Faculty of Arts & Science
Major Modification to Program Form

<table>
<thead>
<tr>
<th>Program Title (POSt Code)</th>
<th>Specialist in Political Science ASSPE2015</th>
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<tbody>
<tr>
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<td>Major in Political Science ASMAJ2015</td>
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<td>Minor in Political Science ASMIN2015</td>
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<tr>
<td>Proposed major modification</td>
<td>Restructuring required courses at the 100, 200, and 300-level, and the addition of new requirements in diversity and identity themed courses.</td>
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<tr>
<td>Department/Unit</td>
<td>Department of Political Science</td>
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<tr>
<td>Dean’s Office contact</td>
<td>Nicholas Rule, Acting Vice-Dean, Undergraduate</td>
</tr>
<tr>
<td>Proponent</td>
<td>Dickson Eyoh, Associate Chair, Undergraduate</td>
</tr>
<tr>
<td>Version date</td>
<td>January 17, 2020</td>
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<tr>
<td>Effective date</td>
<td>March 1, 2020</td>
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**Brief Description of the Proposed Changes**

*Using bullet points, briefly summarize the main aspects of the changes (e.g. addition of required courses, restructuring higher-year course option, introduction of Streams, etc.). Specify changes to program description, requirements, and program learning outcomes.*

- Modification of entry and completion requirements for minor, major and specialist programs
- Replacement of POL101Y1 with new H courses at first year level
- Replacement POL201Y1, POL208Y1, POL214Y1, and POL224Y1 with H versions of same courses.
- Introduction of elective H courses for sub-disciplines at second year level.
- Re-numbering of POL203Y1: US Government and Politics, POL207Y1: Politics of Europe and POL215Y1: Politics and Transformation in Asia Pacific as 300 level courses for consistency in level of introduction to politics of regions
- New POL218H1: State and Society in Comparative Perspective as introduction to comparative politics sub-field
- Option for Specialist to complete POL320Y: Modern Political Thought (current curriculum) OR a H course in Quantitative OR Qualitative Methodology at 300-level or above
- Requirement of 1.0 FCE in diversity from list of department courses

**Program information**

**Program Description**

The study of Political Science at the University of Toronto is wide-ranging and diverse. Courses are offered in political theory, Canadian government, international relations, and the politics of societies that are industrialized, developing, and in transition. Many courses deal with issues (such as environmental politics, diversity, peace and conflict, globalization) that cut across fields. Course offerings are designed to introduce students to Political Science at the first year level, provide the foundations for further study at the second year level, and provide specialized lecture and seminar courses at the intermediate and advanced levels. Studies in Political Science provide students with a good grounding in one of the chief social science disciplines and an opportunity to explore the issues that confront us as individuals, groups, societies and on the international level in the twenty-first century. In addition to the materials covered, Political Science
courses are set up to offer students opportunity to learn writing and analytical skills to support a challenging and diverse career.

Courses in Political Science dovetail with programs in many other disciplines of the social sciences and the humanities: Economics, Sociology, History, Philosophy, and Psychology. A student interested in Canadian studies or urban problems, for example, would be well advised to choose courses from all these disciplines, as would someone interested in international affairs or environmental studies. A student planning graduate work in the social sciences should seek to obtain a basic understanding of each of these disciplines.

Enrolment Requirements
If a change in program type (e.g. Type 1 to Type 2) or a modification to existing enrolment restrictions is proposed, highlight changes to the previous requirements. Modifications to enrolment requirements will be reviewed in Committee on Admissions as well as Curriculum Committee.

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Completion Requirements

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**Political Science Major:**

7.0 POL full courses or the equivalent in half courses. Of these, 1.5 FCEs must be 300+ series courses and 0.5 must be a 400 series. Only 1.0 100 level course will be counted towards the POL program.

**First Year:**
- **POL101Y** 1.0 FCE in POL courses at the 100-level
- **0.5 FCE in a First-Year Foundations Seminar in relevant topics (from POL or an approved topic from another unit)** may be substituted.

**Higher Years:**
1. **POL200Y1**
2. One of the following: [POL201H1/ POL208H1/ POL218H1](https://fas.calendar.utoronto.ca/course/POL201Y1)
3. **POL214Y/POL224Y** **POL214H1/POL224H and 0.5 FCE at the 200-level or higher years in Canadian Politics**
4. **POL222H1**
5. **1.0 FCE in Diversity and Identity courses**
6. **2.05 additional POL full course equivalents. Of these, at least 1.5 must be 300+ series and 0.5 must be a 400 series course.**

**Note:**
- No more than 1.0 FCE 100-level courses may be used to fulfil the program requirements.
- No more than 1.0 FCE NON-POL courses Approved for POL program requirements may be used to fulfil the program requirements

**Political Science Specialist**

**Current:**

10.0 POL full courses or the equivalent in half courses. Of these, 3.0 FCEs must be 300+ courses and 1.0 full course equivalent must be 400-series. Only 1.0 100 level course will be counted towards the POL program.

**First Year:**
- **POL101Y** 1.0 FCE in POL courses at the 100-level
- **0.5 FCE in a First-Year Foundations Seminar in relevant topics (from POL or an approved topic from another unit)** may be substituted.

**Higher Years:**
1. **POL200Y1**
2. One of the following: [POL201Y1/ POL203Y1](https://fas.calendar.utoronto.ca/course/POL201Y1/ POL203Y1)
3. **POL214Y/POL224Y** **POL214H1 or POL224H and 0.5 FCE at the 200-level or higher years in Canadian Politics**
4. **POL222H1**
5. **1.0 FCE in Diversity and Identity courses**
6. **3.0** additional POL full course equivalents. Of these, at least 2.0 must be 300+ series and 1 full course equivalent must be 400-series.
Note:
- No more than 1.0 FCE 100-level courses may be used to fulfil the program requirements.
- No more than 1.0 FCE NON-POL courses Approved for POL program requirements may be used to fulfil the program requirements.

Proposal Questions – General

Answers to all questions in this section are required. Even a brief answer will assist in reviewing changes when they are heard in governance. These answers will be entered on CM under the same field titles.

Rationale

Following a 2 year curriculum review process, the Department of Political Science voted a revised curriculum in October 2019, with implementation in 2020-21. The most consequential changes are restructuring of courses offerings at first and second year levels. Our current curriculum relies on too many required courses, leaving very little room for electives. 4.5 FCEs of 7FCEs required for completion of the major are first and second year courses and four of these are Y courses. 5FCE of 10FCEs required for the Specialist also must be completed by the second year and four these are Y courses. While the revised curricula do not reduce the number of courses required for the major and specialist programs, it provides students greater flexibility in their movement through the program and more electives at first and second year levels, and provides faculty more flexibility in the kinds of courses they teach.

In the new curriculum, POL101Y1, the only course currently offered in first year, will be replaced with an H course (POL101H1: The Real World of Politics: Introduction). POL101H1 will introduce students to the core concepts of Political Science using historical and contemporary events as the current POL101Y1. There will be an initial three new theme-based H courses: POL106H1: Challenges to Contemporary Democracy: Democracy in the Age of Social Media; POL107H1: What Went Wrong? A Post Mortem of Political Disasters, Catastrophic Policy Failures and Epic Marches of Folly and POL109H1: Might and Right: Power and Justice in International Relations. As the titles suggest these courses will give students options to learn about different ways in which political scientists investigate pressing issues of our times.

Except for POL200Y1, all second year Y versions of introductions to the sub-fields/sub-disciplines will be replaced by H versions of the same courses and program requirements for sub-field electives will be reduced from 1 FCE (current Y versions of courses) to .5 (one of new H versions). To satisfy the requirement for 1 FCE in Canadian politics, majors and specialists will complete POL214H1 OR POL224H1 and a 200 level or higher Canadian Politics course.

Except for the Political Theory sub-field, the revised curriculum will offer new theme-focused H electives at 200 level which will not have pre-requisites. The new 200 level electives for 2020-21: POL205H1: International Relations in the Anthropocene and POL211H1: Intelligence, Disinformation and Deception: Challenges of Global Governance in the Digital Age for International Relations field; POL223H1: Globalization and Development: Issues and Challenges for the Development field; POL219H1: Unpacking Political Systems: Institutions and Behavior in Comparative Perspective for Comparative Politics field; POL220H1: Immigration, Multiculturalism and Citizenship in Canada for Canadian Politics field.

Majors and Specialist will be required to complete 1 FCE on diversity from a list of designated courses. This new requirement will signal to students the importance of diversity and political identities in the conduct of politics at national and global levels and is in keeping with the university’s commitment to supporting diversity.
Specialists have a choice of taking POL320Y1: Modern Political Thought (currently required) OR a 300 level or above H course in either Quantitative Methods or Qualitative Methods. The change will give students, especially those contemplating further studies, some choice in building the analytical skills that are more aligned to their intellectual interests and career goals (see Academic context).

The most consequential part of the proposed modifications is the shift to H from Y courses at first and second year levels. We stand out as the only political science department in Canada and amongst peer private and public universities in the US that we surveyed who offer Y versions of introductions to the sub-disciplines. On close inspection we realized that because practically all Y courses at first and second year levels are co-taught, the reality has been that they have commonly been organized, more or less, as two separate courses: instruction in the first semester covers the core concepts while the second semester deals with an assortment of issues chosen by the instructor and often in cursory manner. With semesterization, our first and second year curriculum will conform with the common structure of introductory courses in the sub-disciplines and the new H electives will permit more in-depth introduction to, and better preparation of students for advanced the study of issues in the purview of sub-disciplines and that cut across conventional disciplinary boundaries.

Enrolments in political science have stagnated during the last five years. This is a North America-wide trend that is driven by broader social, economic, and institutional changes affecting enrolments in the Social Sciences and Humanities. While the guiding principle of the revised curriculum is to offer the best undergraduate education in the discipline, some aspects of the revised curriculum are meant to attract new and more students to the program. Replacement of POL101Y1 as the only first year course with an initial suite of four H courses, along with the use of Political Science FYF seminars and approved FYF seminars by other units for declaration of POSH after first year, will increase the number of “entry points” to the program. The introduction of new electives will mean more courses that provide grounding for upper level courses on traditional topics and emergent issues. It will also enhance preparation for further studies as a significant majority of students who pursue graduate studies, enroll in interdisciplinary Masters or professional programs (see Academic context).

Academic Context

The Department of Political Science at University of Toronto is the preeminent department in Canada and in the world (12th in the most recent QS ranking of Politics and International Relations). Political Science at the University of Toronto is wide-ranging and diverse. Like most departments, teaching (and research) are organized around a number of sub-disciplines: Canadian Politics, Comparative Politics, International Relations, Development Studies and Political Theory. The Department offers a plethora of courses covering a diverse range of topics that give students both a breadth and depth of knowledge in those sub-disciplines and courses on topics that cut across the sub-disciplines. Studies in Political Science provide students with a good grounding in one of the chief social science disciplines and an opportunity to explore the issues that confront us as individuals, groups, and societies and on the international level as we tackle 21st century political problems. In addition to the substantive materials covered, Political Science courses are designed to make graduates better prepared for intelligent participation in the broader political community. The courses also offer students key analytical and writing skills to support challenging and diverse careers in government organizations of all kinds (administrative and research positions); educational institutions (schools, colleges, and universities); political organizations (parties, movements, groups); and the media. The Major and Specialist program provides a good foundation for further study in law, international relations, public administration, community planning, urban studies, environmental studies, and the like, as well as graduate training in the discipline.
Student evaluations of the quality of instruction and their overall experience in the program has been consistently high.

Two related common and persistent complaints over the years, on the part of students, which were amplified in students’ responses to questionnaires and focus groups, have been the rigidity of program requirements and lack of electives at first and second year levels. The revised curriculum will continue to provide good grounding in the traditional sub-disciplines while allowing students more choices in their movement through the program.

Our faculty, perhaps more so today than in the past, pursue research and teaching that is interdisciplinary in scope. This is reflected in the significant number who are cross-appointed to many units within FAS. The introduction of H electives will provide faculty more flexibility in the kinds of courses they teach while affording students more choices and better preparation for upper level courses on topics whose study cuts across conventional disciplinary boundaries.

Interdisciplinary graduate programs have been on the increase, mirroring shifts in the organization of research and teaching across the social sciences and humanities as well as career options for university graduates. Not surprisingly, a significant proportion of our students who pursue graduate studies now enroll in interdisciplinary Masters Programs (such as Immigration and Refugee Studies, Public Policy and Administration, Environmental Studies, Development Studies, Urban Planning and Global Governance). Increasing electives at second year will thus also enhance preparation for students who elect to pursue further studies.

Impact

We do not anticipate any significant impacts on students of the revised curriculum and certainly no negative ones, including for students in programs that list our first and second year courses as requirements or electives. The shift to H courses in Years One and two, and the new electives in Year 2 will provide students greater flexibility in their movement through the program and more electives at first and second year levels, and provide faculty more flexibility in the kinds of courses they teach.

Consultation

The proposed modifications are the result of two years of extensive and careful deliberations with faculty and undergraduate students. The department underwent an external review in 2016. Amongst issues of major concern noted by the reviewers was the “lack of attention to courses dealing with issues of diversity – ethnic, sexual or racial, for example”, gaps in coverage of important topics and emergent issues, repetition of material from year-to-year, paucity of electives at lower levels and overlap in course offerings in upper years. The review pointed out that these problems were, to a significant extent, attributable to our decentralized approach to curriculum management whereby course offerings were decided by area (subfield) groups that operated as “silos” and strongly recommended the establishment of a curriculum committee with centralized oversight the curriculum.

Based on the issues raised in the external review of the department in 2016, the department recognized a need to assess the overall state of its undergraduate curriculum. A process of review and renewal of the undergraduate curriculum was initiated in 2017, under the guidance of the Curriculum Renewal Steering Committee.

The first stage of the review process began with a self-study report of the department. The report provided critical background and data on the undergraduate program and was the basis of discussion for a day-long off-campus faculty retreat in September 2018.
Following the discussions in the faculty retreat, the steering committee was given a mandate to propose a vision that would identify principles, goals, and outcomes of the undergraduate curriculum, evaluate the existing curriculum in relation to that vision, develop alternative models for the curriculum moving forward, and produce a report outlining these aforementioned aspects. The steering committee met regularly throughout the 2018-19 academic year to discuss these matters. The committee was also tasked with collecting additional data that would inform its deliberations, proposals, and final report. The committee also solicited submissions from area (subfield) groups and held extensive discussions with individual faculty. Further, data on enrollment, teaching hours, curriculum structure, and teaching evaluations was collected from fellow FAS units and other university sources, as well as from comparable departments in Canada and the United States.

Input from undergraduate students was crucial in the review. At the start the review process, the Chair and Associate Chair for Undergraduate Studies met with the executive of APSS (the undergraduate course union) to inform them of plans for curriculum review and renewal and solicit suggestions of how best to involve students. As part of data collection, two surveys were undertaken of current and former students which received 1126 responses. Findings from the surveys on what students regarded as the strengths and main weaknesses of the undergraduate program were used to structure three focus groups of current undergraduate students. Students views were incorporated in the Committee’s report.

The Committee’s report was discussed in meetings of small groups of 5-10 faculty and committee members in March 2019. The report and feedback from the small group discussions formed the basis of discussion for a second day-long off-campus retreat in April 2019. The discussions produced a consensus on core elements of a renewed curriculum. The committee also recommended the establishment of a Curriculum Committee for centralized oversight of the curriculum. The committee’s final recommendations for proposed modifications of the curriculum and for the establishment of a curriculum committee were voted by the department in October 2019 for implementation in 2020-21.

Resource Implications

The proposed curriculum revisions will not require additional resources; instead, we anticipate that they will enable better use of teaching resources to students’ benefit. The main change is the shift from Y to H courses at first and second year levels, which increases the number of courses offered at first and second year levels. POL101Y1 is currently taught by two faculty members, each receiving 1 FCE teaching credit. With the replacement of POL101Y1 with H courses, we will be offering four new courses with about the same aggregate enrollments using the same amount (2 FCE) faculty teaching credits and TA hours. We gain scheduling flexibility as we be able to offer different courses in two semesters. With the replacement of Y with H courses at second year level, we will be offering introductions to sub-disciplines and new electives with the same amount of Faculty and TA resources. We do not anticipate challenges staffing the new first year H courses. The courses have generic titles so that the yearly content will depend on faculty assigned to teach them. All faculty are expected to teach across all levels of the curriculum and to teach a first or second year introductory lecture course or area PhD core course over three years. Because of the size of our faculty, it will not be demanding to have faculty to rotate in and out these courses.

Learning Outcomes

As part of examining the current curriculum, the program learning outcomes have been revised and elaborated. Revised learning outcomes address the new requirement in diversity and identity courses.

Current Outcomes are to provide graduates:
1. an excellent understanding of the scope of the Political Science discipline, and its relation to other fields in the social sciences and humanities;
2. advanced knowledge of the core areas and methodologies including political theory and quantitative reasoning;
3. practical knowledge of both Canada’s political system and that of other countries, and the relations between those countries;
4. the ability to read literature in the field critically, to analyze and evaluate evidence pertaining to theoretical issues, and to undertake original research.

Revised and Elaborated Outcomes:
Upon successful completion of the program, graduates will demonstrate ability to:
1. understand the scope of the political science discipline and its relation to other fields in the social sciences and humanities;
2. understand the core areas of political science: IR, Canadian Politics, development, political theory, comparative politics;
3. examine critically both Canada’s political system and that of other countries, and the relations between those countries;
4. read literature in the field critically;
5. understand and apply qualitative and quantitative methods in research of political phenomena;
6. analyze and evaluate evidence pertaining to theoretical issues;
7. critically reflect on and analyze the significance of social differences in the organization of political power, how political power is deployed and the impacts on different groups of citizens;
8. critically analyze and evaluate how political identities shape citizens participation in politics;
9. clearly and concisely express verbal arguments and ideas to a variety of audiences;
10. write coherent, persuasive and evidence-based arguments about complex issues.

Course offerings are designed to introduce students to key themes and issues in the study of Politics in the first year; to build on that knowledge in the second year through more formal introductions to the subfields and electives; and to provide specialized and advanced instruction at the third and fourth year levels. This structure speaks to the Department’s core mission: to teach students strong analytical skills, using multiple approaches and methodologies; and good writing and verbal communication skills. Nearly every course in the Department, from first year to fourth year, has at least one graded component a significant writing assignment and oral presentations are a common requirement in our seminar-style courses. More generally, the program aims to provide graduating students with an excellent mix of verbal, quantitative, and analytic skills that will prepare them to work in a variety of fields in which some combination of these abilities is an asset. It also prepares graduates for intelligent participation as citizens in their political communities through thematic courses that cut across conventional sub-disciplinary (and often disciplinary) boundaries and encourage them to think rigorously and holistically about critical questions. The program equips its graduates to think critically and practically about the significance of social diversity (race, class, religion, gender etc.) in the organization and uses of political power and how political identities shape patterns and outcomes of citizens participation in politics.

Faculty and TA Support
The proposed modifications will be supported with existing faculty and TA resources (see resource implications).

Diversity
The revised curriculum sends a clear signal to students about the importance of diversity by requiring majors and specialists to complete 1.0 FCE on diversity from a list of designated courses deal, in different ways, with...
Major Modification to Program – Faculty of Arts & Science

Depth of Knowledge

The study of politics is complex and heterogeneous. It ranges from an analysis of individual behavior to global international relations; from the examination of institutions to reflection on broad philosophical questions. Yet for all its complexity and heterogeneity, political science is not formless. Most departments of political science are divided into subfields that bring together scholars (and courses) that share a substantive and/or methodological focus. The main undergraduate subfields at UofT are Canadian politics, comparative politics, international relations, development studies, and political theory.

The undergraduate curriculum provides students with increasing depth of comprehension as they proceed through the program. All students begin with taking courses that expose them to core concepts and issues confronting the discipline in the first year. As their titles indicate, the first year lecture courses and first year foundations seminars introduce students to the heterogeneity of the discipline through exposure to the variety of methods and approaches used by the discipline to study a wide array of phenomena. The three required lecture courses at the second year level (POL214H1/224H1, POL200Y1 and POL222H1) increase students’ depth of knowledge in Canadian politics and the history of political thought and introduces them to the basics of qualitative reasoning in the study of politics. These, along with the (required) elective lecture courses (POL201H1/POL208H1/POL218H1) lay the foundations for advanced study in the major sub-disciplines of Political Science (Canadian Politics, International Relations, Comparative Politics, Political Theory, and The Politics of Development). A second lab-based lecture course at the second year level on quantitative reasoning (POL232H1), which is a requirement for specialists, offers additional instruction in using statistical and experimental methods to analyze political phenomena. Students in the Specialist program are also required to take POL320Y1: Modern Political Thought to give them a comprehensive exposure to the sub-discipline of Political Theory, or an additional H course in quantitative or qualitative methods which may be more aligned to their future academic and professional goals.
Advanced elective courses at the third and fourth year level allow for in-depth exploration of topics, development of research, analytic, and writing skills, building on the theories and approaches learned in the introductory first and second year level courses. Courses at the Third Year level also expose students to the study of many regions of the world (Africa, Europe, Asia-Pacific, the United States of America, Latin America, and Middle East). All of our courses at the fourth year level are seminar courses, allowing for more intensive and interactive learning experiences amongst students and between students and faculty. The 0.5FCE and 1.0 FCE requirement for students enrolled, respectively, in the major and specialist programs, ensures all students will do a research paper that requires them to synthesize theories, methods, and empirical knowledge gained throughout their course of study. Nearly all of our courses at all levels require research papers, so that students completing the program will have gained writing and analytic skills.

Competencies: No significant Changes

For these five categories, describe how each competency is developed within the modified program to the degree relevant to the area/discipline. If the program does not address a particular competency, explain why that competency is not relevant to your area/discipline and how students in your program are expected to attain that competency within their overall degree program.

Critical and Creative Thinking
The purposeful and reflective examination of knowledge and ideas beyond memory and recall, whereby students can make informed judgments, synthesize what they have learned, and apply their ideas in novel ways.

Political Science is an analytic discipline and a prime goal is for us to train our students to do critical and creative thinking. Our required first year lecture courses and First Year Foundation seminars are centred on teaching students analytic skills and centred on solving puzzles of power and governance (or failures of governance). Students are presented with problems of increasing complexity in the required second year courses and, more importantly, varied ways of seeing problems (as problems of ethics and morality; power; organizational challenges; crises in community) through mandatory courses in both political theory – grounded in non-positivist, more philosophically driven puzzling – and a variety of courses grounded in positivist (scientific) assumptions about ways of understanding social science phenomena. Regardless of the approach, students are taught in all of our courses to marshal both theory and evidence.

Communication
The ability to express ideas, arguments, and facts to convey an intended message in a manner that is cogent and effective.

Political Science addresses the communication competency in a number of ways. We emphasize the ability to construct and present arguments in support of one’s analyses of data and to marshal evidence for or against particular theories. We test students’ ability to construct and present those arguments through both written and oral assignments. Course instructors in all of our courses build into their writing assignments the importance of organizing ideas into coherent arguments supported by appropriate kinds of evidence, and to present those ideas effectively in written form. All students in the Major and Specialist programs are exposed to a seminar-style learning format that requires interactive communication amongst students through the tutorials offered as part of each of the first and second year lecture courses. Also, all students in the Major and Specialist programs have to complete a 0.5 or 1FCE requirement at the 400-level, of which all the courses are in seminar format. In our fourth year seminar courses, instructors may also include an oral communication component in their assignments.
Information Literacy
The ability to effectively find, evaluate, create, use and present knowledge, data and critical analyses for scholarly and other purposes.

Political Science is a field that uses a variety of methodologies and types of data, ranging from philosophical inquiry to statistical analyses to experimental and ethnographic research methods. Students are exposed to various aspects of information literacy over the course of their program. Particularly in the upper level courses, students are expected to acquire the following information literacy skills:

• learn to locate relevant theoretical literature and empirical data to support their research on a topic;
• take at least one course that involves working with statistical datasets;
• acquire several methodologies for analyzing different types of relevant data;
• learn to evaluate the relevance and importance and reliability of the data collected;
• learn to present information as part of original research papers.

Quantitative Reasoning
The ability to reason with basic mathematical, numerical and statistical concepts in order to enhance understanding of an area of study and to help navigate a data-driven world.

As part of the requirements for the Major and Specialist programs, all students are required to complete POL222H1, Introduction to Quantitative Reasoning. It is meant to provide an introduction to the various quantitative research methods developed in the discipline to understand political phenomenon (such as how to interpret public opinion polling data). Students are taught how to read and critically evaluate quantitative data presented in tables, charts, and graphs, and to develop an appreciation of when it is appropriate to use quantitative as opposed to qualitative or interpretive research methods. Students seeking more advanced understanding of how to do quantitative research methods can then take POL232Y1: Introduction to Quantitative Reasoning 1, where we expect students to learn how do quantitative methods, and not just how to appreciate them. Upper level courses offer more advanced training in quantitative methods.

Social and Ethical Responsibility
The ability to engage in critical reflection upon questions of responsibility to oneself and society and to develop values of academic and personal integrity.

As noted above, all students in the Major program are required to complete POL200Y1, Political Theory: Visions of the Just/Good Society. Specialist, in addition, must complete POL320Y1: Modern Political Thought (or a H course in Quantitative or Qualitative Methods.) These political theory courses provide a general introduction to major thinkers in the history of political thought from ancient times (Plato, Aristotle, Machiavelli) through the 17th century (Hobbes, Locke) to the 18th and 19th centuries (Rousseau, Mill, Marx, among others). More importantly, major themes related to the question of what makes for a good society are explored. Students consider questions of justice, freedom, and community cohesion; whether the model of the good community holds universally or is culturally and historically specific; and whether the insights provided by classical thinkers have relevance today. Students build on the foundations of ethical knowledge and reasoning established in these required courses in their elective courses in Political Theory at the third and fourth year level.

Integrative, Inquiry-based Activity
Activity that involves substantial investigation, synthesis of knowledge, and communication of results of the inquiry.

All students in their Major program must complete at least 0.5 courses at the 400-level, and all students in the specialist program at least 1 full course equivalent courses at the 400 level. These require a major piece of
written work or series of works, and possibly an oral presentation. Each of these 400-level courses is taught as a seminar and each involves substantial investigation and synthesis of knowledge across subjects. These assignments represent a culmination of the knowledge students have gained in their earlier years and the application of their research methods they have learned. Some of these seminar courses offer the possibility of study abroad or build a service-learning component. The vast majority of courses at the third year level require research papers as well, so that most students in the Major program have more than one opportunity to write a research paper. All students have the option of doing a fourth year half or full-year independent research project.

### Governance Path

<table>
<thead>
<tr>
<th>Level</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s Office approval</td>
<td>December, 2019</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee</td>
<td>January 27, 2020</td>
</tr>
<tr>
<td>Arts &amp; Science Council</td>
<td>February 12, 2020</td>
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<tr>
<td>AP &amp; P (for information)</td>
<td>May, 2020</td>
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</table>
22 New Courses:

**JPI201H1: Indigenous Politics in Canada**

<table>
<thead>
<tr>
<th>Impact on Programs:</th>
<th>This proposal triggers modifications in the unit's program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Hours:</td>
<td>Lecture: 24 / Tutorial: 12</td>
</tr>
<tr>
<td>Description:</td>
<td>This course explores key issues in Indigenous politics in Canada. Provides students with an overview of historical and contemporary socio-political issues in Indigenous societies and institutions such as Indigenous self-governance, land claims and treaty negotiations.</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>4.0 credits including 1.0 POL credit or INS201Y1</td>
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<tr>
<td>Corequisites:</td>
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</tr>
<tr>
<td>Exclusions:</td>
<td>POL308H1</td>
</tr>
<tr>
<td>Recommended Preparation:</td>
<td>POL214H1 or POL224H1</td>
</tr>
<tr>
<td>Topics Covered:</td>
<td>Indigenous self-governance, land claims and treaty negotiations</td>
</tr>
<tr>
<td>Methods of Assessment:</td>
<td>assignments, test/exam, tutorial participation</td>
</tr>
<tr>
<td>Breadth Requirements:</td>
<td>Creative and Cultural Representations (1)</td>
</tr>
<tr>
<td>Distribution Requirements:</td>
<td>Social Science</td>
</tr>
<tr>
<td>Competencies:</td>
<td>Communication: notably; Critical and Creative Thinking: notably; Information Literacy: notably; Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively</td>
</tr>
<tr>
<td>Experiential Learning:</td>
<td>Research: notably; Other: none</td>
</tr>
<tr>
<td>Rationale:</td>
<td>This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 2nd or 3rd year.</td>
</tr>
<tr>
<td>Consultation:</td>
<td>This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.</td>
</tr>
</tbody>
</table>
Political Science (FAS), Department of

Resources:
- TAs
- full teaching station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
- None

Programs of Study for Which This Course Might be Suitable:
- Indigenous Studies
- Canadian Studies

Estimated Enrolment:
- 200

Instructor:
- Dale Turner

**POL101H1: The Real World of Politics: An Introduction**

Impact on Programs:
- This proposal triggers modifications in the unit's program(s)

Contact Hours:
- Lecture: 24 / Tutorial: 12

Description:
- This course introduces students to compelling issues of contemporary politics through the lens of classic and important texts in political science. The course covers the politics of climate change, Indigenous rights, elections and electoral systems, terrorism, social movements and political activism, voting, democracy, and power.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:

Topics Covered:
- climate change, Indigenous rights, elections and electoral systems, terrorism, social movements and political activism, voting, democracy, and power

Methods of Assessment:
- assignments, test/exam, tutorial participation

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Social Science

Competencies:
- Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: extensively
Political Science (FAS), Department of

Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively

Experiential Learning:
Research: notably; Other: none

Rationale:
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

Consultation:
This new course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

Resources:
TAs
full teaching station

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
500

Instructor:
Courtney Jung

POL106H1: Contemporary Challenges to Democracy: Democracy in the Social Media Age

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
This course examines the latest evidence-based research on the effects of social media on democracy. We cover surveillance capitalism, privacy, disinformation, and the often-overlooked ecological implications of data consumption. We also examine targeted digital espionage against civil society, Citizen Lab research reports, and explore solutions and alternatives to social media.

Prerequisites:

Corequisites:

Exclusions:

Recommended Preparation:
Political Science (FAS), Department of

<table>
<thead>
<tr>
<th>Topics Covered:</th>
<th>surveillance capitalism, privacy, disinformation, ecological implications of data consumption</th>
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</thead>
<tbody>
<tr>
<td>Methods of Assessment:</td>
<td>assignments, test/exam, tutorial participation</td>
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<tr>
<td>Breadth Requirements:</td>
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<td>Distribution Requirements:</td>
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<td>Experiential Learning:</td>
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<td></td>
<td>Nature of &quot;Other&quot; Experiential Learning: none selected</td>
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<td>Rationale:</td>
<td>This is a foundational political science course that examines the complex relationship between our information and communications environment and democracy. The evidence around social media’s impact on democracy and society in particular is now mounting, most of it showing detrimental consequences. A course such as this will help students think critically about their devices, the networks of which they are a part, and the information and communications platforms which have become our de facto public sphere.</td>
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<td></td>
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<td>Budget Implications: The academic unit will provide the resources required for this course from existing budget.</td>
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<td>Overlap with Existing Courses:</td>
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<tr>
<td>Programs of Study for Which This Course Might be Suitable:</td>
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</tr>
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<td>Estimated Enrolment:</td>
<td>500</td>
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<tr>
<td>Instructor:</td>
<td>Ronald Deibert</td>
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**POL107H1: What Went Wrong? A Post Mortem of Political Disasters, Catastrophic Policy Failures, and Epic Marches of Folly**

| Impact on Programs: | This proposal triggers modifications in the unit's program(s) |
| Contact Hours: | Lecture: 24 / Tutorial: 12 |
| Description: |  |

16
Why do individuals, groups, and societies make repeated, and often easily predictable mistakes? Why do they persist in courses of action that produce disastrous results? Why do good intentions fail to ensure good results? This course employs the political science analytical toolkit to answer these questions and examines an array of avoidable disasters, from the local to the international.

**Prerequisites:**

**Corequisites:**

**Exclusions:**

- POL486H1 (Topics in International Politics I: What Went Wrong? A Post Mortem of Political Disasters, Policy Failures and Marches of Folly), offered in Winter 2019 and Winter 2020
- POL487H1 (Topics in International Politics II: What Went Wrong? A Post Mortem of Political Disasters, Catastrophic Policy Failures), offered in Winter 2018

**Recommended Preparation:**

**Methods of Assessment:**

- assignments, test/exam, tutorial participation

**Breadth Requirements:**

- Society and its Institutions (3)

**Distribution Requirements:**

- Social Science

**Competencies:**

- *Communication:* notably; *Critical and Creative Thinking:* extensively; *Information Literacy:* notably
- *Quantitative Reasoning:* slightly; *Social and Ethical Responsibility:* extensively

**Experiential Learning:**

- *Research:* notably; *Other:* none

**Rationale:**

This course is one of our new thematic 100 level offerings. It seeks to introduce students to political science theoretical tools through an analytical examination of disasters. This frame allows for the introduction of important normative and critical angles to a 100 level courses. The study of disasters is both a pedagogical hook that establishes the importance and utility of social scientific methods, but also an inherently important topic of study. The spectrum of disasters and approaches that is covered in the course allows for an exploration of different political science sub-fields in an innovative way and as such serves as an introduction to the discipline as a whole.

**Consultation:**

New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**

- TAs
- Full Teaching Station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**

- None

**Programs of Study for Which This Course Might be Suitable:**
## POL109H1: Might and Right: Power and Justice in International Relations

### Impact on Programs:
This proposal triggers modifications in the unit's program(s)

### Contact Hours:
- **Lecture:** 24
- **Tutorial:** 12

### Description:
This course explores the relationship between justice, power, and interests in the works of prominent ancient, modern, and contemporary thinkers. It adopts a problem-driven approach and engages with current controversies in international relations in light of insights from classic books. Special attention is paid to the prospects of a just world order, the causes and justifications of war, the construction of images of citizens and enemies, and the nature of duties to outsiders.

### Prerequisites:

### Corequisites:

### Exclusions:
- POL323Y1

### Recommended Preparation:

### Topics Covered:
Justice, power, and interests in the works of prominent ancient, modern, and contemporary thinkers.

### Methods of Assessment:
Assignments, test/exam, tutorial participation.

### Breadth Requirements:
Thought, Belief and Behaviour (2)

### Distribution Requirements:
Social Science

### Competencies:
- **Communication:** extensively;
- **Critical and Creative Thinking:** extensively;
- **Information Literacy:** notably;
- **Quantitative Reasoning:** slightly;
- **Social and Ethical Responsibility:** extensively;

### Experiential Learning:
- **Research:** none;
- **Other:** none

### Rationale:
The course aims to engage students in the major international debates and controversies of our times in light of insights from the classics of political science. The goal is to enhance student’s ability to think critically, subject policies and institutions to moral analysis., and develop their capacity for engaged and active citizenship.

### Consultation:

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- **Estimated Enrolment:** 500
- **Instructor:** Lilach Gilady
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**
- TAs
- full teaching station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
- None

**Programs of Study for Which This Course Might be Suitable:**
- None

**Estimated Enrolment:**
- 500

**Instructor:**
- Nancy Bertoldi

### POL194H1: Race

**Impact on Programs:**
- This proposal triggers modifications in the unit's program(s)

**Contact Hours:**
- **Seminar:** 24

**Description:**

This course is an introduction to the history, politics, economics, and psychology of race and racism, as well as intersections between race and class, gender, and indigeneity. The course focuses attention on the ways that states structure race, and the ways race is differently conceptualized around the world. Restricted to first-year students. Not eligible for CR/NCR option.

**Prerequisites:**
- None

**Corequisites:**
- None

**Exclusions:**
- None

**Recommended Preparation:**
- None

**Topics Covered:**
- race and class, gender, and indigeneity

**Methods of Assessment:**
- assignments and participation

**Breadth Requirements:**
- Thought, Belief and Behaviour (2)

**Distribution Requirements:**
- Social Science
Competencies:

- **Communication:** extensively; **Critical and Creative Thinking:** extensively; **Information Literacy:** extensively
- **Quantitative Reasoning:** none; **Social and Ethical Responsibility:** extensively

Experiential Learning:

- **Research:** none; **Other:** none

Rationale:

Course has been offered for a number of years under a 'Topics' rubric and has shown strong demand. Fulfills substantive gap in the curriculum in diversity.

Race is multidimensional, experienced and conceptualized differently across space and time. We settled on “Race” as a title which invited curiosity on the part of students rather than one (e.g. Politics of Race) which suggested a particular entry point to the topic.

Consultation:

New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

Resources:

- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:

None

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:

- 25

Instructor:

Courtney Jung

**POL201H1: Politics of Development**

Impact on Programs:

This proposal triggers modifications in the unit's program(s)

Contact Hours:

- **Lecture:** 24 / **Tutorial:** 12

Description:

This course offers an introduction to the history and politics of economic and political development, starting with the Industrial Revolution and then turning to a critical analysis of the politics of economic growth, international trade, debt, state intervention, protectionism, and neo-liberalism in the global periphery, including Africa, Asia, and Latin America.

Prerequisites:

- 4.0 credits including 1.0 POL credit

Corequisites:

Exclusions:

- POL201Y1/POLB90H3/POLB91H3

Recommended Preparation:
**Political Science (FAS), Department of**

**Topics Covered:**
Industrial Revolution and politics of economic growth, international trade, debt, state intervention, protectionism, and neo-liberalism in the global periphery, including Africa, Asia, and Latin America.

**Methods of Assessment:**
- assignments, tests/exam, tutorial participation

**Breadth Requirements:**
- Society and its Institutions (3)

**Distribution Requirements:**
- Social Science

**Competencies:**
- **Communication:** notably; **Critical and Creative Thinking:** extensively; **Information Literacy:** extensively
- **Quantitative Reasoning:** slightly; **Social and Ethical Responsibility:** extensively

**Experiential Learning:**
- **Research:** none; **Other:** none

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**
- TAs
- full teaching station
**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**

**Estimated Enrolment:**
200

**Instructor:**
Courtney Jung

**POL205H1: International Relations in the Anthropocene**

**Contact Hours:**
- **Lecture:** 24  /  **Tutorial:** 12

**Description:**
Humans have altered the planet so dramatically that some geologists have coined a new epoch: the Anthropocene. Is our study of global politics up to the challenge of human-driven environmental change? In this course, we consider multiple perspectives on IR to make sense of geopolitics on a changing planet.
### Political Science (FAS), Department of

<table>
<thead>
<tr>
<th><strong>Prerequisites:</strong></th>
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</thead>
<tbody>
<tr>
<td>4.0 credits including 1.0 POL credit</td>
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<th><strong>Corequisites:</strong></th>
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<table>
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<th><strong>Topics Covered:</strong></th>
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<td>environmental change, changing planet</td>
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<th><strong>Methods of Assessment:</strong></th>
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<td>assignments, tests/exam, tutorial participation</td>
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<th><strong>Breadth Requirements:</strong></th>
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<tbody>
<tr>
<td>Living Things and Their Environment (4)</td>
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<td>Social Science</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Competencies:</strong></th>
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Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: slightly

Quantitative Reasoning: none; Social and Ethical Responsibility: extensively

<table>
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<tr>
<th><strong>Experiential Learning:</strong></th>
</tr>
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</table>

Research: none; Other: none

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<tr>
<th><strong>Rationale:</strong></th>
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</thead>
</table>

This course is being introduced as part of the new curriculum plan for 200-level political science courses in international relations. The course will introduce students to core concepts in IR, especially in international political economy and international organizations, through a thematic focus on global environmental change. In this time of unprecedented anthropogenic disruption of our atmosphere and oceans, rapid transformation of land uses, and precipitous declines in biological diversity, the study of international relations is more relevant than ever. Considering geopolitics in the context of a changing planet, from ocean to atmospheric to ecological systems, students will be introduced to—and reflect critically on—a range of IR theories and perspectives. As with all second-year political science courses, the course will include a focus on critical reading and writing skills, understanding diverse methodologies, and developing an awareness of multiple approaches to the theory and practice of IR.

<table>
<thead>
<tr>
<th><strong>Consultation:</strong></th>
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New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

<table>
<thead>
<tr>
<th><strong>Resources:</strong></th>
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TAs
Full teaching station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

<table>
<thead>
<tr>
<th><strong>Overlap with Existing Courses:</strong></th>
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<table>
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<tr>
<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
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</thead>
<tbody>
<tr>
<td>School of the Environment - Environment Studies Minor/Major</td>
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<table>
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<th><strong>Estimated Enrolment:</strong></th>
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<tbody>
<tr>
<td>200</td>
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</tbody>
</table>
**Instructor:**
Kathryn Neville

**POL208H1: Introduction to International Relations**

**Impact on Programs:**
This proposal triggers modifications in the unit's program(s)

**Contact Hours:**
- *Lecture:* 24  
- *Tutorial:* 12

**Description:**
This introductory course examines some key themes and issues in global politics, including interstate war, human rights, international institutions, and the evolution of the global order.

**Prerequisites:**
4.0 credits including 1.0 POL credit

**Corequisites:**

**Exclusions:**
POL208Y1/POL208Y5/POLB80H3/POLB81H3

**Recommended Preparation:**
Any POL 100-level course

**Topics Covered:**
issues in global politics, including interstate war, human rights, international institutions, and the evolution of the global order

**Methods of Assessment:**
assignments, test/exam, tutorial participation

**Breadth Requirements:**
Society and its Institutions (3)

**Distribution Requirements:**
Social Science

**Competencies:**
- *Communication:* notably;  
  *Critical and Creative Thinking:* notably;  
  *Information Literacy:* slightly  
- *Quantitative Reasoning:* slightly;  
  *Social and Ethical Responsibility:* slightly

**Experiential Learning:**
- *Research:* none;  
  *Other:* none

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**
23
**POL211H1: Intelligence, Disinformation, and Deception: Challenges of Global Governance in the Digital Age**

**Contact Hours:**
- Lecture: 24  /  Tutorial: 12

**Description:**

Knowledge is power, but knowledge is often unreliable in the digital world. This course introduces students to the challenges of global governance and decision making in the face of ambiguous evidence, information overload, political spin, disinformation, subversion, and deception. Students will learn conceptual tools for understanding and solving complex problems.

**Prerequisites:**
- 4.0 credits including 1.0 POL credit

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Methods of Assessment:**
- assignments, tests/exam, tutorial participation

**Breadth Requirements:**
- Society and its Institutions (3)

**Distribution Requirements:**
- Social Science

**Competencies:**
- Communication: notably; Critical and Creative Thinking: extensively; Information Literacy: extensively
- Quantitative Reasoning: slightly; Social and Ethical Responsibility: extensively

**Experiential Learning:**
- Research: notably; Other: notably;
- Nature of "Other" Experiential Learning: none selected
### Political Science (FAS), Department of

**Rationale:**
This is a foundational political science course that examines the complex relationship between our information and communications environment and democracy. The evidence around social media’s impact on democracy and society in particular is now mounting, most of it showing detrimental consequences. A course such as this will help students think critically about their devices, the networks of which they are a part, and the information and communications platforms which have become our de facto public sphere.

**Consultation:**
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**
- TAs
- Full Teaching Station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
None

**Programs of Study for Which This Course Might be Suitable:**
- International Relations

**Estimated Enrolment:**
200

**Instructor:**
Jon Lindsay

---

### POL214H1: Canadian Government

**Impact on Programs:**
This proposal triggers modifications in the unit's program(s)

**Contact Hours:**
- Lecture: 24
- Tutorial: 12

**Description:**
An introduction to the study of Canadian government. Topics include institutions of governance: the constitution, machinery of government, charter of rights and freedom, and the electoral system.

**Prerequisites:**
4.0 credits including 1.0 POL credit

**Corequisites:**

**Exclusions:**
- POL214Y1/POL214Y5/POL224H1/POL224Y1/POLB50Y3

**Recommended Preparation:**

**Topics Covered:**
the constitution, machinery of government, charter of rights and freedom, electoral system

**Methods of Assessment:**
assignments, test/exam, tutorial participation
**Political Science (FAS), Department of**

<table>
<thead>
<tr>
<th><strong>Breadth Requirements:</strong></th>
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<tbody>
<tr>
<td>Society and its Institutions (3)</td>
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<td><strong>Quantitative Reasoning:</strong> slightly; <strong>Social and Ethical Responsibility:</strong> notably</td>
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<tr>
<td><strong>Research:</strong> none; <strong>Other:</strong> none</td>
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<tr>
<th><strong>Resources:</strong></th>
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<tbody>
<tr>
<td>TAs</td>
<td></td>
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<tr>
<td>full teaching station</td>
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<tr>
<th><strong>Budget Implications:</strong></th>
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<tbody>
<tr>
<td>The academic unit will provide the resources required for this course from existing budget.</td>
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<tr>
<th><strong>Overlap with Existing Courses:</strong></th>
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<tbody>
<tr>
<td>None</td>
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<thead>
<tr>
<th><strong>Programs of Study for Which This Course Might be Suitable:</strong></th>
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</thead>
<tbody>
<tr>
<td>Canadian Studies</td>
<td></td>
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<tr>
<td>Public Policy</td>
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<thead>
<tr>
<th><strong>Estimated Enrolment:</strong></th>
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<tbody>
<tr>
<td>350</td>
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<tr>
<th><strong>Instructor:</strong></th>
<th></th>
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<tbody>
<tr>
<td>Nelson Wiseman</td>
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**POL218H1: State, Society and Power in Comparative Perspective**

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<th><strong>Impact on Programs:</strong></th>
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<tr>
<td>This proposal triggers modifications in the unit's program(s)</td>
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<tr>
<th><strong>Contact Hours:</strong></th>
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<tbody>
<tr>
<td><strong>Lecture:</strong> 24 / <strong>Tutorial:</strong> 12</td>
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<tr>
<th><strong>Description:</strong></th>
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<tbody>
<tr>
<td>This course is designed to introduce students to major issues and challenges that shape states, determine how they are governed, and how they change. The course helps to explain major events such as state transformation, democratization, authoritarian rule, civil conflict and social mobilization.</td>
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<table>
<thead>
<tr>
<th><strong>Prerequisites:</strong></th>
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<tbody>
<tr>
<td>4.0 credits including 1.0 POL credit</td>
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<tr>
<th><strong>Corequisites:</strong></th>
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<tbody>
<tr>
<td>26</td>
<td></td>
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</tbody>
</table>
Exclusions:

Recommended Preparation:

Topics Covered:
- state transformation, democratization, authoritarian rule, civil conflict, social mobilization

Methods of Assessment:
- assignments, tests/exam, tutorial participation

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Social Science

Competencies:
- Communication: slightly; Critical and Creative Thinking: extensively; Information Literacy: extensively
- Quantitative Reasoning: none; Social and Ethical Responsibility: slightly

Experiential Learning:
- Research: none; Other: none

Rationale:
We have no course that introduces students to the sub-field of comparative politics. As part of the departmental curriculum review, we identified the need to have a new course that offers concepts and theories related to comparative politics as a gateway to more specialized thematic or regional courses at the 300 level.

Consultation:
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

Resources:
- TAs
- Full Teaching Station

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:

Programs of Study for Which This Course Might be Suitable:

Estimated Enrolment:
- 200

Instructor:
- Jacques Bertrand
### POL219H1: Unpacking Political Systems: Institutions and Behavior in Comparative Perspective

**Contact Hours:**

- **Lecture:** 24
- **Tutorial:** 12

**Description:**

This course aims to unpack the institutional and behavioral variation within political systems. The goal is to expose students to the key questions and theories in comparative politics around three themes: a) the origins and effects of political institutions (federalism, electoral rules, bicameralism, courts…); b) party and electoral behavior across democracies and authoritarian regimes; and c) explaining quality of governance (issues of representation, accountability, trust, corruption). We will draw on cutting edge research and touch on current events and a variety of cases.

**Prerequisites:**

4.0 credits including 1.0 POL credit

**Corequisites:**

**Exclusions:**

**Recommended Preparation:**

**Methods of Assessment:**

Assignments, tests/exam, tutorial participation

**Breadth Requirements:**

Society and its Institutions (3)

**Distribution Requirements:**

Social Science

**Competencies:**

- Communication: slightly
- Critical and Creative Thinking: extensively
- Information Literacy: extensively
- Quantitative Reasoning: none
- Social and Ethical Responsibility: slightly

**Experiential Learning:**

- Research: none
- Other: none

**Rationale:**

We have no course that introduces students to the sub-field of comparative politics. As part of the departmental curriculum review, we identified the need to have a set of courses that offers concepts and theories related to comparative politics as a gateway to more specialized thematic or regional courses at the 300 level. This goal of this course is thus the same as the one proposed by Jacques Bertrand (State, Society and Power in Comparative Perspective), but covering a different set of core comparative themes.

**Consultation:**

New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**

- TAs
- Full teaching station
POL220H1: Immigration, Multiculturalism, and Citizenship in Canada

Contact Hours:
- Lecture: 24
- Tutorial: 12

Description:
This course deals with three inter-related themes – immigration, multiculturalism, and citizenship – by focusing on a single unifying question: What does it mean to “belong” to the Canadian political community? Who belongs, on what terms, and to what ends? A range of materials – normative, empirical, historical, and contemporary – will be used.

Prerequisites:
- 4.0 credits including 1.0 POL credit

Corequisites:

Exclusions:

Recommended Preparation:
- POL214H1 or POL224H1

Topics Covered:
- Immigration, multiculturalism, citizenship

Methods of Assessment:
- Assignments, tests/exam, tutorial participation

Breadth Requirements:
- Society and its Institutions (3)

Distribution Requirements:
- Social Science

Competencies:
- Communication: extensively;
- Critical and Creative Thinking: extensively;
- Information Literacy: notably
- Quantitative Reasoning: slightly;
- Social and Ethical Responsibility: notably

Experiential Learning:
- Research: none;
- Other: none

Rationale:
The course will add breadth and diversity to our 200-level offerings in Canadian politics. It will also provide context and background for an advanced fourth-year seminar that tackles some of the same themes.
Consultation:
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

Resources:
TAs
full teaching station

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:
Canadian Studies

Estimated Enrolment:
200

Instructor:
Robert Vipond

POL223H1: Globalization and Development: Issues and Challenges

Contact Hours:
Lecture: 24 / Tutorial: 12

Description:
This course examines how globalization creates opportunities and challenges to development in the Global South. Key issues considered include globalization and dynamics of inequality amongst and within nations, human rights and democratic struggles, environmental sustainability and justice, gender and racialized patterns of inequality, trade, foreign aid and poverty alleviation.

Prerequisites:
4.0 credits including 1.0 POL credit

Corequisites:

Exclusions:

Recommended Preparation:

Topics Covered:
globalization and dynamics of inequality amongst and within nations, human rights and democratic struggles, environmental sustainability and justice, gender and racialized patterns of inequality, trade, foreign aid and poverty alleviation

Methods of Assessment:
assignments, tests/exam, tutorial participation

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science
Competencies:

- **Communication**: extensively; **Critical and Creative Thinking**: extensively; **Information Literacy**: extensively
- **Quantitative Reasoning**: slightly; **Social and Ethical Responsibility**: extensively

Experiential Learning:

- **Research**: notably; **Other**: none

Rationale:

A new course in keeping with our new curriculum which call for theme-focused courses across sub-fields. This course serves that criteria for the development sub-field.

Consultation:

New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

Resources:

- TAs
- Full Teaching Station

**Budget Implications**: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:

None

Programs of Study for Which This Course Might be Suitable:

- International Relations, Equity Studies, Diaspora and Transnational Studies

Estimated Enrolment:

200

Instructor:

Abbas Gnamo

**POL224H1: Canada in Comparative Perspective**

Impact on Programs:

This proposal triggers modifications in the unit's program(s)

Contact Hours:

- **Lecture**: 24
- **Tutorial**: 12

Description:

This course introduces students to aspects of Canadian political life by comparing them with those that prevail in other advanced democracies. Themes covered will include the Canadian constitution, federalism, parties and elections, political culture and social and economic institutions and policies.

Prerequisites:

- 4.0 credits including 1.0 POL credit

Corequisites:

Exclusions:

- POL111H5/POL214H1/POL214Y1/POL214Y5/POL224Y1/POLB50Y3

Recommended Preparation:
<table>
<thead>
<tr>
<th>Topics Covered:</th>
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<tbody>
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<td>Canadian constitution, federalism, parties and elections, political culture and social and economic institutions and policies</td>
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<th>Methods of Assessment:</th>
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<td>assignments, test/exam, tutorial participation</td>
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<th>Breadth Requirements:</th>
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<td>Society and its Institutions (3)</td>
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<tbody>
<tr>
<td>Research: none; Other: none</td>
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<th>Instructor:</th>
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<tr>
<td>Rodney Haddow</td>
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**POL304H1: Topics in Methods**

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<th>Contact Hours:</th>
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<td>Lecture: 24</td>
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<th>Description:</th>
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<tr>
<td>Various topics are taken up each year, the content of which depends on the instructor.</td>
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<th>Prerequisites:</th>
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<tr>
<td>POL232H1 or equivalent</td>
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</table>
Corequisites: 

Exclusions: 

Recommended Preparation: 

Methods of Assessment: 
assignments, test/exam 

Breadth Requirements: 
Society and its Institutions (3) 

Distribution Requirements: 
Social Science 

Competencies: 
Communication: none; Critical and Creative Thinking: none; Information Literacy: extensively 
Quantitative Reasoning: extensively; Social and Ethical Responsibility: none 

Experiential Learning: 
Research: none; Other: none 

Rationale: 
The current quantitative methods offerings in the department include 200-level required introductory courses and a 400-level seminar. There are no methods courses offered at 300 level. This “Topics in Methods” course proposes to fill in this gap in the department’s quantitative methods offerings. 

Consultation: 
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members. 

Resources: 
Computer Lab (capabilities similar to SS 561) 
Budget Implications: The academic unit will provide the resources required for this course from existing budget. 

Overlap with Existing Courses: 
None 

Programs of Study for Which This Course Might be Suitable: 

Estimated Enrolment: 
70 

Instructor: 
TBA (new quantitative methodologist to be hired) 

POL363H1: Canadian Political Development 

Contact Hours: 
Lecture: 24 

Description: 
This course introduces students to Canadian political development – an approach that shows how attention to history
Political Science (FAS), Department of

can illuminate and explain patterns of Canadian politics. The course introduces students to core theories and tools of a developmental approach, then applies this approach to key moments, contestations, and institutions in Canadian politics.

**Prerequisites:**
4.0 credits including 1.0 POL credit

**Corequisites:**

**Exclusions:**
POL382H1 (Topics in Canadian Politics: Canadian Political Development), offered in Winter 2018, Winter 2019

**Recommended Preparation:**
POL214H1 or POL224H1

**Methods of Assessment:**
assignments, tests/exam

**Breadth Requirements:**
Society and its Institutions (3)

**Distribution Requirements:**
Social Science

**Competencies:**
- **Communication:** extensively;  
- **Critical and Creative Thinking:** extensively;  
- **Information Literacy:** notably  
- **Quantitative Reasoning:** slightly;  
- **Social and Ethical Responsibility:** notably

**Experiential Learning:**
- **Research:** none;  
- **Other:** none

**Rationale:**
Political development has become an important sub-field within political science, especially in the United States but also in the UK, Australia, and parts of Europe. U of T leads in Canada by offering a cluster of courses in Canadian and American political development.

The course has been offered (quite successfully) for the past two years. This application marks its transition from provisional to permanent course status.

**Consultation:**
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**
Junior Teaching Station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

**Overlap with Existing Courses:**
This course is quite distinct from courses in Canadian political history offered in the Department of History.

**Programs of Study for Which This Course Might be Suitable:**
Canadian Studies

**Estimated Enrolment:**
70

**Instructor:**
### POL386Y1: U.S. Government and Politics

**Impact on Programs:**
- This proposal triggers modifications in the unit's program(s)

**Contact Hours:**
- **Lecture:** 48

**Description:**
An introduction to U.S. government and politics within an analytical framework that helps us understand how institutions structure incentives and decisions in the U.S. system. This class examines the political forces that forged contemporary American institutions to understand how these political institutions continue to provide stability while allowing opportunities for political change. We investigate whether these forces make American institutions different and why. Special attention is paid to current events and contemporary policy dilemmas.

**Prerequisites:**
- 4.0 credits including 1.0 POL credit

**Corequisites:**

**Exclusions:**
- POL203Y1/POL203Y5/POLC92H3/POLC93H3

**Recommended Preparation:**
- POL218H1

**Methods of Assessment:**
- assignments, test/exam

**Breadth Requirements:**
- Society and its Institutions (3)

**Distribution Requirements:**
- Social Science

**Competencies:**
- *Communication:* slightly; *Critical and Creative Thinking:* extensively; *Information Literacy:* notably
- *Quantitative Reasoning:* slightly; *Social and Ethical Responsibility:* slightly

**Experiential Learning:**
- *Research:* notably; *Other:* none

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This new course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**Resources:**
- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.
POL387H1: Politics in Europe

Impact on Programs:
This proposal triggers modifications in the unit's program(s)

Contact Hours:
Lecture: 24

Description:
This course applies the basic concepts in comparative politics to the political systems of Europe. We will cover theories of transitions to democracy, formation and development of the nation-state, political institutions and their effects, parties and party systems and elections and electoral behaviour. We will use these theories to gain a better understanding of politics in Europe. We will also address some of the major challenges that Europe and the EU have recently faced such as the eurozone crisis, Brexit, the rise of populism and extreme right parties and the challenges of immigration and incorporation of minorities. The goal is for students to become familiar with the politics and governments of contemporary Europe through the lens of current and classic themes in comparative politics.

Prerequisites:
4.0 credits including either 1.0 POL credit or EUR200Y1

Corequisites:

Exclusions:
POL207Y1/POL302Y5

Recommended Preparation:
POL218H1, POL219H1

Methods of Assessment:
assignments, test/exam

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science

Competencies:
Communication: slightly; Critical and Creative Thinking: extensively; Information Literacy: extensively
Quantitative Reasoning: notably; Social and Ethical Responsibility: slightly

Experiential Learning:
Research: extensively; Other: none

Rationale:
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

Consultation:
This new course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

Resources:
junior teaching station

Budget Implications: The academic unit will provide the resources required for this course from existing budget.

Overlap with Existing Courses:
None

Programs of Study for Which This Course Might be Suitable:
European Studies

Estimated Enrolment:
70

Instructor:
Carolina de Miguel Moyer

POL388H1: Politics and Government of Southeast Asia

Contact Hours:
Lecture: 24

Description:
This course provides an overview of political regimes in Southeast Asia, as well as some of the main issues that shape its political life. It includes legacies of colonial rule, nationalist struggles, democratization, ethnic and secessionist conflict, as well as social movement.

Prerequisites:
4.0 credits including 1.0 POL credit

Corequisites:

Exclusions:

Recommended Preparation:
POL218H1

Topics Covered:
legacies of colonial rule, nationalist struggles, democratization, ethnic and secessionist conflict, social movement

Methods of Assessment:
assignments, tests/exam

Breadth Requirements:
Society and its Institutions (3)

Distribution Requirements:
Social Science
### Competencies:

- **Communication**: none; **Critical and Creative Thinking**: extensively; **Information Literacy**: extensively
- **Quantitative Reasoning**: none; **Social and Ethical Responsibility**: none

### Experiential Learning:

- **Research**: extensively; **Other**: none

### Rationale:

This change is part of a broader transformation of the course offerings in our department. We hope to offer a breadth of regionally based courses at the 300 level in comparative politics. Southeast Asia is a major region with 11 countries in Asia.

### Consultation:

New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

### Resources:

- Junior Teaching Station

**Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

### Overlap with Existing Courses:

None

### Programs of Study for Which This Course Might be Suitable:

- South Asian Studies Programs

### Estimated Enrolment:

70

### Instructor:

TBA

## POL416H1: Civil War and Counterinsurgency

### Contact Hours:

- **Seminar**: 24

### Description:

This course provides an overview on the origins, dynamics, and outcomes of civil war and counterinsurgency. It provides a theoretical, empirical, and methodological foundation for understanding these forms of conflict, the logic of their violence, and the determinants of their duration and outcomes.

### Prerequisites:

POL208H1 or POL208Y1 or POLB80H3 or POLB81H3

### Corequisites:

### Exclusions:

POL487H1 (Topics in International Politics II: Civil War and Counterinsurgency), offered in Winter 2018, Winter 2019

### Recommended Preparation:

Familiarity with quantitative methods is strongly recommended (ex. POL222H1, POL232H1, POL419H1)

### Methods of Assessment:

- assignments, presentation and participation
### Breadth Requirements:
- Society and its Institutions (3)

### Distribution Requirements:
- Social Science

### Competencies:
- **Communication**: notably; **Critical and Creative Thinking**: extensively; **Information Literacy**: notably
- **Quantitative Reasoning**: notably; **Social and Ethical Responsibility**: slightly

### Experiential Learning:
- **Research**: none; **Other**: none

### Rationale:
Course has been offered for two years under a ‘Topics’ rubric and has shown strong demand. Fulfills substantive gap in security studies/international security subfield at both the undergraduate and graduate level, while also providing empirical methods focus to further develop students’ research skills.

### Consultation:
New course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

### Resources:
- **Budget Implications**: The academic unit will provide the resources required for this course from existing budget.

### Overlap with Existing Courses:
- none

### Programs of Study for Which This Course Might be Suitable:
- International Relations

### Estimated Enrolment:
- 25

### Instructor:
- Noel Anderson

### 1 Course Modification:

**POL428H1: Federalism and Diversity in Canada (and Beyond)**

<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td><strong>Previous</strong>: POL214Y1 / POL214Y5/POLB50Y3/ ( POL224Y1, POL316Y1 )</td>
</tr>
<tr>
<td><strong>New</strong>: POL214H1 and POL316Y1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exclusions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POL491H1 offered in Winter 2014(Topic: Canadian Federalism, from a Comparative Perspective) and Winter 2015 (Topic: Federalism and Diversity Taken in Canada 2013-14 and Beyond 2014-15)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Preparation:</th>
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<tbody>
<tr>
<td><strong>Previous</strong>: One course in comparative politics. See the Department’s website <a href="http://politics.utoronto.ca/undergraduate/courses/fallwinter-timetable/">http://politics.utoronto.ca/undergraduate/courses/fallwinter-timetable/</a> for POL courses by area group.</td>
</tr>
<tr>
<td><strong>New</strong>: POL224H1</td>
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<table>
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<tr>
<th>Enrolment Limits:</th>
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<tbody>
<tr>
<td><strong>Previous</strong>:</td>
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<tr>
<td><strong>New</strong>: 25</td>
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</table>
### Political Science (FAS), Department of

**Methods of Assessment:**
- **Previous:**
  - **New:** assignments, presentation and participation

**Rationale:**
- The instructor has decided to offer the course again.

**Consultation:**
- Consultation was between the instructor and the Area Convenor.

**Resources:**
- **Budget Implications:** The academic unit will provide the resources required for this course from existing budget.

### 14 Retired Courses:

**POL101Y1: Democracy, Dictatorship, War, and Peace: An Introduction**

**Rationale:**
- This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
- This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**POL201Y1: Politics of Development: Issues and Controversies**

**Rationale:**
- This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
- This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**POL203Y1: U.S. Government and Politics**

**Rationale:**
- This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
- This new course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

**POL207Y1: Politics in Europe**

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This new course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

### POL208Y1: Introduction to International Relations

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

### POL214Y1: Canadian Government and Politics

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

### POL215Y1: Politics and Transformation of Asia-Pacific

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

### POL224Y1: Canada in Comparative Perspective

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 3rd year.

**Consultation:**
This proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.
## POL308H1: Indigenous Politics in Canada

**Rationale:**
This change is part of a broader transformation of the course offerings in the POL undergraduate program, which involves replacement with semesterized courses, offering more theme-focused courses across sub-fields, and moving region-focused courses to 2nd year.

**Consultation:**
This new course proposal has been proposed and reviewed by members of the Department’s Area Group Committee, and approved at the General Departmental meeting composed of Chair, Associate Chairs (Undergraduate and Graduate) and all faculty members.

## POL314H1: Public Opinion and Voting

**Rationale:**
Instructors have retired and there is no plans for offering in the future.

## POL323Y1: Might and Right Among Nations

**Rationale:**
Course has been revamped and will be offered as a 100-level course.

## POL345Y1: Becoming Israel: War, Peace, and the Politics of Israel's Identity

**Rationale:**
Instructors have retired and there is no plans for offering in the future.

## POL424H1: Globalization and Indigenous Politics

**Rationale:**
Has not been offered for a number of years and there are no plans for it to be offered in the future.

## POL471H1: Urban Revolution: Contemporary Constellations of Spatial Politics

**Rationale:**
Has not been offered for a number of years and there are no plans for it to be offered in the future.