tolerance policies, police/security presence in schools, education programming in prison, and the school-to-prison pipeline.

**Prerequisites:** [SOC100H5](#) or [SOC109H5](#) and 1.0 SOC credit at the 200-level (~~[SOC205H5](#) or [SOC231H5](#)~~) and ~~[SOC221H5](#) and [SOC222H5](#)~~

~~**Recommended Preparation:** [SOC224H5](#)~~

**Distribution Requirement:** Social Science

### **SOC310H5: Youth Justice**

The youth criminal justice system in Canada. Topics include historical and contemporary shifts in the youth justice system, young offender legislation, public perceptions and media representations of juvenile delinquency, current research

and theories on youth crime and crime prevention strategies. Particular attention is paid to the treatment of specific groups.

**Prerequisites:** SOC109H5 and 1.0 SOC credit at the 200-level (~~SOC109H5 or SOC209H5~~) and (~~SOC205H5 or SOC231H5~~) and SOC221H5 and SOC222H5

**Exclusions:** CRI370H1 or ~~SOC310H1~~

**Distribution Requirement:** Social Science

### **SOC315H5: Wrongful Convictions**

This course offers a comprehensive review of Canadian Wrongful Convictions and a comparative analysis of the causes of wrongful convictions in other commonwealth countries. This course also focuses on an in-depth review of the responses to the selected cases of wrongful conviction considering the impact of each case on the exoneree and on society through a review of related public inquiry recommendations.

**Prerequisites:** SOC109H5 and 1.0 SOC credit at the 200-level (~~SOC205H5 or SOC231H5~~) and ~~SOC221H5 and SOC222H5~~

**Exclusions:** SOC346H5 (Summer 2023 or Summer 2024 or Summer 2025)

**Distribution Requirement:** Social Science

### **SOC339H5: The Indian Act: Canadian Law, Sovereignty, and Indigenous Womxn**

In discussions about Indigenous Peoples and law, the Indian Act is one of the most cited pieces of Canadian legislation. From explaining the history of residential schooling to violence against Indigenous womxn, critical and Indigenous scholars turn to the Indian Act as a key source and problem space. We will center the work of Indigenous feminist scholarship to understand why scholars argue that the act is still both required and a site of contestation, violence, and genocide, and how we are each affected by its governance.

**Prerequisites:** 1.0 SSC credit

**Distribution Requirement:** Social Science

### **SOC358H5: Indigenous People: Legal Orders and Law**

This course examines Indigenous people's traditional and contemporary legal orders and confrontations and interactions with non-Indigenous legal systems. Topics may include: treaties; land and resource rights and laws; rights; self-government; governance; restorative justice; colonial legal systems; criminalization and criminal law; and/or international law.

**Prerequisites:** 1.0 SSC credit

**Distribution Requirement:** Social Science

## ***Proposed New Courses***

### **SOC204H5: Drugs and Popular Culture**

**Course Description:** This course explores how drugs have been represented in music, film, television, and digital media, and how these portrayals shape—and are shaped by—social attitudes, identities, and politics. Students will examine the intersections of race, gender, and class in drug cultures, while analyzing how popular culture influences stigma, policy, and everyday life.

**Prerequisites:** SOC100H5 or SOC109H5

**Distribution Requirement:** Social Science

Faculty Member: Akwasi Owusu-Bempah

Workload: Prof. Owusu-Bempah teaches courses at the 200-, 300-, and 400-level, including SOC210H5 (an existing course that will go towards CLS minor program completion). Adding SOC204H5 to his suite of courses will provide more courses we can offer our students and will help round out his course portfolio from a workload perspective. Worth noting is that he is only one of several instructors who teach SOC210H5, so that course offering is not in jeopardy in any given year that SOC204H5 is offered. Prof. Owusu-Bempah is a top research scholar in this field and frequently engages with media on the subject.

### **SOC207H5: The Politics of Violence**

**Course Description:** This course will investigate various forms of violence and how politics factors into discussions about, and definitions of, violence. The focus is on the institutional and infrastructural aspects of violence (e.g. state, collective and/or revolutionary) rather than interpersonal forms of violence.

**Prerequisites:** SOC100H5 or SOC109H5

**Distribution Requirement:** Social Science

Faculty Member: Gail Super

Workload: Adding a 200-level violence-focused course to Prof. Super's suite of courses offers students an opportunity to engage with violence-related scholarship earlier than her upper-level violence courses. As noted elsewhere, adding SOC207H5 provides more courses to students, becomes part of Prof. Super's rotation, and does not interfere with our ability to deliver our core curriculum. Additionally, Prof. Super's course portfolio does not currently include a 200-level course; adding SOC207H5 thus also addresses workload.

### **SOC212H5: So, you want to be a lawyer?**

**Course Description:** Using sociological perspectives, this course explores the many roles of lawyers in society - from gatekeepers of justice to overworked professionals to charismatic litigators on tv.

**Prerequisites:** 1.0 SSC credit

**Recommend Preparation:** SOC100H5

**Distribution Requirement:** Social Science

Faculty member: Ellen Berrey

Workload: Prof. Berrey's suite of prepared courses is quite extensive, thus the department already uses a rotation with her courses. Though she offers a 200-level course to students that is quite popular (SOC216H5), adding SOC212H5 to the rotation and, perhaps, offering it instead of SOC216H5 will not jeopardize students' ability to earn a 200-level CLS-oriented credit because the prerequisites for SOC212H5 are purposefully minimal so as to attract a broad range of social science students who may be interested in the content because of their law school ambitions.

### **SOC368H5: Global Perspectives on Gang Culture**

**Course Description:** This course draws upon a rich sociological tradition of theory and research to examine the emergence and spread of modern urban street gangs across diverse geopolitical landscapes. The course investigates the structure and activities of gangs, as well as the responses from various communities and institutions.

**Prerequisites:** SOC109H5 and 1.0 SOC credit at the 200-level

**Recommend Preparation:** SOC100H5

**Distribution Requirement:** Social Science

Faculty member: Jerry Flores

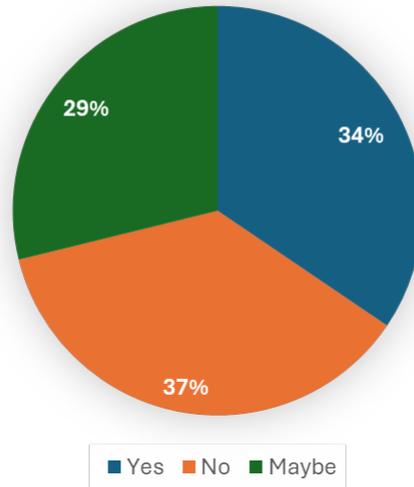
Workload: Similarly, Prof. Flores' course suite is extensive. It includes SOC210H5 but, as noted earlier, this is not a required course and we have other faculty members who can teach the course if he is not available due to the timetabling of SOC368H5.

## Appendix C: Student Survey Data

---

### Feedback from First-Year Students

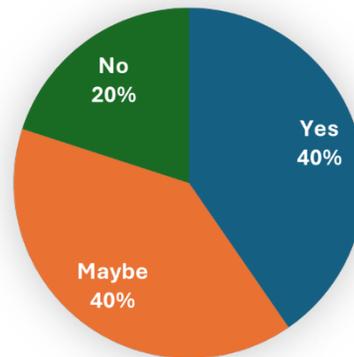
If it were available, would a CLS minor program interest you?



Those who indicated CLS as their desired major or specialist (alone or in connection to another major) were asked through an open-ended question whether a CLS minor would detract from interest in a CLS major or specialist. **Fewer than 10% of responses indicate that a CLS minor may detract from the CLS major.** Notably, these students' responses indicate they were considering a CLS major or nothing in CLS at all, and struggling with the necessity of committing to a CLS major program because their central focus is in another discipline. In this way, having a CLS minor potentially captures more students that would otherwise have opted out of committing to a CLS major.

### Feedback from Second-Year Students and Higher

## If it were available, would a CLS minor program interest you, in combination with your current program of study?



■ Yes ■ Maybe ■ No

### Representative comments in support for CLS Minor from all surveyed students:

“A CLS minor interests me because it is a way of exploring an interest in criminology while pursuing a focus in other disciplines!”

“Getting a more baseline understanding of CLS while still being able to focus on my other studies.”

“Having more of a variety. With a minor I believe it would give students a more flexible and more of a variety to work with. Some people might not be able to handle another major on top of their existing one but they still want to take criminology, a minor in turn would give them the opportunity.”

“I like that it offers a quick way to achieve a program in CLS.”

“I love the subjects in CLS, I get to customize my degree way more with this as a minor.”

“I'm interested in the CLS minor because it goes deeper into interesting topics like corporate environmental crime and gang culture. Plus its nice that it focuses on real-world issues without the heavy research methods or theory stuff.”

“I find the CLS minor really interesting because it gives me a deeper understanding of how the legal system works and its impact on society. I'm curious about the intersection of crime, law, and social issues, and I think studying these topics will help me develop critical thinking skills and a better perspective on justice and policy. Plus, it opens up a lot of career opportunities in fields like law enforcement, legal studies, and social work, which I find really appealing.”

## Appendix D: Summary of Departmental Consultations

---

### **Department of Anthropology, UTM:**

The Anthropology Department provided a generally supportive review of Sociology's proposed Criminology, Law and Society (CLS) minor. They raised three main concerns: program overlap, framing, and collaboration opportunities. Anthropology noted some potential overlap with their new Politics, Policy, and Law (PPL) Focus and wanted more information as to how CLS positions itself relative to PPL. They asked about changing the name of the minor to "Sociology of Crime, Law and Society." Finally, they recommended opening the minor to include other disciplines, noting a strong potential for complementary coursework between the programs. Overall, Anthropology was supportive of the minor. They acknowledged the minor's potential value for students, future opportunities for collaboration, and expressed willingness for an ongoing dialogue.

In response, we acknowledged Anthropology's concerns and provided the following: First, on program overlaps, we emphasized that criminology is already

embedded in our department with faculty specifically trained in sociology/criminology. The minor provides a natural outlet for faculty to teach in their established fields. We are positioning the CLS minor as arising organically from existing expertise in our unit, as evidenced by our successful major and specialist programs. Second, we cannot rename the minor because we already call our major and specialist programs Criminology, Law, and Society. We also clarified that the minor draws from our existing Criminology, Law, and Society resources and faculty expertise. Finally, we expressed interest in interdisciplinary collaboration but noted that our immediate approach focuses on mobilizing existing departmental resources. We noted that initial consultations with the Dean's Office suggested it would be best to be incremental in our approach and growth of the minor. We are, however, committed to future collaboration and program expansion, and we could reevaluate and consider cross-listing courses from other departments once the minor is implemented. Doing so would be consistent with the CLS major and specialist programs, which currently include a cluster of "Group B" courses from outside of our program that count towards program completion.

### **Department of Philosophy, UTM:**

Philosophy finds the minor "great" with clear rationale. They raised some concerns. First, Philosophy questions why the minor doesn't allow courses from other departments. Second, they expressed worries the new minor could draw students away from Philosophy's programs. Third, they expressed concerns over our student feedback that their minor provides fewer practical outcomes. Finally, they suggested a missed collaboration opportunity where philosophy could valuably contribute to the CLS minor requirements.

In our response, we noted that some of the questions around competition between the two minors raised by Philosophy are speculative so we cannot provide any definitive answers. We believe students gravitate to the already

existing CLS program in Sociology because they are also interested specifically in Criminology as a field, which has its modern roots in sociology. Criminology has been part of our unit for years. The CLS minor would provide an opportunity for students to explore Criminology, Law, and Society (which is also a formal speciality in sociology with obvious ties to criminology) without having to major in the program. We do not believe that Philosophy formally or systematically engages with the discipline of Criminology (or the speciality of Law and Society which is recognized as an official subfield within Sociology) and believe this marks a point of difference between the CLS minor and the Department of Philosophy Ethics, Law and Society minor.

Like our response to the Department of Anthropology, we are working with our existing courses for now but we look forward to future collaborations as we start to build out the program and agree that law-focused classes in Philosophy would be quite valuable for our program.

Addressing student feedback, we noted that we did not prompt students to discuss any one existing program in our consultative survey. The students themselves brought this information to us. We do not think the student comments were meant to suggest that they were a robust assessment of Philosophy, nor were they frequent in scope. We do believe it is important for our proposal to include this aspect of practical skill and experience as it points to demand for CLS as it relates to Sociology and Criminology (which also offers experiential learning opportunities in the field). We adjusted some language in that section of our proposal to ensure the proposal reader is sufficiently clear that the feedback comes from students, not us, and is based on their perceptions.

### **Department of Political Science, UTM:**

Political science did not raise any concerns about the proposed CLS minor. From their perspective, they could imagine some POL students wanting to pick up this

CLS minor as a complement to their POL major or specialist programs. Like a few of the social sciences, many of their students share an interest in going to law school and this sounds like a nice option for students so inclined. In addition, they saw the courses in the proposed minor as quite different than what they offer, and perfectly compatible with combining that work with POL, if they were, say, majors or specialists in their programs. To quote, “we have no worries and wish you luck and congratulations on developing and building out this area of strength for you and your students, and of interest as a possible minor for students in many other programs, including ours.”

We replied with a thank you but had no queries to reply to.