

Gender Equality in Transnational Legal Perspective (LAW301H1F) - Aug 16, 2024 – rc
For graduate students, the course number is LAW6021H

Instructor: Rebecca Cook

Time Slot: Wednesday – 8:30-10:20; Classroom: Jackman 230; Maximum Enroll: 20

Course Description

This course is structured around three goals:

- i. to move beyond the formalistic approaches to gender discrimination to envision new ways of thinking about gender equality in specific contexts;
- ii. to provide retrospective views of the struggles in international and regional treaty systems to eliminate gender discrimination and to promote gender equality norms, and
- iii. to reconstruct gender equalities in concrete ways by the rewriting of legal and policy documents, including court judgments and treaty body recommendations or framing contentious cases.

Judgments and issues are selected from relevant human rights treaties to address forms of gender discrimination that are of transnational concern.

Course Requirements and Evaluation:

Class participation (10%):

This is a seminar class. Its success depends on your regular attendance and constructive engagement in class. Constructive engagement can mean many things. Some of you may want to argue for a particular position. Others may want simply to share their uncertainty or explore something they find confusing, and this is very helpful: often claims that seem simple and straightforward conflate different ideas. When you probe a little, you can pry apart these different ideas and think more deeply about each of them. Yet another way to contribute is to engage with your classmates' ideas, in ways that are charitable and constructive. Since the topic of this seminar is a sensitive one, it is particularly important that our discussions are conducted with mutual respect, and that we are all comfortable allowing different views to be heard, provided they are voiced with respect.

Weekly questions: By 1:00pm on the day before each class, excluding the first class, please post in the Discussion section of Quercus a one paragraph response (maximum of 4-5 sentences) to one of the questions posed for that week's readings. The purpose of these responses is to begin preparation for a productive in-class discussion with me and your classmates. Your responses will help me prepare for class discussion. Let me stress that these are short paragraph responses. In that way we can all read the responses and start thinking about them but in a way that will not feel like a chore.

Class attendance is required. You may skip up to one week of class attendance and responses to weekly questions without needing to let me know, but if you need to skip more than that, please email me with your explanation.

Short papers (90%): for written work is based on two papers of about 3,125-3,750 words each (excluding footnotes/endnotes), written for the 2nd and 3rd parts of the course. The first paper will be a case

comment on a court decision assigned for class, and the second paper will be rewriting a specific section of a judgment assigned for class. Both papers must reflect an understanding of specific course content, including analytical frameworks, and class discussion.

Supervised Upper Year Research Paper (SUYRP) A limited number of students may arrange with the professor to write a SUYRP based on a specified aspect of the course. For those students wanting to write a SUYRP, a proposed outline must be submitted and approved by the end of the add/drop period. The SUYRP paper will constitute 90% of the grade and will replace the two written papers, but not the paragraph responses to questions required for each class of the course.

Course Materials: The required text is *Frontiers of Gender Equality-Transnational Legal Perspectives* (UPenn Press, 2023) [hereinafter *Frontiers*] and the materials and court decisions, the links of which are provided in the syllabus. A hard copy of the *Frontiers* book is available in the bookstore or a digital option is available on the bookstore website: <https://www.uoftbookstore.com/adoption-search-results?ccid=5345801&itemid=168208>. By selecting the digital button, you can purchase it immediately.

You are required to do the main reading for each week. I have made a few suggestions for further reading that are not required, but I might refer to in class.

Books on Course Reserve: I have placed the following books on reserve in the library:

Sandra Fredman, [*Discrimination Law*](#), 3rd ed. (2022, OUP)

P. Schulz, R. Halperin-Kaddari, B. Rudolf and M. Freeman, eds., [*The UN Convention on the Elimination of All Forms of Discrimination Against Women: A Commentary*](#) 2nd ed. (OUP, 2022)

Office Hours-Jackman 380: Feel free to stop by my office with your questions and thoughts Wednesday 2-3:30pm.

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I. Understanding Gender Inequality and Equality

Assignment for Part I: paragraph responses to questions raised for discussion in each class in Part I except for Sept 4

Sept 4 Overview of the course syllabus

Rebecca Cook, Many Paths to Gender Equality, *Frontiers*, Introduction

The course applies a rewriting/reconfiguring approach to address the following learning objectives:

- How can the gender discrimination and equality analysis be sharpened, for example, by reference to different theories of gender discrimination and equality?
- What methods, feminist and otherwise, are used to expose forms of gendered harms to individuals and subgroups of individuals?
- How can remedies be designed to address various forms of gender discrimination more effectively, including intersectional and systemic discrimination?

Further reading:

Rosemary Hunter, Clare McGlynn & Erica Rackley, [*Feminist Judgments - From Theory to Practice*](#) (Hart, 2010)

Vicki Jackson, “[Feminisms, Pluralisms, and Transnationalism: On CEDAW and National Constitutions](#)” in *The Public Law of Gender: From the Local to the Global*, Kim Rubenstein & Katharine G. Young eds. (2016, CUP) 437-464

Sally Engle Merry, [Human Rights & Gender Violence: Translating International Law into Local Justice](#) (2006)

Immi Tallgren ed., [Portraits of Women in International Law](#) (OUP, 2023)

Sept 11 From Grounds, to Group, to Systemic Gender Discrimination

Francisca Pou Giménez, Conclusion: Taking Stock of Gender Equality, *Frontiers*

Sandra Fredman, [Discrimination Law](#), 3rd ed. (2022, OUP) ch 4-The Scope of Discrimination Law, **EXCERPT**: 205-218

Questions:

What do you understand as the converging tendencies regarding the evolution of gender discrimination law from grounds to group to systemic discrimination?

Is there a unifying principle that supports the choice of various prohibited grounds?

Further reading:

Ruth Rubio-Marin, [Global Gender Constitutionalism and Women's Citizenship](#) (2022, CUP), see 3.3 Toward Substantive Gender Equality, 155-176

Sept 18 Gender Discrimination, Inequality and Equality

Sophia Moreau, Faces of Gender Inequality, *Frontiers*, ch 1

Sandra Fredman, Challenging the Frontiers of Gender Equality: Women at Work, *Frontiers*, ch 2, **EXCERPT**: 38-43

Questions:

What makes gender discrimination harmful or wrongful and what are the differences between the two?

Do the dimensions of gender equality capture the elements of what it means to be equal?

Sept 25 Systemic discrimination

[Convention on the Elimination of All Forms of Discrimination Against Women](#), 18 December 1979, 1249 UNTS 13 (entered into force 3 Sep 1981)

[Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women](#), 6 October 1999 (2131 UNTS 83), **EXCERPT**: Article 8

CESCR [General comment No. 20](#) E/C.12/GC/20 (2009), **EXCERPT**: para 12

Meghan Campbell & Jane Connors, [Optional Protocol](#) in P. Schulz, R. Halperin-Kaddari, B. Rudolf and M. Freeman, eds., [The UN Convention on the Elimination of All Forms of Discrimination Against Women: A Commentary](#) 2nd ed. (OUP, 2022) 823, **EXCERPT**: 877-884 (Art 8: Inquiry Procedure)

Colleen Sheppard, [The principles of equality and non-discrimination, a comparative law perspective – Canada](#), 2020 **EXCERPT**: 18-21, 31-35, 43-47

Sally Haslanger, [Individualist and Institutional Approaches, Racism and Child Welfare](#)” section 2 in chapter 11: “Oppressions: Racial and Other,” in *Resisting Reality: Social Construction and Social Critique* (Oxford, 2012) 317-320

Sally Haslanger, [Systemic and Structural Injustice: Is there a Difference?](#) *Philosophy* 98: 1 **EXCERPT**: 21-24 (2023)

Questions:

What contextual factors need to be considered in a determination of systemic gender discrimination?

What do you learn about gender discrimination when you see its systemic dimensions?

Further reading:

Colleen Sheppard and Mary Louise Chabot, [Obstacles to Crossing the Discrimination Threshold: Connecting Individual Exclusion to Group-Based Inequalities](#), *Canadian Bar Rev.* 96: 1-35 (2018) **EXCERPT**: 21-33

Catherine O’Rourke, [Bridging the Enforcement Gap](#), *American University J. of Gender, Social Policy & Law*, 27: 1-30 (2019) **EXCERPT**: 16-23

II. Advancing Gender Equality through Human Rights Treaties

Assignments for Part II:

- One paragraph response to the question or one of the questions raised for discussion in each of the Part II classes where you are not submitting a paper.
- A paper (3,125-3,750 words excluding endnotes/footnotes) addressing the gender discrimination reasoning of a court decision assigned for one of the Part II classes.

Oct 2 Intersectional discrimination and ICCPR

Shreya Atrey, Fifty Years On: The Curious Case of Intersectional Discrimination in the ICCPR, w/a postscript, *Frontiers*, ch 7

[International Covenant on Civil and Political Rights](#), 19 December 1966, 999 UNTS 171, Can TS 1976 No 47 (entered into force 23 March 1976)

[Mellet v. Ireland](#), U.N. Human Rights Committee, U.N. Doc. CCPR/C/116/D/2324/2013 (2016)

Questions:

Why is it necessary to understand the wrongs of intersectional discrimination?

Why does intersectional discrimination include both the same and different patterns of discrimination?

Assignment for paper: How would you analyze the meaning of intersectional discrimination in *Mellet*?

Oct 9 CEDAW and Gender Stereotyping

Loveday Hodson, Gender Equality Untethered: CEDAW's Contribution to Intersectionality, *Frontiers*, ch 9: **EXCERPT**: 175-184

[Convention on the Elimination of All Forms of Discrimination Against Women](#), 18 December 1979, 1249 UNTS 13 (entered into force 3 Sep 1981)

[CEDAW, "General Recommendation 41 on gender stereotypes, Concept Note"](#), April 23, 2024
EXCERPT: paras 1-60

[Rosanna Flamer-Caldera v Sri Lanka](#) CEDAW/C/81/D/134/2018 (24 Mar 2022) **EXCERPT**: ignore paras on admissibility, ie: 4.1-5.3, 8.1-8.7

Question: How would you reframe the paras 20-30 on wrongful and harmful stereotyping of the CEDAW, [General Recommendation on gender stereotypes-Concept Note](#), 23 April 2024, and why?

Assignment for paper: In view of the CEDAW Concept Note on Gender Stereotypes and readings in Part I, examine the discriminatory nature of the gender stereotypes in [Rosanna Flamer-Caldera v Sri Lanka](#).

Further reading:

Rebecca Cook & Simone Cusack, [Gender Stereotyping-Transnational Legal Perspectives](#) (UPenn Press, 2010), ch 2-Naming Gender Stereotyping

Alexandra Timmer & Rikki Holtmaat, Article 5 in P. Schulz, R. Halperin-Kaddari, B. Rudolf & M. Freeman, eds., [The UN Convention on the Elimination of All Forms of Discrimination Against Women: A Commentary](#) 2nd ed. (OUP, 2022), 221-256

José E. Alvarez & Judith Bauder, [Women's Property Rights under CEDAW](#) (OUP, 2024)

Oct 16 Collective and Individual Complaints Procedures

Karin Lukas & Colm Ó Cinnéide, Gender Equality within the Framework of the European Social Charter, *Frontiers of Gender Equality*, ch 11

[European Social Charter \(Revised\)](#) (ETS no. 163), 3 May 1996

[University Women of Europe \(UWE\) v. Bulgaria](#), Complaints No. 125/2016, Eur. Comm. Soc. R. (29 Mar 2019)

Questions:

Is equality law equipped doctrinally and normatively to address the challenges of group discrimination?

What kinds of complaint procedures are best suited to addressing systemic discrimination and why?

Assignment for paper: How does the collective complaint procedure equip the European Committee on Social Rights to address the gender discrimination against the group of women who experience the gender pay gap in [University Women of Europe \(UWE\) v. Bulgaria](#)?

Further reading:

Katelyn Sheehan & Rebecca Cook, [Collective Dimensions of Complaints and Remedies](#), *Journal of Law and Equality* 19: 50-59 (2022)

[Claudia Goldin](#)- 2023 Nobel Laureate in Economics

Oct 23 Remediating Gender Discrimination in the Inter-American System of Human Rights

Veronica Undurraga, Transformative Gender Equality in the Inter-American System of Human Rights, *Frontiers*, ch 12, **EXCERPT**: 237-254,

[American Convention on Human Rights](#), adopted 22 Nov 1969, O.A.S.T.S. No. 36 (entered into force 18 July 1978) (Canada has yet to sign or ratify)

[Gonzales Lluy et al v. Ecuador](#), 2015 Inter-Am. Ct. H.R. (Ser. C) No. 298 **EXCERPT**: 19-40 (facts- focus on education), 62-82 (right to education), 97-8 (measures of satisfaction re scholarship), 103-5 (guarantee of non-repetition in education and nondiscrimination)

Review Sally Haslanger, [Systemic and Structural Injustice: Is there a Difference?](#) *Philosophy* 98: 1 **EXCERPT**: 21-24 (2023) assigned for Sept 25

Question: Does Professor Undurraga's understanding of structural gender discrimination differ from the meaning of systemic discrimination?

Assignment for paper: How would you reframe the remedies ordered in this decision to better address the systemic nature of gender discrimination in the education sector, and give your reasons for doing so?

Further reading:

Sandra Fredman, [Discrimination Law](#), 3rd ed. (2022, OUP) ch 8-Making Equality Effective: Refashioning Remedies

Kent Roach, [Remedies for Human Rights Violations: A Two-Track Approach to Supra-National and National Law](#) (Cambridge University Press, 2021) 14-5,-121-4, 410-1, 292 (remedial failure and remedial success)

Ruth Rubio-Marín & Clara Sandoval, [Engendering the Reparations Jurisprudence of the Inter-American Court of Human Rights: The Promise of the Cotton Field Judgment](#) *Human Rights Quarterly* 33 (4): 1062–91

Bernard Duhaime & Nancy R. Tapias Torrado, [The Inter-American System's Recent Contributions to the Development of Women's Human Rights Standards](#), *Revue Québécoise de Droit International*, June 2022: 211-246

III. Looking Back to Move Forward

Assignments for Part III:

- One paragraph response to the question raised for discussion in each of the Part III classes where you are not submitting a paper.
- A paper (3,125-3,750 words, excluding footnotes/endnotes) rewriting a section of a judgment or inquiry report or drafting a CEDAW Article 29(1) claim of systemic discrimination against women in Afghanistan.

Oct 30 Gender Inequality in Education of Girls and Women in Afghanistan

Ghizal Haress, Adjunct Professor, Osgoode Hall Law School, will join us for this class.

Reread Moreau's chapter assigned for the Sept 18 class.

[CEDAW General recommendation No. 36 on girls' and women's right to education](#), CEDAW/C/GC/35 (2017)

Amnesty International, [Death in slow motion-women and girls under Taliban rule \(2022\)](#) **EXCERPT**: 4.2 education, 9.1 right to education

Global Coalition to Protect Education from Attack, [Education under Attack 2022](#) **EXCERPT**: Country Profile-Afghanistan 91-97

Int'l Human Rights Program Gender Apartheid in Afghanistan Working Group, Report: Canada's Role in Ending Gender Apartheid in Afghanistan, forthcoming 2024

Question: Does the tripartite framework of the CEDAW General Rec 36 adequately capture the wrongs of discrimination against women and girls in education as outlined by the Amnesty Report?

Assignment for paper: Based on the facts presented about education in the Amnesty Report, explain how those facts violate the equal rights of women and girls to education?

Further reading:

Sima Samer with Sally Armstrong, *Outspoken-My Fight for Freedom and Human Rights in Afghanistan* (Random House Canada, 2024)

Human Rights Watch, [A Disaster for the Foreseeable Future: Afghanistan's Health Care Crisis](#) (2024)

UN Women et al, [Summary of country-wide women's consultations across Afghanistan: "We women are alive but can't live"](#)

[Right to Education Initiative](#)

[Nov 6-reading week-no class]

Nov 13 CEDAW Article 29(1) case against Afghanistan

Ghizal Haress, Adjunct Professor, Osgoode Hall Law School, will join us for this class.

Susan Kroworsch, [Article 29](#) in P. Schulz, R. Halperin-Kaddari, B. Rudolf & M. Freeman, eds., [The UN Convention on the Elimination of All Forms of Discrimination Against Women: A Commentary](#) 2nd ed. (OUP, 2022), 815-818

Karima Bennouna, [The International Obligation to Counter Gender Apartheid in Afghanistan](#), *Columbia Human Rights Law Rev* 54(1): 1-88 (2022), **EXCERPT**: 24-27, 49-71

Heather Barr, [Could World Court Address Women's Rights in Afghanistan?](#) Human Rights Watch, Jan 31, 2024

Question: Explain whether you think it is best to frame a claim against Afghanistan as systemic gender discrimination or as gender apartheid and give your reasons for doing so?

Assignment for paper: Draft a claim of systemic gender discrimination against Afghanistan under CEDAW Art 29(1).

Nov 20 Systemic Discrimination against Women in Health Care Sector

Charles Ngweni & Rebecca Cook, Restoring Mai Mapingure's Equal Citizenship, *Frontiers*, ch 20

CEDAW Committee, [Concluding observations on the sixth periodic report of Zimbabwe](#), CEDAW/C/ZWE/CO/6, 10 March 2020

Question: What are the elements of systemic discrimination as experienced by Mai Mapingure in trying to access reproductive health services in Zimbabwe?

Assignment for paper: Draft a Concluding Observation to address systemic discrimination against women seeking reproductive health services in Zimbabwe for a CEDAW Inquiry Report and explain your reasons.

Further reading:

[Mildred Mapingure v. Minister of Home Affairs, Minister of Health, Minister of Justice, Legal and Parliamentary Affairs](#), Judgment No. SC 22/14, Civil Appeal No. SC 406/12 (24 March 2014) (Zimbabwe Supreme Court)

CEDAW, [Report of the inquiry concerning the United Kingdom of Great Britain and Northern Ireland under article 8 of the Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women](#), CEDAW/C/OP.8/GBR/1, 6 March 2018

Inter-American Commission on Human Rights, [Beatriz v. El Salvador](#), Report No. 9/20. Case 13.378. Merits. March 3, 2020

Int'l Human Rights Program, Shadow Report on Human Rights Dimensions of Preventable Maternal Mortality in Gaza, forthcoming 2024

Nov 27 The Systemic Nature of Discrimination against Indigenous Women in Canada

Professor Cheryl Suzack will join us for the class.

Cheryl Suzack, Equality for Indigenous Women: *McIvor v. Canada*, *Frontiers* ch 17 **EXCERPT**: 351-367

Cheryl Suzack, Report on the relationship between residential schooling and Missing and Murdered Indigenous Women and Girls (US Senate Committee on Indian Affairs, forthcoming 2024)

[CEDAW General Recommendation No. 39 \(2022\) on the Rights of Indigenous Women and Girls](#), CEDAW/C/GC/39 26 Oct 2022, **EXCERPT**: paras 1-42

FAFIA-AFAI, The Indian Act Sex Discrimination Working Group, [Briefing Note on ISC Proposed Amendment to the Indian Act](#), Nov 2022

Question: What is the systemic pattern of the gender discrimination that occurred between residential schooling and Missing and Murdered Indigenous Women and Girls?

Assignment for paper: Given the lack of engagement with Indigenous women's loss of status when they marry out and their inability of women to transmit their Indigenous status to their children in CEDAW GR 39, write a recommendation to address this gap, and explain why it is important in terms of eliminating systemic gender discrimination.

Further reading:

Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019, [Volume 1a](#); [Volume 1B](#)

Inter-American Commission on Human Rights, [Missing and Murdered Indigenous Women in British Columbia](#), Canada (21 Dec 2014) OEA/Ser.L/V/II. Doc.30/14, see 63-72 on discrimination

CEDAW Committee, [Report of the Inquiry Concerning Canada of the CEDAW Committee](#), CEDAW/C/OP.8/CAN/1 (30 March 2015)

[JE Matson & his daughter & son v Canada](#), CEDAW/C/81/D/68 2014 (11 Mar 2022)

FAFIA, webinar Nov10, 2022 on the *Indian Act's* forced assimilation and its historical and ongoing impact on First Nations women. [YouTube channel](#). To view the webinar in English, click [here](#).

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Publication Opportunities:

[*The Journal of Law & Equality*](#)

[*The Indigenous Law Journal*](#)

Writing Prize:

[**The Audre Rapoport Prize for Scholarship on Gender and Human Rights**](#)

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General Points related to the course and to your learning:

Recording: This course, including your participation, may be recorded and may be available to students in the course. Course recordings and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials without the explicit permission of the instructor. For questions about the Law Faculty's policy on recording and use of recordings please see <https://handbook.law.utoronto.ca/guidelines-and-procedures/lecture-recording-policy>. To find out whether this course is being recorded, please contact your instructor.

Artificial Intelligence (AI) Tools: In the context of graded written submissions at the Faculty of Law, absent express instructions from an instructor permitting the use of generative AI tools on a specific assignment, using them constitutes the use of an unauthorized aid, which is an offence under the University's Code of Behaviour on Academic Matters. You can read the Code [here](#).

Please be aware that the Faculty expects students to complete their own work, without outside assistance from another person or technology tool unless otherwise specified by their instructors. Students who are not certain about the permissibility of a technology tool in the completion of an assignment should ask their instructor.

Accommodations and Considerations: The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. Students with diverse learning styles and needs are welcome in this course. If you have a disability that may require accommodations, please contact Accessibility Services (<https://studentlife.utoronto.ca/departments/accessibility-services/>). The Accommodations and Considerations Committee (accommodations.law@utoronto.ca) is also available to offer support and guidance.

Students who require assistance for non-disability related requests (e.g., unforeseen illness or conflicts arising out of major life events) should contact the Accommodations and Considerations Committee (accommodations.law@utoronto.ca).

The University provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences and instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. Please reach out early as possible to communicate any anticipated absences related to religious observances, and to discuss any possible related implications for course work.

Diversity and Inclusion: The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities. In our specific context, this means that we'll respond to one another's contributions with respect, try to understand where others are coming from and the diversity of responses to the materials we read, and try to learn from one another while collectively engaging in a sincere project of understanding our subject matter.

Support Services: It is not uncommon for university students to experience a range of health and mental health issues that may result in barriers to achieving their academic goals. The Faculty of Law and the University of Toronto offer a wide range of services that may be of assistance. You are encouraged to seek out these resources early and often.

Please contact the law school's Student Mental Health and Wellness Program Manager, Chantelle Brown-Kent (chantelleb.kent@utoronto.ca) to learn about the various supports and resources available. The Accommodations and Considerations Committee (accommodations.law@utoronto.ca) is also available to offer support and guidance.

Additional Resources:

Student Support Services Contact Information:

Chantelle Brown-Kent, chantelleb.kent@utoronto.ca
Student Mental Health and Wellness Program Manager

Brittany Twiss, brittany.twiss@utoronto.ca
Assistant Dean, JD Program

Sara-Marni Hubbard, sara.hubbard@utoronto.ca
Director of Student Programs

Faculty of Law Wellness Support Services at <https://www.law.utoronto.ca/student-life/personal-support/health-and-well-being/health-and-wellness-law-school>

On-campus support services: Student Life Health and Wellness, <https://studentlife.utoronto.ca/department/health-wellness/>, and to book an appointment with Student Life Health and Wellness <https://studentlife.utoronto.ca/task/book-appointments-and-view-lab-results-online/>

U of T Telus Health Student Support formerly U of T My SSP <https://mentalhealth.utoronto.ca/telus-health-student-support/>

Navi Student Mental Health Virtual Agent <https://prod.virtualagent.utoronto.ca/>

Sexual Violence Prevention and Support Centre <https://www.svpscentre.utoronto.ca/>

Student Success Centre <https://studentlife.utoronto.ca>

Family Care Office <https://familycare.utoronto.ca/>

Off-campus support services: Good to Talk <https://mentalhealth.utoronto.ca/services/good2talk/>