



UNIVERSITY OF CALGARY FACULTY OF LAW

Law 676-03: Past, Present and Future of Corporate Law Course Outline

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Please email to set up in-person or Zoom appointments.

The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Class Times and Location:

Time	Location
9:30 am – 1:30 pm Mondays – Thursdays August 3 rd to 20 th , 2026	Imperial College Campus London, UK Room TBD

Email Communications:

I will respond to @ucalgary emails as quickly as possible, often on a same-day basis. However, I serve in several different roles outside of the university, and am frequently involved in dealing with issues that may delay my ability to reply to you on an expedited basis. If you do not hear back from me within 48 hours via email, please re-send your inquiry.

If emailing about specific course content, please also indicate: (i) where you have looked to investigate your question; and (ii) what you think the answer to your question is.

In accordance with the University's Electronic Communications Policy, please note that students should communicate with the instructor of this course via their @ucalgary email accounts only. Desire 2 Learn ("D2L"), which is located on the University server, will be used extensively for communication with students, and other relevant class resources and materials (see d2l.ucalgary.ca).

I will regularly communicate with individual students and provide important bulletins and updates to the full class through emails directed to your @ucalgary.ca email accounts. It is the student's responsibility to ensure that you get all posted communications and documents and that you receive emails sent through D2L on a timely basis. Ensure that your @ucalgary.ca email account goes to your smart phone, and that you are regularly checking

your @ucalgary.ca email account. I will assume that you have reviewed and digested any information sent out through email to you.

Method of Instruction:

This course is an in-person course in which regular attendance is essential for success.

Course Description:

London has long been one of the world's leading capitals and a major hub for international trade, commerce, and banking. Additionally, London is home to the history and evolution of corporate law and the modern corporation. This course is designed to provide students with the experience of evaluating the way regulatory regimes affect the outcomes of corporate activity.

Through this course, students will gain an appreciation for the way corporations interact with markets, the way regulation affects corporate behavior, the policy tradeoffs arising from market regulation, and the causes and processes that produce material progress in our society.

In exploring these sorts of issues we take a self-consciously comparative law approach, with particular recourse to materials describing US and UK approaches to regulating corporate behaviour. Notwithstanding our use of comparative law, our focus will always be the Canadian experience with regulation.

At the centre of the kind of regulatory reforms we will be considering lies business corporations. In our discussions and in our tours we will situate business corporations and their regulation in a historical context.

Course Learning Outcomes:

At the end of the course, students will have gained the following:

- A sense of the role corporations play in Canadian, UK and American society
- A sense of the ways market regulation affects the outcomes produced by corporate activity
- A sense of the tradeoffs involved in any regulatory scheme
- An understanding of how to research and evaluate public policy initiatives, including reliable sources of information
- Familiarity with a range of regulatory regimes relevant to business corporations

Course Evaluation:

The evaluation for this course is divided into three categories: (i) class participation; (ii) a final

paper; and (iii) a class presentation.

1. **Class Participation (20%)**

There will be two types of classes:

(i) at least two evening classes meeting in May and June to discuss two books (Abundance by Ezra Klein and Derek Thompson and The Conservative Futurist by James Pethokoukis). These books (especially Abundance) are among the most discussed books by contemporary thoughtful politicians and policy experts. The time and location of these classes will be given before the end of April. An attempt will be made to choose times when the maximum number of students are in Calgary. Those who will be out of Calgary will be expected to attend via Zoom.

(ii) the classes in London. These classes will consist of presentations jointly given by the students working on particular issues, followed by a class discussion of their proposed regulatory suggestions. The purpose of this discussion is to enable the students to improve their papers.

Students' contributions to these discussions as well as their broader attendance and participation in the class will form the basis for this portion of the class evaluation. The intelligence, incisiveness and tone of a student's contributions will all be relevant. *Students should come to each class in which a student presentation will occur with at least one question or suggestion to make in the class discussion. This will involve spending ten minutes or so doing a quick investigation of the relevant topic.*

The following criteria will be used to evaluate your class participation:

- **Preparation:** The extent of your reading, analyzing and understanding of the assigned readings, as demonstrated by your contribution to class discussion and by the questions you pose. Satisfactory preparation includes, at a minimum, being able to formulate questions about anything that you do not understand in the readings or assignments.
- **Contribution to discussion:** The extent to which you volunteer relevant points and answers to questions for discussion posed by yourself and others that reflect preparation, ask follow-up questions, express your own opinion, analyze the contributions of others, engage the interest of other students, or make connections to other readings in the course.
- **Group skills:** The extent to which you allow others to contribute, avoid class domination, share ideas with others, assist others in group assignments, provide positive feedback to others and exhibit respect for others.
- **Communication skills:** The quality of your expression, clarity, and conciseness.
- **Attendance** (includes punctuality).

Assuming the minimum attendance requirement is met, the criteria of preparation and contribution to discussion will be the heaviest weighted of the above criteria in the following marking guide:

Excellent Contributor	Contributions in class reflect exceptional preparation. Ideas offered are almost always substantive, often integrative of other comments and readings, and provide one or more major insights per class, as well as a direction to be pursued by the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
Good Contributor	Contributions in class reflect thorough preparation. The majority of Ideas that are offered are substantive, sometimes integrative of other comments and readings, providing good insights and sometimes providing direction for the class. Challenges are supported and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
Satisfactory Contributor	Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, occasionally integrative of other comments and readings, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are occasionally fairly well substantiated. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
Unsatisfactory Contributor (Marginal grade)	Contributions in class reflect inadequate preparation and are often merely repetitive of what another student has said, indicating a lack of comprehension and/or listening. Ideas offered are seldom substantive, provide few if any insights and rarely, if ever, offer a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.
Non-Participant (Failing Grade)	This person says little or nothing in class or does not attend. If this person were not a member of the class, the quality of discussion would not be changed or, if their lack of participation is due to their being distracted during class time by something other than class readings and class discussion, the quality of discussion would be improved because other students would not be distracted by their inattentiveness.

2. Final Paper (60%)

Students will prepare a final paper (no less than 6000 words and no longer than 8000 words, including footnotes). The final paper will be prepared in conformity with the instructions contained in Schedule "A" herein. The final paper (and a PDF file of the first pages of its cited research) must be submitted to D2L by 5:00 pm on Friday, September 11, 2026.

3. Presentation (20%)

Each student is required to prepare a presentation describing the contents of their paper. If more than one student is working on a particular topic, they will have to work together to jointly provide a presentation on that topic, but each should present their individual policy recommendations. The students will then be responsible for conducting a class discussion about their paper. These presentations will occur in our London classes.

Students will be evaluated on their presentations based on a combination of elements, which includes content clarity, delivery style, the effective use of supporting materials, as well as adherence to time constraints.

Method of Arriving at Final Course Grades:

Each evaluation component in this course will be graded on the basis of the University's twelve-band scheme with the value of 4.3 accorded to an A+ grade.

A+ = 4.3	B+ = 3.3	C+ = 2.3	D+ = 1.3
A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	F = 0.0

Final grades in the course will be calculated by combining weighted results for each evaluation component, and assigned on the basis of the following grade point conversion scale. Note that the A+ grade ultimately carries a value of 4.0 on the University's scale for GPA purposes.

A+ = 4.01-4.3	B+ = 3.15-3.49	C+ = 2.15-2.49	D+ = 1.15-1.49
A = 3.85-4.00	B = 2.85-3.14	C = 1.85-2.14	D = 0.50-1.14
A- = 3.50-3.84	B- = 2.50-2.84	C- = 1.50-1.84	F = 0.00-0.49

The Faculty of Law has adopted a grading rule which requires courses with more than 10 students to have a "B" median grade. It also has a guideline which encourages 10% of grades to be in the "A" range. The instructor reserves the right to adjust grades in order to comply with the Faculty's grading rules and policies.

Consequences and Penalty for Missed Deadlines:

A student who fails to hand in the term paper by the specified deadline will be penalized with a one grade reduction (i.e., from a B to a B-) for each 24-hour period, or portion thereof, that the paper is late.

Feedback:

Feedback will be in the form of class discussion, comments on class presentations and written comments on the term paper. Specific feedback on the participation portion of the course will be provided orally at the request of the student.

Learning Technologies and Requirements:

There is a D2L site for this course which contains required readings and other relevant class resources and materials. Students are expected to check the D2L site regularly as it is a primary means of participation and communication throughout the online delivery of this course. Course readings and resources may be modified throughout the course depending on class progress

and current events (e.g. international climate change negotiations).

Computer Use in Class

Computers and smart phones may not be used in class except when I expressly request you use them for research purposes. In many ways this approach to technology runs counter to my personal inclinations and if you feel you need to use a laptop in class for some reason, please talk to me, preferably before the add/drop period expires.

Let me summarize the reasons why I am restricting the use of laptops in class:

1. It is almost impossible for students (or, indeed, anyone) not to check email, participate in chats, send messages or briefly surf the Internet if their laptop is open. There are a multitude of studies that indicate this kind of multitasking, even if indulged briefly, significantly impairs learning. My favourite study compared someone multitasking with email with someone seriously stoned on marijuana.

Here is a non-academic article on some of the research:

http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studyi ng_divided_attention_and_technological_gadgets.html

2. You might quite reasonably argue that it is a personal choice whether you multitask and thus help your classmates by holding down the bottom half of the curve. There is also research, however, that someone using a laptop distracts not just themselves but the group of students behind and beside the laptop user. Both sets of students underperformed in post-class tests.

Here is a link to this study:

<http://www.sciencedirect.com/science/article/pii/S0360131512002254>

3. There is also the question of the classroom environment. I work hard to use assignments and discussion in my classes. I think this approach is both more interesting and more effective than classes exclusively dedicated to lecturing with the occasional question thrown in. If you are on a laptop the rest of the class is often looking at the back of your computer screen and the top of your head, rather than your face. Eye contact is important in communication; I have witnessed class discussions occurring over and around students with their heads buried in their laptop – it sucks a lot of energy out of the conversation.

4. It is possible that you are confident that you will only use your laptop to take notes, even with email, chat requests, instant messages, Instagram, and the rest of the Internet at your disposal. (There are, after all, some very disciplined skinny employees who work in pastry shops. Although, surely most of them must be gluten intolerant or have freakish metabolisms.) Unfortunately, there is also considerable evidence that even when students only use laptops for taking notes, they underperform students who take notes by hand. These studies come as no surprise to professors who see students rapidly typing down nearly everything they say with no apparent effort put into comprehension or synthesizing the material.

Here is a study on this issue that got a great deal of press:

<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

5. What finally precipitated my decision to ban laptops were a couple events that occurred outside of law school. In one case it was a director who was ejected by a board Chair because he could not stop distracting himself with electronic devices during a long (and admittedly boring) meeting. Another was a discussion with senior partners at a downtown firm during which, certain junior lawyers, who also appeared unable to concentrate for a prolonged period of time without electronic distractions, were criticized in ways that made me feel nervous for those associates' job prospects.

Law students need to leave law school being able to focus all their attention on another person and a specific topic for a couple of hours. Everything we know about the role of electronic communications in workers' lives suggests turning it off for periods of the time is vital for productivity and mental health.

An article on this point: <http://www.nytimes.com/2014/08/29/opinion/end-the-tyranny-of-24-7-email.html>

6. Here is a comprehensive paper from the always interesting Matthew Yglesias summarizing all the research on the topic: <https://www.slowboring.com/p/smartphones-in-schools-are-bad?>

Social Media:

Students are encouraged to refrain from use of social media during class time or in relation to class. If using social media, students are encouraged use their personal social media accounts in a constructive manner. In all forms of social media and online discussion group communications with classmates, please treat each other and the Faculty of Law community with respect and dignity. Refrain from using abusive, threatening, discourteous, or aggressive language. Harassment, discrimination, defamation, bullying, and sexual harassment will not be tolerated.

Treat discussion group communications, including those conducted via conference calls, online forums, email chains, instant messaging, D2L, Zoom, and other online social media or internet platforms with classmates as public and non-confidential. Discussion group communications include the sharing of ideas and viewpoints, problem solving, and decision making.

Please refer to the University of Calgary's Student Non-Academic Misconduct Policy (<https://ucalgary.ca/student-services/student-conduct/policy>) for further information about expectations for social media behaviour.

Artificial Intelligence:

The use of generative AI is not prohibited in this course, but work submitted by students must be the product of their own research and analytical efforts. Put in pragmatic terms, AI tools may be used and may be helpful in some research steps; however, students ought to refrain from anything that resembles "copying and pasting" content from an AI tool (e.g. ChatGPT) into a term paper or any other material submitted for this class. Students' work must use primary and secondary sources effectively and draw on non-legal sources where appropriate.

All sources must be fully and accurately cited and attributed, and all citations must be appropriate, accurate and reliable. Style guides and drafting conventions used in Alberta must be followed. Assignments in this course, including the term paper, may require that a statement be attached describing any use that was made of artificial intelligence and how well it worked.

University of Calgary and Faculty of Law Policies and Regulations:

Electronic Communication

In accordance with the University's Electronic Communications Policy, students may communicate with the instructors of this course via their @ucalgary email accounts only.

Desire 2 Learn (D2L), which is located on the University of Calgary server, will be used extensively for communication with students. **It is the student's responsibility to ensure that they get all posted communications and documents and that they receive emails sent through D2L.** Only your @ucalgary.ca email address should be linked to D2L. Please ensure that you are regularly checking your @ucalgary.ca account.

Conduct

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:

<https://calendar.ucalgary.ca/uofcregs/university-regulations/integrity-conduct>

Use of Internet and Electronic Communication Devices in Class

Use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at

<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-electronic-resources-and-information-policy>

Regulations

Specific regulations for the Faculty of Law at the University of Calgary, including Faculty-specific regulations on grading, assignments, examinations, deferrals, appeals, academic misconduct, etc., can be found here:

<https://law.ucalgary.ca/sites/default/files/teams/2/faculty-regulations-june-2015.pdf>.

Except where the Faculty of Law Regulations specify otherwise, all regulations and deadlines of the University of Calgary apply to students in the Faculty of Law. The University of Calgary Calendar containing those regulations can be found here:

<http://www.ucalgary.ca/pubs/calendar/current/>. The Academic Regulations are here:

<http://www.ucalgary.ca/pubs/calendar/current/academic-regs.html>.

Academic Misconduct

Academic Misconduct refers to student behavior which compromises proper assessment of a

student's academic activities and includes cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website

at: <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>

Instructor Intellectual Property

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary. For more information, please see: <https://www.ucalgary.ca/legal-services/access-information-privacy>

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/student-non-academic-misconduct-policy>.

Religious/Spiritual Observance

The University of Calgary recognizes and respects the diversity of its members, including diversity of religious faiths and observances. It is understood that some students may not be able to attend classes and participate in key activities on days of observance. Please note that to arrange an alternative date or time on this basis, students must submit an application accompanied by written evidence to the Assistant Dean of Student Services at agallode@ucalgary.ca prior to the date of the examination. The regulations on exam deferral for religious observance may be found in the Regulations of the Faculty of Law at para. 8(a)(i):

<https://law.ucalgary.ca/sites/default/files/teams/2/faculty-regulations- june-2015.pdf>. The general University of Calgary policy on Religious/Spiritual Observance is available here:

<http://www.ucalgary.ca/pubs/calendar/current/e-4.html>.

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations>.

Students needing an accommodation because of a disability, or medical concerns should communicate this need to Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities:

<https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>

Students needing an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing to the designated contact person in their faculty. The course outline should clearly list the appropriate Faculty contact person(s) and their contact details. For further information see E.1 C. Course Policies and Procedures:

<https://calendar.ucalgary.ca/pages/a89ecfbf758841b5983c4b67746e7846>

Gender and Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at:

<https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

Other Important Information

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

Schedule “A” – Instructions Concerning the Research Papers

The purpose of this assignment is to give students the experience of evaluating the quality and capacity of the environment in which corporations operate to facilitate the achievement of progress and improvement in one specific policy area. Too often in law school the solution to a social problem is either to throw more money at it (usually with no real attempt to figure out where the money will come from) or to treat the problem as a pie that just needs to be divided more equitably.

This paper is about how to grow the pie. Usually this is done by fostering innovation and growth. It is about reducing zero-sum conflicts by creating more, increasing supply. For example, here is a brief list of serious historical problems that were solved through technical innovation made it possible to supply needs better and more efficiently. In nearly every case, technological innovation and businesses succeeded after many legal and voluntary attempts at social coordination failed:

1. Coal pollution causing deaths and disease in large industrial cities – solved by replacing coal gas lamps and steam engines with electrical lights and engines, as well as replacing coal and wood as a source of heat with electricity and natural gas.
2. Airborne infections diseases causing periodic deadly plagues as well as much higher levels of mortality in cities compared to rural areas – solved by vaccines, antibiotics, pest control, sewer systems, water treatment plants, etc.
3. High fire risks in built up areas – solved by mass-produced steel and concrete, automated sprinkler systems, fire/smoke detectors, etc.
4. Soil depletion leading to crop failures and starvation – solved by Fritz Haber’s chemical process that produces ammonia out of nitrogen in the air. (Note this may have saved more human lives than any other invention in history).
5. The Malthusian trap that kept humanity very close to the edge of starvation for most of human history – solved by the industrial revolution and then the green revolution of the 1960s.
6. Overexploitation of whales to the point of near extinction in the 19th century – solved by the invention of kerosene and petroleum-based lubricants.
7. Destruction of elephant breeding stocks for ivory, which could be used to produce precisely shaped objects that were still hard (like hair combs and billiard balls) – solved by the invention of plastics that were improved substitutes for most uses of ivory.
8. Horse manure in cities that produced foul odours, disease, pests – solved by cars.
9. Carbon emissions – Clearly not solved, but so far the biggest impacts have been the development of fracking techniques that have driven the cost of gas low enough to displace higher carbon-emitting coal power plants, and the development of electric motors, better and cheaper renewable energy technologies (solar panels, wind turbines), and better and cheaper battery storage.
10. Covid deaths and disability – Masks, social distancing, lockdowns, and contact tracing may have made some difference, but it wasn’t much of a difference. Most western countries experienced significant rises in mortality rates as a result of the pandemic. There was a great deal of flouting of the rules, which were often selectively applied. What solved the pandemic were mRNA vaccines.

Corporations have been at the heart of each of these innovations and their spread across society.

This paper is an opportunity to reflect on what we might do in Canada to facilitate the solving of at least a few of our problems in the same way as these historical examples. Each student must choose to write on at least one of the topics listed below. No more than three students may write on any topic.

The papers are to be written in the usual academic format, using footnotes rather than the social science notation system. A well-argued paper will provide extensive evidence in favour of the policy reforms it suggests, including discussing the outcomes of relevant historical reforms and similar reforms in other countries. Economic and social science empirical evidence will also be very important. Of course, every paper should explain the scale and dimensions of the problem it is tackling.

A starting place for students should be public policy think-tanks in Canada and elsewhere, along with searches of the academic literature. (I would recommend a careful search of the Social Science Research Network or SSRN). These sources will lead you to other sources. Even Substack contains many policy and economics posts on these sorts of subjects. Comparisons to the experience of the UK and US is strongly encouraged for the perspective they can offer on possible Canadian reforms.

Students are permitted to use generative AI (“LLMs”). Every student (whether using LLMs or not) must provide the instructor with a single electronic or paper file containing the first page of every paper, book, case, or other resource they cite. This will help protect both of us from possible LLM hallucinations.

Paper Topics:

1. Reducing poverty on First Nations’ reservations
2. De-carbonization
3. Reducing housing costs
4. Reducing homelessness
5. Improving the construction of crucial infrastructure in Canada
6. Increasing the number of technology startups
7. Improving health outcomes for Canadians
8. Increasing the number of successful startups that choose to scale up in Canada (rather than selling themselves to a foreign purchaser).
9. Facilitating faster drug development and rollouts
10. Increasing good quality manufacturing jobs in Canada
11. Reducing Canada’s dependence on the United States
12. Increasing business investment in Canada
13. Increasing the average Canadian’s income
14. Improving Canada’s agricultural output
15. Reducing energy costs in Canada
16. Improving access to justice by reducing the time to get commercial disputes to trial
17. Improving the efficiency of regulation (including improving the review and removal of obsolescent or counterproductive regulation)
18. Reducing barriers to employment
19. Providing greater access to childcare
20. Reducing Canada’s (and its fellow democracies’) dependence on autocratic states.
21. Lowering transportation costs in Canada (including its trade with other nations)
22. Reducing health care costs in Canada (without sacrificing outcomes)
23. Reducing animal suffering

Remember, solutions that primarily involve government spending more money in an area will not be highly regarded by the professor. First, this is a course on corporations and markets; we are

interested in legal reforms, not fiscal policy. Second, government everywhere in the West today is fiscally constrained by debt, existing social insurance obligations, and a limited capacity to further increase taxes.