

**LAW 302.3 COMMERCIAL RELATIONSHIPS****1(3L)**

(2026-2027 Bangsund)

**Calendar Description:** The course examines the law applicable to a range of relationships that arise in a variety of commercial transactions: sale of goods, leasing of goods, commercial liens on goods, and suretyship. While the course occasionally touches on consumer issues, its primary focus is commercial transactions and the various relationships that form thereunder.

**Prerequisites/Co-requisites:** NONE

**Detailed Description:** The course is divided into four units.

Unit 1 is devoted to the exploration of legal issues that arise under contracts for the domestic sale of goods governed by *The Sale of Goods Act*. The following topics are covered: statutory scope, classification of goods, the seller's right and/or power to transfer title in goods, express and statutorily implied terms, delivery and payment obligations, acceptance and rejection of goods, and buyer's and seller's remedies. *The Factors Act* is also briefly canvassed in the first unit of the course.

The importance of leasing in commercial markets warrants that attention be given to legal issues that are encountered when this alternative form of use arrangement is effectuated in place of a contract of sale. Unit 2 of the course examines the following topics: function and characterization of leases, lessor's obligations, and lessor's remedies. Special attention is given to leases of new implements governed by *The Agricultural Implements Act*.

Providers of requested services and materials in relation to goods are conferred a statutory lien on those goods to secure payment of the payment obligation associated with the services agreement. Unit 3 of the course examines *The Commercial Liens Act*, which operates in conjunction with *The Personal Property Security Act, 1993* to govern the vast majority of commercial liens on goods in the Province of Saskatchewan.

Suretyship law (i.e. the law of guarantee and indemnity) is a very important aspect of modern contracting. It facilitates transactions that might not otherwise occur by providing the assurance that, if the principal contractor fails to perform its obligations, the guarantor (surety) will do so in its stead. Unit 4 of the course examines the supposed distinction between guarantee and indemnity, sets out the guarantor's numerous rights and defences, and explores contract formation issues that arise in the agricultural context under the governance of *The Saskatchewan Farm Security Act*.

**Course Materials:** The primary course materials are available in electronic format, and will be posted on the course website. Unit 3 of the course requires extensive reference to a book authored by the instructor, a recommended purchase: *Bangsund on the Commercial Liens Act of Saskatchewan* (Office of the King's Printer, 2023).

**Teaching and Assessment:** The instructor will use various pedagogical techniques. Most topics are covered by lectures, then through examination of the law through its application to factual scenarios (i.e. problem sets). Student performance is assessed through a final open book examination. Up to five students may elect to write a research paper for 30% of the final grade in the course. Students electing to complete a minor research paper must state their intention

within the first month of the term and have the nature and topic of the paper approved by the instructor. These students are required to write the entire final examination for the remainder of their final grade. Students not electing to write a minor research paper will write the final open book examination for 100% of their final grade.

**Minor Research Papers Allowed: 5**

**LAW 303.3 SECURED TRANSACTIONS – PERSONAL PROPERTY****1(3L)**

(2026-2027 Bangsund)

**Calendar Description:** The course canvasses secured financing practices in common law Canada involving collateral in the form of personal property, with a primary focus on commercial secured transactions. The course examines the policy and economic implications of secured financing law, and reviews the history, doctrinal basis and specific provisions of the primary sources of secured financing law in Canada – the provincial *Personal Property Security Acts* (PPSA) and the secured financing regime of the federal *Bank Act*. The study of case law will provide a contextual framework to interpret and apply this legislation to factual scenarios. These subjects are examined in the context of the two primary themes of the course: *inter partes* creation of security interests and enforcement of security agreements, and third-party priority issues.

**Prerequisites/Co-requisites:** NONE

**Detailed Description:** Secured financing is a fundamental and pervasive aspect of modern economic activity, provincially, nationally and internationally. This course will provide students with a sound working knowledge of the domestic law of secured financing currently in effect in all Canadian common law jurisdictions, broken down as follows: Unit A: Introduction; Unit B: Foundation, involving a review of the history, philosophy, terminology, taxonomy and scope of the PPSA; Unit C: Creation & Attachment; Unit D: Perfection, involving an examination of the options and requirements for perfecting a security interest in personal property; Unit E: Priority, involving a detailed examination of the rules that determine entitlements of competing interests in collateral; Unit F: Enforcement, involving a review of the post-default enforcement rights of secured parties; Unit G: *Bank Act* Security; and Unit H: Conclusion.

Students will learn how to advise clients regarding their rights and obligations in secured financing transactions. They will critically evaluate the law of secured financing and understand developments in the case law and governing legislation. In addition to learning the fundamental mechanics of secured financing law, students are encouraged to critically examine its primary features in light of public policy goals, and explore approaches to the resolution of evolving and potential issues in this arena.

**Course Materials:** *Bangsund on the Personal Property Security Act: The CCPSL Model* (Thomson Reuters, 2021). The course materials for Unit G will be posted on the course website in electronic format.

**Teaching and Assessment:** The instructor will use various pedagogical techniques. Most areas are covered by lectures, then through examination of the law through its application to factual scenarios (i.e. problem sets). Student performance is assessed through a final open book examination. Up to five students may elect to write a research paper for 30% of the final grade in the course. Students electing to complete a minor paper must state their intention within the first month of the term and have the nature and topic of the paper approved by the

instructor. These students are required to write the entire final examination for the remainder of their final grade. Students not electing to write a minor paper will write the final open book examination for 100% of their final grade.

**Minor Research Papers Allowed: 5**

**LAW 304.3 IMMIGRATION LAW****1(3L)**

(2026-2027 Veeman &amp; Boer)

**Calendar Description:** This course examines the policies, laws, regulations, guidelines, procedures, and cases that illustrate how Canada defines membership in the Canadian community.

**Prerequisite/Co-requisite:** NONE

**Recommended: Administrative Law**

**Purpose and Orientation:** Immigration policy and law have helped shape Canada from the time of early settlement to today. This class focuses on contemporary immigration law and we address current issues such as:

- The laws and policies surrounding the refugee system
- Family re-unification and sponsorship
- Exclusion from the ability to come to Canada due to criminality, health issues, or misrepresentation
- Addressing the economic needs of Canada and that of the provinces and territories
- The pathway to permanent residence for temporary residents
- The circumstances in which the government's national security interests are in conflict with individual human rights
- Fairness in the process of making immigration decisions

The *Immigration and Refugee Protection Act (IRPA)*, *Regulations* and *Immigration, Refugees and Citizenship Canada (IRCC)* policy manuals are central, and much of the course is concerned with reviewing the provisions of these enactments and publications. IRPA must also comply with the *Charter of Rights and Freedoms*, and international public law (either customary or treaty law). In addition, because immigration practice often involves reviewing the decision-making of various immigration tribunals, the principles of administrative law are an important constraint on decision-makers. All of these sources of law are interpreted and applied by a wide variety of persons, including IRCC and the Canadian Border Security Agency (CBSA) Officers at overseas and inland offices; the Immigration and Refugee Board, as well as the Federal Court of Canada, Federal Court of Appeal and the Supreme Court of Canada.

This course aims to prepare students for practice as immigration lawyers by infusing all of the legal discussion with practical advice on immigration applications, refugee hearings, appeals and Federal Court judicial review applications.

**Materials:** *Immigration and Refugee Protection Act*, *Immigration and Refugee Protection Regulations* and supplementary material (case law) to be distributed in advance of each class.

**Teaching and Assessment:** 100% Final Examination

**FREEDOM OF EXPRESSION**

**Calendar Description:** The Law Foundation of Saskatchewan Chair Seminar will be offered once a year in those years where there is a visiting Law Foundation of Saskatchewan Chair. It will have a varied content, depending upon the incumbent's experience and interest. The seminar may be interdisciplinary.

**Prerequisites/Co-requisites:** None

**Detailed Description:** This seminar course will examine the constitutional protection of freedom of expression. It will focus on Canadian cases and issues but will also look at cases and materials from other jurisdictions. The course will consider the theoretical basis for the freedom as well as a variety of current issues including the regulation of advertising, hate speech, and protest.

Over the term we will consider a number of questions concerning the scope and limits of freedom of expression under s. 2(b) of the Charter of Rights such as: What are the justifications for freedom of expression? What exactly does the freedom protect – what counts as expression? Should the media have special rights? When, if ever, can we say that expression causes harm that will justify its restriction? Should commercial speech be protected under s. 2(b) and, if so, should it receive the same protection as other forms of expression? Is the state ever justified in regulating political speech? Are limits of election spending justified? Does hate speech cause harm, and, if so, how? Should hate speech be regulated and, if so, how? According to the *Butler* decision, what is the harm of obscenity? Has obscenity law become unenforceable? When does an individual have a right to communicate on government-owned property? What are the limits to public protest? Is an encampment a form of protected expression? Does s. 2(b) prohibit the state from requiring an individual to communicate and, if so, does this preclude the state from requiring someone to take an oath before joining the legal profession or requiring a manufacturer to include a health warning on their packaging? Given the dramatic changes in the communication landscape – notably the central importance of social media - do we need to rethink free expression doctrine? Should the Charter apply to the privately-owned social media platforms? Is the protection of freedom of expression from state censorship sufficient to ensure the openness or integrity of our public discourse?

**Course Materials:** The assigned readings will be from two sources:

(1) “Open Access Constitutional Law Casebook” on the CanLII Platform (Open Access)  
<https://canlii.ca/t/7jt2q>

(2) R. Moon, *The Life and Death of Freedom of Expression* (UTP, 2024).

**Teaching and Assessment:** The class will be discussion-based and will be assessed on the basis of: (1) A Major Paper (7,500 – 10,000 words) (80%); (2) A short paper (4-6 pages, double spaced) summarizing the issues for one class (10%); (3) Class attendance and participation (10%).

**CORPORATE GOVERNANCE**

**Calendar Description:** The Estey Chair in Business Law Seminar will be offered once a year in those years where there is a visiting Estey Chair. It will have a varied content within the broad scope of business law, depending upon the incumbent's experience and interest. The seminar may be interdisciplinary.

**Prerequisites/Co-requisites:** This course will build on some of the principles and concepts in the Business Organizations I and Securities Regulation courses. While not pre-requisites, these courses provide valuable background to the seminar.

**Detailed Description:** This seminar will focus on the area of corporate governance. It will examine, from a legal perspective, the processes and procedures by which corporations are directed, managed, and ultimately held accountable. Responsibilities and relationships amongst shareholders, boards of directors, management and key stakeholders will be included as covered topics.

**Course Materials:** There is no textbook for this course. Readings and materials will be posted to the course website in an accessible format or otherwise available online.

**Teaching and Assessment:** This will be an interactive discussion-based seminar course with assessment based on student participation (15%), one midterm assignment (15%) and a final major paper (70%).

**LAW 310.3 INFORMATION AND PRIVACY LAW****2(3L)**

(2026-2027 Johnston)

**Calendar Description:** This course examines the law relating to collection, use, and disclosure of information in the public and private sectors in Canada.

**Prerequisites/Co-requisites:** NONE

**Purpose and Orientation:** This course is designed to allow students to gain a foundational understanding of the legislation and principles that govern collection, use, and disclosure of information in Canada. The core of the course consists of an examination of federal and selected provincial/territorial legislation dealing with information in both the public and private sectors (i.e.: access to information and privacy statutes that apply to government and public bodies; private sector information and privacy statutes that apply to commercial activities). It will also include an examination of various causes of action that could be pursued for violations of privacy or other disclosure or misuse of information. As time permits, a selection of other topics will also be considered, including anti-spam legislation, data security, and relevant international developments.

In addition to addressing a subject that is relevant to a broad range of areas of practice, this course provides an opportunity for students to gain experience in working with legislation, including statutory interpretation and understanding relationships among statutes and between statutes and the common law. Other important objectives include understanding and critical analysis of relevant theoretical concepts and policy questions, and further development of skills of legal analysis and communication.

**Course Materials:** Readings will be assigned from materials available online.

**Teaching and Assessment:** The course will be taught using a combination of lectures and class discussion. Assessment will include an open-book final examination and may include one or more assignments.

**Papers allowed:** 0

**LAW 311.3 CONSTRUCTION LAW****2(3L)**

(2026-2027 CouTu)

**Calendar Description:** This course is intended to provide students with a general introduction to construction law in Canada. Building on basic concepts learned in contract and tort law, students will gain an understanding as to how contracts for work are awarded; what construction contracts look like, including which clauses are typically the source of litigation; what rights, obligations and remedies parties can access through *The Builders' Lien Act*, in contract or in tort; and how to use construction law remedies (by way of litigation and arbitration, and under *The Builders' Lien Act*) to effectively resolve disputes.

**Prerequisites/Co-requisites: Contracts 202.5 (201.6) and Tort Law 211.5 (212.6)**

**Purpose and Orientation:** Construction law is a significant practice area in Saskatchewan and beyond. The principles taught in this course will be relevant nationally. Upon completion of this course the student will be able to:

- Describe and apply legal principles, including the common law and statutory rules, which govern construction law.
- Describe how construction contracts are awarded, and the process by which performance of work is secured.
- Apply construction law concepts, including those contained in *The Builders' Lien Act*, contract law and tort law, to appropriately resolve common construction law issues as well as develop a basic understanding of how to analyze and respond to the types of legal documents commonly filed in legal proceedings relating to construction disputes.
- Describe how to effectively use remedies (by way of litigation and arbitration, and under *The Builders' Lien Act*) to resolve construction disputes.

**Course Materials:** A link to required course readings, including the course's textbook, *Saskatchewan Builders' Lien Manual* (3rd Ed) by Colin Hirschfeld and Jared Epp which will be made available for free, will be posted online in advance of each class. Course materials will consist of cases, tender documents, construction documents, pleadings and materials commonly filed in support of court actions, such as applications and affidavits.

**Teaching and Assessment:**

**3-hour final exam: 100%**

Students will be expected to prepare a legal memorandum, which will require an analysis and evaluation of court materials, which may include affidavits, contract documents and pleadings. To assist with preparation, some of these court materials will be provided to students in advance of the final exam. Students will also be expected to answer questions requiring them to apply course concepts to construction law fact patterns. The final exam will be open book.

**Calendar Description:** This course introduces students to the basic principles of medical law and their application to common issues in health care. It also explores the legal framework for the health professions and the health care system.

**Prerequisites/Co-requisites: NONE**

**Detailed Description:** Health law became a field of study and practice in the mid- to late-twentieth century; however, the history of the common law is replete with lawyers arguing issues specific to medical practice, including healing, managing and modifying the human body. Whilst the writs (e.g., trespass, action on the case, etc.) and legislation applicable to medicine were generally the same as those used in other social domains, these early examples in medico-legal history demonstrate encounters between common lawyers and ethics in the formulation of legal arguments or reasoning to respond to such special topics. That is not unlike the situation of health law today; what lends to the definition of health law as a distinct field is less so the existence of distinct laws (although, today, there is far more legislation specific to topics of health and medicine) and more so the particular integration of moral theory into the law to guide the making and application of legal concepts responsive to the practice of medicine or other healing arts. In other words, it is the unique moral complexion of the law applied to medical or other healing practices which shapes the field's boundaries and matters of concern.

The emergence of health law as a contemporary field of study and practice corresponds with the professionalization of medical ethics. Taken together, health law and ethics have guided lawful conduct in difficult cases. It is likely that such developments were functionally necessary due to technological and cultural changes that reshaped the practice of medicine and other healing arts, and that raised significantly novel and challenging questions. However, as with the professionalization of any field, there is a question of what content is included in the field, and what is excluded. Further, the relations between law and medicine matter to everyday experience of the human body and the identities and practices formed through the body, which requires lawyers to participate actively in moral reasoning. For example, the relations between law and medicine matter to: the process of subject formation including experiences of identity and difference; the making and/or use of capacities; and the production of value relative to the human body including the containment and destruction of that constructed as without value or as harmful.

In this course, you will interrogate modes of legal and ethical reasoning, and concepts from health law and ethics, relevant to medicine. In doing so, you will draw on theoretical and historical perspectives to situate in context theories within the western tradition (including virtue ethics, deontology, and consequentialism), and explore alternative modes and concepts (including from feminist and postmodern ethics). You will discuss modes of reasoning and concepts relative to medical practices, which may include topics like the

nature of the physician-patient relationship; the use of the human body and biomaterials; gender affirming care; abortion; disability; assisted reproduction; medical assistance in dying; the regulation of professions and alternative health care; and public health and health systems governance. You will also use a theoretically and historically situated understanding of ethical reasoning, and concepts from bioethics, to identify and critically evaluate the policies or philosophies underlying health law. From this, you will be enabled to critically explore relationships between ethics, society and law in the context of medical practice and health policy.

**Learning Objectives:** On successfully completing the course, students will be able to at a minimum:

- (L1) Demonstrate a general understanding of concepts from health law and ethics,
- (L2) Use techniques of reasoning and argument appropriate to law and moral theory to reflect on the application of concepts to problems and/or issues in medical practice or health policy,
- (L3) Effectively formulate and communicate well-reasoned and accurate analysis about the legality and morality of medical practice or health policy,
- (L4) Reflect upon the process of undertaking conceptual analysis and its contribution to knowledge,
- (L5) Conduct research with conventional methods, including an adequate selection of primary (e.g., case law, legislation) and secondary sources (e.g., monographs, peer-reviewed articles) ordinarily used in legal scholarship.

**Course Materials:** Required readings will come from case law, legislation, peer-reviewed articles, chapters or excerpts from monographs. All materials will be available on Canvas or in the university's library.

**Teaching and Assessment:** The course will be taught by lecture and workshops involving small group discussion facilitated by the instructor. Lectures will be held during the first session of the week, providing an exposition of concepts relevant to the week's theme. Workshops will generally be held during the second session of the week.

During workshops, students will form small groups in which they will discuss concepts from that week's lecture and assigned materials, usually relative to case studies involving court decisions, legislation and/or narratives. On other occasions, workshops may invite students to consider that week's concepts relative to their case or legislative comment. Students will also use some class time for "reflective breaks," during which they will outline and discuss reflections on concepts and/or course materials; these reflective breaks are a "formative task" meant to help students' learning and will not be graded. Reflective breaks allow students to evaluate how they are learning and to prepare for "summative assessments." These reflective breaks may inform what the student writes about in their reflective portfolio (described below).

Summative assessment of student performance will include three elements: (1) a reflective portfolio between 1250 to 1500 words (exclusive of footnotes and bibliography) (15%) (L1, L4); (2) a case or legislative comment between 4000 to 4500 words (exclusive of footnotes and bibliography) (35%) (L1, L2, L3, L4, L5), and (3) a final, essay-based exam (50%) (L1, L2, L3):

- **The reflective portfolio** requires students to reflect upon the process of applying concepts from moral theory to case law, legislation or other materials in workshops, and the student's development in conceptual analysis. Students must submit a portfolio of reflections—relying on any three workshops during the term, as well as reflecting upon their overall development throughout the term—on the last day of classes at the College of Law; however, students are encouraged to submit reflections on the Monday following a particular workshop for feedback.
- **The case or legislative comment** must identify a case, statute or regulation that raises a question about the legality and morality of medical practice or health policy, which the student then researches, analyzes and applies in a commentary on the case or legislation. The case or legislative comment is due on the last day of classes at the College of Law. The case comment satisfies the College's minor research paper requirement.
- **The final essay-based exam** will ask students to answer multiple questions about concepts taught throughout the term, including their application to examples. The final exam will be scheduled during the College's final examination period. The exam is closed book although a bibliography of sources will be provided.

Rubrics and assessment criteria will be provided for all methods of assessment.

**Use of Artificial Intelligence:** The instructor does not permit the use of artificial intelligence (AI) in preparing (including outlining, brainstorming, editing) or writing materials for assessment in this course. Its use to prepare or write materials for assessment constitutes academic misconduct, and the appropriate disciplinary process will be pursued.

**Minor Research Paper:** Unlimited (Case or legislative comment)

**LAW 315.3 ENTERTAINMENT LAW****2(3L)**

(2026-2027 Patrick)

**Course Description:** This course provides an overview of the key areas relevant to entertainment law, including: artist rights, copyright infringement, fair dealing, negotiation, trade-marks in entertainment, talent and guild agreements, collective bargaining, publicity rights, defamation, entertainment contracts, and emerging entertainment law issues in the digital age. The course will provide examples from film, television, music, visual art, live performance, and other areas. Students will have an opportunity to consider and discuss both practical and theoretical issues regarding entertainment law.

**Learning Outcomes:** A central objective is to provide students with an understanding of the legal aspects of entertainment businesses and the related role of lawyers. Students will critically evaluate entertainment law through understanding developments in case law, governing legislation, and policy issues related. Students will explore what it takes to get a deal done in the music, film, television, book publishing, and live stage industries. This course will provide students with a sound working knowledge of the legal aspects of negotiating with “the talent”, the collective bargaining process, artist rights, Indigenous artist rights, the implications of guild agreements, the role of negotiation in entertainment law, and new challenges in the digital/social media age.

**Required Resources:** All resources are Web-Based. Please refer to the reading list posted to Canvas.

**Evaluation Components:** The evaluation component of this course includes. Maximum of 2 major papers and 3 minor papers.

- a) Participation and Assignments – 20%
- b) Final Exam – 80% of grade
- c) Major paper – 80% of grade
- d) Minor Paper – 40% of Grade and Final Exam **40%** of Grade.

**LAW 320.3 REGULATION OF PROFESSIONS****2(3L)**

(2026-2027 Nordal)

**Course Description:** This course will provide in-depth coverage and discussion of legal issues that arise in professional regulation in Canada. Topics will include governance; regulation v. advocacy, registration, labour mobility, professional standards, quality assurance, complaints, investigations, discipline, unauthorized practice and the role of the Courts. The course will also consider the larger social context of professional regulation including recent cases that have challenged government and public confidence in the way professions are regulated.

**Learning Outcomes:**

1. Explore how professions are regulated in Canada and some of the history and underlying policy rationales for that structure;
2. Articulate how professional regulatory bodies are structured through enabling statutes, subordinate legislation, and policies;
3. Identify the differing roles of professional regulatory bodies in Canada (such as registration, professional standards, advocacy, investigation, and discipline) and key legal issues that arise in each role;
4. Explore key debates regarding the public interest in the current model of professional regulation, and consider emerging legislative responses.

**Prerequisites: None****Required Resources:**

Links to all required readings for this course will be posted on Canvas. Readings may consist of cases, legislation, codes of conduct, standards and /or articles. It is not expected that students will complete a detailed review of all statutes/documents/cases before class, but students should be familiar with them. Class discussion will highlight “themes” or “concepts” arising from the various statutes/cases and a more thorough review after the applicable class will assist students. Further explanation will be given in class.

**Supplementary Resources (Optional):**

Bryan Salte, *The Law of Professional Regulation* (Markham ON: LexisNexis Canada, 2015)  
James T. Casey, *The Regulation of Professions in Canada* (Toronto: Thomson Reuters, 1994-)  
Note: There is no requirement to purchase the supplementary resources, and there will be no disadvantage in the course for not doing so.

**Teaching and Evaluation:**

**Class participation** 20% of final grade

**Description:** Students should attend class as much as possible **and** be prepared to discuss relevant topics/readings. This is not a course where assessment is based on the amount of information that can be memorized and repeated. Assessment will be based on displaying an

understanding and application of issues/concepts covered throughout the course and expressing your opinion as soon to be practicing lawyer is encouraged.

**Final Exam** 80% of final grade (date tbd)

**Description:** The final exam will be administered as a comprehensive invigilated non-secure (access to hard drive not internet) three-hour exam and may include questions on any of the topics covered in lectures and corresponding readings during this course.

**Optional: Major Paper (available by request)** 80% of final grade (in lieu of final exam)

**Due date:** By the end of the last scheduled class

**Description:** A major paper can be completed in lieu of a final exam. Students writing major papers will be expected to review the course materials and participate in class discussions and will be responsible for demonstrating knowledge of the course materials in their writing. To be eligible to write a major paper, a student must have submitted a brief outline of proposed topic within four weeks of the first scheduled class. Email approval of the topic and ability to write a major paper will be provided.

**LAW 321.3 TRANSFORMATION IN PRACTICE: RECONSTRUCTING  
THE FUTURE LAWYER**  
(2026-2027 C. Zawada)

**1(3L)**

**Calendar Description:** This course examines the changing environment, technology, social and business factors students must manage to exploit challenges affecting the legal profession and how legal services can be more effectively delivered.

**Prerequisite(s): NONE**

**Course Description and Objectives:**

This course explores three major themes:

- a) Legal service providers must employ flexible and creative thinking when adopting unique solutions to meet future needs;
- b) Effective implementation of current and emerging technological tools is mandatory if lawyers and other providers are to remain relevant; and
- c) Various tools to identify and solve legal service delivery challenges must be employed, including subjects like design thinking.

Students (and lawyers) must understand the huge changes impacting the delivery of legal services, and enhance their personal skills toolkits to manage future requirements. These topics will be discussed and debated so practical solutions can be identified. Most importantly, students will be exposed to the technologies available, and consider how they can be applied or modified for maximum effectiveness.

Although this is not an artificial intelligence course, there is no doubt that AI will continue to be a massive force for change not just for legal practice, but in society. The risks and benefits of this technology will be closely examined, along with potential remedies which might minimize problems and augment benefits.

A major focus will be on problems already evident in the legal system. For example, what do customers need and expect, and how can one build a business or career around fulfilling those expectations? Have players in the legal industry, ranging from educators to providers, either ignored or failed to understand the real needs of their customers? What competencies must lawyers possess both for client service and to enhance their own mental wellness? The assumptions and consequences of this will be explored.

There will be emphasis on mandatory digital literacy and skills for legal service providers. Current technology will be discussed, along with emerging trends beyond AI.

Apart from technology, other elements which affect legal service providers will be examined, together with potential solutions. This includes personal skills such as marketing, resilience and stress reduction, and cultural competence. The latter will include discussion of TRC issues.

An attitude of experimentation will be an implicit, but key, part of the course: develop forward thinking graduates by stressing the need for continuous curiosity about the transformation of legal service delivery. Since the future is always unknown, practitioners will need to be flexible so they can adapt to and grasp the inevitable changes.

This course is not only aimed at students pursuing a career in private practice. Indeed, the very concept of private practice may be radically different in the future. The societal and professional changes which are occurring will affect legal services in every possible way and arena, and the skills necessary will be just as relevant to those who are in public service, government, or apply their legal training to other facets of life.

By the end of the course, students should be able to:

- employ a mindset of agility and adaptation to change;
- display comfort and competence in using current and future technological tools, such as artificial intelligence, collaboration software, online marketing, and others;
- utilize and understand personal skills which students and legal service providers should know to maximize their career and personal potential, such as collaboration and teamwork, presentation skills, emotional intelligence and empathy, problem-solving skills, cultural competence, and resilience;
- describe the issues which have arisen and are likely to emerge in society and the legal profession that are contributing to breakdowns in the delivery of justice and legal assistance;
- gain an understanding of the issues which legal regulators are facing and anticipate some changes which they could employ, or which they may have to react to, when dealing with the changes identified.

**Course Materials:** Course materials and readings are available through the class Canvas site. Edited versions or excerpts of cases and other materials are provided and students are only responsible for the portions contained in those versions.

Materials provided through Canvas or otherwise are intended to be used only by students enrolled in the course for the purpose of private study. Unless otherwise noted, CanLII is the original source of case excerpts in the edited materials.

**Method of student evaluation:**

Assessment of students will be based on:

- 1) (20%) Class participation, including:
  - a) attendance;
  - b) adequate preparation;
  - c) active involvement in classes and workshops; and
  - d) contribution to class discussions.
- 2) (80%) A final exam (open book), based on themes of the course. Students may elect, with instructor approval, to write a major paper in lieu of the final exam on a topic relating to the course's subject matter.

**Minor Papers Allowed: None**

**Major Papers Allowed: Yes, as noted above**

**Meets seminar requirement? No**

**LAW 322.3 CHILD PROTECTION LAW AND PRACTICE****1(3L)**

(2026-2027 Patrick)

**Detailed Description:** Child Protection Law and Practice focuses on child protection law in Canada and the legal, policy and practices, with the aim of helping students to develop a legal framework consistent with the theory, values and skills of practice in this area of law. The course will critically examine a range of contemporary legal, social policy and practice issues that impact the lives of children, caregivers, and their communities. The course examines the quasi-criminal and quasi-family law nature of child protection law in Canada. The main goal of the course is to provide a foundation for child protection law and practice within a social justice framework, by examining a range of issues pertinent to the practice of child protection law.

The course format will be interactive and success for all (including the instructor) will depend on the full participation of each person in critically examining issues and challenges pertinent to child protection law in Canada.

**Prerequisites/Co-requisites: NONE**

**Learning Objectives:** Students are expected to develop an understanding of both the foundational legal concepts of child protection law in Canada, as well as the practical realities and challenges that this practice area raises in Saskatchewan and its Indigenous communities. Students will understand the national significance of child protection and the challenges that this area of law faces following the TRC's Calls to Action, the MMIWG Final Report, UNDRIP, and Legislative frameworks. Students will become familiar with the national significance of addressing policy and social issues that include the over representation of Indigenous children, youth, families, and communities that get caught in "the system".

**Course materials:** All resources will be available on-line or through CanLII.

**Teaching and Assessment:** The final exam is worth 80%. Students approved to write a major research paper in the course will do so in lieu of a final exam.

- Participation & Reflection - 20% (all students)
- Minor research papers allowed: 3 (40%), write exam (40%)
- Major research papers allowed: 3 (80%)

**LAW 323.3 LAW REFORM COMMISSION OF SASKATCHEWAN INTERNSHIP**  
(2026-2027 Howie)

**1(3P)**

Weekly meetings will be scheduled for a time and in a location that works for the students and the Director of the Law Reform Commission (Leah Howie).

**This is an application-based class.**

Total Hours: 72 (6 per week x 12 weeks)

Weekly Hours: Practicum 6 per week for 12 weeks

T1

**Course Description:** This internship will give students an opportunity to learn about the process of law reform and to develop their research and writing skills by working with the Commission and its Director on law reform projects in which the Commission is engaged.

The student will work under the supervision of the Director and provide written work and verbal reports on a regular basis. The student will have an orientation session and discuss assigned reading materials with the Director in the first week of the internship. Following this, the student will have weekly meetings with the Director. The student will work 6 hours/week for the Commission in 2 x 3-hour shifts and will also meet with the Director once per week for 30 minutes. The student will have deadlines for written work to be agreed upon with the Director. The student will also meet at least once per term with one or more of the Commissioners, and also attend a regular Commission meeting (if one is scheduled during the term).

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application for the LAW 323.3 Internship by **Friday August 21, 2026**. Please address your application to the Director of the Law Reform Commission of Saskatchewan, Leah Howie. She can be contacted for questions at [director@lawreformcommission.sk.ca](mailto:director@lawreformcommission.sk.ca).

Applications must include an unofficial transcript, resume, and cover letter, and must indicate in which term the student would prefer to complete their internship. Students will be notified in late August whether or not they have been selected. At this point, students who have been selected for the internship will have to drop a class in the term in which it has been offered and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register them in the internship.

**Learning Objectives for this course:**

- Understand the process and roles involved in reform of legislation

- Develop proficiency in legal research, including primary (legislation and case law) and secondary materials
- Develop skills of legal analysis
- Develop writing skills, including presenting the results of research and analysis in memos and other draft documents and drafting materials for the Commission's website
- Develop verbal communication skills, including the ability to summarize
- the results of research and articulate questions

**Student Evaluation:** The internship will be evaluated on a pass/fail basis. The student will be required to demonstrate competencies in legal research and writing and oral and written communication. The student will also be required to complete a self-reflection exercise at the end of the term.

**LAW 324.3 DISPUTE RESOLUTION IN FAMILY LAW****2(3L)**

(2026-2027 Charmaine Panko, K.C.)

**Calendar Description:** This is an advanced DR course which builds on the basic skills introduced in Negotiation 430, and focuses on the area of family conflict. The course will allow students to study emerging DR models in family law, and will focus on advanced skill development. Topics will include inter-disciplinary approaches and adaptive processes that allow lawyers to better understand and address the dynamics of family conflict.

**Prerequisite:** At a minimum, students will have taken Negotiation 430 AND one family law course such as Family Law I 372. For a complete understanding of family law issues, before taking this course, students will have also taken Family Law II 471 or would be registered in 471 at the same time.

**Purpose and Orientation:** The landscape of practicing family law is changing quickly, with a growing emphasis on dispute resolution processes outside of court. The Negotiation course prepares students for problem-solving processes with general skills, but many unique challenges (and opportunities) arise when working with families in conflict. This course will delve into those challenges (taking issues like mental health, family violence and cultural backdrop into account). It will also explore DR processes, some long-standing and others emerging, such as: mediation, interdisciplinary collaborative process, arbitration and parent coordinator roles, pre-trial conferences, self-representation and coaching.

**Texts:** Materials will be distributed.

**Teaching and Assessment:** Course work includes in-class participation exercises and out-of-class experiences as well as written reflective assignments and in-class debriefings of exercises and out-of-class experiences. The emphasis is on formative assessment (development of skills over time) and collaborative learning. This course does not have an exam but each student is required to present a final project on Re-imagining Family Law. The course is *not eligible* for either the major or minor research paper credit. Class size is limited to 20.

**LAW 326.3 TRUSTS****1(3L)**

(2026-2076 Arvanitis-Zorbas)

**Calendar Description:** The course covers the creation, administration, variation and breach of express trusts. Resulting and constructive trusts are also examined.

**Prerequisite/Co-requisite:** NONE

**Course Objective:** The purpose of the course is to describe the structure of the trust and investigate the functions that modern trusts perform. Trusts are an indispensable tool for many formal arrangements between parties. Students will be introduced to this general utility and, at the same time, learn the limitations of the use of the trust. Students should be able to: define terminology commonly used in trusts, state and apply the rules which govern validity of trusts, as well as contrast the trust with other legal concepts. Furthermore, they should be able to solve problems by applying the law related to **express trusts, remedial trusts, purpose trusts, trust remedies, the administration of trusts and trust theory.**

**Course Materials:** The required casebook will be available for purchase.

**Teaching and Assessment:** Instruction is by lecture and discussion. Assessment is based on an open-book final exam.

**Minor Research Papers Allowed:** 5

**LAW 340.3 ADMINISTRATIVE LAW****1&2(3L)**

(2026–2027 Ponomarenko (T1) &amp; Ralston (T2))

**Calendar Description:** A survey of the role of administrative agencies within the Anglo-Canadian legal system focusing primarily on consideration of the extent to which agency and executive action is subject to judicial review and control.

**Prerequisite/Co-requisite:** NONE

**Purpose and Orientation:** This course will provide an introduction to the basic principles of administrative law which govern the activities of administrative bodies and the relationship between the legislative, executive and judicial branches of government. The areas discussed will include procedural fairness, bias and independence, discretion, the application of the *Charter* to administrative decision making, judicial review, and other remedies available with respect to administrative decisions. Students will have an opportunity to consider and discuss both practical and theoretical issues regarding the role of administrative decision makers. The course will serve as a foundation for further study and practice in a wide range of areas, including health, environment, immigration, labour, professional regulation, education, and financial regulation.

**Term 1 – Ponomarenko Course Materials: TBA**

**Term 2 – Ralston Course Materials: TBA**

**Teaching and Assessment:** The course will be taught by a combination of lectures and class discussion. Assessment will include one or more open-book examinations. A limited number of students also have the option of writing a minor research paper.

**Minor Research Papers Allowed: 5**

**LAW 341.3 FIRST NATIONS' ECONOMIC DEVELOPMENT****1&2(2S-1R)**

(2025-2026 Busch)

**Calendar Description:** The seminar examines the evolution of First Nations economic development. There will be a brief overview of historical economic activities by First Nations, a review of government legislation and policy that impacted First Nations economies and a review of legal developments including First Nations-led legislative initiatives that have created the environment for renewed economic development activities by First Nations.

**Prerequisites/Co-requisites: None**

**Purpose and Orientation:** This seminar is designed to equip students with the knowledge of the evolution of First Nations economic development. To understand the successes, challenges and opportunities of current economic development by First Nations requires an overview of the historical economic development activities carried out by First Nations. It also requires an examination of how government policy and legislation adversely affected First Nations abilities to participate in the economy both before and after Treaty making. Lastly, the successes and opportunities for current and future economic development can be attributed to a resurgence in cultural and traditional activities, recent case law and First Nations-led legislative developments along with appropriate business structures. The seminar will provide the student with a well-rounded comprehension of economic development issues and the legislative and legal regime in which First Nations operate.

**Course Materials:** Materials will be available online.

**Teaching and Assessment:** The primary teaching method is by lecture along with discussions and questions. Assessment will be 75% written paper, 15% for class participation and 10% for short presentations in class.

**LAW 342.3 APPELLATE ADVOCACY****1(2S-1R)**

(2026-2027 Wihak)

**Calendar Description:** This is a theory and practice course, combining the study of legal principles unique to appellate litigation and the work of appellate courts, with practical written exercises, and a mock appeal in the Saskatchewan Court of Appeal. The objective of this class, which will combine both lecture and class discussion, is to increase a student's understanding of the appellate process in both civil and criminal matters, and to provide practical exposure to the practice of litigation.

**Prerequisite/Co-requisite: None.** Successful completion of civil procedure or criminal procedure and administrative law would be an asset, but is not required.

**Detailed Description:** This class will teach students how to serve effectively as counsel for a party on an appeal. The first part of the course will focus on appellate theory, and will concentrate on the structure of and legal constraints on Canadian appellate courts. It will be comprised of lectures, including guest lectures from seasoned appellate counsel and various Saskatchewan Court of Appeal judges, and class discussions in seminar form. While this course is intended to be delivered fully in person, some classes may need to take place via Zoom in order to accommodate the schedules of our guest speakers and/or the instructor's own litigation schedule.

The objective of this class is to provide students with an overview of the appellate framework and process, including the right to appeal, jurisdiction of appellate courts, scope of review, and relevant statutory provisions and rules of court. The unique role of the Supreme Court of Canada in the Canadian court system will also be discussed, as will more recent developments in appellate practice such as cameras in the courtroom, electronic filing, and hearings via videoconference, all of which have taken on greater importance in the post-COVID world.

The second part of the course will be skills oriented. Since written advocacy, and especially the ability to write persuasively and effectively, is central to appellate litigation practice, the course will emphasize written advocacy slightly more than oral advocacy. Although focusing on the appellate setting, the skills aspect of this class will prepare students for arguing motions and writing legal briefs for any level of court or administrative tribunal, and will introduce the basic advocacy skills essential for making effective oral presentations in those settings.

**Course Requirements:** The subject matter covered by this course is considerably complex, and should be considered as advanced. The nature and extent of the readings reflect that notion. By way of evaluation, students will be required to undertake tasks central to the appellate process, such as drafting notices of appeal; preparing a written factum in an appeal; oral argument; and preparing a short legal memorandum on an issue relevant to practice in appellate courts. Given the small class format, and the prevalence of guest lectures, there is also a participation component to the course evaluation.

(Please note this course is **not** suitable for fulfilling the College of Law's requirement for a major or minor research paper.)

**LAW 347.3 DONALD G. H. BOWMAN NATIONAL TAX MOOT**  
(2026-2027 Maloof)

**2[Nov.-Feb.](3S)**

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Description:** Up to five students will be selected annually to participate in the Donald G. H. Bowman National Tax Moot, which is typically held in Toronto. The moot involves research and advocacy, both oral and written, and allows students from Canadian law schools to debate current legal issues in taxation law with senior tax practitioners and with justices of the Tax Court and Federal Court of Appeal. The moot is recommended to those with an interest in public speaking, advocacy, exacting research and taxation issues.

**Calendar Description:** This course is designed for students who wish to participate in the Donald G.H. Bowman National Tax Moot. The moot involves research and advocacy, both oral and written, and allows students from Canadian law schools to debate current legal issues in taxation law with senior practitioners and with justices of the Tax Court and Federal Court of Appeal. The seminar is recommended to those with an interest in public speaking, advocacy, exacting research and taxation issues. A team of up to five students (four oralists and up to one additional participant) will be selected to represent the College at the moot competition.

**Prerequisite/Co-requisite: NONE**

**Purpose and Emphasis:** This course is designed to prepare students for participation in the Donald G.H. Bowman National Tax Moot. The content of the course depends on the issues raised by the moot problem. The problem is usually available in the early fall, and the competition takes place in late February or early March. Some work over December break may be required. Work and attendance at meetings and practices over the February break is essential.

Students who are invited may indicate their interest and compete for a place on the team. No more than five students may participate. Students are selected through an interview process and selection may be made on the basis of academic record, mooting experience or other relevant experience. Interested students will be invited to submit application materials including an updated CV and cover letter and may be interviewed as a part of the selection process.

**Course Materials:** The materials covered depend on the issues raised by the moot problem. Students identify the issues, then divide them among the group in two teams (two appellant representatives, two respondent representatives). Research materials identified by the coach and/or the moot problem make up the bulk of the course materials.

**Teaching:** In accordance with the rules of the competition, faculty assistance is limited to a general discussion of the issues, suggestions as to research sources, and suggestions on ways students can improve their moot style. In addition to seminar discussions of the issues and research sources, students will participate in several meetings and practice moots in the months of January and February. Students will prepare both an appellant and respondent factum, the final drafts of which have, in the past, been submitted to the competition organizers in early February.

**Teaching and Assessment:** Each student's mark will be arrived at using a combination 25% attendance, 25% quality and timeliness of written work (which will necessitate evaluation of the written work as a group effort), 25% quality of oral work, and 25% group participation. Pursuant to the moot rules, the additional participant may not be required to present oral argument at the moot competition but the additional participant will have the opportunity to present oral argument in a practice setting. In the case of the additional participant, their individual mark will be based on their research contributions to the moot team as well as their participation in practice moots (and the moot competition itself if required). The course will not satisfy the major research paper requirement nor will it meet the seminar program requirement.

**LAW 348.3 ADVANCED LEGAL RESEARCH**  
(2026-2027 Golding)

**1&2(3L)**

**Course Description:** This course is designed to enhance students' proficiency and efficiency in conducting legal research, and the judicious and legitimate use of both traditional and cutting-edge research tools.

Building upon the foundational skills students acquired in the introductory legal research and writing course, this course focuses on the advanced application of practical legal research skills, including locating relevant case law, legislation, foreign law, and commentaries, and providing professional support to clients. Through case studies, class exercises, and discussions, students will develop skills for utilizing legal research databases, gain deeper insights into the philosophical foundations of communicative theory, and learn the most effective methods of persuasion in legal writing.

This course focuses on the application of legal research and analysis to solve problems and support client decision-making. Students will participate in a fictional law firm and apply the skills they learn in class to analyze complex client information, synthesize legal issues, and create coherent legal arguments to assist the firm's clients. Students will hone their legal research and client communication skills by learning to identify relevant primary law sources using various strategies and databases, use secondary sources efficiently, interpret and work with legislation, and identify and analyze options using decision-making processes and strategies based on modern cognitive and communicative theories about how readers process information. Students will have the opportunity to reflect on the lawyer's role as an adviser and how to communicate effectively to different audiences.

This hands-on and experiential learning course applies scenarios based on practical legal problems and questions commonly encountered in articling, clerkship, and legal practice. The overall aim is to provide students with practical skills to enhance their ability to find and analyze appropriate legal sources, develop an understanding of the legal implications and ethical considerations of using AI tools, appreciate the role of Indigenous legal frameworks, and communicate research results in a client-focused and ethical manner.

**Prerequisites/Co-requisites:** LAW 245 Legal Research and Writing

**Course Materials:** All course materials are available in electronic format and will be posted on the course website or available through the library.

**Teaching:** Each class is split between a lecture (where the instructor will discuss the particular research or writing topic) and a student-led discussion based on assigned readings. Students are expected to participate in class by engaging one another in a conversation about the materials.

**Assessment:** Student performance is assessed through a series of sequential assignments and by their participation in class. There is no final exam.

**Minor Research Papers Allowed: 0**

**Calendar Description:** This course examines the common law foundations of the law of evidence in Canada – principally rules and standards of admissibility. The topics examined may include examination and cross-examination, judicial notice, presumptions and burdens/standards of proof, relevance and materiality, receivability, character evidence, opinion evidence, privilege, and hearsay.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The purpose of the course is to introduce students to fundamental concepts, principles, rules and standards in the law of evidence. Evidentiary issues arise in all areas of legal practice. Even where there is no resort to litigation, the rules of evidence often determine the strength of the client’s legal case and so must be considered. This course focuses on the rules of evidence in criminal proceedings, but many of the basic principles also apply to civil and administrative proceedings.

**Course Materials:**

- • Cases, statutory provisions, and commentary. At this time, I do not anticipate assigning a casebook or textbook, though that may change.

**Teaching and Assessment:** The course will be taught primarily in a lecture format, though students will be expected to participate in class by asking and responding to questions about the materials, and by engaging each other in debate.

All students will write one open-book final examination. (100%)

**LAW 361.3 BUSINESS ORGANIZATIONS I****1(3L)**

(2026-2027 Arvanitis-Zorbas (s. 1))

**Calendar Description:** Examination of the basic features of business corporations. Topics include corporate personality, the process of incorporation, the powers and duties of directors and officers, shareholder rights and remedies.

**Prerequisite/Co-requisite:** NONE

**Purpose:** In Saskatchewan there are three different general incorporation statutes, the *Business Corporations Act, 2021*, the *Cooperative Corporations Act* and the *Non-Profit Corporations Act*. The focus in this course is on the *Business Corporations Act, 2021*. The purpose of the course is to acquaint students with the basic elements of corporate structure. No commerce or business background is required in order to do well in this course.

**Course Materials:** The required casebook will be available for purchase.

**Teaching and Assessment:** Instruction is by lecture and discussion. The form of assessment will be a 100% open-book final examination.

**Minor Research Papers Allowed:** 5

**LAW 361.3 (s. 3) BUSINESS ORGANIZATIONS I**  
(2026-2027 Ponomarenko)

**2(3L)**

**Calendar Description:** Examination of the basic features of business corporations. Topics include corporate personality, the process of incorporation, the powers and duties of directors and officers, shareholder rights and remedies.

**Prerequisite/Co-requisite:** NONE

**Purpose:** This course provides an introduction to the law of partnerships and corporations. The primary focus will be on Saskatchewan's *The Business Corporations Act*, *The Partnership Act*, and the relevant common law principles. We will examine the nature of corporate personality, the organizational choice and formation of business entities, capitalization, the powers and duties of directors and officers, and the rights and remedies available to shareholders and other stakeholders. Comparative references to other jurisdictions will be made where useful. No commerce or business background is required in order to do well in this course.

**Course Materials:** The required casebook will be available for purchase. Supplementary materials will be posted online.

**Teaching and Assessment:** Instruction is by lecture and class discussion. The form of assessment will be a 100% open-book final examination. A limited number of students also have the option of writing a minor research paper.

**Minor Research Papers Allowed: 5**

**LAW 372.3 FAMILY LAW I**  
(2026-2027 Singer)

**2(3L)**

**Calendar Description:** Introduction to trends in family law, the constitutional and statutory framework for the regulation of families, and the process issues in family law practice. The course provides a detailed examination of spousal support/maintenance and property rights between spouses, both married and common law.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** This course provides an introduction to the substantive themes and trends in family law, the constitutional and statutory framework for the regulation of families, and the role of process issues in family law practice.

In addition to introducing substantive and procedural issues, the course offers a detailed examination of the legal meaning and implications of spousal status.

Examination of the legal definition of spouse will include a review of the extension of marital status to LGBTQ+ couples, as well as to the circumstances in which spousal status is attributed to unmarried cohabitants.

A substantial portion of the course will deal with spousal rights to property division under *The Family Property Act* including division of the family home, household goods and other types of family property. In addition, spousal rights to financial support or maintenance will be examined both under the federal *Divorce Act* and the provincial legislation, *The Family Maintenance Act, 1997*. The impact of private agreements on rights to support and division of property will also be reviewed.

**Course Materials:** A case book is available on PAWS. No other materials are necessary for the course, although reference may be made to certain commentaries and articles.

**Assessment:** Students will be assessed via a 100% open book final.

**Minor Research Papers Allowed: 0**

**COURSE DELIVERY: Fully In Person**

**Calendar Description:** Introduction to trends in families and family law, the constitutional and statutory framework for the regulation of families and the role of process issues in family law practice. The course also provides a detailed examination of maintenance and property rights as between spouses, both married and common law.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** This course provides an introduction to the substantive themes and trends in families and family law, the constitutional and statutory framework for the regulation of families and the role of process issues in family law practice.

In addition to providing an introduction to substantive and process issues in family law, the course offers a detailed examination of the legal meaning and implications of spousal status.

Examination of the legal definition of spouse will include a review of the extension of marital status to gay and lesbian couples as well as to the circumstances in which spousal status is attributed to unmarried cohabitants, both same sex and heterosexual.

A substantial portion of the course will deal with spousal rights to property division under *The Family Property Act* including division of the family home, household goods and other types of family property. Finally, spousal rights to support or maintenance will be examined both under the federal *Divorce Act* and the provincial *Family Maintenance Act*. The impact of private agreements on rights to support and division of property will also be reviewed.

**Course Materials:** A case book is available on PAWS. No other materials are necessary for the course, although reference may be made to certain commentaries and articles.

**Assessment:** Students will be assessed by way of a 100% open book final examination.

**Minor Papers Allowed: 0**

**LAW 384.3 CIVIL PROCEDURE****1(3L)**

(2026-2027 Kennedy (T1); Seguin (T2))

**Calendar Description:** A chronological study of the procedural steps, rules and related substantive law in a civil action from the moment of the decision to sue to the trial of the matter. The context of the adversarial process in an action is examined by reference to the policies underlying civil procedure, the role and authority of the lawyer, the organization and jurisdiction of the courts and limitations of actions. The civil action is examined through a focus on principles of jurisdiction and venue, type and manner of commencement of proceedings, pleadings, multiple claims and parties, and questioning. The course will involve the drafting of documents. The ethical conduct of a civil action is taught at each stage of the class.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The course is intended to provide a basic understanding of the process, principles, rules and discretion in adjudication in formal legal proceedings (specifically, a general procedure civil action in superior court-in Saskatchewan, The Court of King's Bench). The initial focus is on the decision-making that takes place in the law office with respect to suing. Basic issues with respect to the role of the lawyer, choice of courts, limitation periods and costs of litigation are developed as aspects of the decisions to sue and settle litigation. The main focus in the examination of procedures is to develop an understanding of the content and scope of procedures by reference to definition, history and purpose of the rules. Drafting of documents and pleadings in an action are used to compliment case and rule analysis as part of understanding the process of litigation.

**Course and Materials: TBA**

**Teaching and Assessment:** The method of teaching is a combination of lecture, modified Socratic discussion and group activities. A major element of the course will require the students to work as "counsel" in a hypothetical action. This simulation will require the students to draft pleadings, prepare a Pre-Trial Conference Brief, and participate in a Pre-Trial Conference. The course is marked on a Pass/Fail basis. Students must successfully complete all aspects of the course to achieve a pass.

**Minor Papers Allowed: 0**

**LAW 394.3 JURISPRUDENCE****2(3L)**

(2026-2027 Shaw)

**Calendar Description:** This course examines the nature and function of the law, focusing particularly on the relationships between the law and society, law and morality, and law and political theory.

**Prerequisites/Co-requisites: NONE**

**Detailed Description:** Jurisprudence is the philosophical study of the nature and function of the law. The course will introduce students to foundational and advanced concepts of jurisprudence, which inform interpretations, justifications and critiques of the law. Students will relate such concepts to the practice and experience of the law, reflecting on the value of jurisprudence to the priorities of the common lawyer.

Concepts will come from both canonical and contemporary jurisprudence. Canonical jurists in the Anglo-American tradition were often concerned with the legitimacy of the law, explored vis-à-vis the relationship between rule and morality, the fidelity of sources or institutions, and the analytic structure of legal concepts. Their legal theories tend to be taught across two debates: between legal positivism and natural law theory, and between analytical jurisprudence and legal realism. From canonical jurisprudence, students can expect to study concepts such as the laws of nature versus the laws of “man”, criteria of validity, the structure of right and duty, internal morality of law, and contingency of decision-making.

Contemporary jurists tend to break from canonical concerns, focussing on law’s relationship to social and political power (inclusive of power’s cultural formations), and to imagine alternative ways of living with the law. Their critical legal theories draw upon feminist, Marxist, postmodern and/or postcolonial philosophy. From contemporary jurisprudence, students can expect to study concepts such as the violence of the legal norm, subject/object ontology, law’s materiality and spatiality, the *techné* of jurisdiction, and prefigurative legalities.

**Learning Objectives:** On successfully completing the course, students will be able to at a minimum:

- (L1) Demonstrate a general understanding of jurisprudential concepts,
- (L2) Use techniques of reasoning and argument appropriate to jurisprudence to reflect on the application of jurisprudential concepts to problems and/or issues
- (L3) Effectively formulate and communicate well-reasoned and accurate analysis about the nature and function of the law,
- (L4) Reflect upon the process of undertaking conceptual analysis and its contribution to knowledge,

(L5) Conduct research with conventional methods, including an adequate selection of primary (e.g., case law, legislation) and secondary sources (e.g., monographs, peer-reviewed articles) in legal scholarship.

**Course Materials:** Required reference materials are as follows:

- Brian Bix, *Jurisprudence: Theory and Context*, 9<sup>th</sup> edition (Sweet and Maxwell, 2023).
- Margaret Davies, *Law Unlimited: Materialism, Pluralism and Legal Theory* (Routledge, 2017).

Other required materials for workshops (e.g., case law, legislation, narratives) will be available on the class website. Recommended, supplementary materials—which can be studied to improve one’s understanding and performance in the course—will be available on Canvas or in the university’s library.

**Teaching and Assessment:** The course will be taught by lecture and workshops involving small group discussion facilitated by the instructor. Lectures will be held during the first session of the week, providing an exposition of jurisprudential concepts relevant to the week’s theme. Workshops will generally be held during the second session of the week.

During workshops, students will form small groups in which they will discuss concepts from that week’s lecture and assigned materials, usually relative to case studies involving court decisions, legislation and/or narratives. On other occasions, workshops may invite students to consider that week’s concepts relative to their case comment or major paper research. Students will also use some class time for “reflective breaks,” during which they will outline and discuss reflections on concepts and/or course materials; these reflective breaks are a “formative task” meant to help students’ learning and will not be graded. Reflective breaks allow students to evaluate how they are learning and to prepare for “summative assessments.” These reflective breaks may inform what the student writes about in their reflective portfolio (described below).

Summative assessment of student performance will include three elements: (1) a reflective portfolio between 1250 to 1500 words (exclusive of footnotes and bibliography) (15%) (L1, L4); (2) a case comment between 4000 to 4500 words (exclusive of footnotes and bibliography) (35%) (L1, L2, L3, L5), and (3) a final, essay-based exam (50%) (L1, L2, L3):

- **The reflective portfolio** requires students to reflect upon the process of applying concepts from jurisprudence to case law, legislation or other materials in workshops, and the student’s development in conceptual analysis. Students must submit a portfolio of reflections—relying on any three workshops during the term, as well as reflecting upon their overall development throughout the term—on the last day of classes at the College of Law; however, students are encouraged to submit reflections on the Monday following a particular workshop for feedback.
- **The case or legislative comment** must identify a case or legislation that raises a question about the nature and function of the law, which the student then researches, analyzes and applies in a commentary on the case or legislation. The case

comment is due on the last day of classes at the College of Law. The case comment satisfies the College's minor research paper requirement.

- **The final essay-based exam** will ask students to answer multiple questions about concepts taught throughout the term, including their application to examples. The final exam will be scheduled during the College's final examination period. The exam is closed book although a bibliography of sources will be provided.

Alternatively, students who are already familiar with jurisprudence can choose to be assessed by the following two elements: a major research paper between 7500 and 8000 words (exclusive of footnotes and bibliography) that includes substantially original analysis of a legal problem or issue that raises a question about the nature and function of the law (70%) and (2) a final exam (30%). The exam is closed book, although a bibliography of sources will be provided.

Rubrics and assessment criteria will be provided for all methods of assessment.

**Use of Artificial Intelligence:** The instructor does not permit the use of artificial intelligence (AI) in preparing (including outlining, brainstorming, editing) or writing materials for assessment in this course. Its use to prepare or write materials for assessment constitutes academic misconduct, and the appropriate disciplinary process will be pursued.

**Minor Research Paper:** Unlimited (Case or legislative comment)

**Major Research Paper:** Up to 10

**LAW 401.3 SECURITIES REGULATION****1(3L)**

(2026-2027 Kirkpatrick)

**Calendar Description:** An introduction to the principles of securities regulation in Canada. The course will provide an overview of the regulatory system, including prospectus requirements (and exceptions thereto), continuous disclosure, exempt market financing, and certain forms of corporate transactions involving securities (e.g., plans of arrangement, take-over bids, etc.).

Special emphasis will be given to the regulatory aspects of advising a public company, including corporate finance, disclosure and governance matters, and the various types of securities offerings.

**Prerequisite:** While not a formal pre-requisite, it is recommended that students have taken Business Organizations I 361.3.

**Purpose and Orientation:** The purpose and orientation of this course is to introduce the principles of securities regulation for those who wish to practice in the area of corporate or securities law or who may ultimately advise publicly traded companies, in either an in-house or external counsel role. For students who will likely maintain a more general practice, it is designed to enable the practitioner to recognize and identify securities law issues as they may arise and to learn how exempt market financings work.

**Course and Materials:** Required materials include:

**Canadian Securities Regulation, 6<sup>th</sup> Edition, David Johnston, Kathleen Rockwell, Lauren Levine**, LexisNexis Canada, 2025 (buy the Student Edition)

**Primary sources:** *Saskatchewan Securities Act, 1988* and various National Instruments and Policies available online.

**Teaching and Assessment:** The course will be principally taught by lecture, with case study and fact situations designed to elicit discussion and provide illustrations of the problems and issues facing market participants pertaining to the materials covered. Students will be assessed on the basis of a 100% final examination.

**Minor Papers Allowed: 0**

**LAW 404.3 JUDGMENT ENFORCEMENT****2(3L)**

(2026-2027 Bangsund)

**Calendar Description:** This course addresses Saskatchewan's unique system for the enforcement of money judgments. It entails a detailed examination of *The Enforcement of Money Judgments Act*, which provides a code of law addressing money judgments. This is supplemented by a brief examination of the circumstances in which non-Saskatchewan and non-Canadian judgments can be enforced against assets in Saskatchewan.

**Prerequisite:** NONE

**Detailed Description, Purpose and Orientation:** This course is designed primarily to equip students with the knowledge required to address the very practical questions of whether and how a money judgment can be enforced. Since judgments for the payment of money are issued in connection with legal proceedings involving virtually any area of law, this subject is relevant to almost every field of legal practice.

A court's issuance of a judgment does not by itself enable a successful claimant to reach the financial resources or property of the judgment debtor for purposes of satisfying the successful plaintiff's claim. The enforcement of a judgment for the payment of money entails resorting to the specialized systems of law that are the subject of this course. The various methods of judgment enforcement are examined in this course with a focus on a range of statutory measures contained in *The Enforcement of Money Judgments Act*.

A feature of modern judgment enforcement law is recognition of the enforceability in Saskatchewan of judgments issued by courts in other provinces or countries, and the enforceability of Saskatchewan judgments in other jurisdictions. The course explores the statutory systems that have been implemented in Saskatchewan to deal with foreign judgment enforcement.

Another aspect of the course examines the law dealing with "fraudulent" conveyances and preferences. While legislation dealing with these types of transactions is based on concepts first established in the *Statute of Fraudulent Conveyances, 1571*, it remains a central feature of modern judgment enforcement law. In Saskatchewan, *The Reviewable Transactions Act* has been enacted (though it is not yet in force) with a view to supplanting the old systems.

In addition to acquainting students with the functional and conceptual features of judgment enforcement law, the course provides a context within which students can assess some of the commercial and social issues underlying it.

**Course and Materials:** Ronald CC Cuming & Donald H Layh, *The Saskatchewan Enforcement of Money Judgments Act: Commentary & Analysis* (Regina: Office of the Queen's Printer, 2012). Select case law, available both through CanLii (for free) and online library resources and CanLii, will be assigned periodically throughout the semester.

**Teaching and Assessment:** Various pedagogical techniques are used in this course. Most topics are covered by lectures, then through examination of the law through its application to factual scenarios (i.e. problem sets). Student performance is assessed through an open book final

examination for 100% of the course grade. Up to five students may elect to write a research paper for 30% of their course grade. Students electing to complete a minor research paper must state their intention within the first month of the semester and have the nature and topic of the paper approved by the instructor. These students are required to write the entire final examination for the remainder of their course grade. Students not electing to write a minor research paper will write the open book final examination for 100% of their course grade.

**Minor Research Papers Allowed: 5**

**Calendar Description:** The seminar focuses on substantive criminal law with emphasis on critical analysis of the grounds of criminal liability and criminal responsibility. The challenges that social and cultural diversity pose for the development of substantive criminal law will be considered throughout.

**Pre-requisites/Co-requisites:** None

**Purpose and Orientation:** Students will build upon their understanding of terms such as *actus reus*, *mens rea*, justification, excuse, and various sentencing principles. Students will also learn about the complex relationship between criminal and constitutional law in Canada and compare it with other jurisdictions. In addition to understanding why judges should (or ought not) be permitted to strike down criminal laws, students will think critically about which types of rights (e.g., liberty vs equality) courts should use to constitutionally structure the criminal law.

**Course Materials:** Variety of academic articles.

**Teaching and Assessment:** The instructor will lead critical group discussion of the assigned materials. Students are expected to read the relevant materials prior to class to facilitate class discussion. Students will be graded on their overall participation (15%), a presentation (15%), a paper proposal (pass/fail), and a major/minor research paper (70%).

**Research Papers Allowed:** Unlimited

**LAW 407.3 BANKRUPTCY, INSOLVENCY & RECEIVERSHIP****2(3L)**

(2026-2027 Bangsund)

**Calendar Description:** This course has been designed to facilitate student examination of the law of bankruptcy, insolvency and receivership, with a focus on liquidation in bankruptcy and receivership. These fields are governed both by statutes and judge-made law.

**Prerequisite:** NONE

**Purpose and Orientation:** Bankruptcy and insolvency law is important to the Canadian economy. The dramatic increase in the use of debt by business enterprises and consumers over the last several decades years has resulted in an increasing need to invoke statutory schemes designed to address the consequences of default by debtors.

The specific issues that will be examined in the context of bankruptcy law will include: the invocation of the bankruptcy system, the property of a bankrupt that he or she can keep and the property that is taken by a trustee in bankruptcy, the effect of bankruptcy on the rights of persons who have dealt with a bankrupt, the effect of bankruptcy on secured transactions law, distribution to creditors of the proceeds of the bankrupt's liquidated property, and the conditions in which a bankrupt may obtain a discharge of his or her debts.

The use of insolvency (reorganization) system contained in *Companies' Creditors Arrangement Act* and the *Bankruptcy and Insolvency Act* to either avoid or facilitate liquidation of business assets has become very common. In this course, the central aspects of the structures and effect of the insolvency system contained in this legislation are briefly highlighted.

Receivership is a third structure in which insolvency is addressed in Canada. In this context, however, it is most commonly used as a mechanism to enforce broadly-based security interests in the property of business debtors. The specific issues that will be examined in the context of receivership include the special position of a receiver-manager and receiverships under *The Personal Property Security Act* and the *Bankruptcy and Insolvency Act*.

**Course and Materials:** Roderick J Wood, *Bankruptcy and Insolvency Law*, 3rd ed (Toronto: UTP Irwin, 2025). Some of the course materials are available in electronic format, and will be posted on the course website. Select case law, available through online library resources and CanLii (for free), will be assigned periodically throughout the semester.

**Teaching and Assessment:** Various pedagogical techniques are used in this course. Most topics are covered by lectures, then through examination of the law through its application to factual scenarios (i.e. problem sets). Student performance is assessed through an open book final examination for 100% of the course grade. Up to five students may elect to write a research paper for 30% of their course grade. Students electing to complete a minor research paper must state their intention within the first month of the semester and have the nature and topic of the paper approved by the instructor. These students are required to write the entire final examination for the remainder of their course grade. Students not electing to write a minor research paper will write the open book final examination for 100% of their course grade.

**Minor Research Papers Allowed: 5**

**LAW 434.12 RURAL AND REGIONAL LEGAL EXTERNSHIP (12 CU)**

**1&2(12C)**

**and**

**LAW 409.3 RURAL AND REGIONAL LEGAL EXTERNSHIP SEMINAR (3 CU)**

**1&2(2S-1R)**

**This is an application-based 15 credit full term program. See note below for important information.**

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application for the placement by **June 30, 2026**. Please address your application to the RRLE Selection Committee. For questions regarding the experience, please contact [law.EL@usask.ca](mailto:law.EL@usask.ca).

**NOTE: The 15-credit Rural and Regional Legal Externship placements are offered in partnership with Legal Aid Saskatchewan and Public Prosecutions and will be offered in both the fall and winter terms.**

**Calendar Description:** The Rural and Regional Legal Externship leverages an experiential education model where law students learn through direct experience, hands-on mentorship, and critical reflection. Students will be placed in a regional Legal Aid or Public Prosecutions office and will work with client files and gain a deeper understanding of legal aid and prosecutions criminal law practice in these communities. There may be some opportunity for students placed at Legal Aid offices to also gain some exposure to family law matters. Students will be supervised throughout their externship by a practicing lawyer, ensuring guidance and support as they navigate real-world legal practice. As part of their externship and the associated seminar, students will gain essential tools to critically reflect upon their legal practice and explore their identities as future lawyers. This immersive insight into the legal system outside of urban areas prepares students to effectively contribute to and advocate within these communities. Students are expected to engage in their extern duties from Monday to Friday each week, with Friday mornings dedicated to attending an online seminar.

**Prerequisite:** *Completion of first year law*

**Co-requisite:** *LAW 409 Rural and Regional Legal Externship Seminar*

**Course Outline:** Students will complete the regular hours of their externship placement from Monday to Thursday at their assigned Placement (Legal Aid or Prosecutions) for the duration of the term. The online seminar is mandatory and will be delivered on Fridays. The seminar will require written reflections, a research paper, and a presentation. Course text is Gemma Smyth's [Learning in Place Externship Coursebook](#).

Available placement sites for 2026-2027 may include: Meadow Lake, Prince Albert, Swift Current, Yorkton, Melfort and La Ronge.

**Applications:** Must include the following:

(a) Indicate your preference of either a Legal Aid Saskatchewan placement or a Public Prosecutions placement and preferred location(s). Please provide 1-2 paragraphs with an explanation of your interest in the area.

(b) A 1 paragraph biography that highlights your current or past involvement (if any) in:

- i. Relevant courses, initiatives, or employment and volunteer experiences;
- ii. teams and/or collaborative projects;
- iii. innovative initiatives, programs, and/or projects and
- iv. satisfactory criminal record check.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 2 pages, double-spaced.

Students will be notified by **July 17, 2026**, whether they have been selected for the course. At this point, students who have been selected for the placement will have to drop classes in that corresponding term. They must contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the placement.

**Selected students should immediately contact [law.EL@usask.ca](mailto:law.EL@usask.ca) if they anticipate requiring any accommodations related to their placement.**

**15-credit course:** Students will receive 15 credits for this course (12 clinical credits plus 3 seminar credits).

**LAW 411.3 DRINKING AND DRIVING LAW****2(3L)**

(2026–2027 Little)

**Course Outline:** This course will provide an overview and introduction to the law of drinking & driving in Canada. Emphasis will be placed on the statutory requirements of drinking and driving, as well as the *Charter*-protected interest of the accused, including, but not limited to, the right to counsel (section 10(b)), search and seizure (section 8) and arbitrary detention (section 9). The various *Charter* remedies available pursuant to sections 24(1) and 24(2) will also be explored. The course will be considered in both an academic and practical context. Discussion will include balancing the interests of the accused versus the protection of the public from drunk drivers. The course will also examine the sentencing regime for both occasional and chronic offenders.

**Prerequisites:** Law 351 (Evidence I) or Law 423 (Criminal Procedure) or Permission of the Instructor

**Purpose:** The general purpose of the course is to introduce students to the highly complex area of drinking & driving law and to encourage them to reflect on the reasons why such offences are the most litigated sections of the *Criminal Code*. The course will also expose students to how and when the science of drinking & driving law (in the form of breath, blood, and DRE results) and the philosophy of *Charter*-protected rights (in the form of alleged breaches) come together before the courts. The course will focus on the Saskatchewan context.

The course will be largely lecture-based, with opportunities for discussion. When appropriate, guest speakers will be invited to add to the course dynamic.

**Course Objectives**

By the end of the course, students should:

- understand the law of operation and care and control
- understand the law of impaired driving;
- understand the law of driving while exceeding .08;
- understand the law of drug recognition experts
- understand the rights and responsibilities of law enforcement with respect to impaired driving offences;
- identify when *Charter* rights are triggered and potential remedies;
- identify issues which may arise in relation to impaired driving offences
- understand the law as it relates to sentencing
- critically analyze the tension between rights of the accused versus the protection of the public, and how this is borne out in drinking & driving cases;
- be aware of the current trends of litigation in this area; and
- display skills of critical analysis with respect to the above.

**Course Materials:** Selected materials will be available on Paws.

Recommended: Impaired Driving in Canada, 6th Edition, The Honourable Mr. Justice Joseph F. Kenkel, LexisNexis Canada, 2021.

**Assessment:** Student performance is assessed through a final open book examination. Five students may elect to write a research paper for 30% of the final grade in the course. Students electing to complete a minor research paper must state their intention within the first month of the term and have the nature and topic of the paper approved by the instructor. These students are required to write the entire final examination for the remainder of their final grade. Students not electing to write a minor research paper will write the final open book examination for 100% of their final grade.

**Minor Research Papers Allowed: 5**

**Calendar Description:** This seminar will consider the legal treatment of the Indigenous peoples of Canada in the broader historical and geographic context of European imperial rule. We will consider the different forms of colonialism to identify the significance of law in Canada's dispossession, administration and assimilation of Indigenous peoples. Law both shaped and gave effect to the belief systems that accompanied these processes, from the era of aggressive imperial conquest, through times of changing emphasis on development, decolonization, and reconciliation. Students will examine the differences between legal and historical reasoning. We will see how historical investigation can be used to strengthen legal argument, and how legal reasoning can illuminate historical analysis. Previous background in history is desirable but not required.

**Prerequisite or co-requisite:** LAW 232 Kwayeskastasowin Setting Things Right

**Learning Objectives:** The objectives of this course are to:

- enhance student understanding of the impact of Canada's colonial past on the legal treatment of Indigenous peoples;
- encourage students to think critically about the potential, and the limitations, of historical analysis in legal argument;
- improve students' legal reasoning skills by making explicit the differences between law's use of the past and historical reasoning;
- offer students an opportunity to improve research, oral and written communication skills through attention to alternative models and sources.

**Course Materials:** A mix of secondary and primary sources will be made available electronically through library and internet sources. Wherever possible, published sources will be available on reserve.

**Teaching and Assessment:** Seminar course. Students are expected to participate with each other and the instructor in discussion of the assigned readings (participation is worth 20%). Students will write a major research paper due at the end of term (worth 70%). The remaining 10% of the grade will consist of a tentative paper title, abstract, and précis submitted mid-term for the instructor's review and comment.

**Curriculum requirements:** Successful completion of this course will meet the following curriculum requirements: seminar; major research paper; Indigenous.

**LAW 413.3 CURRENT ISSUES IN LAW REFORM**  
(2026-2027 Howie)

**1(2S-1R)**

**Calendar Description:** This Seminar will introduce students to the principles and process that guide the reform of the law. The seminar will use selected readings and presentations by guest lecturers and the professor to provide the foundation for a consideration of the processes, machinery and potential for law reform initiatives in areas of provincial jurisdiction. Students will be introduced to approaches to law reform, interact with the Law Reform Commission of Saskatchewan and will learn about the successes and failures of a number of recent provincial law reform initiatives. Students will also be introduced to legislative drafting.

The core of the course will involve a series of law reform projects selected by the professor and the students that will be undertaken by the class. Students will work in groups, leading in the development of one project and commenting on/critiquing aspects of a second project. Students will undertake group research and develop and present an issues paper on their law reform research project. Following the receipt of feedback, each group will then develop a legislative, regulatory or policy proposal to address the issues associated with their project, prepare background materials that support their approach and present their proposal to a Panel.

Students will also write a short commentary/critique of another group's issues paper, complete a short legislative drafting exercise, and prepare a briefing note.

**Prerequisite: NONE**

**Purpose and Orientation:** The course is intended to introduce students to the process of law reform and to provide a 'hands-on' opportunity to undertake a specific law reform initiative. It is also intended to replicate the collaborative processes by which law reform is achieved, including research, policy development and group work. The course will enable students to participate directly in a process by which societal needs are identified and analyzed and in which law can be developed to address these needs.

**MATERIALS:** Materials for the class will be posted to Canvas.

**ASSESSMENT:**

Students will be evaluated on the following basis:

Issues Paper [GROUP MARK] .....	25%
Issues Paper Presentation [GROUP MARK].....	10%
Policy Paper [GROUP MARK].....	25%
Policy Paper Presentation [GROUP MARK].....	10%
Critique of Issues Paper [INDIVIDUAL MARK].....	10%
Class Participation/Reflective Exercise [INDIVIDUAL MARK].....	10%
Legislative Drafting Exercise [INDIVIDUAL MARK] .....	5%
Briefing Note [INDIVIDUAL MARK].....	5%

**NOTE:** The written assessments in this course will not fulfill either the major or minor research paper requirement.

**LAW 415.3 MUNICIPAL LAW**  
(2026-2027 Hoehn)

**2(3L)**

**Calendar Description:** This course examines the scope and exercise of municipal authority, municipal governance, as well as planning, subdivision, zoning and other means of land use regulation.

**Prerequisite/Co-requisite:** NONE

**Purpose and Orientation:** To gain a solid understanding of the exercise of municipal authority, including:

- a) The fundamental principles of municipal authority and governance;
- b) The standards of judicial review of local government action;
- c) Jurisdictional conflict;
- d) Land use control, zoning and regulation.

**Course Materials:** Students will be required to access legislation and cases as assigned.

A syllabus and collection of case and textual materials is prepared by the instructor.

**Teaching and Assessment:** The course will be taught by a combination of lectures and class discussion. Assessment may include components for class participation and will include one or more open book examinations or assignments. An optional component of class participation available to a limited number of students may be a brief student presentation to the class on a municipal law topic. A limited number of students also have the option of writing a minor research paper.

**Minor Research Papers Allowed: 5**

**Calendar Description:** Elder Law asks the question: “How does this law or policy affect older people differently than it affects the general population?”. This seminar examines the way in which the law impacts elders in our society. We will examine the concept of aging, considerations in representing elders, concepts of guardianship and substitute decision making, capacity and consent, health care directives, elder neglect and abuse and the role of the Public Trustee.

**Pre-requisite:** None

**Required Materials:** None; readings will be assigned

**Objectives:** In addition to objectives shared with other seminars, such as developing the student’s analytical, writing and communication skills, the specific objectives of this seminar are to assist students in being able to:

- **describe** what the area of Elder Law is concerned with;
- **explain** the range of typical legal issues which older adults may face;
- **recognize and articulate** the way in which legal issues affect older adults differently than other adults;
- **describe** how a legal practice can most effectively represent older adults;
- **access** appropriate community resources to assist your clients; and
- **evaluate** the impact of legislation and policy on older adults.

**Purpose:** The purpose of this seminar is to encourage discussion, research and reflection on legal topics, which have particular importance and impact upon elders, and for students to be able to recognize and evaluate the implications of law and policy on elders.

The seminar will begin with an overview of aging and the way elders are viewed in society. Legal and policy issues in some of the following areas will then be explored: considerations in representing clients who are elders, housing options for elders, concepts of guardianship and substitute decision making as related to elders, capacity and consent issues, health care directives, MAiD, elder neglect and abuse and the role of the Public Guardian and Trustee.

Topics will primarily be addressed through discussion of assigned readings. Each student will be expected to participate by contributing to the weekly discussion.

**Evaluation:** 10% - Class participation;  
Optional 20% (failsafe) Poster presentation (if available);  
70-90% - Major Paper (depending upon Poster presentation).

Alternative evaluation option: With the instructor’s permission, students may complete two minor papers, or equivalent, instead of a major paper. When requesting permission, students who select this option should suggest the due date for the first paper/project as well as the mark breakdown between the two papers/projects.

**Calendar Description:** An examination of general topics of insurance law and how legislation and common law deal with these topics in relation to property, life and automobile insurance. Considered topics include classifications of insurance, the legal position of brokers and agents and concepts of indemnity, insurable interest, non-disclosure and misrepresentation, the rights of third parties to recover insurance proceeds, policy interpretation, valuation, subrogation and contribution.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** Although the relationship between an insured and an insurer is usually set out in multi-page contracts, the course is not simply an extension of basic Contract Law. One significant difference is built upon the foundation that the creation of the relationship is not an arm's length transaction. Indeed, the common law theories developed out of a notion that the applicant-insured was in the dominant position although the passage of time and the development of standard form contracts have given the insurers the dominant position. Many forms of insurance contracts are still governed by the common law principles. However, statutes have intervened in a number of areas by preventing pure freedom of contract. This statutory intervention was designed to balance the interests of insurers with the interests of the insured. A prominent aspect of the course is examining both the common law and the statutory law as to whether there has been a proper balancing of the interests.

**Applicability of Statutory Intervention in Other Jurisdictions:** The statutory intervention into the insurer-insured relationship is done through provincial legislation. In some courses there can be dramatic differences in the way in which individual provinces legislate in relation to subject matter. The statutory intervention in the insurance field tends to be very similar in each of the provinces. This is because of the dominant role played by the national body of the provincial Superintendents of Insurance in proposing and encouraging legislative change at the provincial level.

**Why Insurance Law?** Practitioners are often faced with clients with insurance problems. Insurance Law, however, shares that characteristic with a large number of other courses taught in the College. Where this course differs from many, however, is that it has relevance for each of you from a personal perspective. Most people have numerous types of insurance either as law students (e.g. extension automobile insurance, home insurance) or after graduation (e.g. life insurance, accident and sickness insurance, errors and omissions insurance). Yet, few understand what their responsibilities are in effecting the contract, during the contract and after a loss has been sustained.

**Course Materials:** A text is used in the course, supplemented by relevant case reviews.

**Assessment:** Assessment will be based on an open book final examination worth 100% of each student's grade in the course.

**Minor Papers Allowed: 0**

**LAW 421.3 LEGAL ETHICS AND PROFESSIONALISM****2(3L)**

(2026-2027 Buhler)

**Calendar Description:** This course introduces students to i) the roles, responsibilities and authority of the legal profession and ii) the legal and ethical duties of lawyers in the practice of law. The regulation of various aspects of the profession – admission, regulation of the practice of law, lawyer discipline, etc. are critically examined. As well students will learn the elements of a lawyer's duties to client, the court and others, including himself or herself. This involves an understanding of the lawyer's role in the adversary system, the nature of lawyer-client confidentiality, integrity and conflicts of interest in various roles performed by lawyers.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The purpose of the course is to examine the roles and responsibilities of the legal profession and the role of the lawyer in the various contexts in which lawyers act in our society.

The course is intended as an introduction to the process of personal development of a conception of the professional role of a lawyer and a critical examination of conceptions of that role. The central issues are framed by jurisprudence related to lawyers and the legal profession, academic writing, the Code of Professional Conduct and real life ethical dilemmas encountered by lawyers, all of which are examined from the perspectives of history, moral criticism, character formation and public policy.

**Course Materials:** Law Society of Saskatchewan, Code of Professional Conduct; Woolley et al, *Lawyers' Ethics and Professional Regulation* (Fourth Edition) [required casebook]

**Term 2 – Buhler:** This class will be taught in person in the winter term.

**Assessment:** One or more assessments and final examination.

**Minor Research Papers Allowed: 5**

**LAW 421.3 LEGAL ETHICS AND PROFESSIONALISM****1(3L)**

(2026-2027 Chiang)

**Calendar Description:** This course introduces students to (i) the roles, responsibilities and authority of the legal profession and (ii) the legal and ethical duties of lawyers in the practice of law. The regulation of various aspects of the profession – admission, regulation of the practice of law, lawyer discipline, etc. are critically examined. As well students will learn the elements of a lawyer's duties to client, the court and others, including himself or herself. This involves an understanding of the lawyer's role in the adversary system, the nature of lawyer-client confidentiality, integrity and conflicts of interest in various roles performed by lawyers.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The purpose of the course is to examine the roles and responsibilities of the legal profession and the role of the lawyer in the various contexts in which lawyers act in our society.

The course is intended as an introduction to the process of personal development of a conception of the professional role of a lawyer and a critical examination of conceptions of that role. The central issues are framed by jurisprudence related to lawyers and the legal profession, academic writing, the Code of Professional Conduct and real life ethical dilemmas encountered by lawyers, all of which are examined from the perspectives of history, moral criticism, character formation and public policy.

**Course Materials:**

- Law Society of Saskatchewan, *Code of Professional Conduct* (available online)
- Law Society of Saskatchewan, *Rules* (available online)

**Teaching and Assessment:** The primary teaching method is by lecture, class discussion, and small group discussion. Assessment is by open book final examination (100%) only.

**Minor Research Papers Allowed: 0**

**LAW 423.3 CRIMINAL PROCEDURE****2(3L)**

(2026-2027 Holm)

**Calendar Description:** Jurisdiction, including classification of offences, time limitations, jurisdiction under the Charter; pre-trial procedure and practices, including search and seizure, arrest and detention, right to counsel; judicial interim release (bail); the preliminary inquiry and the process of discovery; the charging process, including stays and withdrawals; pleas; trials; trial by jury.

**Description:** This class will provide students with a general overview of the criminal process namely:

- (1) Powers of arrest and the role of the police
- (2) Bail hearings and the Judicial Interim Release Process
- (3) Elections and re-elections for trial
- (4) Role of Crown and defence counsel
- (5) The trial process before judge alone and before a jury
- (6) Pre-trial motions
- (7) Disclosure obligations
- (8) Resolution discussions
- (9) The appeal process

The class will also deal with *The Canadian Charter of Rights and Freedoms*, jurisdiction and remedies. *Charter* violations, applications for relief, and potential remedies will be reviewed, including:

- (1) Abuse of process
- (2) Unreasonable delay
- (3) Search and seizure issues
- (4) Detention and arrest
- (5) Right to counsel
- (6) Right to silence

**Prerequisite/Co-Requisite: NONE.** Although not required, students may find Evidence I (LAW 351.3) helpful in understanding Criminal Procedure.

**Course Materials:** Learning Canadian Criminal Procedure 15<sup>th</sup> Edition by Don Stuart, Tim Quigley, and Steven Coughlan.

**Teaching and Assessment:** The primary teaching method is by lecture, interspersed with questions and discussion.

The final examination will be open book for 100% of the mark. Options for Major Research Papers may be offered at the instructor's discretion, subject to the student identifying a suitable topic. No more than 5 major papers will be allowed, and students who write a paper will have 100% of the final mark based on the major paper.

**LAW 423.3 CRIMINAL PROCEDURE****1(3L)**

(2026-2027 Quigley)

**Description:** This class will provide students with a general overview of the criminal process namely:

- (1) Powers of arrest and the role of the police
- (2) Bail hearings and the Judicial Interim Release Process
- (3) Elections and re-elections for trial
- (4) Role of Crown and defence counsel
- (5) The trial process before judge alone and before a jury
- (6) Pre-trial motions
- (7) Disclosure obligations
- (8) Resolution discussions
- (9) The appeal process

The class will also deal with *The Canadian Charter of Rights and Freedoms*, jurisdiction and remedies. *Charter* violations, applications for relief, and potential remedies will be reviewed, including:

- (1) Abuse of process
- (2) Unreasonable delay
- (3) Search and seizure issues
- (4) Detention and arrest
- (5) Right to counsel
- (6) Right to silence

**Prerequisite/Co-Requisite:** **NONE.** Although not required, students may find Evidence I (LAW 351.3) helpful in understanding Criminal Procedure.

**Course Materials:** Learning Canadian Criminal Procedure 14<sup>th</sup> Edition by Don Stuart and Tim Quigley.

**Teaching and Assessment:** The primary teaching method is by lecture, interspersed with questions and discussion.

The final examination will be open book for 60% of the mark. There will be two assignments throughout the term that will be 20% of the mark each. The material covered in the assignments will not be included in the final examination.

**Minor Research Papers Allowed: 0**

**LAW 424.3 SPORTS LAW****1(2S-1R)**

(2026-2027 Aneke)

**Calendar Description:** This course examines the application of various aspects of law to the field of sports. The course will examine the role played by sports in our culture and our society. We will look at the application of contract law and collective bargaining in professional sports, including arbitration, and the role of anti-trust legislation to the sports industry, including comparative approaches to the regulation of sport. The course will also examine issues of the right to participate, ethics in sports, including drugs in amateur and professional sports and the role of sports agents in professional sport. The application of tort law and criminal law to violence in sports will also be examined.

**Prerequisites/Co-requisites: NONE**

**Detailed Description:** The course is primarily designed to stimulate the minds of students and challenge their thinking in relation to key regulatory, academic, and legal issues in sports. It kicks off with the theoretical framework on the interplay between legal systems and the unique operational principles of sports. This provides an avenue for students to engage with the foundational debate on “sports law” as an area of law. Students will explore arguments of the proponents of “sports law” and “sports and the law”, and decide their stance on the debate. The course further tours the scope of sports autonomy and the legal parameters that help keep it in check. It explores the dynamics of organizational autonomy in sports and discusses the legal oversight of the activities of sports governing bodies. This offers students an opportunity to critically evaluate the elements of sports autonomy and its associated legal boundaries across various jurisdictions that limit its elements.

The course investigates how different legal systems respond to issues of racial and sex-based discrimination in sports, with the US and Canada in focus. Students are invited to put on their comparative legal lenses in tracing and reviewing landmark cases, legislative frameworks, and institutional responses in this regard. The course further explores the criminal and civil law dimensions of sports violence, and assesses how responses to violence vary across different sporting contexts in the US and Canada. Students will seek out the various factors that facilitate the variation of legal responses to incidents of aggression within different sporting contexts. The course also pays special attention to the regulation of concussion and brain injuries in sports. It introduces different regulatory models in this regard to students and calls on them to evaluate the effectiveness of these models in ensuring the safety of athletes.

The course further offers a relatively extensive practicum in relation to sports contracts. Sample sports contracts such as Uniform/Standard Player Contracts, Coaching Contracts, Representation Contracts, Sponsorship/Endorsement Contracts, and Player Transfer Agreements are made available for students to review their terms/clauses, understand the rationale behind them, and determine their legality or otherwise in relation to sporting rules and relevant state laws. The course concludes with issues of corruption and cheating that undermine the integrity of sports. It exposes students to various unethical and illegal dealings

in sports and challenges their thinking in relation to the desirability or otherwise of regulatory/legal responses to these integrity issues.

**Course Materials:** There are recommended readings for each class session (see the course syllabus). Illustrative movies/documentaries are also recommended to students for better appreciation of the issues discussed and analyzed (see the course syllabus). The sources of these course materials will be disclosed to students before each class.

**Teaching and Assessment:** The teaching method is a blend of lecture, seminar-style discussions, and team presentations. Course delivery is mostly in-person, although some sessions may be online via Zoom or Teams. The course is primarily assessed based on a Minor Research Paper (MRP) worth **60%** of the final grade of students. Students are expected to present their MRPs. **20%** of the grade will be based on this presentation. **10%** of the grade will be based on attendance, and the remaining **10%** will be for class participation.

**LAW 425.3 SENTENCING IN THE CRIMINAL JUSTICE SYSTEM****1(3L)**

(2026-2027 Crookshanks)

**Calendar Description:** Selected topics relevant to sentencing in the criminal justice system combining theory, doctrine and practice. Emphasis will be placed on the practical aspects of sentencing. The course will focus on the fundamental principles and purposes of sentencing and their application in a variety of contexts including adult offenders, youth offenders, offenders with mental illness and Indigenous offenders. Students should leave the class with the ability to enter a courtroom and speak to sentence on behalf of a client or the Crown.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The course is designed to fill a gap in the existing curriculum. It is recognized by many of the participants in the criminal justice system including lawyers, judges, probation officers, parole officers, and police that the sentencing aspect is one of the most important parts of the criminal process. It is therefore important to have at least one course dealing with this in the curriculum. More importantly, for a proper understanding of substantive, evidentiary and procedural criminal law, it is necessary to have some understanding of the aims of punishment and the form that it takes. Some of the course will be looking at the theoretical aims of punishment including deterrence, both general and specific, retribution and rehabilitation. While this will necessarily have a philosophical orientation, it will not be discussed in isolation from the actual doctrine and practice of sentencing. Students will also consider the sentencing framework established in the *Criminal Code* and the legal doctrine and practice associated with that. The course will be taught from a critical and practical standpoint with discussion of the efficacy of achieving the aims sought to be achieved by the criminal justice system.

**Course Materials: (2026-2027):**

1. Danielle Robitaille and Erin Winocur, *Sentencing Principles and Practice*, 2nd ed (Toronto: Emond Publishing, 2023) - ISBN 978-1-77462-482-1
2. Annotated *Criminal Code*

**Student Evaluation:**

- 45% for written sentencing brief or minor paper
- 45% for oral sentencing submissions
- 10% for court reflection

Attendance must be in compliance with the College of Law Assessment Regulations, see <http://www.law.usask.ca/students/current-students/assessment-regulations.php>

NOTE: Students who require accommodation are encouraged to contact AES as soon as possible or to apply to the College of Law by the appropriate deadlines.

If you are unable to complete the assignments on the dates scheduled, you must contact the Associate Dean Academic without delay.

The sentencing brief and mock sentencing will be at the end of the term. The schedule for them will be released later in the term.

**Minor Research Papers Allowed: 5**

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Calendar Description:** Participation in the Gale Moot Competition is required. It will involve research and advocacy, both oral and written, on a complex case or problem in the field of criminal and/or constitutional law. Students are responsible for the preparation of both an Appellant's and a Respondent's factum and will participate in multiple practice moots prior to the competition. Recommended for students with an interest in public speaking and exacting research.

#### Course Content

a) outline:

This seminar is for students of the College of Law who wish to take part in the Gale Moot Competition. The Gale Moot is held annually and attracts teams from law schools across Canada. Historically, the Gale Cup Moot has been held in either Toronto or Ottawa. The case argued by the students is a recent Supreme Court decision in the criminal/constitutional law area. The students are responsible for the preparation of both an Appellant's factum and a Respondent's factum, and will participate in multiple practice moots prior to the competition. The number of moots participated in the competition will depend on how far the team advances in the competition. The final two rounds will be judged by three judges which historically has included a current Justice from the Supreme Court of Canada. Every fourth year the winner of the Gale Moot is Canada's representative in the Commonwealth Moot.

b) objective:

To provide students with an opportunity to perform in-depth research, analysis, writing and advocacy in the criminal/constitutional law area. Students will develop their appellate advocacy skills through argument and presentation to actual appellate court judges.

#### Means of Evaluation

The means of evaluation will be the same as for the Laskin Moot (LAW 441.3).

#### Additional Information

There are four students on the College Gale Moot team.

**LAW 428.3 WILLS**  
(2026-2027 Surtees)

**2(3L)**

**Calendar Description:** This course examines:

- the law surrounding the execution, construction and revocation of wills and powers of attorney;
- issues of probate, survivorship, intestate succession, dependants' relief, and family issues as they relate to wills and estates, including a discussion of the law surrounding adult guardianship applications;

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** Everyone dies. Some people plan for this by having a will – others do not. Lawyers are often called upon to assist clients in ordering their personal and financial affairs in the event of incapacity or death. Alternatively, lawyers are called on to deal with issues arising when no planning has been done.

The course is designed to provide students with the skills necessary to determine the order of death of individuals, determine the validity of wills, and determine how property is distributed upon death, when the decedent had a will – and when they did not.

The making, alteration, revocation, republication, and revival of wills are examined from the perspective of the court of probate, which determines what documents and words comprise the will. Issues concerning how the property is to be distributed are examined from the perspective of the court of construction, which rules on what the words used in the will mean. Differing approaches of the two courts to matters such as standard and burden of proof and admissibility of evidence are compared.

The course also deals with intestate succession of property not disposed of by will and with claims that may be made outside of the will under dependants' relief, family property, insurance, and trust law.

**Course Materials:** To be determined.

**Teaching and Assessment:** Instruction is by lecture and discussion. The final exam is worth 100% of the course grade unless the student writes a minor paper.

Students may complete a minor paper worth between 25% and 50% of the course grade. Approval of the instructor is required to write the minor paper, and for the value of the minor paper to be more than 25%. The final exam will make up the remainder of the course grade. All students will write the same exam.

**Minor papers allowed: 5**

**LAW 430.3: NEGOTIATION****1&2(3L)**

(2026-2027: Term 1: Keet (s. 1 &amp; 6), K. Newman (s. 3), Yates (s. 7)

Term 2: Fingerote (s. W02) (online), Baerg (s. 5) (Business)

*\*\* Note that Joe Fingerote's section in Term 2 (and ONLY this section) is fully online. The remaining sections are in person. See the document called "Course Planning in the DR Courses" if you'd like more detail.*

*\*\* Also, s. 5 (Baerg, Term 2) follows the same curriculum as the other courses, but with an exclusive focus on business law. (The general Negotiation courses include business, but other types of legal scenarios as well.)*

**Calendar Description:** This course examines the form and function of negotiation as a problem-solving process. Negotiation is critical to lawyers and others concerned with preventing or resolving disputes. We study effective negotiation from theoretical, critical and practical perspectives, placing emphasis on the lawyer's role in negotiation. Students also have the chance to develop competencies in client interviewing and management of the lawyer-client relationship.

**Prerequisite:** *First-Year Dispute Resolution Program\**  
(Or, for exchange students, equivalent prior training.)

**Purpose and Orientation:** This core upper-year course in negotiation builds on the introduction in first year and provides the foundation for other courses in negotiation and dispute resolution. We address negotiation through hands-on simulations, encouraging you to develop problem-solving skills. You reflect critically on the lawyer's role as a communicator, problem-solver, advisor and advocate in the context of both transactional and dispute negotiation. We also invite you to consider issues of negotiation ethics and professionalism. The final negotiation assignment includes a Cross-college collaboration that allows you to work on a simulated litigation file, with students from other University programs, so that you can experience what it is like to have a "client" in a "real file".

**Texts:** Materials are distributed through the course page. Students purchase a supplementary text, for a total cost of approximately \$50. Information about this is also provided after registration.

**Teaching and Assessment:** Course work includes in-class and out-of-class simulated negotiations (depending on the instructor, this may include such exercises as an email negotiation or a videotaped negotiation), as well as written reflective assignments and in-class debriefings of what took place in the exercises. The emphasis is on formative assessment (development of skills over time) and collaborative learning. There is no exam. The course is *not eligible* for either the major or minor research paper credit. Class size is limited to 20.

**LAW 431.3 ADVANCED CONSTITUTIONAL LAW**  
(2026-2027 Plaxton)

**2(2S-1R)**

**Calendar Description:** This seminar will examine selected current issues in constitutional law, including issues of constitutional theory, federalism and the constitutional protection of rights and freedoms.

**Prerequisites/Co-Requisites: Constitutional Law 230.5**

**Purpose and Orientation:** This iteration of the course will explore a number of ideas concerning the nature of constitutions and constitutional interpretation. We will consider, among other things, unwritten constitutions; as well as the relationship between written constitutions and custom, natural law, history and tradition, political philosophy, and the stories political communities tell themselves about themselves. We will also consider how these ideas and relationships find expression in different theories of constitutional interpretation.

**Course Materials:** Academic articles and book chapters.

**Teaching and Assessment:** The course will involve discussion and critical analysis of assigned readings by the class. Each student will be expected to make an informed and thoughtful contribution to every discussion. Students will be graded on their attendance and contributions in class (15-25%). There will also be a minor or major paper (possibly in conjunction with an in-class presentation and/or oral examination by the instructor) (50-70%). In addition, students may be required to write an in-class test at the end of term, where they will be asked to produce two short essays on themes in the readings (15-25%).

**Research Papers: Unlimited**

**LAW 432.3 HUMAN RIGHTS**  
(2026-2027 Hansen)

**2(2S-1R)**

**Calendar Description:** An understanding of universalism, the meaning of human rights theory, and international underpinnings. The concept of discrimination and the quasi-constitutional position of human rights in Canada. An understanding of the concept of equality enshrined in s.15 of the *Charter*. Detailed analysis of human rights laws in Canada, with particular focus on Saskatchewan.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The seminar serves as a vehicle for research and writing in the field of human rights. The range of topics available for papers is very broad. Depending on students' interests and university pre-law backgrounds, legal theory, history, and contemporary substantive legal issues may be pursued. There is a wealth of literature available for student papers.

**Course Materials:** Materials to be made available through law library or online

**Teaching and Assessment:** The seminar begins with several sessions led by the instructor, based upon assigned readings. These materials begin with some scholarship on the idea of human rights, then move to some current international human rights issues and conclude with a detailed study of equality and discrimination doctrine in Canada. By the midpoint of the term seminars are led by students on topics relating to their research projects [20%]. Papers submitted in this seminar will fulfill the major writing requirement [80%]. The seminar is conducted as a colloquium with discussion and debate being a central objective as almost any aspect of human rights discourse raises inherently contestable moral questions.

**LAW 433.3 SALLOWS HUMAN RIGHTS SEMINAR****1(2S-1R)**

(2026-2027 Banerjee – Ariel F. Sallows Chair in Human Rights)

**Calendar Description:** The Sallows Seminar in Human Rights will be offered once a year, usually in the first term. It will be led by the visiting Sallows Professor in Human Rights and have a varied content, depending upon the incumbent's experience and interest. The seminar may be interdisciplinary.

**Prerequisites/Co-requisites:** NONE

**Detailed Description:** This year's offering will examine the history, laws, institutions, and changing political dynamics of international migration. Theoretically, the seminar sessions will explore the tensions around globalization and the politics of mobility in a world that is politically and institutionally defined by states. However, a specific emphasis will be given to case studies and contemporary examples in order to better inform the seminar's theoretical discussions.

Migration decisively entered the realm of 'high politics' in 2015 and the intervening decade has seen the rapid politicization of cross border movement across the globe, including by countries such as Canada. This seminar course is designed to give students an in-depth introduction to the history, laws, institutions, and changing political dynamics of international migration. The course places a special emphasis on forced migration, refugee flows, and irregular migration given the unique challenges these trends present for the international system. The overall goal is to help develop the substantive knowledge and analytical tools necessary for understanding the complexities of international mobility in a world of states. Topics covered by the seminar may include:

- a. the emergence of refugee protection and asylum;
- b. the role of the UNHCR in international politics;
- c. the effects of forced migration flows on regional stability;
- d. irregular migration & human smuggling in the Mediterranean and at the US border;
- e. North / South disparities and the drivers of migration;
- f. the gendered dynamics of human trafficking;
- g. the emergence of fortified borders to stop the movement of people; and
- h. debates, politics, and predictions around the issue of climate change refugees.

Theoretically, the seminar sessions will explore the tensions around globalization and the politics of mobility in a world that is politically and institutionally defined by states. However, a specific emphasis will be given to case studies and contemporary examples in order to better inform the seminar's theoretical discussions.

**Course Materials:** There is no textbook for this course. The primary course materials are available in electronic format, and will be posted on the course website.

**Teaching and Assessment:** This will be a highly interactive discussion-based seminar course with weekly assignments during the term and a final research paper.

**LAW 435.3 LAW AND ECONOMICS****1(2S-1R)**

(2026-2027 Donald)

**Calendar description:** This seminar will apply economic principles to analyze legal principles. Topics covered will include the economic analysis of major areas of the common law, namely, property law, tort law and contract law. Other topics include:

- (i) economic approach to corporate law
- (ii) behavioral economics; and
- (iii) competition law.

As the various topics are covered, students will see how the law might be addressing certain kinds of recurring economic problems, including free-rider problems, transaction costs, externalities, asymmetric information, and principal-agent problems. A previous background in economics is not required.

**Course materials:** Certain textbooks are recommended. Other textbook materials will be made available on reserve. And other materials will be downloaded from Hein Online, [jstor.org](http://jstor.org) and case law databases.

**Teaching and Assessment:** Meetings will typically include a lecture component by the instructor on certain technical aspects of reading materials. Students are expected to participate with each other and the instructor in a general discussion about the readings assigned for any specific meeting. Students will write a major research paper due at the end of term (worth 80%). After the mid-point of the term, students will give a short presentation on their proposed paper topics (worth 4%) (on a pass/fail basis). As well, during the term, students are expected to write three short essays on problems to be assigned (once monthly, each worth 4% for a total of 12%), and they will be evaluated on their participation in classroom discussion (worth 4%).

**LAW 436.3 CANADIAN ABORIGINAL LAW****1&2(3L)**

(2026-2027 Ralston (T1 s. 1); Lavallee (T1 s. 3); Hanna (T2 s. 2))

**Course Description:** This course is a survey of Canadian law and policy as it impacts Indigenous peoples and shapes Indigenous-Crown relations, with attention given to key political, social, and historical context. We will study the law of Aboriginal rights and title in context to the relationship between Crown and Indigenous sovereignty claims. We will explore the law on Indigenous-Crown treaties and their interpretation, including harvesting rights. We will also examine the implications of constitutionally protecting Indigenous peoples' rights. Other topics will include Natural Resource Transfer Agreements, the Métis, federal and provincial sources of jurisdiction over Indigenous peoples and lands, the *Indian Act*, citizenship and governance matters, and Indigenous self-determination.

**Prerequisite/Co-requisite: NONE**

**Learning Objectives:**

1. explore differences between Indigenous law and Canadian law as it impacts Indigenous peoples, as well as the implications of this distinction;
2. explore how various sources of international law such as the United Nations Declaration on the Rights of Indigenous Peoples conceptualize Indigenous rights and how they influence Canadian law and policy with respect to Indigenous peoples;
3. explain key Canadian law and policy impacting Indigenous peoples in Canada, especially in relation to governance, rights to land, and natural resources, with particular attention to section 35 of the *Constitution Act, 1982*;
4. explain how the division of powers between federal and provincial governments impacts Canadian law and policy with respect to Indigenous peoples, with particular attention to section 91(24) of the *Constitution Act, 1867*;
5. explore how the legal issues studied in this course stem from competing assertions of sovereignty by Indigenous and non-Indigenous societies; and
6. explore and formulate critical perspectives on the relationship between Canadian law and colonialism, the impacts of colonialism on Indigenous societies, and proposals for reconciliation between Indigenous and non-Indigenous societies.

**Term 1 – Ralston & Lavallee Course Materials: TBA / Term 2 – Hanna Course Materials: TBA**

**Teaching and Assessment:** The course will be taught by a combination of lectures and class discussion. Assessment will include an invigilated final exam and may include one or more minor assignments. A limited number of students also have the option of writing a major research paper.

**LAW 438.3 ECONOMIC INEQUALITY POVERTY AND THE LAW**  
(2026-2027 Wiegers)

**1(2S-1R)**

**COURSE DELIVERY:** Some lecture content may be delivered online but class discussions will proceed in person at the regularly scheduled class time.

**Calendar Description:** Examines the causes and impacts of economic inequality and poverty in Canada. Considers various definitions of poverty and inequality and the relationships between poverty and economic inequality and race, gender, disability and class. Explores the role of law in creating, regulating and/or alleviating poverty and economic inequality.

**Prerequisite(s): NONE**

**Purpose and Emphasis:** This seminar will explore the social and economic conditions that give rise to poverty and economic inequality in Canada and engage in a critical discussion of the legal system's response to issues of distributive justice and social inclusion.

The seminar begins by examining various definitions of poverty and empirical assessments of wealth and income inequality globally and in Canada. We will examine and assess different perspectives on the causes of poverty and economic inequality in market economies and consider the relationship between economic inequality and gender, class, race, Indigeneity, and disability-based social inequalities. The role of electoral law, colonial and property law, criminal, welfare, labour, environmental and tax law in creating, compounding or alleviating conditions of poverty and inequality will be explored, as will the effectiveness of various strategies for legal change including tax reform, test case and *Charter* litigation, and, if time permits, civil disobedience. Students will also be encouraged to consider the relationship between economic inequality and other areas of law such as corporate law, intellectual property and consumer protection law. Wherever possible, legal issues particularly relevant to residents of Saskatchewan will be examined.

Some of the conceptual objectives of the seminar are: to increase students' understanding of the incidence and distribution of poverty and the causes of poverty and economic inequality in Canada; to identify distinctive issues in the legal treatment of economic inequality and poverty under welfarist and neo-liberal regimes; to explore the impact of different areas of the law and different forms of legal regulation on people living in poverty and on conditions of inequality more generally; to discuss and consider the potential for law reform and develop a critical analysis of the relevance and role of law and legal action in addressing inequality and social exclusion; and to provide students with an opportunity to develop or refine their skills in research and in the written and oral analysis of the above issues.

**Course Materials:** Reading materials will be placed online on Canvas.

**Assessment:** Evaluation will consist of class participation and presentations (25%) and two minor papers OR a major paper (75%).

**LAW 439.3 MEDIATION****1(3P)**

(2026-2027 G. Dumonceaux &amp; M. Baerg)

**Calendar Description:** Mediation—broadly speaking, the process of assisting the negotiations of others—is being increasingly used to resolve legal disputes. This course explores mediation from both theoretical and practical perspectives. As well as examining the structure and different approaches to mediation, students will develop skills for engaging the mediation process effectively in every role. While students will experience and study mediation from a variety of perspectives, it is the implication for their role as lawyers that forms the common theme.

**Prerequisite:** LAW 430.3 Negotiation

**Purpose and Orientation:** The course considers the use of mediation in various contexts, which may include family, wills and estates, labour, commercial and personal injury law. Issues explored may include barriers to resolution, cultural influences, coaching parties for effective participation, and the role of power and the law in mediation. Through the use of simulations, students experience the mediation process as lawyers, clients and mediators.

**Required Text:** Under review. Student will be advised

**Teaching and Assessment:** Teaching is based on a combination of lecture, demonstrations, simulations and skill-building exercises with individual and group reflections on those exercises. Assessment is based on the following components:

- 50% Reflective papers (4 topics assigned throughout the term; due at end of term)
- 25% Video Mediation (including preparation and reflection assignment)
- 15% Assignments (three throughout the term worth 5% each)
- 10% Class Attendance and Participation (evaluated every class)

Although written work will be required, Law 439.3 is not eligible for either the major or minor research paper credit. Class size is limited to 20.

**LAW 439.3 MEDIATION**  
(2026-2027 Yates)

**1&2(3P)**

**Calendar Description:** Mediation—broadly speaking, the process of assisting the negotiations of others—is being increasingly used to resolve legal disputes. This course explores mediation from both theoretical and practical perspectives. As well as examining the structure and different approaches to mediation, students will develop skills for engaging the mediation process effectively in every role. While students will experience and study mediation from a variety of perspectives, it is the implication for their role as lawyers that forms the common theme.

**Prerequisite:** LAW 430.3 Negotiation

**Purpose and Orientation:** The course considers the use of mediation in various contexts, which may include family, wills and estates, labour, commercial and personal injury law. Issues explored may include barriers to resolution, cultural influences, coaching parties for effective participation, and the role of power and the law in mediation. Through the use of simulations, students experience the mediation process as lawyers, clients and mediators.

**Required Text:** Under review. Student will be advised

**Teaching and Assessment:** Teaching is based on a combination of lecture, demonstrations, simulations and skill-building exercises with individual and group reflections on those exercises. Assessment is based on the following components:

65% Journal (multiple entries throughout the term; two submissions)

20% Assignments (four throughout the term worth 5% each)

15% Class Attendance and Participation (evaluated every class)

Although written work will be required, Law 439.3 is not eligible for either the major or minor research paper credit. Class size is limited to 20.

**LAW 440.3 INNOVATION IN JUSTICE: THE DEAN'S FORUM ON  
ACCESS TO JUSTICE AND DISPUTE RESOLUTION**  
(2026-2027 Lowenberger)

**2(2S-1R)**

It is our intent to offer - for a fourteenth year - the experiential course below. The course is typically offered in Term 2 for six upper-year students on an application basis. Further details and the application deadline will be announced during the fall term. It is a unique opportunity for a small group of students to develop justice policy alongside leading members of the legal profession.

**JUSTICE INNOVATION: DEAN'S FORUM ON DISPUTE RESOLUTION AND ACCESS TO JUSTICE**

Nation-wide conversations about Access to Justice continue to play out, with the Cromwell Report\* an important touchstone. The first thirteen meetings of the Dean's Forum on Dispute Resolution and Access to Justice were held in September 2013, and annually each winter, most recently March 2025: a gathering of a couple dozen leaders in the Saskatchewan legal and justice community. During the last thirteen years, a small group of students participated in the Dean's Forum project for course credit. They conducted research on the Forum's themes, prepared and presented policy discussion papers, helped design the consultative/planning process, and participated fully in the Forum event. A summary of the [Dean's Forum initiative is published on the College of Law website: https://law.usask.ca/research/research-centres-and-initiatives/deans-forum-on-access-to-justice-and-dispute-resolution.php](https://law.usask.ca/research/research-centres-and-initiatives/deans-forum-on-access-to-justice-and-dispute-resolution.php).

[A video by previous Dean's Forum students is published on YouTube: https://www.youtube.com/watch?v=sbJY9gQb6wU](https://www.youtube.com/watch?v=sbJY9gQb6wU).

The project will continue, with a fifteenth Forum planned for 2027. The general themes for this year's Forum are currently being developed, and will be assigned near the end of the fall term.

Prior demonstrated leadership in dispute resolution and access to justice initiatives, as well as prior academic performance will be factors in the selection of students for the course. The course will be scheduled based on the successful candidates' availability.

If you have any questions about previous years' projects, or the direction of this year's, please do not hesitate to contact Dean's Forum course instructor, Director of CREATE Justice, and Access to Justice Coordinator, Brea Lowenberger ([b.lowenberger@usask.ca](mailto:b.lowenberger@usask.ca)).

\*The Cromwell Report can be found at <http://www.cfcj-fcjc.org/collaborations>.

**LAW 441.3 LASKIN MOOT**  
(2026-2027 Sembalerus)

2[Oct.-Mar.](3S)

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Calendar Description:** This seminar is designed to provide academic supervision and credit for the four students who are members of the College team in the Laskin Memorial Moot Court competition. Participants do research and written and oral advocacy on a complex problem in administrative and constitutional law. The seminar is recommended for those with an interest in advocacy, exacting research, and public law issues. The Laskin Moot is a bilingual (French/English) competition where a minimum of one of the four team members participates in French.

**Prerequisite/Co-requisite:** NONE. Administrative Law is recommended.

**Purpose and Orientation:** Participation in appellate moot competitions provides an excellent means to obtain advocacy experience.

Two factums are prepared by the team and the four students moot twice in competition and many more times at the College in preparation for competition. All interested students are invited to be interviewed on "Moot try-out day" which will occur during the first few weeks of Term 1. Team selection will be completed shortly thereafter.

The team typically receives the moot problem in early October. The moot competition itself occurs around the end of the third week in February. Three hours academic credit are earned in the Spring term by each of the five participants.

**Assessment:** Evaluation is based on the student's written and oral work, as well as participation at meetings and practices. The teams' performance in the final competition is based on 66% of the marks for oral presentations and 33% of the marks for the factums. The College's evaluation will be influenced by the same mark allocation, but will also depend on the discretion of the instructor based on the College's evaluation criteria.

**Calendar Description:** Surveys the actual and potential role of the law in protecting the integrity of the environment from threats posed by scientific and technological advances over exploitation of resources, rapid development and population growth.

**Course Description:** This course will provide a survey of both actual and potential roles for law to play in protecting the integrity of the environment from exploitation of resources, rapid development, and population growth, among other causes. Core topics will include recent developments and debates in Canadian environmental law, such as coordination and the appropriate distribution of responsibilities among different levels of government and private actors, the roles of public and private law, and environmental law's interdisciplinary dimensions.

**Learning Objectives:**

1. Explore various theoretical debates over the appropriate role for law to play in management and protection of the environment;
2. Explore how international, federal, provincial, municipal, and Indigenous forms of law and policy-making relate to one another in the management and protection of the environment in Canada;
3. Identify how common law causes of action and constitutional rights have been employed in relation to environmental management and protection in Canada;
4. Develop a practical understanding of the core federal and provincial statutory frameworks for environmental management and protection, with a particular focus on Saskatchewan;
5. Develop a practical understanding of the available tools for environmental regulatory enforcement, including investigation, prosecution, and sentencing for regulatory offences;
6. Explore how impact assessment practices seek to address environmental impacts from specific projects as well as governmental plans, policies, and programs;
7. Explore how spatial tools and strategies are being used to address environmental management and protection in Canada and internationally; and
8. Critically evaluate existing legal tools and strategies for environmental management and protection in Canada and explore potential avenues for reforms.

**Required Resources:** All required readings for this course will be supplied to you through your Blackboard course, including the "Discussion Board" function, or can be obtained online through the University of Saskatchewan library website or otherwise.

**Supplementary Resources (Optional):**

- Meinhard Doelle & Chris Tollefson, *Environmental Law: Cases and Materials*, 4<sup>th</sup> ed (Thomson Reuters, 2023)
- Paul Muldoon & Julie Williams, *An Introduction to Environmental Law and Policy in Canada*, 4<sup>th</sup> ed (Emond Publishing, 2025)
- William A. Tilleman et al, *Environmental Law and Policy*, 4<sup>th</sup> ed (Emond Publishing, 2020)

**Teaching and Evaluation:**

**Final Exam (Default)**

**Value:** 70% of final grade

**Date:** TBD

**Description:** The final exam will be administered as a comprehensive 2.5-hour take-home exam and may include questions on any of the topics covered in lectures and corresponding readings during this course. It will include both fact pattern questions and one policy question.

**Major Research Paper (By Special Request)**

**Value:** 70% of final grade

**Date:** TBD

**Description:** At the sole discretion of the instructor, up to five students enrolled in this course will be authorized to complete a major research paper in lieu of the final exam. Students writing major research papers in this course are still expected to review the course materials and attend class as they will be responsible for demonstrating knowledge of the course materials in their work, where relevant to their chosen research topic. Further details will be set out in the syllabus and discussed at the beginning of the course.

**Law Reform Submission**

**Value:** 30% of final grade

**Date:** TBD

**Description:** All students will be required to complete a law reform submission in collaboration with one or two of their classmates as a group or partner assignment (depending on enrollment numbers). Further details will be set out in the syllabus and discussed at the beginning of the course.

**LAW 447.3 ABORIGINAL RIGHTS MOOT**  
(2026-2027 Werner)

2[Oct.-Mar.](3S)

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Calendar Description:** The Aboriginal Rights Moot is a moot structured on the traditional Aboriginal circle consensus-building process. It is designed to allow law students to debate and discuss Aboriginal rights issues vital to the Aboriginal Peoples.

**Prerequisite or Co-requisite:** **LAW 436.3**

**Note:** Team is chosen in October and competition takes place in March.

**Description:** The Kawaskimhon (speaking with knowledge) Aboriginal Rights Moot is a culturally sensitive national forum where issues regarding Aboriginal rights are debated by students from across Canada. Kawaskimhon is a great opportunity for law students to speak to issues of Aboriginal rights. Kawaskimhon is hosted each year by a different law school.

This event is a two-day forum. On the first day participants present oral arguments based on written submitted factums or other legal documents. At the end of the first day the host law school prepares a cultural night which usually includes a banquet, singers, and dancers. Kawaskimhon participants are required to work toward reaching consensus on the mooted problems or issues by the end of the second day. Band membership rights, territorial overlaps, the effects of hydro projects on First Nation lands, Métis rights and the history of missing Indigenous women in Canada are some of the topics this moot has explored.

**LAW 448.3 DISPUTE RESOLUTION MOOT****2(3S)**

(2026-2027 Keet)

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Calendar Description:** Lawyers use dispute resolution skills in various procedural settings, and often advocate for their clients in negotiation and mediation processes. This course offers students an opportunity for intensive skill development in dispute resolution, negotiation and mediation advocacy through a competitive moot experience. It may also include a client counseling and interviewing component.

**Prerequisite:** **LAW 430.3.** In the first half of September, a call for applications is circulated to students and the coach selects students after an interview process. Students who have taken the Negotiation course will have an advantage in applying for this moot.

**Teaching and Assessment:**

Students within the larger Dispute Resolution Moot Team may train together on negotiation and other dispute resolution skills, and then break off into sub-teams to attend a range of competitions. Competitions attended in the past include those focused on Mediation Advocacy (in lawyer-client pairs), Negotiation (lawyer-lawyer), and Client Counseling (lawyers interviewing and counseling clients). Competitions are typically held over a weekend in February or March. We may not know which competition(s) we are attending until the team is selected. Each student on this team will have the opportunity to attend one competition, and to work with the rest of the team as all get prepared.

In preparation for the competition, students participate in a training program which includes practice sessions, feedback from outside guests, videotaping and reviewing simulations, and completing readings and reflective writing assignments. Practice sessions will be scheduled to accommodate the availability of the team members, and the coach.

Moot training is more intense in the months of January and February, with most of the work completed by early March. A few practice sessions may also be held in Term 1.

If you have any questions about this moot team, contact Professor Keet at [m.keet@usask.ca](mailto:m.keet@usask.ca).

**LAW 449.3 CANADIAN LEGAL HISTORY**  
(2026-2027 MacDonalld)

**1(2S-1R)**

**Calendar Description:** In this seminar, students will learn to use a historical perspective to enhance their understanding of Canada's plural legal heritage. We will approach legal history primarily to understand the past, rather than for the purpose of supporting contemporary legal argument. By focusing on the development of one or more core elements of Canadian law, we will analyze the dimension that historical events bring to the character of a society and its laws. We will consider different methodological approaches within legal history and explore their relationships to the primary and secondary sources available. Previous background in history is desirable but not required.

**Prerequisite/Co-requisite: NONE**

**Learning Objectives:** The objectives of this course are to:

- Give students a fuller appreciation of the range of legal traditions in Canada and the importance of historical context in their adoption and application;
- Encourage students to think critically about the potential, and the limitations, of historical analysis in legal argument;
- Improve students' legal reasoning skills by making explicit the differences between law's use of the past and historical reasoning;
- Offer students an opportunity to improve research, oral and written communication skills through attention to alternative models and sources.

**Course Materials:** A mix of secondary and primary sources will be made available electronically through library and internet sources. Wherever possible, published sources will be made available on reserve.

**Teaching and Assessment:** Seminar course. Assessment will be based on a major research paper and on seminar participation. Assessment of the major paper will include steps towards its completion, including a tentative paper title/abstract and a précis with annotated bibliography. Assessment of seminar participation may include an in-class presentation as well as ongoing evaluation of the quality and quantity of student participation in the discussion and analysis of class readings.

**Curriculum requirements:** Successful completion of this course will meet the following curriculum requirements: seminar; major research paper.

**LAW 450.3 WESTERN CANADA MOOT\SOPINKA CUP**  
(2025-2027 Fitzgerald)

**2[Oct.-Mar.](3S)**

*The selection for this moot is not the same as for the remainder of our upper-year moots. To be eligible for this moot, you will need to take Shelby Fitzgerald's Term 1 section of Trial Advocacy. The Western Trial moot team will be selected from the students registered in and participating in this section (and only this section) of Trial Advocacy.*

This course includes classroom sessions as well as practice trials. As court appearances have started to take place remotely, we will conduct *some* practice trials virtually so as to provide students the opportunity to learn to navigate the courtroom both in-person and not.

**Calendar Description:** This course involves preparation and participation in a trial advocacy moot initially involving the seven western Canadian law schools followed by a national competition. Participants are involved in juried trial relating to a problem in evidence, criminal procedure and/or criminal law. Participants are expected to prepare opening juror addresses, examinations-in-chief, cross examinations, and closing arguments. In addition, there is research on various evidentiary points which arise during the course of argument.

**Note:** Trial Advocacy (Western Canada Moot) 452.3 is a prerequisite for this course. This course will be offered in Term 1, and will be used as a foundational course for the Western Canada Moot.

**(This is an application-based class)**

**Course Description:** This course is designed to provide students with the skills to conduct a criminal trial. Students will learn how to review disclosure, develop a case, deliver opening and closing statements, conduct examinations-in-chief and cross-examinations, utilize exhibits, and make and response to objections. Additionally, the course covers key aspects such as pre-trial steps, witness preparation, the difference between a jury trial and judge alone, and sentencing.

**Please note:** Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **Wednesday, July 15, 2026**. Please address your application to Shelby Fitzgerald. She can be contacted at [s.fitzgerald@mckercher.ca](mailto:s.fitzgerald@mckercher.ca) with any questions. Students will receive notification of selection approximately two weeks after the deadline. Those who have been selected for this class should then contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to receive information on how to register for this class.

Applications must include a brief overview on why you would like to take part in the course.

**Required Materials:**

- *An Advocacy Primer*, 4th Edition - Lee Stuesser

**Suggested Materials:**

- any current *Criminal Code*, 2024 - current (annotated is permitted)

**Assessment:** Students will be assessed based on their preparation and participation in class, their performance on any advocacy component presented in class and their criminal jury trial. At the end of the semester, four students will be invited to join the Western Canada Moot Team. The Western Canada Moot will continue to build on the skills developed in semester one, with the added component of a trial advocacy moot initially involving the seven western Canadian law schools followed by a national competition. Students who are offered and accept positions on the Western moot team will go on to receive additional course credit for their participation in the moot (see course description for that moot team).

**LAW 452.3 TRIAL ADVOCACY**  
(2026-2027 Zakreski)

**2(3L)**

**Calendar Description:** This course explores advocacy techniques, practice, and tactics in a trial setting. Topics include: direct and cross-examination, chambers advocacy, examinations for discovery, impeachment of witnesses, occurrence and expert witness testimony, the use of exhibits, and the preparation of closing arguments and addresses.

**Prerequisite:** LAW 384.3 – Civil Procedure

**Purpose and Orientation:** The course is designed to introduce students to the conduct of a civil trial, with an emphasis on building confidence and comfort in a courtroom setting. Students will assume counsel roles throughout the term, culminating in a short trial exercise. Role-playing exercises will span client interviews, pre-trial procedures (including pleadings, chambers applications, and discoveries), and advocacy exercises in direct and cross-examination.

Students will also engage with evidentiary matters such as handling exhibits, impeaching witnesses, examining experts, and addressing eyewitness testimony. Additional instruction will cover trial strategy, objections and their responses, procedural issues, and the delivery of opening statements and closing submissions.

**Course Materials:**

- *Stuesser, An Advocacy Primer*, 4th ed., Carswell, 2015
- Custom case files prepared by the instructor and students

**Teaching and Assessment:** Instruction will include lectures and demonstrations, with an emphasis on performance-based learning. The instructor will provide coaching and critiques; peer feedback is also encouraged. Assessment is based on in-class advocacy roles, participation, a short trial exercise, and a written trial brief.

**LAW 452.3 TRIAL ADVOCACY****2(3L)**

(2026-2027 (s. 3) A. Smith – This section has a criminal jury trial focus)

**(This is an application-based class)**

**Please note:** To apply, students must send an e-mail to the instructor at [ams085@mail.usask.ca](mailto:ams085@mail.usask.ca) indicating why they would like to take part in the course and identify if they have met the prerequisite requirement (LAW 351.3, Evidence I) or are intending on meeting the prerequisite requirement in Term 1. The application deadline is **Tuesday, June 30, 2026**. Students will receive notification of selection approximately a week after the deadline. Students who have been selected for this class should then contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to receive information on how to register for this class.

Applications must include a:

- why you would like to take part in the course and
- identify if you have met the prerequisite requirement (LAW 351.3, Evidence I) or are intending on meeting the prerequisite requirement in Term 1.

Students who have been selected for this class should then contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to receive information on how to register for this class.

**Purpose and Orientation:** This course is designed to provide students with the skills to understand and conduct a criminal jury trial. Students will learn how to deliver opening and closing statements, conduct examinations-in-chief and cross-examinations, learn how to utilize exhibits, make and respond to objections and address evidentiary issues which may arise during trial. Other topics such as witness preparation, pre-trial steps, jury selection, sentencing and the differences between civil trials and criminal trials will also be discussed.

**Prerequisite:** LAW 351.3 Evidence I. Criminal Procedure is an asset but not a prerequisite.

**Course Materials:** None

**Teaching and Assessment:** Students will be provided instruction on the identified topic areas and given an opportunity to present portions of a trial prior to running a criminal jury trial at the conclusion of the term. Students will be provided feedback on their presentations by the instructor and their peers. Guest speakers may be utilized as time permits.

Students will be assessed based on their preparation and participation in class, their performance on any advocacy component presented in class and their criminal jury trial.

**LAW 455.3 OIL AND GAS LAW****2(3L)**

(2026-2027 Heavin)

**Calendar Description:** This course introduces students to oil and gas law in Canada. Areas of law considered in this course include, Constitutional Law, regulatory law, contract and property law. Topics addressed will include: the nature of interests in oil and gas; rights of mineral interest holders inter se and the operation of the rule of capture; acquisition of freehold interests in oil and gas; the freehold oil and gas lease; estoppel, waiver and involuntary termination; disposition of minerals by the Crown; oil and gas conservation (pooling unitization and shut-in wells); and, surface rights.

**Prerequisites/Co-requisites: NONE**

**Purpose and Orientation:** Lawyers in Saskatchewan and Alberta regularly advise clients on their rights and obligations in relation to oil and gas law generally and oil and gas leases specifically. This course is designed to introduce students to the body of law associated with the regulation and exploitation of oil and gas including industry background; the nature of oil and gas interests; interpretation of Crown and freehold leases; surface rights acquisition, compensation and reclamation; and an overview of Federal and Provincial government regulation of the oil and gas industry.

**Course Materials:** A detailed syllabus and case book is prepared for this course by the instructor and posted on CANVAS.

**Teaching and Assessment:** This course will be taught using lectures and discussion. Students will be expected to have read the relevant materials prior to class to facilitate class discussion. Students will be assessed through a minimum of one written assignment and an open-book final examination.

**Minor Research Papers Allowed: Unlimited**

**LAW 456.3 CONFLICT OF LAWS****2(3L)**

(2026-2027 Arvanitis-Zorbas)

**Calendar Description:** Conflict of Laws, or Private International Law as it is also widely known, deals with the analysis and resolution of legal problems involving more than one jurisdiction. Using cases primarily from tort, contract, property and family law, the student learns how to characterize a legal issue, how to determine which jurisdiction is the most appropriate forum, and which jurisdiction's law governs the issue, and how to evaluate the significance of factors that influence recognition and enforcement of the foreign judgment.

**Prerequisites/Co-requisites:** NONE

**Purpose and Orientation:** Knowledge of conflict of laws is essential for any practitioner who deals with private law issues involving any "foreign" facts, parties, events, or laws. ("Foreign" here means extra-provincial as well as international.) To take just a few examples, you cannot operate at the required standard of legal competence without knowledge of conflict of laws if you are advising someone on a damages claim concerning a foreign tort, engaged in estate planning where there are assets in more than one jurisdiction, or dealing with a division of spousal property where the spouses have moved from one jurisdiction to another during their relationship. Conflict of laws, of course, takes on an increased importance in a globalizing world, and knowledge of both Canadian and foreign conflict of laws principles is essential in the context of various transnational legal arrangements and transnational litigation. The course is thus aimed at sensitizing students to a range of conflict of laws issues and helping them develop intellectual tools to confront such issues. Some of the instruction will be through lecture format, and some will involve breaking the class down into smaller groups to discuss and examine particular problem scenarios.

**Course Materials:** The main legal materials will be provided on Canvas. In addition, there is also a mandatory textbook.

**Assessment:** Final exam worth 100% or 70% if the student chooses to write a Minor Paper.

**Minor Research Papers Allowed:** 5

**LAW 457.3 INTERNATIONAL LAW****1(3L)**

(2026-2027 Hansen)

**Calendar Description:** An examination of the legal principles governing the conduct of states and other subjects of international law. Topics studied will include the creation and ascertainment of international law, application of international law in domestic and international tribunals, state jurisdiction of territory and person, sovereign immunity, diplomatic relations, law of armed conflict, international protection of human rights, and international environmental protection.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The course introduces students to the basic principles and structure of international law. It is designed to acquaint students with the international legal framework and its relevance to Canadian law, and to provide a foundation for those interested in further study of particular areas of international law (e.g. human rights, environmental protection, trade and investments, etc.) The topics to be studied will include; the history and sources of international law, international legal persons, the relationship between international and domestic law, state jurisdiction over territory, water, and persons, sovereign immunity, United Nations system and other international institutions, state responsibility for breaches of international law, and some discussion on permissible use of force under international law.

**Course Materials:** International Law, 3/e Doctrine, Practice, and Theory by John H. Currie, Craig Forcese, Joanna Harrington, and Valerie Oosterveld. Irwin Law Inc. September, 2022.

**Teaching and Assessment:** The course will be taught by a combination of lectures and class discussion. Assessment will be primarily by way of an open book final examination. An unlimited number of students have the option of writing a minor research paper.

**Minor Research Papers Allowed: unlimited**

**LAW 458.3 ADVANCED HEALTH LAW****2(2S-1R)**

(2026-2027 Hayton)

**Calendar Description:** In this seminar students will develop their knowledge of health law in relation to specific topics in the areas of health care, medico-legal ethics and medical research.

**Prerequisite/Co-requisite: NONE. LAW 314.3 Health Law may be helpful but not mandatory.**

**Purpose and Orientation:** This seminar will build on the principles introduced in the Health Law course and explore the broader context of health law. The issues examined will be selected to take into account current developments and may include legal and ethical issues in medical research, regulation of pharmaceuticals, use of human tissue, medical biotechnology, complementary and alternative medicine, and/or health care policy issues (related to topics such as MAiD, Reproductive Health, AI in Medicine). The course will allow students to consolidate and deepen their knowledge of health law principles by applying them to complex issues and develop their understanding of ethical and policy issues and regulatory approaches in health care and research.

**Course Materials:** Articles and other materials will be made available on reserve, in the University of Saskatchewan Bookstore and/or online.

**Teaching and Assessment:** The seminar will include a combination of instructor-led and student-led discussion. Students are expected to complete all assigned readings and participate actively in class discussions.

Assessment will be based on a major research paper and class participation, as well as one or more of the following: short commentaries on the readings or other short written assignments, a class presentation, or leadership of a seminar discussion.

Completion of the research paper will fulfill the major research paper requirement and successful completion of the seminar will fulfill the seminar requirement.

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Calendar Description:** This seminar is for students who wish to hone in their advocacy skills and receive guidance on producing quality written materials.

The Jessup moot involves significant research, writing, and oral advocacy. Though the problem is based on international law, the skills developed are transferable to all areas of legal practice. This year's problem will present the following issues:

- 1 the rights and obligations of other members of the international community when two persons claim to be the legitimate president of a state;
- 2 invocation of immunity for government officials accused of grave violations of human rights;
- 3 the legal consequences of receding coastlines for the maritime zones of coastal states; and
- 4 the interpretation of the compromissory clause in a treaty creating a regional organization.

Students will write Applicant and Respondent memorials (factums), and participate in practice moots to prepare their oral argument. Students are expected to participate in the Canadian National Rounds. If the team places highly in Canada, the team may qualify for the International Rounds in Washington, D.C.

This seminar takes place over the fall and winter semesters. The official Jessup schedule can be found at <https://www.ilsa.org/jessup-competitors/>. Students receive three course credits to be designated towards term one or two.

**Prerequisite/Co-requisite: NONE**

**Purpose and Emphasis:** This seminar is designed to prepare students for competing in the Philip C. Jessup International Law Moot competition. The Jessup is the largest moot court competition in the world, drawing law students from over 120 countries. Students compete in national rounds for the chance to compete in the Jessup World Championship in Washington, D.C. The Canadian rounds of the Jessup Moot are held by a host Canadian law school each year, with the top teams advancing to compete in the International Rounds. The case argued each year is a problem between two fictional states, argued before a fictional panel of the International Court of Justice.

The problem is available in mid-September, with memorials (factums) due in early January. The Canadian national rounds are typically held in mid to late February, with the International Rounds scheduled for the first week of April. Mooters who are selected for the team are expected to work together to finalise their memorials over the Christmas break.

No more than five mooters may be selected for the team: four oralists and one research counsel. Students will be selected on the basis of their academic record, research and writing experience, mooting or public speaking interest or experience, and interest in advocacy. Interested students will be interviewed as part of the selection process and are invited to submit a letter outlining any relevant experience that they would like considered.

**Course Materials:** The materials covered depend on the issues raised by the Jessup problem. Students will be expected to identify the issues raised in the Jessup problem, conduct in-depth legal research on those issues, and prepare memoranda on their research.

**Course Orientation:** Students are expected to attend regular meetings commencing in the first semester. Students will first prepare and exchange/present research on issues raised by the Jessup problem. Next, students jointly prepare and file an Applicant and a Respondent memorial in early January. Focus of the team then switches to practice moots to improve oral advocacy. In mid-February, students will travel to the host city for the Canadian national rounds and participate fully in the competition.

**Means of Evaluation:** Evaluation is based on the student's written and oral work, as well as their participation in meetings, practices, and overall commitment to the moot team.

- 33% of their grade will be based on the student's individual work in the first semester
- 33% of their grade based on their contribution to the memorials
- 33% of their grade will be based on the student's performance in the oral component of the seminar

\*The seminar will not satisfy the major paper requirement.\*

**LAW 460.3 INTERNATIONAL TRADE LAW****2(3L)**

(2026-2027 Hansen)

**Calendar Description:** This course examines principles and obligations contained in international and regional trade agreements and the use of dispute resolution to uphold and enforce such commitments. The agreements to be addressed are World Trade Organization Agreements, including the GATT 1994, the USMCA (the United States – Mexico – Canada Agreement of 2019) succeeding NAFTA (the North American Free Trade Agreement of 1994), CETA (The Comprehensive Economic and Trade Agreement) between Canada and the EU, and the Canadian Agreement on Internal Trade.

**Prerequisite/Co-requisite: NONE**

**Purpose and Orientation:** The course examines the fundamental principles of international trade law as set forth in trade agreements. The course focuses primarily on the fundamental principles and obligations contained in international trade agreements including: non-discrimination obligations, non-tariff barrier regulations and disciplines on the use of domestic trade remedies (including anti-dumping and countervailing duties). It also considers the relationship between international trade law and domestic law/international law. These topics will be examined through reference to trade agreements containing such commitments, case law generated through international and regional dispute resolution systems and Canadian courts, as well as academic and/or institutional commentary on the agreements and international dispute resolution systems.

**Materials:** TBA

**Assessment:** 100% Final or 70% with optional 30% minor paper

**\*\*\*NOTE: This course will be delivered ONLINE**

**Calendar Description:** A study of the co-operative corporation as a business form and the theory of co-operative enterprise. The first part of the seminar will look at co-operatives from a legal perspective. Among other things, the following topics will be discussed: incorporation, members' rights, directors' duties and obligations, taxation of co-operatives compared with other business units, and consideration of special types of co-operatives such as Credit Unions. The second part of the seminar will attempt to view the co-operative in a broader, social perspective. Reliance will be placed on various resource people, if available, in discussing these broader aspects. The third part of the seminar will be devoted to papers presented by the student members of the seminar.

**Prerequisite: LAW 361.3 Business Organizations I**

**Purpose and Orientation:** Canadian communities are increasingly challenged by rising income inequality and economic globalization as locally-owned companies are acquired by, or merge with, investor-owned companies headquartered in other countries. Member-owned co-operatives operate across many business sectors, including financial services, insurance, energy, electric and telecommunication utility, housing, grocery and consumer, and agricultural production and processing. Co-operatives are uniquely anchored to their communities. Unlike investor-owned corporations, co-operatives embrace seven social principles including democratic member governance, member economic participation, and concern for community. This course focuses on the *what*, the *why*, and *how* of co-operatives from a legal perspective to help prepare class participants to form, advise, and represent Canadian co-operative businesses.

**Course Materials:** Selected chapters of *Legal Responsibilities of Directors and Officers in Canadian Co-operatives* (1995) by Daniel Ish, KC and Kathleen Ring; *Law of Canadian Co-operatives* (1981) by Daniel Ish, KC; and selected papers and caselaw.

**Teaching and Assessment:** Teaching will primarily be through synchronous online instruction. Students will be graded 20% on class participation, including short reading reflections, and 80% on a major research paper presented to class members.

**LAW 464.3 DAVIES CORPORATE/SECURITIES MOOT**  
(2026-2027 Smith)

2[Oct.-Mar.](3S)

*Applications for the upper year moots will open in July via the Experiential Learning Canvas page. You will have a chance to apply for any moots that interest you. We typically run interviews or try-outs on a weekend, before mid-September\*\**

**Description:** The College will once again participate in the annual Davies Canadian Corporate/Securities Law Moot. Work on the problem begins in early January 2027, with factums to be submitted by early February and oral argument in Toronto in early March. Thus, the moot involves intensive work in the first part of the second semester. As with other competitive moots in which the College participates, the Corporate/Securities Moot is a 3-credit course with travel costs covered to promote equal access. **Four students will be selected to participate in the moot. All team members will attend the moot in Toronto. Students in both 2<sup>nd</sup> and 3<sup>rd</sup> year are eligible to apply.**

**Prerequisite:** Students must have taken or be taking Business Organizations I 361.3. This is a requirement to be considered for the moot. Exceptions are made but only in **very exceptional circumstances**. Preference will also be given to students who have taken, or are taking, Securities Regulation 401.3 in the Fall 2026 term.

Recognized as the leading event of its kind in Canada, the annual Davies' Corporate/Securities Law Moot provides an opportunity for top students from Canadian law schools to debate current legal issues in corporate and securities law with senior practitioners from Toronto law firms and corporations, regulators from the Ontario Securities Commission and judges. In addition to the formal moot competition, students have the opportunity to meet and socialize with other participants as well as many of the senior lawyers, regulators and judges who sit as justices for the competition.

**LAW 467.3 LABOUR AND EMPLOYMENT LAW****1(3L)**

(2026-2027 Duncan)

**Calendar Description:** A study of the legal concepts, institutions and procedures concerning the workplace in Canada, including the contract of employment at common law; the growth of precarious work; legal protection of the right to organize; status under collective bargaining legislation; the concept of the exclusive bargaining agent; the role of labour relations tribunals; the legal principles relating to industrial disputes; human rights legislation pertaining to the workplace; and statutory regimes concerning labour standards.

**Prerequisite/Co-requisite:** NONE

**Purpose and Orientation:** The purpose of this course is to introduce students to the strands of doctrine which underlie labour and employment law so as to enable them to understand the theoretical basis of the common law contract of employment, human rights legislation, the statutory schemes governing collective bargaining relationships, and, to a lesser extent, the regulatory system associated with the establishment of minimum labour standards. Consideration will be given to the premises underlying various legal regimes which regulate the employment relationship, and a contrast will be drawn between the common law principles related to employment contracts, and the elements of the system created by collective bargaining legislation.

**Course Materials:** Students will be asked to purchase the *Labour Law Casebook Group, Labour and Employment Law: Cases, Materials and Commentary*, 9th edition (Toronto: Irwin Law, 2018). Supplementary cases and materials will be posted on PAWS.

**Teaching and Assessment:** A combination of lectures and classroom discussion will be the basis of instruction. Students will be assessed on the basis of a final examination. Options for a minor paper may also be offered at the instructor's discretion.

**Minor Papers Allowed:** 5

**LAW 467.3 LABOUR AND EMPLOYMENT LAW****2(3L)**

(2026-2027 Stack)

**Calendar Description:** A study of the legal concepts, institutions and procedures concerning the workplace in Canada, including the contract of employment at common law; the growth of precarious work; legal protection of the right to organize; status under collective bargaining legislation; the concept of the exclusive bargaining agent; the role of labour relations tribunals; the legal principles relating to industrial disputes; human rights legislation pertaining to the workplace; and statutory regimes concerning labour standards.

**Prerequisite/Co-requisite:** NONE

**Purpose and Orientation:** The purpose of this course is to introduce students to the strands of doctrine which underlie labour and employment law so as to enable them to understand the theoretical basis of the common law contract of employment, human rights legislation, the statutory schemes governing collective bargaining relationships, and, to a lesser extent, the regulatory system associated with the establishment of minimum labour standards. Consideration will be given to the premises underlying various legal regimes which regulate the employment relationship, and a contrast will be drawn between the common law principles related to employment contracts, and the elements of the system created by collective bargaining legislation.

**Course Materials:** Students will be asked to purchase the Labour Law Casebook Group, *Labour and Employment Law: Cases, Materials and Commentary*, 9<sup>th</sup> edition (Toronto: Irwin Law, 2018). Supplementary cases and materials will be posted on PAWS.

**Teaching and Assessment:** A combination of lectures and classroom discussion will be the basis of instruction. Students will be assessed on the basis of a final examination. Options for major or minor papers may also be offered at the instructor's discretion.

**Minor Papers Allowed:** 0

**Calendar Description:** Examination of rights to parentage, the legal parameters of child-parent relationships, the determination of parenting disputes (custody and access) and findings of child support. Child protection, adoption and the enforcement of support and parenting orders are also briefly canvassed.

**Prerequisite/Co-requisite: Law 372.3**

**Purpose and Orientation:** This course builds on the foundations provided in Family Law I but focuses on legal issues particularly relevant to the child-parent relationship.

We begin with a survey of the social policy framework in relation to the care of children in Canada and an overview of the regulation of the parent-child relationship including the legal regimes governing determinations of parentage, parenting and support orders, child protection and adoption. We then canvas issues that specifically pertain to parentage including the use of reproductive technologies and paternity testing. Broader definitions of the parent-child relationship and factors relevant to the allocation of decision-making responsibility, parenting time or contact and child support obligations are examined under the *Divorce Act* and relevant provincial Acts and regulations. The impact of domestic violence on child well-being and parenting disputes is given special attention. We also briefly address enforcement procedures for support and parenting orders.

The course materials are taught primarily by way of lecture and small group discussion using a problem-based method. Multi-disciplinary perspectives on the issues of parenthood and child care and development are explored. Students are expected to participate in class discussions and to engage in a critical commentary on or evaluation of the reading materials and legal outcomes. Adequate preparation and familiarity with the casebook materials will be assumed.

**Course Materials:** Cases and statutory materials will be placed on Canvas.

**Assessment:** Possibilities for assessment include minor or major papers and/or a secured exam.

**Minor Papers Allowed: 5**

**Calendar Description:** A commercial reorganization is a court sanctioned scheme under which a financially distressed business is restructured so as to permit it to continue in business by compromising claims of its creditors and others. There has been a fundamental shift in Canadian insolvency over the past 30 years, in that there has recently emerged effective systems that actively facilitate the restructuring and rescue of insolvent businesses as an alternative to their liquidation. This course will make use of several highly realistic simulations in order to develop both an understanding of the substantive law that governs commercial reorganizations as well as the advocacy and negotiation skills that are necessary to provide effective legal advice and representation to your clients.

**Prerequisite: NONE.** It is strongly recommended that students would benefit from taking LAW 407.3, Bankruptcy, Insolvency and Receiverships and/or LAW 420.3, Current Issues in Insolvency, prior to or at the same time as this course.

**Purpose and Orientation:** Students will gain an understanding of the *Companies' Creditors Arrangement Act*, systems that actively facilitate restructuring and rescue of insolvent businesses as an alternative to their liquidation. Students will demonstrate their ability to appropriately conduct a court application related to corporate restructuring, including preparation and presentation of an oral argument, preparation of a notice of motion with relevant affidavits, a bench brief, development of a negotiation strategy and a final negotiation analysis.

**Learning Objectives for this course:**

- Develop an advanced understanding of the substantive law respecting corporate restructuring law.
- Develop skills in the preparation of court documents (notice of application, affidavits, brief of law).
- Develop research skills in the preparation of a discussion topic and in the preparation of legal brief.
- Develop negotiation skills and strategies in the context of a corporate restructuring.

**Required Text:**

- The required casebook will be available for purchase.

**Student Evaluation:**

- Class Participation: 10%
- Court Application (oral submission) 25%
- Court Application (written submissions): 35%
- Negotiation Strategy Outline: 15%
- Final Negotiation Analysis: 15%

**LAW 477.1 TAXATION I**  
(2026-2027 Purse)

**1(3L)**

**Calendar Description:** This course deals with federal income taxation of individuals and focuses on basic tax principles, underlying theoretical concepts, and policy rationales. Topics normally covered in the course include procedure, statutory interpretation, the tax base, measurement of income, deductions, exemptions, and capital gains. The course is intended to be useful to students who will practice in the many areas of law to which income tax law may be relevant.

**Prerequisite/Co-requisite:** NONE

**Purpose and Orientation:** The course is designed to introduce students to income tax law under the Federal Income Tax Act. The underlying policy considerations and societal impacts are considered in order to gain appreciation of the Income Tax Act as an important document of social policy. The course focuses upon the taxation of the individual, but it deals with many of the concepts that are necessary to understand taxation of other units such as corporations, trusts and partnerships. Thus, the course acts as a building block for the senior tax courses and further learning within the legal profession. It is also designed to enable the generalist to identify taxation issues in many other areas of the law. Finally, since the course is highly statutorily based, it facilitates the skill of statutory interpretation. Course Materials: Students require access to the Income Tax Act (Canada) (<https://laws-lois.justice.gc.ca/eng/acts/I-3.3/>). Course Casebook: *Materials on Canadian Income Tax*, 16th ed. (Cockfield et al.)

**Teaching and Assessment:** This course will be delivered in person, with a small amount of instruction delivered via the Canvas course website. Students will be assessed by way of a final examination.

**Minor Research Papers Allowed:** 5

**Calendar Description:** This course focuses on taxation of business entities including corporations, trusts, and partnerships. Since this course builds on concepts introduced in Taxation I LAW 477.3, knowledge of the basic concepts covered in that course is essential.

**Prerequisite/Co-requisite:** Taxation I LAW 477.3

**Purpose and Orientation:** This course is intended to provide students with a basic understanding of the tax treatment of corporations, trusts, and partnerships and to expose students to some of the provisions of the Income Tax Act that commonly apply in business transactions. Topics normally covered in this course include a comparison of the tax treatment of business entities, the payment of funds out of a business entity to an individual, the tax-free transfer of property into a business entity, and corporate reorganizations.

In many cases, the policy or theory underlying a particular rule will be examined in order that students may gain a better understanding of the provision. Due to the technical nature of the Income Tax Act, statutory interpretation will be an important component of this course. The primary aim of the course is to give students an overview of the taxation of corporations, trusts, and partnerships in order to provide students with a foundation for further study or practice upon graduation.

This course should be of particular interest to students who plan to practice taxation law or corporate/commercial law after graduation or students who are interested in studying the use of income tax legislation as a tool for the development of social and economic policy.

**Textbooks:**

- **Course Textbook:** *Taxation of Private Corporations and Their Shareholders* (5<sup>th</sup>). This is highly recommended for those planning to practice corporate law, estate planning, or tax law.

Other textbooks referred to in the course:

- *The Practitioner's Income Tax Act*, David M. Sherman
- *Byrd & Chen's Canadian Tax Principles: Volume II*.
- *Tax By Design* (The Mirrlees Review): <https://ifs.org.uk/books/tax-design>
- *Taxes in America* (2<sup>nd</sup>), Leonard E. Burman and Joel Slemrod
- *Taxing Ourselves: A Citizen's Guide to the Debate over Taxes* (5<sup>th</sup>), Jon Bakija, Joel Slemrod
- *Comparative Taxation: Why Tax Systems Differ*, Chris Evans *et al.*
- *Advanced Introduction to International Tax Law*, Reuven Avi-Yonah
- *Corporate Tax Law: Structure, Policy and Practice*, Peter Harris
- *Tax Havens: How Globalization Really Works*, Ronen Palan *et al.*
- *Tax, Inequality, and Human Rights*, Eds. Alston and Reisch.

- *Report of the Technical Committee on Business Taxation*, Mintz *et al.*
- *Report of the Royal Commission on Taxation*, Carter *et al.*
- *The Lawyer's Guide to Income Tax and GST/HST 2017*, David M. Sherman
- *The Modern VAT*, Ebrill, Keen, *et al.*

**Teaching and Assessment:** Over half of the lectures in person. I intend to teach the other lectures on Zoom. If there is a blizzard, I will notify students at least 12 hours in advance that I will move the lecture online. No textbook is required. Assessment is by way of a final examination. The exam is closed book, but a 3-page cheat sheet is permitted.

**Minor Research Papers Allowed:** None

**LAW 482.3 CRIMINAL LAW INTENSIVE SEMINAR****2(2S-1R)**

(2026-2027 Buhler)

**LAW 484.12 CRIMINAL LAW INTENSIVE PRACTICUM****2(12CL)**

(2026-2027 Pfefferle/Watson)

**(This is an application-based class)**

**NOTE:** Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application for LAW 482.12. The deadline to apply is September 4, 2026.

Entry into the intensive criminal law program is by selection by the course instructors. Student's applications should outline the reasons for their interest in the course and describe any relevant experience. Students should also include their cv or resume. Students should send any questions to Brian Pfefferle, at [brian@pfefferlelaw.com](mailto:brian@pfefferlelaw.com), and they will be notified the week of September 7, 2026, whether or not they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class in Term 2 and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Prerequisites/Co-requisites:** *Both Criminal Procedure and Evidence I are prerequisites (to be completed by December 2026.)*

**This is a 15-credit one-semester (13 week) clinical course including practicum and academic seminar.**

**Calendar description:** The Criminal Practicum and Seminar is designed to provide real world practical exposure to the practice of criminal law. The students will be placed in the office of a criminal lawyer for nine weeks at 32 hours per week (Monday to Thursday) where the students will become intimately involved in the practice of criminal law. The practicum placements will be supplemented with a series of lectures during the first two weeks of term and then with a weekly seminar (Fridays) with the course instructors and students will be required to complete one major paper, one minor paper and weekly reflective journals. The instructors also hope that the students will also be placed for one four-day week with a Judge of a criminal court. The practicum encourages reflection by the student about the practice of criminal law and will provide an opportunity for advanced research in the form of two papers.

**Learning Objectives:** Students will be exposed to a wide variety of criminal practice issues from the defence of criminal accused to the running of a criminal law practice. The students will be encouraged to reflect upon what they observe and will also learn about several advanced criminal law, ethical, evidence, trial advocacy and criminal procedure issues. *The Charter of Rights and Freedoms* legal rights and procedural issues will also be discussed in

depth. The course will be designed so as to represent a culmination of all that a criminal lawyer needs to know and will build on the student's substantive knowledge in the discipline. While entitled the "intensive criminal practicum" the courses will result in students being exposed to many areas of the law which in practice will tend to blur together. This will involve those subjects above listed and a myriad of other issues including insurance law, property law and other areas which will arise as a result of the various criminal matters to which the student is exposed during their placements with the supervising lawyers and Judges. Nonetheless the placements will be with Criminal lawyers and students should be continually involved in that area of the law rather than be exposed to all areas of the law as generally envisaged in an articling process.

### **The Externship (Lawyer) Placements**

Students will be placed from about January 11 to March 5, inclusive, with hand selected lawyers in the community. They are expected to be in the placement Monday to Thursday work hours, which are assumed to be 8:00 or 9:00 AM to 4:00 or 5:00 PM. The students are then to be at the Friday seminar with the instructors. The instructors will hand select the supervising lawyers and law firms and will be in regular contact with them. It is expected that the lawyers will engage with the students on several fronts. This is not an early "articles" process but rather is intended to encourage reflection on what criminal practice involves and how it should best be done. There are almost no "criminal articles" in the private criminal bar in Saskatoon and these placements are not intended to compete in any way with the articling process. Students require an assigned supervisor with whom they can report to with work related questions and concerns. The instructors will develop feedback forms for completion by the supervising lawyers and by the students at various stages throughout the placements and after they are completed, to continually gauge the success and worth of the experiential learning opportunities to which the students are exposed.

The instructor will have regular contact with both the supervisor and the student. The students are not lawyers or junior counsel and are not expected to be providing legal advice in any way to the placement or to clients of the placement. The student is required to attend, be professionally dressed, and to understand the work environment within which they will be expected to act professionally.

**Student Evaluation:** The program will be open to 5 students per year. The seminar will constitute three credits of course work. In the seminar, assessment will be by methods other than a final examination and can include, weekly journal entries, class participation and a written paper (major or minor). The practicum will be worth 12 credits of course work. Together then, the complete program will be the equivalent of 15 credits or one semester's worth of work.

**LAW 486.3 LAW AND PSYCHIATRY****1(2S-1R)**

(2026-2027 T. Dahl, H. Harradence and Dr. A. Tancred)

**Calendar Description:** Introduction to psychiatric theory; the methodology of psychiatric diagnosis and modern psychiatric treatment; the role of psychiatrists in the legal process; and the psychiatrist as expert witness. Psychiatry and Criminal Law: remand for mental examination, fitness to stand trial, sentencing, automatism, insanity and dangerous offenders. Psychiatry and Civil Law: the concept of competency, and contractual and testamentary capacity; and mental disability in employment law.

**Prerequisite(s):** *LAW 351 (Evidence I)*. Students will find it helpful to have taken Health Law 314.3.

**Purpose and Orientation:** This seminar is designed to provide students with a strong introduction to the area of Psychiatry and the Law. As the calendar description shows, Psychiatry plays an important role in many areas of law. Students will learn to engage with psychiatrists in the practice of law, including participating in a mock examination of a psychiatrist as expert witness, and learn to recognize the need for such engagement. The seminar is uniquely taught by a practicing forensic psychiatrist (Dr. Tancred), a sitting Provincial Court Judge (Harradence), and a practicing lawyer (Dahl), offering a variety of experience and perspective. The seminar will be taught to both law students and psychiatry residents, in an interactive, collaborative and interdisciplinary environment. The seminar will likely be held in a room at the College of Medicine or elsewhere, which may result in a late return to the College of Law. Therefore, flexibility will be required in the student's schedule. Students will be expected to produce a major paper, to be active participants in the seminar, and to produce a course journal. The seminar will also include a field trip to the Regional Psychiatric Centre and/or the Review Board.

**Required Course Materials:** Readings will be posted on PAWS/Canvas.

**LAW 487.3 ARBITRATION****1(3L)**

(2026-2027 Nordal)

**Course Description:** Arbitration is an alternative dispute resolution method of resolving a wide variety of disputes including, commercial, family, sports and labour (which will be a large part of this course).

At the beginning of the course, students will learn about the various types of arbitration and how the arbitration process works. The course will then focus on practical skills for arbitration including contract/collective bargaining agreement interpretation; case law analysis; preparing and presenting evidence and argument. Case law review and discussion will touch on a wide array of issues including privacy, discrimination, onus, jurisdiction, rules of evidence, past practice and estoppel, all with a view to preparing for and conducting arbitration hearings.

**Prerequisites:** None

**Purpose and Orientation:** The goal of this arbitration seminar is to familiarize students with the concept of arbitration and the arbitration process with a view to providing building blocks should students pursue practice in the field of arbitration.

**Required Text:** None. Students will need to access and review portions of *The Saskatchewan Employment Act*; *The Arbitration Act*, the *Canada Labour Code*. Case law will be available on CanLII and citations will be provided

**Teaching and Assessment:** This course will include lecture and discussion as well as skill-building exercises. Guest presenters may attend. Arbitration Awards can be lengthy and a students will not be expected to read all of the Awards in detail (explanation provided in class).

During the term students will be completing two assignments to evaluate: 20% each

- Pre-hearing arbitration process: preparation/disclosure/particulars/scope of a grievance;
- Arbitration hearing process: onus, evidence, interpretation and argument

Students will complete one short paper: 40%

- Analysis of a current topic relevant to arbitration (no more than 8 to 10 pages)
- Brief summary of topic/paper given in class (no more than 10 minutes)

Class Participation: 20%

- Attend class as regularly as possible **and** actively participate in discussion

\*No final exam. Arrangements for minor paper can be made.\*

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

Total Hours: 72 (6 per week x 12 weeks) Weekly Hours: Practicum 6 hrs/week for 12 weeks plus four Friday seminar meetings over the term.

## **T1**

**Course Description:** This practicum places a student within Federated Co-operatives Limited (FCL) to experience the varied work of in-house counsel in a large co-operative enterprise. Under the supervision of FCL lawyers, the student will engage with corporate, commercial, environmental, employment, and co-operative governance matters in a dynamic business setting. The student may be assigned various tasks and small projects related to different legal practice areas and non-legal functions of the organization in order to gain exposure to the variety, depth and complexity of in-house counsel practice. This could include contract management, dispute resolution, litigation management, policy development, risk management, IT compliance, mergers and acquisitions, employment law, IP law, labour law, and external counsel management. Students produce a project deliverable by term end, submit weekly reflections and participate in periodic faculty-led seminars.

**Prerequisite or Co-requisite:** *LAW 361 – Business Organizations I.*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

### **Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of July 31, 2026 whether they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and complete a project(s). The student will also be required to complete a series of written reflections.

**LAW 489.3 (s. 4) USASK GOVERNANCE OFFICE PRACTICUM**  
(2026-2027 Buhler)

**1(P)**

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

Total Hours: 72 (6 per week x 12 weeks) Weekly Hours: Practicum 6 hrs/week for 12 weeks PLUS four mandatory seminar meetings per term to be held on Fridays.

**T1**

**Course Description:** The USask Governance Office Law practicum placement offers a hands-on exploration of the governance of administrative bodies, the interpretation of bylaws and policies, and their intricate relationships. Located within the USask Governance Office, a key link between the executive leadership and governance of the university, students will see policy development in action. This practicum exposes students to the fundamental issues of procedural fairness, principles governing reviews of administrative decisions, and the available remedies for the review of determinations. Students will engage in practical discussions and reflection, gaining valuable insights into the legal implications and the role of administrative decision-makers. Working under the on-site supervisor, students will complete an assigned project related to the practicum over the course of the term.

This placement offers law students a unique opportunity to explore the practical application of administrative law in a university setting. This year, students will focus on quasi-judicial processes by looking at such pieces as writing decision reports, the application of procedural fairness, and making these processes inclusive, equitable, and culturally sensitive. Students will have the opportunity to conduct meaningful legal research, analyze case law, and contribute to resources to support decision-makers.

**Prerequisite or Co-requisite:** *LAW 340 Administrative Law and Law 361 Business Law Org I*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the practicum.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:

- i. courses, initiatives, or employment experiences related to the topic areas;
- ii. teams and/or collaborative projects; and
- iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of **July 17, 2026** whether or not they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies. The student will also be required to complete a series of reflective writing assignments.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

Total Hours: 72 (6 per week x 12 weeks), Weekly Hours: Practicum 6 per week for 12 weeks plus 4 seminar meetings on Fridays.

**Term 1 only**

**Course Description:** This practicum placement explores the legal aspects of business venture incubation, innovation and strategic supports in a technology-driven world. Situated within USask's Opus startup incubator and under the supervisor of a practicing lawyer and startup coach, students will delve into the legal intricacies of fostering innovation, enterprise creation and operation, and forming collaborations to drive societal, industrial, and environmental advancements. The practicum is designed to equip students with the knowledge and skills needed to navigate the complex intersection of law, technology, and entrepreneurship.

**Suggested Prerequisites or Corequisites:** *LAW 410 - Intellectual and Industrial Property I and Law 361 – Business Law Org I*

Students who do not have the listed prerequisites for this course are encouraged to provide a detailed explanation of why their application should still be considered. Applicants should include any relevant experience or additional information that would help assess the strength of their application. This may include practical experience, coursework, or other relevant qualifications.

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of June 30, 2026 if they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and complete an assigned project/projects. The student will also be required to complete a series of written reflections.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks) **Weekly Hours:** Practicum 6 hrs/week for 12 weeks plus four Friday seminar meetings over the course of the term.

**Course Description:** This practicum places upper-year students at the Saskatchewan Human Rights Commission (SHRC), the provincial agency responsible for enforcing the Saskatchewan Human Rights Code and advancing equality policy. Working under Commission counsel, students apply administrative- and human-rights law principles to matters involving discrimination complaints, policy development, and public education initiatives. Learners may conduct targeted legal research, draft pleadings and memoranda, prepare policy briefs, and observe mediation, settlement conferences, and tribunal hearings. Students produce a project deliverable by term end, submit reflective assignments, and participate in periodic faculty-led seminars.

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of July 31, 2026 whether they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and submit a project(s). The student will also be required to complete a series of written reflective assignments.

**LAW 489.3 (s. 7) USASK PRIVACY AND ACCESS PRACTICUM**  
(2026-2027 Buhler)

**1(P)**

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks), **Weekly Hours:** Practicum 6 per week for 12 weeks plus four Friday seminars over the course of the term.

**Term 1 only**

**Course Description:** In this Privacy and Access practicum placement, students will examine how to apply the laws relating to the collection, utilization, and disclosure of information. Under the supervision of the University of Saskatchewan Legal Office, they will participate in activities such as training, meetings with committees, and interdepartmental collaboration that enhance their research and writing skills, apply critical analytical skills, help them understand how to navigate governance structures and due diligence processes. This experience will expose students to the areas of privacy, access to information, procurement, trade agreements, cyber security, and IT issues. There will be an emphasis on identifying and applying principles and legislative provisions to real-world scenarios essential to assess the rights, obligations, and potential liability of individuals and organizations

**Prerequisite:** *LAW 310 - Information and Privacy Law or Special Permission*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler and contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- A 1-2 paragraph explanation of your interest in the topic.
- A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of July 31, 2026 if they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and complete a project(s). The student will also be required to complete a series of reflective writing assignments.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks) **Weekly Hours:** Practicum 6 hrs/week for 12 weeks plus four Friday seminar meetings over the term.

**T2**

**Course Description:** This practicum places upper-year students at the College of Physicians and Surgeons of Saskatchewan (CPSS), the provincial regulator responsible for licensing, professional conduct, and policy oversight in the medical profession. Working under CPSS legal counsel, students apply administrative and health-law principles to files involving professional discipline, legislative compliance, and policy drafting. Learners conduct targeted legal research, analyze investigative materials, draft memoranda or policy briefs, and observe committee and hearing processes. Students produce a project deliverable by term end, submit weekly reflections, complete one reflective-practice assignment, and participate in periodic faculty-led seminars.

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of July 31, 2026 whether or not they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and complete assigned projects. The student will also be required to complete a series of written reflection assignments.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks) **Weekly Hours:** Practicum 6 hrs/week for 12 weeks, plus four Friday seminars over the course of the term.

**T2**

**Course Description:** This practicum places students within the Saskatchewan Medical Association (SMA) to gain first-hand experience with the legal and advocacy work of a provincial physicians' association. Students will examine health-law frameworks, regulatory compliance issues, contract negotiations, and policy strategies that support SMA members. Typical tasks may include researching health-care legislation, drafting contract or advocacy briefs, assisting with regulatory files, and observing meetings where legal counsel advises on policy and member representation. Students will produce a project deliverable by the end of the term, submit weekly reflections, and attend periodic seminars led by a faculty member.

**Prerequisite:** *LAW 314.3 Health Law OR LAW 458.3 Advanced Health Law*

*Recommended courses: LAW 310.3 Information and Privacy Law, LAW 467.3 Labour and Employment Law, and/or LAW 320.3 Regulation of Professions may be helpful but not mandatory.*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **Thursday, June 26 at 11:59 P.M.** Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of July 15, 2026 if they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies, submit a project(s) and complete written reflection assignments.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisor.

**Total Hours:** 72 (6 per week x 12 weeks) **Weekly Hours:** Practicum 6 hrs/week for 12 weeks plus four Friday seminar meetings over the course of the term.

**T2**

**Course Description:** This practicum places students within the University of Saskatchewan's Legal Office, working with the Labour and Employment portfolio in an employer-side, in-house legal setting. Under the supervision of legal counsel, students will gain exposure to labour relations and employment law practice at a large public-sector institution.

Students may assist with discrete legal research, collective agreement interpretation, grievance and arbitration preparation, employment-related policy questions, workplace accommodation issues, and other matters arising in a unionized university environment. Students produce a project deliverable/s by the end of the term, provide weekly reflections, and attend periodic seminars held by a faculty member.

**Prerequisite:** *LAW 340 - Administrative Law* **Recommended:** *LAW 467.3 Labour and Employment Law*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of **July 17, 2026** if they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and complete a project. The student will also be required to complete a series of written reflections.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks) **Weekly Hours:** Practicum 6 hrs/week for 12 weeks

**T2**

**Course Description:** This practicum placement is for a student who will engage with Cameco's in-house counsel on matters in the fields of corporate governance, anti-corruption and bribery compliance, intellectual property, tax, and government relations/lobbying. Guided by legal professionals who draft, negotiate, and advise on matters in those fields, the student will gain exposure to solicitor work for a multi-national corporation. Students produce a project deliverable by term end, submit weekly reflections, complete one reflective-practice assignment, and participate in periodic faculty-led seminars.

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to the Experiential Learning Liaison, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page. Applicants with an interest in commercial law and/or construction law are preferred.

Students will be notified the week of **July 17, 2026** whether they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies. The student will also be required to complete a self-reflection assignment at the end of the term.

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks) **Weekly Hours:** Practicum 6 hrs/week for 12 weeks plus four Friday seminars over the course of the term.

**T1**

**Course Description:** This practicum places students with the contracts team within the Clinical Trial Support Unit in the College of Medicine. Students will get to observe contracts drafting and negotiation involving USASK, pharmaceutical companies and other institutions related to the clinical trials of drugs, medical procedures and equipment that may take place in Saskatchewan. Students will be exposed to clinical trial agreements including confidentiality disclosure agreements, data and material transfer agreements and clinical study agreements. Typical tasks may include: research and reporting on issues common to clinical trial law including privacy issues, intellectual property law, confidentiality and indemnification; assisting with the compilation of parts of a playbook of common contractual language including site preferred language, language to avoid and the reasoning for each providing a tool for our contracts team to ensure consistency and assist with timeliness; introduction to drafting of basic contract provisions if time allows. Students will complete a project deliverable, submit weekly reflections, and attend periodic faculty-led seminars.

**Prerequisite: None**

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified by July 17, 2026 if they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and submit a project/s. The student will also be required to complete written reflection assignments.

**LAW 489.3 (s. 13) COMMUNITY LEGAL ASSISTANCE SERVICES  
FOR SASKATOON INNER CITY (INC.) (CLASSIC)**  
(2026-2027 Buhler)

**1&2(P)**

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the placement supervisors.

**Total Hours:** 72 (6 per week x 12 weeks) Weekly Hours: Practicum 6 hrs/week for 12 weeks plus four Friday seminar meetings over the term.

**Course Description:** This practicum places a student at Community Legal Assistance for Saskatoon Inner City (CLASSIC), a not-for-profit community legal clinic that provides legal services and programming for people who experience poverty and injustice. The student will have an opportunity to witness the work of a busy legal clinic located on 20<sup>th</sup> Street West in Saskatoon on the front lines of the access to justice crisis. The student will be assigned various tasks and small projects related to the work of CLASSIC with an emphasis on research relating to legal clinic governance and legal clinic models across Canada. Students will produce a project deliverable or deliverables by term end, submit weekly reflections and participate in periodic faculty-led seminars.

**Prerequisite or Co-requisite:** *None*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026**. Please address your application to Experiential Learning Facilitator, Professor Sarah Buhler. Please contact [law.EL@usask.ca](mailto:law.EL@usask.ca) with your questions.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment experiences related to the practicum areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified the week of July 17, 2026 whether they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies and complete a project(s). The student will also be required to complete a series of written reflections.

**LAW 490.3 LAW REVIEW****1&2(3S)**

(2026-2027 Fehr)

**Calendar Description:** Students in this seminar are members of the Editorial Board of the *Saskatchewan Law Review*. Students are required to review articles submitted for publication, select articles for publication, edit articles in accordance with the Review's publication guidelines, and conduct other miscellaneous tasks. A one-year commitment to the *Review* is required. Academic credit is, however, awarded only for one term as the overall workload is consistent with this credit allocation. Students will designate the term for which academic credit is awarded shortly after acceptance into the course. Law Review is recognized along with other academic honours in the commencement program when the student graduates.

**Assessment:** Students are assessed based on three criteria: work as a member of the editorial board (50%), a minor research paper written under the supervision of a faculty member who has expertise in the topic selected (35%), and a short case/legislative comment *or* book review (15%). At the discretion of the Faculty Editor, and with the agreement of the student, assessment may be varied to accommodate particular needs of the *Review* or the special interest of a student. This latter option is usually only open to Managing Editors due to their completion of a minor research paper in their previous Law Review work.

**Enrolment:** Enrolment is restricted to 18 students selected by the Faculty Editor. All students are members of the Editorial Board, three of whom are Managing Editors. The course may be taken in either the second or third year, or both. Each year, students with exceptionally strong academic records receive letters inviting them to apply. However, other interested students are welcome to apply. All students who wish to be considered for selection for Law Review can e-mail a letter of application along with their resume and writing sample to Chris Harris ([sask.lawreview@usask.ca](mailto:sask.lawreview@usask.ca)) **no later than Monday, August 18, 2026**. The letter of application may include the student's qualifications and commitment and, where relevant, describing any special experience or expertise in writing or publishing which the student might bring to the *Review*. Students will be notified in late August whether they have been selected. If selected, students must drop a class in the term they wish to receive credit for the *Review* and then contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to be registered in Law Review.

**Calendar Description:** This seminar course is designed to orient future lawyers to key issues related to incarceration and the correctional and criminal justice systems. As part of this course, students will read and analyze legislation, some case law, reports as well as supplementary research materials that allow us to think critically about the ethical and other constraints upon counsel trying to assist prisoners, the specific barriers confronted by indigenous women, women with mental health issues, as well as legal and other reforms that are possible in this area.

**Prerequisite/Co-requisite:** Although not required, students will find Administrative Law helpful in understanding the topics discussed in this seminar.

**Purpose and Orientation:** This seminar examines issues relating to human rights, administrative law, and access to justice within the correctional system. As a part of this course, you will read and analyze legislation, case law, policies, and research materials relating to these issues. The course will also introduce students to effective trauma-informed and culturally responsive practices to implement in the correctional setting. This seminar will expose students to the communities, processes, and environments that exist within correctional systems. Throughout the semester, students will focus on broader aspects of administrative and criminal law, such as access to justice and literacy barriers. This seminar will be of interest to those who are passionate about serving clients from marginalized or vulnerable communities. Students will get firsthand exposure to correctional atmospheres through facility tours. If students choose to be assessed under the creative proposal option (see Option 1 below), they will be given the opportunity to present their proposed programming initiative to The John Howard Society of Saskatchewan for consideration of development and delivery within Saskatchewan correctional facilities.

**Course Materials: *\*all course materials will be made available online\****

- The Corrections and Conditional Release Act and Regulations
- The Correctional Services Act and Regulations
- Provincial and Federal Correctional Policies
- Case Law and Research Materials relating to correctional / human rights law

**Assessment and Evaluation:**

- Attendance and Participation (15%); *and*
- Class Presentation (15%); *and*
- Option 1: A correctional programming proposal rooted in legal issues, legislation, policies, or case law discussed throughout the seminar, accompanied by a supporting minor research paper (70%); *or*
- Option 2: A major research paper (70%)

**LAW 496.3 INDIGENOUS NATION BUILDING THEORY****2(2S-1R)**

(2026-2027 Lavallee)

**Calendar description:** This course explores critical nation-building issues of Indigenous peoples in North America. It will primarily focus on the Harvard Project on Indigenous Governance and Development (HPIGD). Discussion will be on the issues surrounding the assertion of self-determination by Indigenous Nations. Students will examine current Indigenous institutions of self-government; and assess policies of Indigenous and non-Indigenous governments, and capacity building methods for effective governance.

**Prerequisite or Co-requisite: YES. Canadian Aboriginal Law (LAW 436)**

**Purpose and Orientation:** Indigenous Nations have been subjected to colonialistic policies and laws for over 100 years. Notably, the *Indian Act* has had far-reaching (mostly negative) effects on Indigenous Nations, including removal of traditional Indigenous governance structures. The suppression of Indigenous institutions of governance is not merely historical, but ongoing. Many Indigenous Nations are exploring ways to assert their jurisdiction and create or revitalize governance systems for themselves, which advance their own goals to assert and implement self-determination. This course will explore various ways in which Indigenous Nations are revitalizing and (re)building their Nations.

**Learning Objectives:**

- Link concepts of politics, economics, and culture, with nation-building and leadership through readings, discussions, and case studies;
- Ability to examine current issues and assessing how to enhance effective governance and its foundational capacities;
- Create familiarity with the theory of Nation Building in order to recognize where and how it may be applied.

**Materials:**

Jorgensen, Miriam, ed., *Rebuilding Native Nations: Strategies for Governance and Development* (Tucson: University of Arizona Press, 2007).

Nikolakis, William, ed., *Reclaiming Indigenous governance: reflections and insights from Australia, Canada, New Zealand, and the United States* (Tucson: The University of Arizona Press, 2019).

**Assessment:**

- Participation: 20%
- Minor or Major research paper: 80% (limit 5 major research papers)

This course is a paper-based assessment. It meets the requirements for a seminar, upper year Indigenous Legal Studies course, and either a minor or major paper.

**LAW 498.3 (s. 27) INTELLECTUAL PROPERTY II – LICENSING**  
(2026-2027 Roberts)

**1(3L)**

**Calendar Description:** This course involves an examination of legal instruments enabling private exploitation and public, commercial access to intangible private assets such as intellectual property (“IP”) and information. The advantages and disadvantages of licenses when compared to alternatives are discussed, as are possible terms for licensing diverse intangible subject matters (*e.g.*, software, other works of copyright, patented and unpatented inventions, product designs, trademarks, trade secrets and biological germplasm). The consequences of choices involving variable licensee-exclusivity terms, fields of use, sublicensing options, license durations, payment structures, jurisdictional factors, and the risk tolerances of counterparties among other issues are considered. The course provides an opportunity for teamwork, including in-class presentations of outcomes, and exposure to the theory and practice of license negotiation, drafting and critique.

**Prerequisite/Co-requisite:** None. Previous exposure to IP subject matter through Law 410.4 (Intellectual and Industrial Property I) or an equivalent course is recommended.

**Purpose and Emphasis:** Licenses are the principal means enabling commercial exploitation of IP and other intangible assets such as information *per se*. Practitioners in this area have a keen interest in and understanding of the dynamics and technicalities of long-term inter-party engagements which are critically important in the creative products and production sectors. Through this course, students will be able to:

- recognize interests of creative and distribution-focused entities in various circumstances;
- recognize and understand licensing pools and other means of enabling exploitation of complex modern technologies;
- recognize and deal with the peculiar needs of license participants in specific industry sectors (*e.g.*, trademark licenses in franchise agreements; germplasm licenses prevalent in pedigreed seed and biologics, licensing pools for complex modern technologies);
- provide a client (licensor or licensee) with grounded rationale and commercially reasonable reasons that support of the client’s interests in license negotiations;
- recognize and deal with legal issues and equities arising in various situations involving;
  - IP or other intangible assets;
- understand various statutory requirements that may impact license terms or limits; *e.g.*, *Copyright Act, Trademarks Act, Patent Act, Plant Breeders’ Rights Act, Competition Act*), and understand their limitations;
- deal with interests of clients wishing to securitize or exploit IP or information assets prior to or after receipt of any government grant; and
- draft a simple to moderately complex license agreement and critique/revise more complex agreements.

**Course Materials:** A syllabus and a collection of cases and ancillary materials will be supplied by the instructor for use in the course.

**Teaching Method:** Class time is devoted to discussion of selected concepts, cases, and materials. The format involves a mixture of lecturing, questioning, general class discussions, and group assignments regarding problem scenarios. Classroom learning is an essential element of the curriculum, so participation in classroom discussions and activities is expected.

**Assessment:** Student performance will be based on;

- (a) class attendance, preparation, and participation (10% of final grade), and
- (b) a group-participation exercise involving formulation and presentation of a licensing strategy (15% of final grade), and
- (c) a short (5-10 min.) in-class, oral presentation on a licensing issue of contemporary interest or importance, supplemented with a written (1-3 page) descriptive report (10% of final grade), and
- (d) a license agreement with some commentary, to be drafted, *de novo* by each student respecting one of various subject matters (*e.g.*, trademark, plant or animal germplasm, patented or unpatented invention, product design, work of copyright, trade secret) among other variables provided by the instructor (25% of final grade), and
- (e) either of the following (choose one):
  - (i) a written, problem-oriented, open-book, three-hour final examination. Examination results will count for 40% of each student author's final grade; or
  - (ii) a minor research paper, compliant with College of Law requirements. The paper's topic must be approved in advance by the instructor. The paper grade will count for 40% of each student author's final grade.

**This is an application-based class.**

Total Hours: 72 (6 per week x 12 weeks)

Weekly Hours: Practicum 6 per week for 12 weeks

**Course Description:** This internship will give students an opportunity to learn about the process of justice system reform and to develop their research and writing skills by working with CREATE Justice and its Director on local and national systemic justice reform projects in which the lab is engaged.

The student will work under the supervision of the Director and provide written work and verbal reports on a regular basis. The student will have an orientation session and discuss assigned reading materials with the Director in the first week of the internship. Following this, the student will have weekly meetings with the Director. The student will work 6 hours/week for CREATE. The student will have deadlines for written work to be agreed upon with the Director. The student will also meet at least once per term with one or more of the stakeholders CREATE works with, and also attend a regular Saskatchewan Access to Justice Network and/or national A2J-related meeting (if one is scheduled during the term).

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application for the LAW 498.3 CREATE Justice Internship by **Tuesday, June 30, 2026**. Please address your application to the Director of CREATE Justice, Brea Lowenberger. She can be contacted for questions at [brea.lowenberger@usask.ca](mailto:brea.lowenberger@usask.ca).

Applications must include an unofficial transcript, resume, and cover letter, and must indicate in which term the student would prefer to complete their internship. Students will be notified in late August whether or not they have been selected. At this point, students who have been selected for the internship will have to drop a class in the term in which it has been offered and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register them in the internship.

**Prerequisite:** None require (Justice Innovations seminar will be suggested but not required)

**Learning Objectives for this course:**

- Understand the problem-solving methods, process, and roles involved in reform of the justice system
- Develop proficiency in legal research (primarily secondary, but could include some primary research materials)
- Develop skills in translating research into education and leadership, and collaboration and action for systemic change

- Develop writing skills, including presenting the results of research and analysis in memos and other draft documents and drafting materials for CREATE's website
- Develop verbal communication skills, including the ability to summarize the results of research and articulate questions

**Required text: None**

- **Student Evaluation:** The internship will be evaluated on a pass/fail basis. The student will be required to demonstrate competencies in legal research and writing and oral and written communication. The student will also be required to complete a self-reflection exercise at the end of the term.

**Indigenous Land Based Learning - This is an application-based class.**

**This course will be delivered in-person.** The course will take place in Term one over the span of 5 Saturdays starting in September of 2026 and ending in December of 2026. Each Land Based offering throughout the course is scheduled as follows: September 12, 2026 (8:00 a.m.-7:00 p.m.), September 19, 2026 (8:00 a.m.-9:00 p.m.), October 3, 2026 (8:00 a.m.- 8:00 p.m.), October 24, 2026 (8:00 a.m.-5:00 p.m.), and November 28, 2026 (8:00 a.m.-8:45 p.m.). Students are expected to make arrangements to ensure their availability throughout the course.

**Total in-class hours:** Approximately 57 hours and 45 minutes. This does not include the hours you spend on course materials.

**Course Description:**

Tawâw (welcome) to **sonî askiy nipîy pimâtisiwin**,

**sonî askiy nipîy pimâtisiwin (LAW 498)** is pronounced as follows: (î=ee, â=ah)

Son-ee, ask-ee, nipee, pi-ma-tis-ih-win. **sonî askiy nipîy pimâtisiwin** is a nêhiyawêwin (Plains Cree) phrase that can be loosely translated and broken down into English as follows: **sonî**= Riverside, along the riverside, riverbank; **askiy**=Land/Earth/World; **nipîy**=Water, and **pimâtisiwin**=life, alive, being alive, good clean living with high moral standards. **The Overall meaning of the name sonî askiy nipîy pimâtisiwin** speaks to water, which is at the edge of all land that we are dependent on for everything to exist to be alive.

The Cree language—including nêhiyawêwin (Plains Cree), nêhinawêwin (Swampy Cree), and nîhithawîwin (Woods Cree) dialects—is by far the most commonly spoken Indigenous language in Saskatchewan, especially here in Treaty Six Territory where the College of Law is located. It has also served as a lingua franca among the diverse Indigenous peoples of the prairies, as well as for interactions with Europeans during the fur trade era. As a result, many place names across this province are derived from Cree names, such as Saskatchewan (kisiskâciwan—“fast flowing” river), Saskatoon (misâskwatômina—“Saskatoon berries”), and Moose Jaw (moscâstanisîpiy— “river of mild winds”). In keeping with this tradition, this course has been given a Cree name.

**owîcihtâsow -Elders Helper and Apprentice:** This course will have you partake in a journey called **owîcihtâsow**. This is a journey that begins when an Indigenous youth is initiated into the worldview that they are born into. Within this worldview, there are established traditions and ceremonies that a young person experiences throughout their lifetime, from childhood into adolescence. Upon initiation, a young learner is introduced through proper protocol and ceremony. A guide and/or teacher is made available to the young learner. This guide and/or teacher will have lived a life that has encompassed every aspect of Indigenous worldview, ceremonies and culture. In honoring the Indigenous ways of knowing and achieving

maximum learning experiences, a commitment between the student and the teacher is the initial step in this journey. This commitment requires much thought and soul searching. The learning environment is designed to be very organic, often random and strictly governed by the trust relationship as it develops between the teacher and the young learner. As a student in this course, you will be a part of this journey with us. -Joseph Naytowhow, *Cultural Advisor*

This course forms a key part of the University of Saskatchewan College of Law’s response to Call to Action #28 (of 94) in the Truth and Reconciliation Commission of Canada’s final report in 2015, [USask’s Indigenous Strategy ohpahotân | oohpaahotaan](#) , and [the Federation of Law Societies of Canada’s National Requirement Review Final Report and Recommendations](#).

Call to Action #28 requires law schools to provide for mandatory training on the relationship between Indigenous peoples and Canadian law, including the history and legacy of the residential school system, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Indigenous-Crown relations. Furthermore, Call to Action #28 mandates that law students receive skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

The USask Learning Teaching and Student Experience Plan outlines commitments towards enhancing programming and practices grounded in Indigenous worldviews, increasing opportunities for students to reflect on international and cross-cultural knowledges and experiences, and designing programs that meet the economic, environmental, and social needs of our communities.<sup>1</sup> This framework provides a roadmap for embedding Indigenous perspectives throughout the curriculum and fostering a culture of respect and understanding within the University community:

Indigenization			
Level 1 (content)	Level 2 (activity)	Level 3 (assessed)	Level 4 (ethos/lived)
Incorporates Indigenous sources (text, films, articles, books, stories); gives appropriate credit to Indigenous sources; incorporates oral tradition with cultural service providers such as Elders, Knowledge Keepers, Language Keepers, community leaders, etc.	Learners are expected to meet a learning outcome with content and context connected to Indigenous knowledges or reconciliation and receive feedback about it.	Learners are assessed on outcomes with content, context, shift in perspective, or critical reflection connected to Indigenous knowledges or reconciliation.  Learners actively build relationships with Indigenous communities.	Substantial uses of <a href="#">First Peoples Principles of Learning</a> (experiential, place-based/land-based, competency-based, reflection, etc.).

<sup>1</sup> University of Saskatchewan Learning Teaching and Student Experience Plan, Retrieved from: <https://plan.usask.ca/learning-teaching-student-experience/index.php>

*("Criteria for Indigenization was written by GMCTL, and reviewed by Carson Magnuson, Director, Indigenous Engagement, Office of the Vice-Provost Indigenous Engagement.")*

"Experiential education ("EE") is often perceived as an upstream approach that addresses emerging issues in legal practice. [Clinical] models have proven effective at surfacing systemic factors inherent to justice outcomes; they can and do lead students to adopt critical and sensitive models for lawyering (Lowenberger, Keet, & Anderson, 2017, p. 149).<sup>2</sup> The transformative impact of EE also extends beyond the realm of systemic justice issues. Not only can EE be seen as a pathway for social change; it can also encourage personal reflection, critical thinking, social awareness, and professional identity development (Smyth, et al, 2017, p. 164).<sup>3</sup> It fosters a student-centered approach by empowering learners to actively shape their educational journey and take ownership of their professional growth in meaningful and practical ways that align closely with the demands of the legal profession. Put together, Experiential Learning ("EL") fosters meaningful change personally and systemically.

Reflecting on this progressive evolution in legal pedagogy, the Federation of Law Societies' National Requirement Review Committee recently recommended that a clause be added to the Academic Program section (C.1) regarding EL with respect to JD programs.<sup>4</sup> The recommendation states that "law schools will be required to make experiential learning opportunities available, whether elective or mandatory, that are integrated into the curriculum."<sup>5</sup> On the precipice of this announcement, USask's College of Law developed a proposed experiential education program with planned outcomes that will positively impact the student experience, the legal profession, and the wider community. The associated strategic planning process demonstrates the College's commitment to establishing a clear pedagogical vision and structured framework, developing EL opportunities that align with the ethos of *lawyer as public servant*. As we advance the EL portfolio priorities, it becomes increasingly evident that the changing landscape of legal education demands a transformative shift towards EL, which not only enriches students' experiences but also prepares them to navigate the complex realities of legal practice with integrity and effectiveness." (*Stephanie Marshall, EE Strategy Report, Spring 2024*)

**Land based Learning as EL:** In certain ways, legal education appears to have come full circle as there is a desire to return it to its origins, where it predominantly occurred outside of the classroom on the land. Dr. Jaime Lavallee, in her narrative reflection of the College of Law's Kwayeskastasowin course, observed that this course not only encompassed the worldview expressed in USask's 2022 definition, but also implicitly sought to carve out space within

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<sup>2</sup> Federation of Law Societies of Canada. (2023). National Requirement Review: Discussion Paper, 4, at 18-21.

<sup>3</sup> Smyth, G., Hate, S., & Gold, N. (2017). Clinical and EL In Canadian Law Schools: Current Perspectives.

<sup>4</sup> Federation of Law Societies of Canada. (2023). National Requirement Review: Discussion Paper, 4, 18-21.

<sup>5</sup> Federation of Law Societies of Canada, 2024, at page 11.

Western philosophy and learning methodologies.<sup>6</sup> She explains that this unique course offered students more than just a classroom experience; it provided them with a means to engage with Indigenous worldviews on a deeper level. Students were invited to participate in ceremonies and step outside the confines of the classroom, venturing onto the lands and even into a sweat lodge, creating a holistic learning environment that incorporated Indigenous perspectives.<sup>2</sup>

Land-based learning has an established body of research and practice.<sup>7</sup> Indigenous land-based education embraces Indigenous perspectives and methodologies, including all aspects of the natural world. This course will require students to immerse themselves in Indigenous Worldview and practice, with the classroom environment taking place on the Land in a variety of locations. The students will be invited to participate in ceremonial practices that will take place over 5 full days during Term 1. These ceremonial practices will be led by Knowledge Keepers, Elders, Cultural Advisors, and instructors, including smudging, feasting, fire, water, cloth, Tipi teachings, Medicine picking, sweat lodging, and participating in traditional Plains Cree dances. Students will embark on a journey of reconciliation, understanding, self-reflection, critical thinking, empathy, diversity, and cultural humility. Students will engage in Land-Based Learning by themselves, and with their classmates as a whole.

**Prerequisite or Co-requisite:** *Completion of all 1L courses & Completion of Kwayeskastasowin, Law 232.*

**Students wishing to take the course will be subject to an application and interview process.**

This course will be offered to 15 Upper-Year Law Students in 2L and 3L. The application process for this course is grounded in the Cree Law called “**kiyokēwin**” (“visiting law”) and will be conducted as follows:

- Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application via the Portal for the LAW 498.3 **sonî askiy nipîy pimâtisiwin by June 30, 2026.**
- Students will be required to ***submit their resumes, cover letters, and unofficial transcripts via the Experiential Education Canvas Portal.***
- The teaching team will review student submissions and reach out to those who are shortlisted to take part in an interview. The interview process will take place early July. Interviews will be conducted by the teaching team.

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<sup>6</sup> Dr. Jaime M.N. Lavallee, How To Be Biased in the Classroom: Kwayeskastasowin-Setting Things Right?”

<sup>7</sup> John Borrows, Outsider Education: Indigenous Law and Land-Based Learning.; Mande McDonald, Indigenous Land-Based Education in Theory and Practice, A Yellowhead Institute Special Report: <https://yellowheadinstitute.org/report/land-based-education/>

- Successful Applicants will be notified by August 1, 2026.

**Student Evaluation:**

**NOTE: There is no final examination in this course. This is an assignment-based course.**

Students will be assessed throughout the course on their engagement and contribution, two reflective assignments, and a Final Project, which includes a Final Project outline and a Final Project presentation.

**LAW 498.3 (s. 38) INDIGENOUS LEGAL THEORY AND INTERSOCIETAL  
LEGAL REASONING**  
(2026-2027 Hanna)

**1(2S-1R)**

**Calendar Description:** This seminar will explore the relationship between Indigenous legal thought according to Indigenous perspectives and the juxtaposition of Euro-Canadian common law through oral traditions, legislation, and jurisprudence. We will discuss how disparate intersocietal legal reasoning intersects in a number of areas of law such as jurisdiction, treaty, contracts, criminal law, family law, and legal processes. The historical arc of the imposition of the common law into the lives of Indigenous peoples has served to silence Indigenous laws and legal orders. Yet, the Canadian legal system now insists on the revitalization and application of Indigenous law within and as part of the Canadian legal system. The seminar will create tools for future Canadian lawyers to begin to reason across these disparate logic systems to creatively and effectively serve Indigenous clients, while being acutely aware of the risks of exploitation, misrepresentation, distortion, and erosion of enduring Indigenous legal orders.

**Prerequisite/Co-requisite: NONE**

**Learning Objectives:**

1. discuss and contemplate how Indigenous societies give rise to theories of law based on relationships in both secular and sacred ontological and epistemological perspectives;
2. compare and contrast origins and existence of Indigenous legal orders and Canadian state law and identifying intersections where conversations can occur;
3. explore differences between Indigenous law and its sources and Canadian common law jurisprudence in the relationship between Canada and Indigenous nations;
4. develop skills around identifying Indigenous law from a number of repositories with a focus on oral traditions;
5. explore how legal issues arise in the common law jurisprudence that stems from competing assertions of sovereignty and jurisdiction by Indigenous and non-Indigenous societies; and
6. explore and formulate proposals for reconciling Canadian common law with Indigenous legal orders.

**Required Resources:** All required readings for this course will be supplied through the Canvas course or can be obtained online through the University of Saskatchewan library website or otherwise.

**Teaching and Evaluation:** The teaching methodology will include short lectures with discussion-based and interactive activities. Guests will also be invited to support students' learning. Students will be assessed through the following methods:

- Major Paper: Students will be asked to write a major paper dealing with a contemporary issue in Indigenous law. Paper topics must be approved. This paper must be supported by research: 60%
- Presentation: Students present a proposal on their paper topic: 20%
- Peer feedback: Students will provide peer feedback on paper presentations: 10%
- Discussion facilitation: Each student will summarize their learning from one week's readings, videos, etc. and pose three discussion questions for the class (rotating through the term): 10%

**Minor research papers allowed at the discretion of the instructor up to a maximum of five (5).**

**498.3 (s. 40) Trauma-Responsive Law: A Human Curriculum  
for Ethical and Sustainable Legal Practice**  
(2026 – 2027 Jaunzems-Fernuk)

**1(3S)**

**Calendar Description:** This is a seminar course which explores a range of human experiences and impact within the justice system. The course looks at the way trauma-responsive and dignity-focused frameworks can shape an understanding of human rights and basic human needs when it comes to justice and the law. Through methods that strengthen identity and the self, students will develop core competencies across domains of legal practice including knowledge, skills, values, relational capacity, professional identity, and reflective practice to better understand themselves, their clients, and the legal system. Attention will be given to the development of human and relational competencies, including civility, communication, empathy, trauma-responsive practice, and ethical lawyer-client relationships. The course encourages students to recognize how legal systems, institutions, and educational structures shape experiences of dignity, distress, resilience, and safety. Students will be introduced to trauma-responsive concepts rooted in the Human Curriculum, a conceptual framework (Jaunzems-Fernuk, 2022) that will guide students through relevant perspectives, research, and curiosities surrounding mental health and well-being. Topics explored through the Human Curriculum include: developing a sense of meaning in our work; cultivating mindsets conducive to understanding the scope of our own and our clients' needs; engaging with mental health literature that informs the legal profession and justice system; understanding mentorship as a tool for relational capacity, ethical leadership, and professional sustainability; and managing thoughts, emotions, stress, and professional demands to support resilience across one's legal career. Students will learn to recognize distress in themselves and their clients and build effective communication strategies for ethical professional practice, including trauma-responsive approaches to advocacy, litigation, conflict, and case management. The seminar invites students to critically reflect on competency development not only as the acquisition of legal knowledge, but also as the cultivation of reflective, relational, adaptive, and socially responsive professional practice. Students will be encouraged to contemplate and work toward lasting changes at the individual, community, institutional, and systems levels to improve well-being, sustainability, justice, equity, and efficacy of the legal profession.

**Prerequisite/Co-requisite:** Law 421 Legal Ethics

**Learning Outcomes:** *Students in this course will ...*

**(L1)** Investigate how trauma, chronic stress, and high emotional and cognitive demands impact legal professionals, clients, and others within the justice system, including the ways these experiences influence communication, decision-making, relationships, advocacy, and professional practice.

**(L2)** Explore how to foster ethical, trauma-responsive lawyer-client and workplace relationships while developing sustainable, values-oriented approaches to legal work.

**(L3)** Critically examine how legal systems, institutional structures, procedural design, and workplace cultures may contribute to harm, re-traumatization, inequity, burnout, and moral injury, while identifying strategies that promote dignity, psychological safety, sustainability, and ethical practice.

**(L4)** Engage with concepts related to empathic listening, emotional regulation, de-escalation, professionalism, civility, procedural integrity, and professional boundaries in emotionally complex or high-conflict contexts.

**(L5)** Critically reflect on personal assumptions, biases, emotional responses, values, and professional identity formation in relation to legal education, justice, advocacy, and client service. Specific attention will be given to the roles of cultural humility, reconciliation, and awareness of systemic discrimination in shaping trauma-responsive and dignity-focused legal practice, especially in relation to Indigenous peoples and equity-seeking communities.

**(L6)** Develop knowledge, skills, and attitudes related to self-awareness, emotional intelligence, psychological safety, cultural humility, communication, and ethical advocacy to support resilient, reflective, and sustainable professional practice.

*\*All Topics will be approached with safety, sensitivity, and respect.*

**Course Materials:**

1. Maki, McCallum et al, Trauma-Informed Law: A Primer for Lawyer Resilience and Healing (2023).
2. Golden Eagle Rising Society, Trauma-Informed Legal Practice Toolkit, 2024.
3. A mix of secondary and primary sources will be made available electronically (Canvas) through the library and internet sources throughout.

**Teaching and Assessment:** In a seminar course, students are expected to engage actively and meaningfully with each other and the instructor: most classes are structured through a mix of guided discussion, guest speakers & instructor lectures, and student-led conversations on topics of interest related to the course outcomes.

**There are two pathways through this course:** *All assignment components must be completed in your chosen pathway to pass the course.*

Major Paper Pathway 1 – 70%	Minor Paper Pathway 2 – 40%
<i>*Includes submission of research question &amp; proposal (Assessed as Complete/Incomplete)</i>	<i>*Includes submission of research question &amp; proposal (Assessed as Complete/Incomplete)</i>
Paper Presentation: <b>15%</b> Participation & Reflective Practice: <b>15%</b> <i>*Includes in class reflective components</i>	Community Voices Inquiry: <b>15%</b> Presentation & Guided Discussion <b>30%</b> Participation & Reflective Practice <b>15%</b>
<b>Total: 100%</b>	<b>Total 100%</b>

**LAW 498.3 (s. 55) LEGISLATION AND STATUTORY  
INTERPRETATION**  
(2026-2027 Stott)

**1(3L)**

**Calendar description:** This course utilizes case law, legislation, and secondary sources to teach students the principles and approaches to statutory interpretation, including how to determine the meaning of words and phrases and how to engage in different analyses to interpret the meaning of statutory instruments. Time is also spent discussing the processes of passing, amending, and repealing legislation, the structural organization of legislation, the interaction between common law and statutes, how to engage in legislative research, and principles and techniques of legislative drafting. By the end of the course, students will possess an understanding of the importance of statutory law in Canada, as well as how to read, interpret, understand, and apply statutes to solve problems and create legal arguments. Students will be able to use this knowledge of statutory interpretation to improve their future practices as lawyers.

**Prerequisites/co-requisites:** NONE

**Detailed description:** Upon completion of the course, students will understand:

- definitions and differences between statutes, legislation, Acts, enactments, and regulations, delegated and subordinate legislation; how each are created, amended, and repealed; and the unique role of each in the Canadian legal system;
- history of statutory interpretation and recent developments in the field;
- how to read a statutory instrument; legislative citations; statutory research and tracing;
- hierarchy of laws and paramountcy;
- how statutory interpretation applies specifically to constitutional law, international law, human rights law, Aboriginal law, fiscal law, and complete codes;
- differences between statutory law and common law (jurisprudence) and how they interact;
- territorial application and Crown immunity;
- principles and application of statutory interpretation:
  - Legislation: federal *Interpretation Act*; Saskatchewan's *Legislation Act*;
  - Approaches to interpretation:
    - modern approach (Driedger and *Rizzo & Rizzo Shoes*; *Bell ExpressVu v Rex*; *Alberta (Information and Privacy Commissioner) v University of Calgary*);
    - Establishing meanings:
      - ordinary;
      - bilingual;
      - bijural;
      - technical;
      - legal;
      - original;

- textual analysis;
  - *noscitur a sociis* (“to know a thing by its associates”);
  - *ejusdem generis* (“limited class”; “of the same kind”);
  - *expressio unius* (“the expression of one thing implies the exclusion of the other”);
  - rule against tautology;
  - same words same meaning;
  - different words different meaning;
- consequential analysis;
- purposive analysis;
- contextual analysis:
  - legislative context;
  - legal context;
  - external context;
  - extrinsic aids;
- statutes *in pari materia*;
- judicial notice: what it is and how to establish it;
- temporal operation and application (retroactive, retrospective, prospective legislation; immediate application; interference with vested rights);
- legislative drafting techniques and practices and drafting conventions;
- addressing drafting mistakes and legislative gaps;
- recent Supreme Court of Canada cases involving statutory interpretation; and
- various guest lectures.

**Course Materials:**

Statutory Interpretation, 3<sup>rd</sup> edition (2016)

By: Ruth Sullivan

[https://shop.usask.ca/CourseSearch/?course\[\]=UOFS,202509,LA,LAW498,55&](https://shop.usask.ca/CourseSearch/?course[]=UOFS,202509,LA,LAW498,55&)

Other resources as provided by the instructor

**Teaching and Assessment:** The course will be taught **virtually** through lectures as well as by some guest speakers to give practical perspectives. Students will be assessed on a 100% final examination.

**Minor Research Papers Allowed: 0**

**LAW 498.3 SPECIAL TOPICS: LAW AND DEMOCRACY****1(2S-1R)**

(2026-2027 Wyant &amp; Sarauer)

**Course Information:** This course will deepen students' understanding of the rule of law and democracy. The course will examine the role of law in the conduct of democratic governance, the functioning of various democratic institutions within society, and the importance of rule of law to liberal democracy. In studying these foundational topics, students will engage with a range of academic work on relevant topics, including (but not limited to) democratic backsliding, trust within democracies, multiculturalism, and lawyers' ethical obligations to democracy and rule of law. Students will think about how strong democratic institutions and the rule of law are connected with overall human wellbeing, sustainable development, and the functioning of a society. This course will engage with current trends and issues in law and democratic governance, while at the same time providing foundational tools for students to understand more deeply democratic institutions and the rule of law in Canada and beyond.

**Prerequisite: NONE**

**Learning Objectives:** As a result of this course, students should be able to:

- 1) articulate the value of the rule of law and liberal democracy;
- 2) explain democratic backsliding and critically analyze, from multiple perspectives, current controversies and challenges facing democracies;
- 3) formulate and evaluate legal, social and political approaches to strengthen the rule of law and resist democratic backsliding;
- 4) demonstrate commitment to democratic processes, rule of law, and law-based problem solving in a pluralistic society; and
- 5) articulate the role of lawyers, judges, politicians and citizens in strengthening and improving democratic institutions and respect for the rule of law.
- 6) learning outcomes for the 2026-2027 academic year will be confirmed in the course syllabus.

**Materials:** The course materials will be made available through Canvas. Materials posted to Canvas are copyright and cannot be shared without written permission. Students are responsible for ensuring that any copying or distribution of materials that they engage in is permitted by the University's "Use of Materials Protected By Copyright" Policy.

**Expectations:** Students are required to attend class, prepared to participate. There may be emergency circumstances when it is not possible to attend class. If that is the case, students should notify the instructor, in advance if possible.

**Evaluation: Your final grade in the course is comprised of the following components:**

Major Paper – 70%

Participation – 30% (more information about participation component will be provided in the syllabus)

**This course does not meet the minor paper requirement.**

**Minor Research Papers Allowed: None**

**LAW 498.3 (s. 66) SPECIAL TOPICS: LAW AND RELIGION**  
(2026-2027 Newman)

**2(3L)**

**Calendar Description:** This course examines complex intersections of law and religion, inviting students into interdisciplinary scholarly conversations and facilitating reflection on their own worldviews and values and how these interact with intended careers in the law. Specific topics covered may vary from year to year but commonly include topics like the following: religious lawyering; religious clients; engagement by judges with religion in their judicial roles; theories on how law understands religion and religion understands law; introduction to some systems of internal religious law; historical perspectives on Canadian state treatment of religious minorities; a deep dive on Canadian constitutional religious freedom jurisprudence; case law on protection of Indigenous sacred sites; versions of secularism; human rights code protections for creed; religious organizations as charities; religion's interactions with international human rights; comparisons of legal and theological approaches to interpretation of authoritative texts; thinking about theological critiques of and construction of law.

**Prerequisite/Co-requisite: None for 2026-2027**

**Purpose and Orientation:** Study of the complex intersections of law and religion has become an important field. A number of Canadian law schools offer a law and religion course, and some major American law schools offer significant numbers of more specialized courses within the field of law and religion.

This new course offers students at USask the opportunity to take up serious reflection on the intersection of two important aspects of human life which both make claims to authority over individuals.

The course was first offered on a special topics basis in 2025-26 and is being offered again on that basis in 2026-27. There will likely be an application to regularize the course and to continue to offer it, though it is not yet decided if it will be annually or every second year in the longer term.

There are a variety of theoretical and practical questions that arise, as suggested in the list of topics within the calendar description (as well as others that may be added in any given year, with some thoughts of adding some material in 2026-27 from the instructor's current research projects on modern heresy proceedings and on some biographical sketches of jurists influenced by faith traditions. It is worth noting that the practical aspects of the course also include opportunities for more personal reflection by students on how their own religions/spiritualities/values intersect with their intended legal careers.

It should not need saying in the context of a serious academic course at a university, but the course is welcoming to students of all religious traditions, including no religious tradition, and simply invites everyone into conversations and deep thought while expecting full respect for

others coming from a diversity of backgrounds in relation to both faith and other dimensions of identity.

**Required Course Materials:** Selected materials, mainly in the form of cases and scholarly articles. I do not presently envision assigning any book but rather providing all of the materials electronically (although this could yet change if I decide that we will use large parts of a particular book, depending on the final balance of topics).

**Instruction:** The course will be taught primarily in a lecture format, though students will be expected to participate in class by asking and responding to questions about the materials and by engaging with each other in respectful discussion so as to achieve better learning.

**Assessment** is based on:

- A 3-hour final exam in December (80%; or, 40% for those who choose to do a minor paper with those students who do a minor paper then doing a shorter, modified exam);
- Optionally, a minor paper addressing one of a list of prescribed topics, to be submitted by the last day of classes (40% for those students completing it), with there also being attached to this a requirement of engaging in a (possibly optional, but not yet decided) brief pre-paper conversation and a mandatory brief post-paper conversation at the end of the term about the topic that will further enrich both the learning and the assessment of the understandings that students developed in their work;
- A reflective reading journal (20% - for five short entries chosen from a larger number of opportunities to complete entries – assessment will be geared to this assignment being intended not to create significant extra work but to be a means of helping to prepare to do well on the exam and also a chance to think through course themes and how they relate to broader careers and lives).

**Major Research Papers Allowed:** Students will not be permitted to write a major paper for this course.

**Minor Research Papers Allowed:** No specific limit on number (though they must normally be on one of the prescribed topics to be distributed near the start of the semester).

**This is an application-based class.**

Weekly meetings will be scheduled for a time that works for the students and the faculty member.

**Total Hours:** 72 (6 per week x 12 weeks), **Weekly Hours:** Practicum 6 per week for 12 weeks.

**T1, T2**

**Course Description:** This practicum focuses on helping students to develop a legal framework to practically and critically examine a range of contemporary legal, social policy and practice issues that impact the lives of Saskatchewan Indigenous children, caregivers, and their communities. Practicum students will work alongside and support Indigenous communities while having the opportunity to work alongside community-led research as they engage in various stages of identification and development of legislation, coordination agreements, tribunal training and research, national minimum standards, and case-specific research. The practicum will provide students with a valuable experiential learning opportunity through a two-eyed seeing research model.

**Prerequisite:** *LAW 322 - Child Protection or Special permission*

Students will be selected for this course based on their applications. 2L and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application for the LAW 498.3 Indigenous Child Protection Practicum by **Wednesday, July 8, 2026 at 11:59 PM**. Please address your application to the Professor Jamesy Patrick and FSIN Placement Supervisor, Diana Collard.

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1 paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment and volunteer experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - iii. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page. Students will be notified on **Wednesday, July 15, 2026**, whether they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop a class, and contact [law.idstudies@usask.ca](mailto:law.idstudies@usask.ca) to register in the practicum.

**Student Evaluation:** The placement will be evaluated on a pass/fail basis. The student will be required to demonstrate various critical competencies. The student will also be required to complete a self-reflection assignment at the end of the term.

**LAW 498.12 CHILD PROTECTION EXTERNSHIP PRACTICUM (12 CU)****1/2(12C)****and****LAW 498.3 CHILD PROTECTION EXTERNSHIP SEMINAR (3 CU)**

**This is an application-based class.** This is an application-based 15-credit full-term program. See note below for important information.

Students will be selected for this course based on their applications. 2Ls and 3Ls will be automatically added to the 'USask College of Law | Experiential Learning' Canvas course in June. Accept the invitation to access the application system within the course and navigate to the 'Placement Applications' section to select and submit your application by **June 30, 2026 at 11:59 PM**. Please address your application to Professor Jamesy Patrick and FSIN Placement Supervisor Diana Collard.

**NOTE: The 15-credit Child Protection Externship placements are offered in partnership with Legal Aid Saskatchewan and will be offered in both the fall and winter terms.**

**Course Description:** The Child Protection Externship leverages an experiential education model where law students learn through direct experience, hands-on mentorship, and critical reflection. The Child Protection Externship is an immersive, full-term externship at Legal Aid Saskatchewan in Saskatoon that provides advanced, hands-on experience in child protection law. Building on the existing practicum course, this Externship integrates legal training with community-engaged service under the framework of *An Act respecting First Nations, Inuit and Métis children, youth and families*. This Externship responds to the complexity of child protection matters involving overlapping legal jurisdictions, Indigenous governance, and systemic inequities. It is the product of ongoing collaboration between the College of Law, FSIN and Legal Aid Saskatchewan. Students will have the opportunity to meaningfully engage with Indigenous communities by addressing their legal needs through experiential learning opportunities, thereby strengthening the relationship between legal practitioners and communities.

Students will be supervised throughout their legal assignments by a practicing lawyer, ensuring guidance and support as they navigate child protection files. Students placed in this externship will gain expertise in the practice, reform, and research challenges connected to child protection law. Students are expected to engage in their extern duties from Monday to Thursday each week, with Friday afternoons dedicated to attending the seminar at FSIN and/or the Indigenous Law Centre.

**Prerequisite:** *LAW 322 - Child Protection,*  
*LAW 398.3 - Indigenous Child Protection Practicum*

**Course Outline:** Students will complete the regular hours of their externship placement from Monday to Thursday at Legal Aid Saskatchewan in Saskatoon for the duration of the term. The seminar is mandatory and will be delivered on Friday afternoon. Post-seminar, students will write a reflective piece discussing insights gained, personal growth areas and actionable strategies for practice in child protection law. This seminar structure and assignment are facilitated using Gemma Smith's Learning in Place Externship Coursebook.

**Location:**

Legal Aid Saskatchewan  
941 - Sturdy Stone Centre,  
122 3rd Avenue N, Saskatoon, SK, S7K 2H6

**Applications must include:**

- (a) A 1-2 paragraph explanation of your interest in the topic.
- (b) A 1-paragraph biography that highlights your current or past involvement (if any) in:
  - i. courses, initiatives, or employment and volunteer experiences related to the topic areas;
  - ii. teams and/or collaborative projects; and
  - i. innovative initiatives, programs, and/or projects.

Please ensure that the total length of your answer to (a) & (b), combined, does not exceed 1 page.

Students will be notified on July 17, 2026, whether they have been selected for the practicum. At this point, students who have been selected for the practicum will have to drop classes in that corresponding term and contact [law.jdstudies@usask.ca](mailto:law.jdstudies@usask.ca) to register in the practicum.

**Selected students must be immediately available following this notification to work closely with the College of Law's Experiential Learning Coordinator to identify any accommodations required.**

**15-credit course:** Students will receive 15 credits for this course (12 clinical credits plus 3 seminar credits).