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Law as a Social Science

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Introduction

Law is offered as an undergraduate social science discipline at Carleton University. Students may take programmes leading to both Major and Honours B.A. degrees in law or may also undertake the study of law in a combined Major or Honours programme in conjunction with another discipline. Successful completion of any programme does not qualify the graduate for admission to any bar admission programme nor is any credit given towards a law degree for courses taken at Carleton.¹ The purpose of the programme is to promote an awareness of the place of rules respecting human conduct in political, social and economic environment and to provide insights of other disciplines relevant to particular legal problems.

The purpose of this paper is to discuss certain aspects of Carleton's law programme. These include the impact of being part of the Faculty of Social Sciences, the development of the programme, and the format of a recent survey of the Department's graduates.

A. The Faculty of Social Sciences at Carleton

The Department of Law is just one of the many units in the Faculty of Social Sciences. The Faculty of Social Sciences is the largest of five at Carleton University². As a faculty it is unique. It has the traditional social science offerings —political science, sociology and anthropology, psychology, economics and geography. These programmes

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1. This programme does qualify for admission to graduate law programmes, such as the LL.M. at the University of London, England but does not qualify for admission to professional training programmes in Law, such as the Ontario Bar Admission Course.

2. Other Faculties being Arts (Applied Language Studies, Art History, Canadian Studies, Classics, Comparative Literature, Directed Interdisciplinary Studies, English as a Second Language, Film Studies, Fine Arts, French, German, History, Italian, Journalism, Linguistics, Mass Communication, Medieval Studies, Music, Philosophy, Religion, Russian, Spanish, Women Studies), Science (Biology, Chemistry, Computing Science, Geology, Mathematics and Statistics, Physics, Institute of Biochemistry, Integrated Science Studies), Engineering (Civil Engineering, Electronics, Mechanical and Aeronautical Engineering, Systems and Computer Engineering, School of Architecture, School of Industrial Design) and Graduate Studies. There is also a school of Continuing Education which co-ordinates and develops existing and new activities in adult, part-time and non-traditional education.

are taught at both undergraduate and graduate levels. There are also in the Faculty of Social Sciences several professional or quasi-professional schools — Business, Public Administration, Social Work, International Affairs and Institute of Soviet and East European Studies. Programmes offered by these units are either graduate or a combination of graduate and undergraduate. The School of Business has just begun to offer a graduate programme. In addition, there are several recognized concentrations which cut across units in the faculties of social sciences and arts — African Studies, Asian Studies, Canadian Studies, Criminology and Criminal Justice, Directed Interdisciplinary Studies, Native Studies, Urban Studies and Women Studies. Each concentration has a faculty co-ordinator.

But how does our presence in a Faculty of Social Science affect faculty, our programme and ultimately our discipline? First, there is an identity difference for faculty. Faculty are members of a social science community, not members of a separate Faculty, nor members of a Faculty whose prime purpose is to train students for the profession of law. The departmental appointments committee has therefore made it a policy to give priority to new faculty who have had extensive training and/or teaching in the social sciences, prior to any legal education. As a result, the department has faculty who have a graduate degree in and a substantial commitment to philosophy, history, international affairs or economics.

There are obvious benefits for faculty to be part of the social sciences. Faculty contribute to the administration of other social science programmes and concentrations by being members of either their policy or management boards. For example, the Department of Law has representatives on programme committees for Canadian Studies, Women's Studies, Directed Interdisciplinary Studies, The Institute of Soviet and East European Studies, School of Public Administration, Criminology and Criminal Justice, Mass Communications, Law Enforcement Studies, School of International Affairs, Graduate Studies and until recently, the School of Business. Faculty have an opportunity not only to directly collaborate with colleagues from their first discipline but also have a direct opportunity to become involved in interdisciplinary research either individually or as part of a team. Further, exposure to students through teaching courses required by other social science programmes and supervision of graduate student theses in disciplines other than law also gives faculty greater interdisciplinary involvement. These factors by themselves or in combination allow faculty to more readily become part of

a social science faculty and more importantly, provide an opportunity for involvement in research which is truly interdisciplinary.

There are, it is true, certain “challenges” in being part of a social science faculty. From the administrative point of view there is no direct link with senior administration because the dean of the faculty is that link. Thus, there is little control over budgets as all units within the faculty are on line budgets. There are virtually no discretionary funds, and money, if available, for extraordinary items must come from the dean or from an independent, outside source. At Carleton, neither the Department of Law nor any other department exerts control over library expenditures or priorities. Fortunately, the department is able to maintain a small reading room and resource centre from a grant from the Law Foundation of Ontario. The grant is administered by the departmental board.

It is in the area of recommendations with respect to academic status that faculty members are presented with a great challenge resulting from membership in a social science faculty. Departmental committees meet to make recommendations concerning tenure, promotion, scholarly achievement and career development awards. These recommendations are then reviewed by the faculty committee of approximately nineteen members from all constituents of the faculty.³ The faculty makes a recommendation which in turn is reviewed by a university level committee composed of senior administrators and faculty appointed by the University Senate. This process presents a challenge for law candidates in various ways. First, at the faculty level, law candidates are compared with candidates from other units of the social sciences. Scholarship, a prime consideration, is examined from the perspective of publications and it is here that law candidates must strive for distinction because other units such as psychology and political science are simply more prolific. Involvement in interdisciplinary research may ultimately equalize this present imbalance. Second, at the Faculty level committee each department receives two votes per candidate, therefore, it is necessary to have support from other units within the Faculty in order to receive a positive recommendation. Finally, the department has no direct representation at the university level committee. The Dean of the

3. Under the collective agreement that faculty has with the university, career development increments are automatic unless there is reason not to give them. The faculty's recommendation for tenure goes directly to the President of the University. Scholarly achievement awards are allocated exclusively by the faculty.

Faculty of Social Sciences is the law department's representative and as such, must speak to all candidacies' files from the faculty. In the result, however, the Department of Law has fared no better nor worse than other units in the faculty. Needless to say, each candidate is dealt with fairly and on the merits of the file.

B. *The Programme*

Blackstone stated as long ago as 1758 that, "every gentleman and scholar," should have "a competent knowledge of the laws of that society in which we live." Such a knowledge, Blackstone said, is "a highly useful, I had said almost essential, part of liberal and polite education."⁴ Today, more people do have an opportunity to obtain a competent knowledge of the law. Carleton's main contribution, however, is not in making the study of law accessible to greater numbers, but in offering law as a social science discipline. The social sciences are sciences which help people better understand themselves, others and society in general. Law affects the social science disciplines by prescribing limits and rules within which the relevant discipline can function. But, in a similar vein, social science disciplines are very important to law because they can be used to explain why society has certain laws. It is the bridging of these disciplines with law, and vice versa, from which the Department of Law at Carleton takes its perspective. This bridging is unique and recognizes the study of law as a discipline and as one of the many disciplines contributing to the social science milieu. In keeping with its tradition of offering a broad liberal arts education, it is understandable why non-professional law teaching and ultimately an undergraduate law programme commenced at Carleton University. A Department of Public Law was founded in 1967 with one full time law appointee. By 1969 the faculty had grown to four in number and the department ceased to be known as the "Department of Public Law" and became the "Department of Law."⁵

4. Sir William Blackstone, *Discourse in the Study of Law; Being an Introductory Lecture Read in the Public Schools*. October 25, 1758 (Oxford, 1758), p. 3 as quoted in Berman, Harol J. and Greiner, William R., *The Nature and Functions of Law*, (2nd.), 1966 at p. 1. This notation was also used in the Department of Law's submission to the Academic Planning Committee for the Full Major and Honours in Law Programme.

5. For a more complete discussion of the history of the Department of Law, see Barnes, J., *The Department of Law, Carleton University, Ottawa* (1977), 3 Dal. L.J. 814.

It is interesting to note, however, the historical foundations of the law programme. Before the Department of Public Law was founded, Carleton University offered several “law” courses in support of other programmes. For example, *The Elements of Law*, *Canadian Constitutional Law*, *Administrative Law* and *Public International Law* courses were offered as early as 1946 to complement political science and later, public administration studies. After the School of Commerce came into existence, *Commercial* and *Company Law* courses were offered in 1965. It was upon all these courses that the “Department of Public Law” was founded. Due to rapid enrolment growth in the newly offered courses and the desire of newly appointed faculty to offer law as a distinct programme in the Faculty of Social Science, the name was changed to the Department of Law in 1969. By assuming responsibility for the courses which predated it, the character and function of the Department of Law was cast for years to come. This was reflected in the service function provided by the department for other units in the social sciences and arts. *Introduction to Public Law*, *Administrative Law* and *Public International Law* continued to complement the programme offered by the School of Public Administration as did *Commercial* and *Company Law* the School of Commerce. This service function continued to grow. *Local Government Law* serviced the students in the geography programme and *Communications Law* was overwhelmed by students from the School of Journalism.

In addition to the provision of the valuable service function of the department the original faculty members were keen in developing a law programme which would be part of the social sciences and stand on its own academic merit. To this end, the department produced and offered two courses which would form the foundations of the law programme. These were the *Introduction to Legal Studies* and *Legal Process*. The former provided a historical background together with a survey of Canadian legal institutions while the latter dealt with concepts, processes and functions of the Canadian legal system. Other courses such as *Introduction to Public Law*, *Law and AntiSocial Behaviour*, *Family Law*, *The Legal Nature of Property*, *Law of Environmental Quality* and *Civil Liberties and Human Rights* were offered as options for students who wished to pursue the programme.

In keeping with the interdisciplinary nature of the Faculty of Social Sciences at Carleton, the Department of Law offered a combined Major programme starting in 1971, and a combined Honours programme starting in 1973. Students who entered the law pro-

gramme had to fulfill either the Major or Honours degree requirements of law together with those of another discipline. In order to fulfill the law requirements, a student had to take the *Introduction to Legal Studies*, *Legal Process* and two other law courses, one of which had to be at the 300 level or higher. Students whose other discipline was not in the social sciences were required to take at least one introductory or survey course in social science. In the combined Honours programme,⁶ students were required to take the *Introduction to Legal Studies* and *Legal Process* courses, at least one course at the 300 and 400 levels and do an Honours essay in law. Combined Honours students had to complete at least six but no more than nine full courses in law. Honours students had to obtain a C- in the introductory course and obtain a minimum grade of B- in their Honours Essay in Law.

The programme was popular. The number of combined Major and Honour degree students grew steadily. The number of service courses flourished in response to the growth of other units within the faculty and the increasing awareness of the complementarity of law to social science disciplines in general. The *Theory of Law and Politics*, *Consumer Law*, *Women and the Legal Process*, *Commercial Law II*, *Communications Law*, *Law and Native Peoples of Canada* were added to the department's offerings by the early 1970s. In addition to the positive response to the combined Major and Honours programmes and growth in services courses, a strong demand for law courses also came from students who wished to take one or more law courses for general interest. This fact is born out by the ever increasing regular session course enrolment figures as indicated by Table 1.

A strong and flourishing demand for any programme is usually regarded as a signpost of success. However, rapid growth did have its disadvantages. First, due to the squeeze in university budgets during the 1970s, the administration was at the time unable to allocate sufficient resources to cope with the unprecedented growth. The student/faculty ratio was the highest in the university. Second, the department at the insistence of the University had to hire a proportionately large number of sessional lecturers, as indicated by Table 2. Even though the programme, on the whole, has received a great benefit from the expertise of our sessionals, particularly in the Ottawa area, there were distinct drawbacks in employing as many as we did.

6. The combined Majors programme was introduced in the 1970/71 academic year and the combined Honours in 1973/74.

course from each of the different areas. This latter requirement assured that the student received breadth as well as depth in the law component of the degree. A student had to obtain a C- in the *Introduction to Legal Studies* course and had to normally take at least three approved courses in one other discipline. This requirement was designed to help provide minimal structure to the non-law component of the student's programme, while at the same time permitting the greatest flexibility in choosing subjects of interest and relevance.

The Honours in law required a minimum of eight but normally not more than twelve full law courses. The *Introduction to Legal Studies* and *Legal Process* courses were required. A student had to take at least five courses chosen from among the five areas in Table 3 with at least one course from each of three different areas and at least two courses at the 400 level or higher. A grade of C was required in the *Introduction to Legal Studies* course for admission to the programme and a minimum grade of B- was required in the Honours Essay in law. As in the Major programme, Honours students had to normally take at least three approved courses in one other discipline.⁸

Since the introduction of the full Major and Honours in law programmes, the Department of Law has experienced continued growth as indicated by Table 1. In order to ensure controlled growth and higher academic standards, a C+ in the *Introduction to Legal Studies* course has been required since 1982/83 for entry into the Honours law programme. Since 1982/83 the Department has also monitored final grades to ensure that they are in line with faculty norms. This has been particularly so in the *Introduction to Legal Studies* which governs admission to all law programmes. In 1983/84 the average grade for the 1100 students taking the course was just about a C.⁹ In

8. In the same year the University Senate also approved a Certificate programme in Law Enforcement Studies. This programme is designed primarily for persons employed in the areas of law enforcement, national security or corrections, who wish to attend university courses. The programme is run by a management committee together with a programme co-ordinator. The members of the Management committee include the Dean of the Faculty of Social Sciences, Director of the arts and social sciences faculty boards and a student member. A student must take *Law and Antisocial Behaviour*, *Sociology of Deviance* and *Police in Society*, *Canadian Government and Politics* and three credits chosen in consultation with the programme co-ordinator.

9. The mean of grade point distribution for *Introduction to Legal Studies* has gradually fallen from a C+ (6) to a C (5).

1980/81	1981/82	1982/83	1983/84
5.9	5.8	5.7	5.2

Any programme servicing had to be done by either the full-time faculty or, in some cases, the support staff due to the fact that sessionals allocated little time for consultation on campus and were not always available for student enquiries off campus. Further, it was difficult to monitor the content of a sessional's course and even the presentation of the materials. This has been remedied in part by teaching evaluation results by students, and, if possible, by using full-time faculty as co-ordinators for multi-section courses.

Another disadvantage of the rapid growth, primarily due to the workload of each full-time faculty member, was the lack of time for reflection on the programme itself. Even though additional courses had to be approved, as they still do, by the departmental curriculum committee, the academic planning committee of the Faculty, the Senate academic planning committee and ultimately by Senate itself, new courses most often coincided with the area of speciality or interest of new faculty. Thus, even though the new courses were academically suitable to the needs of the Department of Law and other units, there was no cohesive programme planning. This resulted, in part, from the dual function of the Department of Law — to offer a law programme and to provide service courses for other units in social science. The latter function blossomed during the 1970s.

It was not until the late 1970s that the Department of Law was able to take time to seriously reflect on the law programme itself.

A special departmental committee was struck to explore future law programmes. After extensive analysis of recent surveys and reports and considerable dialogue among faculty and students,⁷ the special departmental committee submitted a proposal for the establishment of a B.A. with Major in law and a B.A. with Honours in law. This proposal was accepted by the departmental board and after several minor modifications was recommended by the Faculty and Senate academic planning committees. The new degree programmes were approved by Senate in the Spring of 1980.

The Major in law required a minimum of six but normally not more than nine full law courses. The *Introduction to Legal Studies* and *Legal Process* courses were required as well as at least one full law course at the 300 or 400 level and at least three additional courses chosen from among the five areas in Table 3 with at least one

7. The Department of Law had taken two surveys of its graduates in 1977 and 1981. The Department also responded to the University's 1982 Report which generally dealt with programme planning during the financially lean years of the 1980s.

addition to the growth in our own programmes, other programmes in which law plays a major role have also grown. The Criminology and Criminal Justice programme has experienced considerable growth during the 1980s.¹⁰ This programme provides students with the opportunity for focused study relating to crime and criminal justice. Students may take courses in the area while completing a Major in the disciplines of law, psychology or sociology either separately or in combination. Thus disciplinary requirements — courses required to complete the particular Major chosen, and concentration requirements — courses which deal with criminology and criminal justice must be fulfilled. Concentration requirements include *Criminology*, *Criminal Behaviour*, *Law and Antisocial Behaviour*, *Criminal Justice Policy* or *Current Issues in Criminal Justice* and a *Practicum* in the chosen Major.

Growth since the introduction of the new programmes has forced the Department of Law to focus on two issues — programme development and maintenance of academic standards versus accessibility. The University administration has indicated that no further resources in terms of full-time faculty will be forthcoming in the foreseeable future. On the other hand, the Department does not want to be seen as unduly restricting access to its programmes and therefore has not dealt directly with programme limitations. The unravelling of these issues steered the Department into a thorough review of its undergraduate curriculum. The process started in 1983.

Academic planning is a slow and time consuming process. The Department wished to develop a more co-ordinated and structured programme for the academic, non-professional study of law. At the same time, it also wished to maintain high academic standards and a continuing contribution to interdisciplinary studies. This required a more integrated pattern of required courses, a rationalization of course numbering and course offerings at the higher level and a rethinking of the contents of certain courses to ensure a balanced syllabus for law as a social science.

After detailed examination and extensive consultation, the Department recommended undergraduate curriculum changes to the Faculty Academic Planning Committee. The *Introduction to Legal Studies* was revised. The course content will include some of the theoretical, historical, constitutional, institutional and procedural

10. This programme was originally offered by St. Patrick's College which amalgamated with Carleton University in 1977.

material currently dealt with in the course but will also include consideration of philosophical, social and process issues. The existing *Legal Process* course has been deleted and replaced by three courses which serve to introduce three major fields of law — private law, public law, and social control through criminal law. These courses will form the core of the law programme. The first of these courses, *Introduction to Private Law Relationships*, deals with the origins and scope of private law relationships and the values espoused by such concepts as legal personality, property and obligations arising from contracts. The course considers the interaction of various private law categories and the role of the state in ordering private relations. *Introduction to Public Law* examines the law relating to the state and the state's relationship to other legal persons. Basic principles of constitutional law, administrative law and selected other areas of public law will be dealt with together with the role of the legal process, alternative processes and their interrelation in public law. Finally, *Law and Antisocial Behaviour* analyses the origin and development of contemporary criminal principles and procedures, the nature and purpose of criminal law, methods of criminal correction, the role of enforcement agencies and the courts and the relationship between criminal activity and deviant behaviour.

The new Major in law will require at least six but normally not more than nine full law courses. The *Introduction of Legal Studies* and two of *The Law of Obligations*, *Public Law* or *Law and Antisocial Behaviour* will be required. A student taking a Major in law must also complete at least three additional law courses. Other existing programme requirements such as a minimum grade of C+ in the *Introduction to Legal Studies* course and three approved courses in another discipline remain. For the combined Major programme students must complete five, but normally no more than seven, full law courses and at least two law courses in addition to the required core courses as for a Major in law.

The new Honours programme will require nine and normally not more than twelve full law courses. *Introduction to Legal Studies*, *The Law of Obligations*, *Public Law* and *Law and Antisocial Behaviour* are required courses together with completion of the workshop in legal writing and research. In addition, a student in Honours law must complete four other law courses including at least two at the 400 level or higher and an Honours Essay in law. Honours students must have obtained at least a C+ in all of the required courses. Students taking combined Honours must complete six but normally

not more than nine full law courses. *Introduction to Legal Studies* and two of the three other core courses are required together with the workshop in legal writing and research. In addition a student in the combined Honours must take at least one law course at the 300 and 400 levels and do the Honours Essay in law or in the other discipline. The C+ requirement for core courses applies to the combined Honours programme as well.

These new programmes will hopefully be a positive step towards the resolution of problems in our existing ones. First, the addition of core courses offers more co-ordinated and structured programmes. Second, academic standards should be maintained by requiring a C+ for all required courses for Honours students. Access to our Honours programmes will be governed by achievement and not cut off arbitrarily by limiting the numbers into the Honours programmes. However, course enrolment restrictions may have to be more actively sought and granted to limit the numbers of students in individual courses. The addition of two required courses for all programmes, in itself, will also permit the Department to monitor academic standards.

It is clear that the Department now wishes to concentrate on its own programme as an interdisciplinary study. Service courses still exist, but departmental energies and focus have been directed to the required courses of our law programme. Programme co-ordination and structure will no longer come from the course groups as in Table 3 but from the required courses themselves. Thus it is imperative to ensure that these courses themselves contain sufficient interdisciplinary material to meet the faculty's expectations of law as a social science discipline. This step is an important one because the programme may now finally be assuming an identity of its own, truly distinct from that of a service department and an acceptable social science discipline separate from traditional legal education.

C. *Survey of the Graduates*

Many people have asked, "Why take a B.A. in law?" This is an intriguing question. It is interesting not because of its generality but because of the various ways one might interpret the question. Does the interrogator mean the perceived occupational utility of a B.A. in law, or rather the utility of the study of law as a social science discipline, or even the perceived preparation that such a programme provides for further academic study? These are important questions

because they identify a basis of common enquiry for students, employers, social scientists and even university administrators. In order to attempt to answer any of these questions, however, it is essential to have input from the people most affected by the programme — the graduates.

The Department of Law has administered surveys of its graduates in 1977 and 1981.¹¹ These surveys were basically the same and dealt with the current employment or student status of the graduate, the benefit of the programme to that current status, areas of law taken that were most beneficial, and areas of the programme that should be emphasized, expanded or discontinued. The questionnaires contained twelve questions which could be answered very quickly.¹²

Even though these surveys may be considered as methodologically unsound, the responses provided very interesting and valuable information. Approximately one-half of the graduates who responded felt that the programme was very beneficial to their current status. Most graduates wanted the programme to expand into a full Major or Honours in law and virtually all the graduates indicated that they would recommend the programme to another person. From the results of the surveys it was impossible to determine any career patterns of our graduates. In each survey, however, about 17% of those who responded were pursuing further academic studies.¹³

Surveys of graduates are not only relevant to responding to the questions posed above, but are also important to the Department for various reasons. First survey results can assist faculty in counselling prospective and current students. For example, certain areas of law taken have been identified by graduates in a specific type of employment as beneficial to that employment. Second, the results provide helpful input to programme planning. Survey information with respect to what areas should be offered, be given more emphasis or even be discontinued have been used by the Departmental Curriculum Committee. The 1977 survey results were used to assist the Faculty Curriculum Committee and Senate in their deliberations of

11. In 1977, there were 62 responses from 192 questionnaires sent out for a response rate of 33%. The 1981 survey had 123 responses to 530 questionnaires for a response rate of 23%. The poor response rate was largely due to a postal strike which took place shortly after the questionnaires were mailed.

12. There were also questions relating to how graduates discovered the existence of the programme and whether they would recommend it to another person.

13. Most of the graduates who responded discovered the existence of the programme after being admitted to the university.

the proposed full Major and Honours programmes in law. Finally, surveys provide the Department with another dimension in offering law as a social science. Part of the social sciences deals with evaluating and analyzing the reactions and attitudes of people to certain events or things. In a similar vein, surveys reflect the graduates' attitudes to the law programme and provide a measurement for which programme planning may be based.

Recognizing the need and importance of current information, the Department obtained funding from the Dean of Social Sciences during the Spring of 1984 for a more comprehensive survey of our graduates. With the hope of eliminating the deficiencies of past surveys, the Department enlisted the expertise of the Office of Planning, Analysis and Statistics at Carleton which has had considerable experience in formulating surveys. Ambiguous and open-ended questions were redrafted, instructions to graduates were redone in order to eliminate bias and the format and methodology of the survey have been guided by professionals. A great deal of time was spent with the experts to determine the variables and to define precisely what the Department wanted to measure. The survey had 32 questions and was 12 pages in length.¹⁴

The survey had four objectives. The first was to compile a demographic and social profile of law graduates. Information sought included labour force entry point after graduation, labour force activity — first occupation, time spent in first position and current occupation. The second objective was to provide factual information for advising current and potential students. This information varied from the graduate's law programme to his/her entry into the workforce.¹⁵ The questionnaire also contained information dealing with time spent seeking work on graduation, types of employers interviewing graduates, types of employment sought by graduates and the range of employment related to law sought by the graduates. The third objective was to assess the perceived occupational utility of the study of law as a social science. The survey examined the gradu-

14. There were questionnaires sent out and completed and returned. This represents a surprising response rate of 56% which is well above the response rate for a survey of this nature.

15. With respect to the former, the survey obtained the career preoccupation on entry, patterns of entry to the programme, the programme pattern of the graduate, the range of Honours Essay Topics, the programme's benefit to the intellectual growth and current occupational status and the overall satisfaction with the programme.

ate's perception of the benefit gained from the programme in relation to securing employment, current occupation, facilitating promotion and enhancing job satisfaction. The graduates were also asked for their perception of what prospective and present employers' views were with respect to a B.A. in law from Carleton University. In addition to occupational utility the Department also wanted to assess the perceived preparation that a law programme with a social science orientation provided for further academic study. This information was sought from graduates who had sought, actually pursued or successfully completed further academic study.

The final objective of the survey related to programme planning. Graduates were asked what areas of the programme should be emphasized, expanded or discontinued in order to fulfill the Department's goal of offering law within a social science context. The Department was also interested in our graduate's reaction to the possibility of a graduate programme in law with a social science orientation. The graduates were asked whether they had an interest in such a graduate programme, and if they did, then whether they preferred doing it on a full or part-time basis, the area of law and the perspective that they most wished to pursue and the preferred form of a graduate programme. The form of programme offered three options - thesis plus three full-course equivalent, research paper plus four-course equivalent or five full-course equivalent.

The results of the survey should be revealing. The Department will know more about the graduates, how the graduates view the programme and a possible graduate programme. Indeed, the survey may very well prescribe the health of the law programme as a social science discipline. Support for interdisciplinary teaching with intellectual and social substance has been recently asserted in the Report to the Social Sciences and Humanities Research Council of Canada by the Consultative Group on Research and Education in Law. The report states,

We strongly support the development of a vigorous component of legal education identified with the humanities and social sciences. Without presuming to define its relationship to parallel professional studies, if any exist locally, what distinguishes this movement is its close affinity with other arts disciplines. For the reasons already mentioned, study in law by those not committed to professional goals is itself important. It is also important to developments within the professional stream, which can only gain from any exchange with those who approach law from another perspective.¹⁶

16. Arthurs, H. W. *Law and Learning*, Social Sciences and Humanities Research Council of Canada, 1983, at p. 59.

TABLE 1

Honours	1973/74	1976/77	1979/80	1980/81	1981/82	1982/83	1983/84
	F.T. P.T.	F.T. P.T.	F.T. P.T.	F.T. P.T.	F.T. P.T.	F.T. P.T.	F.T. P.T.
Law	-	-	-	34	3	41	5
Law & PoliSci	4	8	19	25	5	12	6
Law & Psych	-	-	3	29	-	17	-
Law & Soc/Anth	2	2	11	2	34	1	24
Law & Eco	1	3	1	1	5	-	2
Law & Geog	1	3	5	1	4	-	3
Law & Eng	-	3	3	1	6	-	2
Law & Hist	3	2	5	7	-	3	1
Law & MassCom	-	-	2	3	-	2	-
Majors	11	3	24	4	50	6	147
Law	-	-	-	-	54	20	101
Law & PoliSci	45	18	26	21	32	25	14
Law & Psych	7	2	13	6	34	6	21
Law & Soc/Anth	7	5	23	12	57	12	57
Law & Eco	7	3	21	7	17	11	20
Law & Geog	2	-	-	2	1	1	2
Law & Eng	6	1	6	2	7	4	8
Law & Hist	8	3	15	3	13	6	13
Law & MassCom	-	-	-	-	1	-	1
Reg. Session	82	32	104	51	163	65	200
Course enrolment							
in Law courses			2396		2660		3088
					2994		3289
							3625

TABLE 2

FACULTY

	1970/711973/741976/771979/801981/821983/84					
	5	10	12	12	14	17
Full-time	4	9	13	26	28	26
Part-time						

TABLE 3
Course Groups and Levels

GROUP	200	300	400	GRADUATE COURSES
Theory of Law	Legal Process	Nature of Law, Logic of Law, Theory of Law and Politics, Civil Liberties and Human Rights, Law Reform and the Protection of Life		Advanced Problems in Legal Philosophy
International and Comparative Law	Legal Process	International Economic Law	Public International Law, Legal Aspects of the International Protections of Human Rights, Civilist Tradition, Quebec Civil Law, Socialist Legal Systems	Advanced Problems of International Law, Advanced International Law, Advanced International Legal Problems
Law and the Economy	Legal Process Commercial Law, Law of Contracts, Introduction to Selected Topics in Commercial Law	Company Law, International Economic Law, Legal Nature of Property, Tax Law and Policy, Consumer Law, Banking	Labour Law	

	Law and Negotiable Instruments, Employment Law, Landlord and Tenant Relations		
Law and Government	Legal Process Introduction to Public Law	Communications Law, Civil Liberties and Human Rights, Law and Native Peoples of Canada, Local Government Law, Law of Environmental Quality	Labour Law, Labour Relations in the Public Service, Canadian Constitutional Law, Administrative Law, Public International Law
Law and Society	Legal Process Law and Antisocial Behaviour, Law of the Family	Women and the Legal Process, Consumer Law, Torts, Employment Law, Landlord and Tenant Relations, Legal Aspects of Sport, Civil Liberties and Human Rights, Law Reform and the Protection of Life, Practicum in Criminal Justice	Advanced Legal Problems of Federalism, Advanced Administrative Law Problems, Advanced International Legal Problems