FOR APPROVAL

TO: Arts & Science Council

SPONSOR: Asher Cutter, Associate Dean, Undergraduate Issues & Academic Planning

CONTACT INFO: assocdeanundergrad.artsci@utoronto.ca

DATE: February 5, 2020 for February 12, 2020

AGENDA ITEM: 3a & 3b

ITEM OF BUSINESS:
Major Modification to the Political Science Major and Specialist

JURISDICTIONAL INFORMATION:

As per IV-7 of the Faculty of Arts and Science Council Constitution, “Council shall have delegated authority to approve proposals for major and minor modifications to existing academic programs. All major modifications shall be reported annually for information to the appropriate body of Governing Council.”

GOVERNANCE PATH:

1. Arts & Science Social Sciences Undergraduate Curriculum Committee [For Recommendation]: January 27, 2020
2. Arts & Science Council [For Approval], February 12, 2020
3. Office of the Vice-Provost, Academic Programs (for information), in turn reported to the Committee on Academic Policy & Programs (for information) – May 6, 2020

HIGHLIGHTS:

Studies in Political Science provide students with a strong foundation in one of the chief social science disciplines, preparing them for further study in fields such as law, international relations, public administration, urban studies, environmental studies, as well as graduate training in the discipline. The proposed modifications are the result of a two-year curriculum review process following recommendations from an external review in 2016. This development was guided by a Curriculum Renewal Steering Committee, and incorporated a self-study report completed in 2018, department-wide review and discussions, data on enrolment and teaching hours and curriculum structure, and extensive consultation with students through surveys and focus groups.

A primary challenge identified in the programs was the lack of electives at the first and second year levels, which provide few options for elective choice. The proposed changes restructure requirements at the 100-, 200-levels, to allow more flexibility for students and improve the elective space in second year and higher. To support this, 100- and 200-level courses are shifted from Y to H offerings, to align with the structure of courses in related disciplines, and formalize the division of teaching established for Y courses which are already co-taught. Additionally, Majors and Specialists will now be required to complete 1.0 FCE in diversity
and identity related topics. This will signal to students the importance of identity in the conduct of politics at national and global levels and is in keeping with the university’s commitment to supporting diversity.

NOTION OF MOTIONS:

**Be It Resolved**
THAT the proposed modifications to the Political Science Major be approved effective March 1, 2020.

**Be It Resolved**
THAT the proposed modifications to the Political Science Specialist be approved effective March 1, 2020.
Faculty of Arts & Science
Major Modification to Program Form

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<thead>
<tr>
<th>Program Title (POSt Code)</th>
<th>Specialist in Political Science ASSPE2015</th>
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<tr>
<td></td>
<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>
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<tr>
<td>Proponent</td>
<td>Dickson Eyoh, Associate Chair, Undergraduate</td>
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<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
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.*

**Political Science Minor**

This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

1.0 FCE in POL courses at the 100-level with a final mark of at least 65%

0.5 FCE in a First-Year Foundations Seminar in relevant topics (from POL or an approved topic from another unit) may be substituted.

Required courses: a minimum grade of 65% in 1.0 POL full course equivalent.

**Political Science Major**

This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

Required courses:

- Students applying after first year:
  1.0 FCE in POL courses at the 100-level with a final mark of at least 65%

- 0.5 FCE in a First-Year Foundations Seminar in relevant topics (from POL or an approved topic from another unit) may be substituted.

**Political Science Specialist**

This is a limited enrolment program. All students who request the program and obtain at least the specified mark(s) in the required course(s) will be eligible to enrol.

Required courses:
**Students applying after first year:**
1.0 FCE in POL courses at the 100-level with a final mark of at least 65%
0.5 FCE in a First-Year Foundations Seminar in relevant topics (from POL or an approved topic from another unit) may be substituted.

**Students applying after second year or subsequent years:**
2.0 FCE Political Science courses with a final mark of at least 70%, or
1.5 Political Science courses with a final mark of at least 70% and 0.5 Political Science First-Year Foundation Seminar with a final mark of at least 70%

i) Applying after first year (or four full courses or the equivalent):
A final mark of at least 67% in POL 101Y or POL 200Y or one full POL course or the equivalent in half courses.

ii) Applying after second year (or eight full courses or the equivalent):
A final mark of at least 70% in any two full POL courses or the equivalent in half courses.

### Completion Requirements

**Political Science Minor:**

4.0 POL FCEs
Of these, at least 1.0 FCE must be 300+ series courses. No more than 1.0 FCE 100-level courses may be used to fulfill the program requirements.

**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:**
  1. POL101Y 1.0 FCE in POL courses at the 100-level
  2. 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. POL200Y
  2. One of the following: [POL201H1](https://fas.calendar.utoronto.ca/course/POL201Y1)\(\_\_\_\text{Blank}\)/POL208H1/POL218H1
  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

6.5 2.05 additional POL full course equivalents. Of these, a 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 fulfill the program requirements.
- No more than 1.0 FCE NON-POL courses Approved for POL program requirements may be used to fulfill 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:

- **POL101Y1**: 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: 
   - **HYPERLINK "https://fas.calendar.utoronto.ca/course/POL201Y1"_blank** POL201Y1/POL203Y1/POL207Y1/POL208Y/POL215Y1
   - **POL201H1/ POL208H1/ POL218H1**
3. **POL214Y1/POL224Y1, POL214H1 or POL224H and 0.5 200-level or higher years in Canadian Politics**
4. **POL222H1 and**
5. **POL232H1**
6. **1.0 FCE in Diversity and Identity courses**
57. **POL320Y1, or 0.5 300+ in Quantitative Methods or Qualitative Methods courses**
68. **Additional POL full course equivalents courses to a total of 10.0 FCEs.** Of these, a 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 POS1 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 that deal, in different ways, with the intersectionality of race, sexuality, class, gender, ethnicity, religion etc. on the organization, uses and impacts of political power at national and global levels. The list of eligible courses will be published in the Calendar and department website; it will be revised yearly as new relevant courses are mounted and/or retired. (Amongst current course offerings to be included in the list: POL194H: Politics of Race, POL195H: Settler Colonialism and Enduring Indigeneity, POL220H: Immigration, Multiculturalism and Citizenship in Canada, JPS315H: Sexual Diversity Politics, JPS378H: Sex and the State, POL337H: Topics in Comparative Politics- Indigenous Feminists and Queer Theories, POL380H: Topics in International Politics- Queer IR, POL380H: Topics in International Politics – Gender and Intersectionality in Global Politics, and POL381H: Topics in Political Theory – Privilege and Race in Global Perspective, POL432H: Feminist Theory: Challenges to Legal and Political Thought, POL450H: Women and Politics, POL484H: Topics in Political Thought 1- Settler-Indigenous Relations in Canada).

We currently offer a rich menu of courses on identity and diversity for this list. However, as most of the existing courses have been designed to address the concerns of subfields, they are not integrated into a coherent program. Lacking are courses that introduce students to and deepen their knowledge in the core concepts, issues and debates in the comparative study of intersectionality and politics at national and global levels. In what is probably path-breaking for the discipline in North America, we have a new tenure-stream appointee in Social Diversity who will join us in July 2020. They are expected to design and teach a second year survey course that introduces students to the core concepts, issues and debates in the comparative study of diversity and political identities -and serve as foundation for upper level courses on related subjects. Further, thanks to two new tenure-stream hires in Indigenous Politics who joined the department in 2019, we are significantly increasing undergraduate courses on indigenous politics in Canada and across the world.

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
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 centered on teaching students analytic skills and centered 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
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 POL232H1: Introduction to Quantitative Reasoning 11, 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 I 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

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<tr>
<th>Level</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dean’s Office approval</td>
<td>December, 2019</td>
</tr>
<tr>
<td>Undergraduate Curriculum Committee</td>
<td>January 27, 2020</td>
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<tr>
<td>Arts &amp; Science Council</td>
<td>February 12, 2020</td>
</tr>
<tr>
<td>AP &amp; P (for information)</td>
<td>May, 2020</td>
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Major Modification to Program – Faculty of Arts & Science