ACADEMIC CALENDAR

2023-24

A. Bachelor of Social Work 74
B.

We strive to preserve the tradition of academic freedom. We seek to provide a learning and working atmosphere that is free of discrimination, injustice, and violence, and that is responsive, understanding, open, and fair.

We see ourselves as an important community resource. We welcome the opportunity to share our facilities, talents, and expertise with others; to form partnerships with groups and organizations—whether they are next door or around the world—whose mission, goals, and objectives are in harmony with our own; and to provide cultural, religious, artistic, athletic, and social programming that enhances the quality of life of our city and our province.

Liberal education is an inquiry into what it means to be human — a quest to understand the rational, spiritual, and aesthetic dimensions of human life. Because St. Thomas University is devoted to open-minded inquiry, it encourages a variety of disciplinary approaches to this quest.

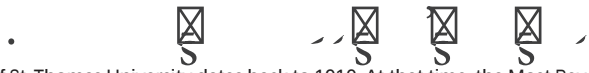
Liberal education is more important than ever. In a culture where image and icon often short-circuit reason, liberal education seeks to free people from thoughtless adherence to the authoritative opinions of their time and place. In an age where information is prepared for massive and quick consumption, liberal education seeks to strengthen the capacity to raise fundamental questions. In an era characterized by enormous pressures to conform, liberal education seeks to inspire the imagination and engage the spirit.

At St. Thomas University, the goals of a liberal education are pursued within a humanistic and Catholic tradition. The University aims to create an academic, cultural, and social environment in which each student can develop:

1. A

Students can expect their instructors to terminate verbal and other behaviour in the classroom that is not respectful of others. Instructors can expect students to cooperate in the maintenance of a climate that is free from personal intimidation, insult, and harassment.

For further information on course regulations, evaluating and grading, academic standing, academic misconduct, withdrawal procedures, and appeal procedures, please see Section Five: Regulations.



The origin of St. Thomas University dates back to 1910. At that time, the Most Reverend Thomas F. Barry, Bishop of Chatham, invited the Basilian Fathers of Toronto to assume charge of an institution in Chatham, New Brunswick, providing education for boys at the secondary and junior college levels. The institution was called St. Thomas College.

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On September 2, 1964, St. Thomas University opened its new premises in Fredericton. Since its relocation, the University has undergone signi□cant growth in the number of students, faculty, and facilities. From fewer than 500 students, 22 faculty and 3 buildings at that time, St. Thomas has grown to more than 2400 students, 121 full-time faculty and 12 buildings.

Expansion was well planned and St. Thomas is now nationally recognized for the beauty of its campus and the quality of its learning environment. In 1964, the institution consisted of the Administration Building (now George Martin Hall), Harrington Hall (residence), and Holy Cross House (classrooms, faculty o□ces and residence). Vanier Hall (residence) was added in 1965; Edmund Casey Hall (classrooms and faculty o□ces) in 1969; a new wing to Edmund Casey Hall in 1985; Sir James Dunn Hall (student area, classrooms) in 1994, and the J.B. O'Keefe Fitness Centre and the Forest Hill Residence in 1999.

The new century saw the opening of the Welcome Centre (Admissions) and Brian Mulroney Hall (classrooms, faculty o□ces, and student areas) in 2001; Chatham Hall was added to the Forest Hill Residence in 2003. During that year, St. Thomas University also began leasing classroom space in a CBC broadcast facility for use by its journalism program, a unique and bene□cial arrangement. Margaret Norrie McCain Hall, an academic building consisting of a large auditorium, a two-storey student study hall, and numerous classrooms and seminar rooms, opened for students in January 2007.

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In the course of its history, St. Thomas University has had thirteen presidents. Listed here, with their dates of o□ce, they are:

Very Rev. Nicholas Roche, C.S.B.	1910-1911
Very Rev. William J. Roach, C.S.B.	1911-1919
Very Rev. Frederick Meader, C.S.B.	1920-1923
Very Rev. Raymond Hawkes	1923-1927
Most. Rev. James M. Hill, D.D.	1928-1945
Very Rev. Charles V. O'Hanley	1945-1948
Very Rev. A.L. McFadden	1948-1961
Rev. Msgr. Donald C. Du□e	1961-1975
Rev. Msgr. George W. Martin	1975-1990
Dr. Daniel W. O'Brien	1990-2006
Dr. Michael W. Higgins	2006-2009
Mr. Dennis Cochrane	2010-2011
Ms. Dawn Russell	2011-2023
Dr. Kim Fenwick (Acting)	2022-2023

St. Thomas University is a member of many organizations including the Association of Atlantic Universities, the Association of Universities and Colleges of Canada, the Association of Catholic Colleges and Universities of Canada, the International Federation of Catholic Universities, the International Council of Universities of Saint Thomas Aquinas, the Canadian Federation for the Humanities and the Royal Society of Canada.

A H C

The Atlantic Human Rights Research and Development Centre was established to promote and develop multidisciplinary teaching and research in the area of human rights at the regional, national, and international levels. The centre promotes and stimulates informed thinking about human rights and their implication for law and society through excellence in analysis and research. In accordance with its objectives, AHRC conducts a wide assortment of activities, including the two annual lectures by distinguished human rights speakers: the Dr. Bernie Vigod Memorial Lecture in Human Rights in the fall semester and the Dr. Abdul Lodhi Lecture in the winter semester. The Centre conducts an intensive summer course for teachers on teaching for and about human rights.

C I

The Centre for Interdisciplinary Research on Narrative serves those working with narrative ideas and approaches in various disciplines within St. Thomas University and beyond.

C A

The Centre for Research on Youth at Risk was established in 1998 drawing together research

C [illegible] C [illegible] G [illegible] H [illegible]

The endowed Chair of Studies in Canadian Citizenship and Human Rights is located at St. Thomas University's Atlantic Human Rights Centre. The centre was established in 1988 on the occasion of the 40th anniversary of the United Nations' Universal Declaration of Human Rights, and has as its objective teaching and research in the area of citizenship and human rights. In May 1993, the University and the Government of Canada joined in the establishment of a special Chair of Studies in Canadian Citizenship and Human Rights which, for the University, became a speci□c project being funded by the St. Thomas University 2000 Fund. This Chair is designed to provide for the teaching of courses and for undertaking research in the □eld of citizenship and human rights; developing curriculum materials for citizenship education at the school level; facilitating study programs; establishing a national network of individuals and organizations working in the area of citizenship education; and organizing seminars, workshops, and conferences. The Chair works closely with the teachers and researchers in such disciplines as education and political science, as well as human rights.

C [illegible] C [illegible] C [illegible]

The Chair in Criminology and Criminal Justice was established in 1998 as a result of the generous contributions of the Solicitor General of Canada and the New Brunswick Department of Solicitor General. The Chair of Criminology and Criminal Justice will provide an impetus for academic and applied research on problems in criminal justice. The appointees under the

2023-2024

2023

April 30	Application deadline for BSW program
May 1	Intersession begins
May 15	Baccalaureate Mass
May 16	Spring Convocation
May 22	Victoria Day - University closed
June 22	Intersession ends
July 1	Canada Day
July 3	University closed in lieu of Canada Day
July 4	Summer Session begins
July 7	Summer Convocation
August 7	New Brunswick Day - University closed
August 11	Summer Session ends

September 1 -10	Welcome Week
September 4	Labour Day - University closed
September 6	Classes begin
September 10	Opening Mass
September 15	Last day to con□rm registration by arranging payment of fees
September 15	Last day to add Fall term and full-year courses
September 30	National Day for Truth and Reconciliation
October 2	University closed in lieu of National Day for Truth and Reconciliation
October 2	Last day to apply for November 1 Graduation
October 9	Thanksgiving Day - University closed
October 13	Deadline to opt out of Health Plan
October 31	Last day to withdraw from □rst-semester courses without academic penalty
October 31	Last Day for partial refunds of □rst-semester fees
October 31	Last day to apply for Spring Convocation
October 31	Deadline to declare major
November 1	November Graduation
November 6-10	Fall Reading Week – No classes
November 11	Remembrance Day
November 13	University closed in lieu of Remembrance Day
November 24	Last day to hold class tests in □rst semester
December 7	Last Day of classes for □rst semester
December 8	Reading Day - no classes
December 11 - 16	December Examination Period
December 18	Make-up Exam Period
December 23-Jan.2	Christmas Break – University closed

Chair	The professor responsible for an academic Department.
Certi□cate of Honours	The credential which recognizes that a St. Thomas standing

H

Applicants must demonstrate academic strength (minimum "B" average) in a high school program of college/university preparatory courses with subject distribution and academic standing comparable to that required for Canadian applicants. Criteria such as academic achievement, rank in class, and SAT or ACT scores will also be considered in admission decisions.

I

International applicants must demonstrate academic strength in a high school program of

Success in university studies will depend almost exclusively upon high motivation, and at least ordinary ability in language skills, speci□cally reading and writing, at a university level.

Candidates applying under the Adult Learner policy must include a letter of application describing their educational background, work experience, and academic plans. Adult learners must also submit any academic transcripts. Adult learners may be required to demonstrate their ability to succeed at the University level by taking university courses on a part-time basis.

The Admissions O□ce is responsible for receiving and evaluating all applications for admission to the University. Inquiries should be directed to the Admissions O□ce, St. Thomas University, Fredericton, N.B., Canada, E3B 5G3. Email: admissions@stu.ca, or telephone: (506) 452-0532.

A

The general application form for admission to St. Thomas University must be completed by all candidates seeking □rst-time admission to the University and by all former students seeking readmission after an interval of one semester. Applications are available online at stu.ca/applynow.

D

New applicants, in addition to completing the application form, must submit:

1 a non-refundable $55.00 ($40.00 for New Brunswick residents) application fee.
2. o□cial transcripts of high school academic records and, if applicable, all college and/or university academic records; if still in the □nal year of high school, an o□cial transcript of marks showing □rst-semester □nal grades or grades for the mid-year set of examinations for non-semester schools. Transcripts of □nal marks are required to complete the admissions process and to obtain approval to register;
3. con□rmation of high school graduation.

A

High School students applying to the Bachelor of Arts program for the fall term

St. Thomas University begins accepting applications from well-quali□ed candidates in October. Applications are processed on a continuous basis until August 31. Grade 12 students who have achieved an average of 70% or higher on □ve Grade 11 academic courses, including English literature, and whose Grade 12 programs satisfy the university's subject distribution requirements, will receive conditional o□ers of admission during the □rst semester of their senior year. Applicants who wish to be considered under this policy may, beginning in October, submit their high school transcript showing Grade 11 (junior year) □nal grades, as well as □rst- and second-term Grade 12 (senior year) courses directly to the Admissions O□ce.

High school students whose admission averages do not meet the above criteria should arrange for a high school transcript showing Grade 12 □rst-semester results (or Grade 12 mid-year results for non-semestered schools) to be sent to the Admissions O□ce as soon as it is available. Quali□ed candidates will be o□ered conditional acceptance when these results are received.

Techniques policières: CCNB
Graduates of the Collège Communautaire du Nouveau-Brunswick's two-year Techniques policières diploma program are eligible for a maximum of 27 credit hours towards the Bachelor of Arts Degree Program and for a maximum of 60 credit hours towards the Bachelor of Applied Arts (Criminal Justice) Degree program.

For more information concerning credit transfer policies and procedures, students are invited to contact the Admissions O□ce.

C **C**
Bachelor of Education, Bachelor of Social Work, and Master of Social Work programs are exempt from this policy.

Students who enter St. Thomas University having acquired, through work and/or study outside of a university, signi□cant expertise in a particular subject area closely related to a speci□c St. Thomas University course, may apply to the Registrar's O□ce to write a challenge exam for that course.

Regulations:

1. Admission to a degree program is required prior to writing the challenge exam. Results of the challenge exam will be recorded following registration.
2. Normally, permission to write a challenge exam will not be given after one year from initial registration in a degree program.
3. A student will not be permitted to write a challenge exam more than once for any one

Registration

Registration is the process whereby students choose courses for an academic session and con□rm this selection of courses with the Registrar's O□ce. The University o□ers courses in di□erent periods of time or sessions:

Academic Year	September to April
Semester One	September to December
Semester Two	January to April
Intersession	April to June
Summer Session	July to August

Registration for the academic year (September to April) takes place in the spring for continuing and returning students, and from April to August for new □rst-year students. Con□rmation of this registration must be accomplished by arranging payment of tuition fees by the appropriate deadline.

Continuing Students

Before registering, you are encouraged to seek academic advice and program information from appropriate departments or academic advising.

1. Once you have selected your courses, register online using the web-based student access system (WebAdvisor) at www.stu.ca.
2. Con□rm your registration by arranging payment of tuition fees by the published September deadline. Without this con□rmation, your registration in courses will be cancelled. For information on academic fees and regulations for payment, see *Section Three: University Fees.*

First-Year Students

1. New □rst-year students beginning study in September will receive a guide to course selection and registration in April. This guide will explain academic requirements and options, and outline the services available to you. It will also contain information on how to register using our online course registration system, WebAdvisor.
2. You will be encouraged to complete your course selections online as soon as you receive your registration email. For questions regarding course selection, students may contact admissions@stu.ca. You will be able to access your course schedule online as well.
3. Con□rm your registration by arranging payment of tuition fees by the published September deadline. Without this con□rmation, your registration in courses will be cancelled. For information on academic fees and regulations for payment, see Section Three: University Fees.
4. During the □rst week of classes in September, new students will be issued a photo identi□cation card.

Course Load

1. The normal course load for full-time students in the Bachelor of Arts is 30 credit hours. The minimum course load for a full-time student is nine credit hours per semester. Students wishing to take more than 30 credit hours in any year beyond their □rst

Repeating courses is permitted; however, where the first course has a passing grade, no further credit toward the student's program is granted upon successful completion of the repeated course. The new grade does not replace the old grade on the student's transcript of marks.

There may be circumstances where the student will be denied permission to retake a course.

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St. Thomas University o□ers bachelor degree programs in Arts, Applied Arts, Social Work, and Education, and a master's degree in Social Work. St. Thomas University awards degrees and certi□cates at spring and summer convocation and through early conferral on March 1 and November 1.

The University o□ers a Major or Honours program within the Bachelor of Arts Degree. Both programs have the following basic requirements:

1. A minimum of 120 credit hours (normally 4 years) in a EMC-5it .)C89 ku36cat15 0 Tl7 one 8 36 Td[5 Tm[(T)7 (
2. A concentration in a speci□c subject area or interdisciplinary grouping constituting a Major or Honours.
3. No more than 60 credit hours in one subject within the 120 credit hours required for the degree except by special permission of the Senate Admissions and Academic Standing committee.
4. A minimum of 72 credit hours at the intermediate (2000) Stermediate (2000) Sl

level. Usually these courses will be of the seminar type. In most departments, one course is an Honours thesis. Currently, the University o□ers Honours programs in the following subject areas:

The speci□c requirements for Honours in a particular discipline are described in section four. Individual departments may, with senate approval, require a speci□c level of performance in courses applied toward Honours.

c. General Curriculum Requirements

The general curriculum requirements for Honours are the same as those for a general BA. (See Section Two: programs, Part A. 3. General Curriculum Requirements.)

d. Grade Point Average Required for Honours

Candidates in the Honours program are normally expected to maintain a grade point average of 3.0 in the Honours subject. In calculating the grade point average for Honours, all courses in the Honours subject (or interdisciplinary subject area) will be counted. For Honours at graduation, a minimum grade point average of 3.0 in the Honours subject (or interdisciplinary subject area) is required. Distinction is awarded to those Honours graduates who have attained a combined average of 3.7 over their last two academic years (60 credit hours) of their program.

e. Procedures for Withdrawal from Honours

A student in Honours may withdraw from the program by noin Honours may withd/Span<ActualText

ANAT 1024: Anatomy and Physiology (6 ch)
ETHI 11058A: Ethical and Legal Framework in Health Care (3 ch)
HCSS 1038E: Healthcare in Canada (3ch)
MENT 1008B: Special Topics in Mental Health (3ch)
NCSI 1072: Elder Nursing Concepts (3ch)
PATH 1034: Foundations of Pathophysiology (3ch)

degree program. This program is a double certi□cation, two-stage admission program. It provides students with a combination of practical training and liberal arts education that will prepare entry-level practitioners to work in various sectors of the criminal justice system (e.g. community correctional practice, policy analysis, program design, or private sector management). Through an integrated program design, a set of curriculum features embed the technical aspects of the program into a humanistic and social science framework. The graduates of this program should enter the criminal justice □eld with solid occupational skills based on sound academic foundations so that they can better adapt to the changing nature of their □eld of practice.

In the initial two years of the program, students will be enrolled at NBCC or CCNB with the focus being on providing the student with a well-rounded social science education and an introduction to the criminal justice system. The occupational course content provides exposure to both adult and youth oriented criminal justice with a focus on equipping the student with direct and indirect practice. Upon completion of the □rst two years of the program, students will have completed the requirements for the credential diploma in Criminal Justice, Police Foundations, Correctional Techniques, or Child and Youth Care from NBCC OR Techniques d'intervention en délinquance, Techniques correctionnelles, Techniques parajudiciaires, and Techniques policières from CCNB. Candidates will apply to the St. Thomas Admissions O□ce for admission to the second stage of the Bachelor of Applied Arts in Criminal Justice by February 15 of their second year at NBCC or CCNB. The third and fourth years of the program at St. Thomas University will focus on the further development of the student's theoretical and conceptual understanding of the criminal justice system in Canada into a broader context and framework. Through exposure to the humanities and social sciences at St. Thomas University, the third and fourth years of the program will further enhance the student's ability to think, write, and communicate e□ectively. The completion of this articulated program, with the two program components providing their respective emphasis on skilled practitioners and critical thinkers, will result in a competent, adaptable criminal justice practitioner.

Students who have completed the NBCC diploma in Criminal Justice, Police Foundations, Correctional Techniques, or Child and Youth Care OR the CCNB diploma in Techniques d'intervention en délinquance, Techniques correctionnelles, Techniques parajudiciaires, or Techniques policières and who are not admitted to the second stage of the BAA (Criminal Justice) may apply to the Bachelor of Arts Degree program. These students must complete regular graduation requirements for a Bachelor of Arts Degree.

To graduate with a Bachelor of Applied Arts in Criminal Justice, the student must successfully complete the following program of studies.

1. *First Year: New Brunswick Community College or Collège Communautaire du Nouveau-Brunswick*

   Students will be enrolled full time at the New Brunswick Community College or Collège Communautaire du Nouveau-Brunswick. In addition to a series of required and elective courses, the program includes a three-week practicum in a criminal justice agency.

2. *Second Year: New Brunswick Community College or Collège Communautaire du Nouveau-Brunswick*

   Students will be enrolled full time at the New Brunswick Community College or Collège Communautaire du Nouveau-Brunswick. In addition to a series of required and elective courses, the program includes a nine-week practicum in a criminal justice agency

3. *Third Year: St. Thomas University (30 credit hours)*
   Please see speci□c requirements in Section Six: Course Descriptions (Department of Criminology and Criminal Justice.
4. *Fourth Year: St. Thomas University (30 credit hours)*
   Please see speci□c requirements in Section Six: Course Descriptions (Department of Criminology and Criminal Justice.

S

The University o□ers Certi□cate programs in Criminology and Criminal Justice, Social Work, and Gerontology.

S

This program is designed for practitioners with at least one year of experience in the area of criminal justice. It is intended as an opportunity to engage in a coordinated study of criminology on a part-time basis.

The program consists of a minimum of 36 credit hours. Of these, 18 credit hours are from required courses; the remainder are from electives. In choosing electives, students may select either 15 credit hours from Group A and three credit hours from Group B, or 12 credit hours from the □rst group and six credit hours from the second. Course descriptions are given in

This program can be taken on a full- or part-time basis. Students will be required to complete 30 credit hours of Gerontology study which includes 21 credit hours of required courses and 9 credit hours of electives.

Students will also be required to complete 50 hours of Gerontology-related activity (work/volunteer) prior to completion of the Certi□cate. Students who enter the program with previous experience will have this requirement waived. Previous experience will be assessed by the Gerontology Department Chair.

Enrolment in most courses will be limited. The following is an outline of the program curriculum.

1. *Introductory Requirement*

GERO 1013	Introduction to Gerontology I
GERO 1023	Introduction to Gerontology II

2. *Required Core Courses*

GERO/PSYC-2673.	Adult Development and Aging
GERO 2113/SOCI-2523.	Sociology of Aging
GERO-3023.	Aging and Health
GERO-4013.	Seminar in Gerontology
GERO-4023.	Advanced Seminar in Gerontology
GERO-3053.	Qualitative Research Methods in Gerontology

3. *Elective Courses*

GERO-2273.	Death and Dying in Later Life
GERO-3033.	Aging and Spirituality
GERO-3043.	Recreation, Leisure and Aging
GERO-3073.	Narrative Gerontology
GERO-3093.	Images of Aging in Film
GERO-3103.	Special Topics
GERO-3123.	Counselling Older Adults
GERO-3213.	Older Adults as Learners
GERO-3223.	Family Ties and Aging
GERO-3233.	Aging and Eastern Contemplative Traditions: Theory, Research, and Practice
GERO-3673.	Advanced Studies in Adult Development
GERO-3743.	Critical Approaches to Long-Term Care
GERO-4003.	Mental Health and Aging
GERO-4033.	Independent Study
GERO-4036.	Independent Study
GERO-4113.	Health Promotion for an Aging Population

Note: Subject to the approval of the Program Director and the Registrar, other St. Thomas University or University of New Brunswick courses may be

substituted for courses listed in the elective courses groups.

The Certi□cate in Social Work program is designed for practitioners and counsellors with at least one year of experience in the □eld of social work. This program is made available by special o□ering only.

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The St. Thomas BEd is a post-baccalaureate degree program that builds on your previous undergraduate education in arts, science, commerce or other comparable programs.

In other words, we expect students to have well-developed analytical, research and communication skills before they enter the BEd program. In addition, we'll expect you to have enough background and expertise within a particular subject area to teach content.

The BEd program is designed to provide you with a professional education to allow you to effectively share your knowledge and apply your skills in the classroom and other educational settings.

The St. Thomas BEd is an intensive 60 credit-hour program delivered in one calendar year. It o□ers you the opportunity to concentrate in one of the three teaching areas —elementary (K-5), middle and secondary (6-12), or second language (French).

The program is designed to encourage cross-disciplinary approaches to teaching. One component explores the use of technology for teaching and planning. Faculty have a very close relationship with BEd class members, carefully monitoring □eld placements and taking an active interest in students' professional development. As a member of the BEd class, you should anticipate a high level of interaction with your BEd peers. Be5Si (v)10 (e a pr)1ensyou

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After receiving an o□er of admission, accepted candidates are required to submit a non-refundable $300 advance deposit on tuition as con□rmation of their acceptance of placement in this program.

1. Please consult the electronic version of the calendar for the most up to date course o□erings.
2. You will receive the Teacher Candidate Handbook upon acceptance. Please read carefully.

Note: Accepted candidates who have not already done so must submit a nal, o cial university transcript, including noti cation of graduation, by July 15.

The BEd program normally consists of 60 credit hours in Education. Following are descriptions of the speci□c requirements.

1. *Required Courses for all BEd Students**

EDUC 5213	Indigenous Education & Reconciliation
EDUC 5123	Topics in Education: Preparation for Practice
EDUC 5903	Classroom Management
EDUC 5913	Assessment & Evaluation
EDUC 5963	School Law, Teacher Ethics, & Professional Conduct
EDUC 5973	Integrating Technology in the Classroom
EDUC 5993	Exceptional and Di□erentiated Education

2. *Methods Courses O ered (All 3 credit hours)*

EDUC 5153	French Second Language Methods: Classroom Instruction That Works With Elementary School Learners
EDUC 5163	French Second Language Methods: Implementing Classroom Instruction That Works At the Middle and High School Levels
EDUC 5413	Elementary Reading and Language Arts Methods
EDUC 5423	Middle School Literacy & Language Arts Methods
EDUC 5433	Elementary School Math Methods
EDUC 5443	Art and Music Education for the Elementary Classroom Teacher
EDUC 5453	Physical, Health, and Wellness Education in the Elementary School
EDUC 5473	Science for Elementary Children
EDUC 5563	French Immersion Methods
EDUC 5583	Experiential Methods in Music Education
EDUC 5613	Methods in Elementary Social Studies Education
EDUC 5633	Methods in Teaching History at a Secondary Level
EDUC 5803	Secondary Physical Education
EDUC 5813	Secondary English Methods
EDUC 5833	Teaching Secondary Math and Science
EDUC 5843	Methods in Middle/Secondary Social Studies Education
EDUC 5863	Methods in Middle/Secondary Science Education
EDUC 5873	Teaching Middle Level and Secondary Math

3.

ED C-5903. C

Research has shown that classroom management strategies have a dramatic impact on the learning environment. Several very di□erent schools of thought regarding classroom management are discussed. Emphasis is placed on course participants developing a personal proactive approach by extracting and merging e□ective strategies from many sources.

ED C-5913. A

This course examines the connections between assessment, curriculum and classroom instruction. Topics will address past and current practices in the evaluation of student achievement, including various epistemological orientations. Teacher candidates will develop an understanding of how to plan and implement a diverse range of both formative and summative assessments. There is a focus on constructing e□ective classroom assessments to support student learning through the provision of ongoing feedback as well s e□ective grading and reporting practices.

ED C-5923. D

The course is planned as a series of professional development workshops. Through reading, discussion, case studies, activities and assignments the course is designed to increase an understanding of student di□erences, of learning and thinking and to develop strategies related to di□erentiation. The course process includes developing and applying di□erentiated approaches intended to facilitate learner success. The purpose of this course is to help the pre service teacher develop other visions of how classrooms operate when the goal is open-minded teaching and learning. Di□erentiated instruction strategies enable the teacher to plan for academic diversity in order to reach every learner. The topics include learning theories, beliefs about diversity, constructivist research, student choices in activities and assessments, learning styles, Bloom's taxonomy, multiple intelligences, □exible grouping, tiered lessons, grading and managing the di□erentiated classroom.

ED C-5933. C

This course examines the major issues related to schools that function in a complex society. Both local and global aspects of the schooling will be addressed from a philosophical and

impairments, and neurological disabilities. An emphasis will be placed on strategies to assist teachers in addressing the special education needs of pupils in the middle/secondary school and preparing them for a transition to workplace and community as well as the psychology of exceptional learners.

ED C-5993. E **D** **E**

The course provides an overview of issues associated with speci□c student groups, including students with various exceptionalities and or academic abilities. This includes but is not exclusive to students with developmental or learning disabilities (as part of or in addition to an

wider array of teaching strategies for the topics in high school math and science. This course is primarily intended for Math and/or Science majors.

ED C-5863. [illegible] **(Grades 6 - 10)**
This course will focus on the Atlantic Canada Science Curriculum for grades 6 to 10. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based science lessons of the constructivist learning model for middle level and early high school students. Particular focus will be placed on the use of analogies, simulations and discrepant events in the development of explanatory models. A science background is an asset but is not essential.

ED C-5873. [illegible] **(Grades 6 - 10)**
This course will focus on the provincial mathematics curriculum for grades 6 to 10. Through reading, discussion, practice, and reflection, course participants will develop the content

Elementary Majors

ED C-5413. E **A**

The course will focus on current approaches to reading and language arts instruction. This includes becoming aware of the in□uence of theories of reading and literacy. You will begin to lay the groundwork for your own e□ective language arts practice by designing and developing curriculum resources and materials for use in the classroom. You will be expected to review and utilize the New Brunswick Curriculum English Language Arts documents (found online) and your course notes and required texts in your planning and preparation of lessons and activities for this course. The spotlight is on reading and the processes of writing, listen-

ED C-5173. [illegible] **A** [illegible]

This course introduces students to the □eld of second language acquisition and research. The course covers issues such as the e□ect of the age at which a second language is learned on

ED C-5553. E (-10)

The course examines how technology is taught at the elementary, middle and secondary levels. At the elementary level technology in integrated into other discipline areas, and at the 6 to 10 grade levels technology is a focus of the MSTE (Middle School Technology Education) and BBT (Broad-Based Technology) courses. A study of technology curriculum, instructional planning, and research in new areas of technology integration will be the focus of the course

ED C-5573. G

This course will provide students with background information on physical geography that they will be able to integrate with Science, History, Social Studies, Language Arts, and other subjects at the elementary, middle school and high school level as they develop lesson plans to deliver the prescribed curricular outcomes. Physical geography studies the processes at work in the physical environment - its weather, climate, rocks, landforms, soils, and ecosystems. As well the impact of the physical environment upon humans and the impact of humans and their activities, locally and globally, on the physical environment are important issues that will be examined. Local environmental issues such as waste management, air and water pollution, and forestry, □shery and mining issues, will be important aspects to be included in the lesson plans that will be developed.

ED C-5583. E

ED C-5823. **A** **:C** **A**
D

This course uses an interdisciplinary approach to exposes teachers to writing across disciplines. Based on the belief that writing is a signi□cant indicator of academic success, the course stresses the importance of communicating ideas and information in all subject areas. It will enable teachers to demonstrate and model good writing across various curricula. It is designed for every teacher who wishes to learn how to improve student writing.

ED C-5853. D **A** **C**

This course will explore how drama can be used as a pedagogical tool in the classroom, particularly at the secondary level. In addition to learning basic drama skills, students will become acquainted with theatrical forms and conventions that are used to explore educational content

ED C-6153 - A

This course examines assessment in a broad context with a focus on the role that assessment plays in improving instructional strategies and student motivation. Students will review current research on assessment practices and how mental models of assessment impact decisions that drive classroom and school operations. Daily assignments will lead students to examine the shifting educational beliefs and values as schools wrestle with the expectations of skills, knowledge and dispositions required for the 21st Century. The primary focus of discussions will be the transition of assessment as post-instructional system of sorting and ranking students to one that incorporates strategies before, during and after instruction to maximize student learning. The major assignment will focus on transforming the traditional assessment approach to a system that improves student achievement by addressing readiness, intervention and motivation for learning.

ED C-6233. C

This course involves the study of differentiated curriculum and instruction for gifted learners. The course will focus on key content, process, product, concept and implementation issues in working with the gifted in various domains of inquiry. Additionally, curricula accommodations/modifications for those gifted students with additional learning needs or differences will be examined. Prerequisites: EDUC 5243/5253 or equivalent; EDUC 5233; and EDUC 6253.

ED C-6243. C

This advanced course focuses on the theory, research, and application of creativity in education and other learning contexts. It engages students in understanding and mastering the tool skills and processes of divergent thinking in designing educational products. Prerequisites: EDUC 5243/5253 or equivalent or EDUC 5233; EDUC 6233; and EDUC 6253.

ED C-6253. I

This course offers practical methods and strategies for challenging the most able students in the inclusive setting and beyond. Research-based standards for teacher preparation in gifted education will provide a framework as set out by the American National Association for Gifted Children and the Council for Exceptional Children. Drawing from historic, as well as current theory and practice, this course will enable educators to meet the diverse needs of their gifted and talented students.

ED C-6503.

This course is offered during Education Institute designed for B.Ed. students, teachers, practicing teachers and professionals in related fields. The course introduces participants to the various rights, instruments, and issues relevant to the classroom and provides opportunities for teachers and others to increase their knowledge in the human rights field.

ED C-6633.

This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the "Big Ideas" of how children in grades 3-8 develop mathematically, with a primary focus on Number Sense and Operations. The intent of the course is for participants to develop a greater level of mathematics concept and contentknowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in elementary and middle level classrooms.

ED C-6733.

This Education Institute course is intended for practicing elementary and middle school teachers and focuses on the science-related instructional units of the K-2 You and Your World Curriculum as well as the instructional units from the Atlantic Canada Science Curriculum for grades 3 to 8. The intent of the course is for participants to develop the content mastery, and pedagogical skills necessary to foster engaging, inquiry-based science lessons for their students.

ED C-6823.

This Education Institute course is intended for educators and other professionals interested in writing across various disciplines. Based on understandings of writing in academic, workplace, and personal contexts, this course recognizes the importance of communicating ideas and information in multiple ways. Students will draw on theoretical understandings and engage in practical exercises designed to create a foundation for strong writing skills. Participants will learn to identify and model good writing across various curricula and contexts.

ED C-6853. D

In this course, students will explore the medium of drama to understand how this complex expressive form may embody and transform our knowledge about the world in which we live. Course readings, seminars, and drama experiences will provide participants with the opportunity to examine the challenges of integrating drama or any of the arts into existing curricula and to practice using drama as a way of knowing in their own teaching. Drama as a means of collecting data or reporting findings in qualitative research will also be discussed. Prerequisite: EDUC 5853, or the permission of the instructor, since some experience/comfort level with drama is necessary.

ED C-6903.

This Education Institute course is intended for anyone interested in international teaching. Historical and contemporary perspectives will contextualize student learning about the types of international education, the policies underpinning them, and the communities they serve. A range of issues will be covered, and provide individual inquiries into (a) opportunities for teaching internationally, (b0Une1TJETEM()-5.1 (TJETe)DCIDp/P 9P Notivy9tios113st (t)[ding /P 9o3.97ery

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The School of Social Work is committed to a politicized social work practice grounded in a structural approach. This fosters greater awareness of the broad and intersecting injustices caused by oppressive structures while preparing students to be e□ective and ethical practitioners.

Our goal is that graduates are able to integrate vision, knowledge, and skills for practice that may lead to social transformation toward a more equitable and just society. While seeking to develop and teach a politicized social work practice, we strive to remain open to new ideas, analyses, and realities that challenge and inform our ongoing e□orts.

The School of Social Work, which o□ers the only English master and bachelor of social work degrees in New Brunswick, began as a Bachelor of Arts in Applied Social Science in 1976, followed by the addition of a Certi□cate of Social Work, and a Bachelor of Social Work in 1980.

In 1983, the Union of New Brunswick Indians and New Brunswick Indian Committee requested development of a social work program for Indigenous students. This began with a Certi□cate in Social Work and has evolved to the Mi'kmaq and Maliseet Bachelor of Social Work program which provides accredited professional social work education to Indigenous students in a □exible and culturally relevant framework.

The Master of Social Work Program, which focuses on advanced clinical practice, was launched in 2021. It provides students with advanced theory and practice skills in professional leadership, social work supervision, and direct practice skills development.

The Bachelor of Social Work four-year degree provides graduates with the theoretical knowledge and skills they need to work with individuals, families and communities. A balance of general liberal arts education in the □rst two years, followed by a professional social work education in the □nal two years, through both courses and practical □eld placements, provides the knowledge and skills for a generalist social work practice.

Students apply to the program after their second year of a Bachelor of Arts having earned 60 credit hours. The courses in the liberal arts are signi□cantly strengthened in the subsequent two years by a series of core courses essential to a social work practice; critical social work theory, anti-oppressive social work practice, group work, mental health issues, addiction, child welfare, trauma, and family law. The □eld practicums supplement these courses, with one focusing on social action at the community/organization level, and a second in a clinical setting with local social agencies, supported by experienced □eld instructors. In addition, a research methods course helps students keep pace with the changing landscape of social work scholarship and prepares them for professional practice.

The Bachelor of Social Work includes a minimum of 700 hours of □eld practice, as required

by the Canadian Association for Social Work Education Standards for Accreditation. The first practicum commences during the Winter Semester of the third year (250 hours). The second practicum occurs during the Winter Semester of the fourth year (450 hours) in a block

to education opportunities due to identi□cation with a speci□c group, including stereotypical assumptions and structural disadvantages that privilege some groups over others. St. Thomas University and the School of Social Work are committed to the principles and practices supporting educational equity. The School a□rms the principle that individuals from all marginalized groups should have the opportunity to learn and contribute to a more inclusive profession of social work that better re□ects the diversity of Canadian society.

For the purpose of this policy, persons eligible to apply using the Equity Policy include:

- Canadian Indigenous Peoples including First Nations, Métis, and Inuit.
- Visible minority persons other than Canadian Indigenous Peoples, who because of their colour are a visible minority in Canada.
- Immigrants who are Permanent Residents and who do not record Canadian Citizenship by birth.
- Refugees that have been accepted for residence in Canada, and that left their country of origin because of persecution for belonging in a particular social, cultural, religious and/or national group or for holding particular political beliefs.
- Persons with disabilities who consider themselves as disadvantaged by reason of any physical, mental, intellectual, sensory or learning impairment.
- 2SLGBTQ+ persons that self-identify as lesbian, gay, bisexual, transgender/transexual, two-spirited, queer or intersex.

Applicants must meet the minimum academic requirements and self-identify in the online application. Each applicant is considered individually on the basis of their quali□cations, rather than in relation to other applicants.

A **C**

CGPA on program or most recent 30 credit hours (minimum 3.0)	15%
*SCWK 2013 Grade	15%
*SCWK 2023 Grade	15%
Personal Statement	15%
Experience (work, volunteer, life and learning from experience)	20%
Two references	20%

**Students without the prerequisite second year social work courses will be required to participate in an interview process weighted at 30% (replacing the weight given to the grades of two mandatory courses).*

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The deadline for applications is April 30. The application, including supporting documents, must be received by the Admissions O□ce on or before the April 30 deadline. The required application and documents include the following:

1. a completed general application form for admission found at stu.ca/ApplyNow
2. non-refundable application fee of $55 ($40 for applicants from New Brunswick)
3. personal statement in which you discuss your interest in becoming a social worker; experiences (personal, volunteer, professional, employment) that have in□uenced both your understanding of Social Work and your decision to apply; insights, knowledge, and

skills that you have gained from these experiences and that have relevance to social work; and your professional/learning goals as well as any relevant vocational plans

4. a detailed résumé including volunteer and paid employment
5. two reference letters which assess your readiness for the Social Work profession; one academic and a second related to community experience, volunteer work, or paid employment.
6. o□cial transcripts of marks from all post-secondary institutions you have attended. Please note, if you have a STU transcript, you will not need to submit it, as our Admissions O□ce has access to it.

The Mi'kmaq/Maliseet Bachelor of Social Work (MMBSW) program is o□ered by St. Thomas University in partnership with First Nation Communities.

The MMBSW program respects and celebrates the traditions and cultures of Indigenous peoples as demonstrated by its □exible and culturally relevant approach to incorporating Indigenous ways of knowing and learning throughout the social work courses that are offered in the program.

The program consists of 60 credit hours of social work courses to be completed over a three-year period. Applicants must have completed a minimum of 60 credit hours of liberal arts courses as a prerequisite to admission.

Only Indigenous students are eligible.

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Applicants must have completed a minimum of 60ch in liberal arts courses as a prerequisite for admission. A minimum grade point average of 2.0 (which may be based on the most recent 15ch) is required for admission to the MMBSW program.

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The application deadline for the post-degree MMBSW program 3a4_ fy 31. The application, including supporting documents, must be received by the Admissions O□ce on or before the _ fy 31 deadline. The required application and documents include the following:

1. a completed application for admission found at STU.ca/apply, including the $55.00 non-refundable application fee ($40.00 for New Brunswick applicants)*

During the Master of Social Work program, students will have the opportunity to strengthen and deepen their knowledge and skills in their chosen area of practice so that they may respond more e□ectively to social issues at the personal, family, cultural, community, and socio-political levels.

Course objectives are congruent with the overall objectives of the program, and practice experience and applied elements form an integral part of each course. Speci□c skill development in each student's area of interest will take place in assignments and the □eld practicum and thesis options.
The MSW courses and □eld education aim to:

- foster the development of professional social workers who are knowledgeable, skilled, and committed to social justice
- prepare graduates to make ethical decisions and perform professional tasks informed by research evidence and an understanding of socio-political contexts
- develop student leadership skills in facilitating organizational, community, and policy change
- promote critical inquiry and consider diverse perspectives
- develop student knowledge and skills to integrate an intersectional analysis and approach to social work practice
- strengthen existing partnerships with community social service and health-related agencies through collaboration on □eld practicums, curriculum, and student placement opportunities

Enrolment is limited to 16 students. Applicants will be assessed on academic and professional readiness. Satisfying the minimum requirements will not guarantee admission.

The application deadline is January 30th each year. All application materials and supporting documents must be received by the Admissions O□ce on or before the deadline.

A **C**

Personal Statement	50%
Curriculum Vitae	25%
References	15%
GPA	10%

Note: The School of Social Work reserves the right to interview an applicant should it be necessary to evaluate professional readiness for the program.

-B – full-time, two-year graduate degree program o□ered to students with a complete undergraduate degree program (120 credit hours) from a recognized university and in the social sciences.

Applicants must satisfy the following minimum requirements:

1. A completed undergraduate university degree (120 credit hours) in the social sciences from a recognized university with a minimum cumulative GPA of 3.0 or better on the most recent 60 undergraduate credit hours is required.

2. Successful completion of two introductory social work courses, SCWK 2013 Introduction to Social Welfare and SCWK 2023 Introduction to Social Work, or evidence of completing equivalent course work.

Applicants who do not satisfy these minimum requirements are not considered further in the selection process.

3. Preference will be given to applicants with a minimum of 1500 hours of one-year, full-time equivalent of social work-related work experience. This may be paid or volunteer work, but must not include □eld placement, practicums, co-op, or internship work. Experience must be clearly demonstrated through the submission of a curriculum vitae.

Enrolment in the two-year MSW program is limited to 16 students. Applicants will be assessed on academic and professional readiness. Satisfying the minimum requirements will not guarantee admission.

Students in the □rst year of the program must successfully complete all course work with a cumulative GPA of 3.0 to be able to progress to the second year.

The application deadline is January 30th each year. All application materials and supporting documents must be received by the Admissions O□ce on or before the deadline.

Admission Criteria	
Personal Statement	40%
Curriculum Vitae	25%
References	15%
GPA	10%
Grade for SCWK2013	5%
Grade for SCWK2023	5%

Note: The School of Social Work reserves the right to interview an applicant should it be necessary to evaluate professional readiness for the program.

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Applications become available online on October 1st each year. A completed application includes:

- a completed general application form for admission to the program found at stu.ca/ApplyP4.1 (ti2[5S)/MCIDA1TEMC /LEFF00I7.8plyP4.1 (tiR)-50.01 Tc 1.413 Tw /S

E _ _ E _ A _

The School of Social Work recognizes that some applicants may experience structural barriers to education opportunities due to identi□cation with a speci□c group, including stereotypical assumptions and structural disadvantages that privilege some groups over others. St. Thomas University and the School of Social Work are committed to the principles and practices supporting educational equity. The School a□rms the principle that individuals from all marginalized groups should have the opportunity to learn and contribute to a more inclusive profession of social work that better re□ects the diversity of Canadian society.

For the purpose of this policy, persons eligible to apply using the Equity Policy include:

- Canadian Indigenous Peoples including First Nations, Métis, and Inuit.
- Visible minority persons other than Canadian Indigenous Peoples, who because of their colour are a visible minority in Canada.
- Immigrants who are Permanent Residents and who do not record Canadian Citizenship by birth.
- Refugees that have been accepted for residence in Canada, and that left their country of origin because of persecution for belonging in a particular social, cultural, religious and/or national group or for holding particular political beliefs.
- Persons with disabilities who consider themselves as disadvantaged by reason of any

BACHE F CIA E

The Master of Social Work program is a full-time, one-year, professional-based graduate degree program o□ered to students with a □rst level Social Work degree from a university program accrede

Students are accepted into the MSW on a full-time basis. There is a three-year limit (9 academic terms) to complete the degree requirements of 33 credit hours.

F

SCWK 6013 Advanced Theory for Direct Practice I (3 cr)
SCWK 6053 Research and Evaluation in Social Work I (3 cr)
SCWK 6043 Advanced Theory for Social Policy (3 cr)
Elective Course (3 cr) Course may be taken within Social Work or in another unit.

SCWK 6023 Advanced Theory for Direct Practice II (3 cr)
SCWK 6063 Research and Evaluation in Social Work II (3 cr)
SCWK 6033 Advanced Theory for Social Administration (3 cr)
SCWK 6093 Seminar for Research Proposal (Thesis Option) (3 cr)

SCWK -3253. **Advanced Generalist Practice**

The pursuit of social justice is a core value of both social work education and social work practice. The purpose of this course is to teach students the historical context, the fundamental concepts, and the direct skills necessary for organizing and enacting social change efforts within diverse contexts and with diverse groups. Students will be exposed to various theories of social change, multiple modes of working for social change, and techniques for strategizing for maximum effectiveness in pursuing change efforts. Students will be expected to use their knowledge in an applied manner and will engage in hands on change efforts with diverse groups and in various diverse contexts. This course is a co-requisite of SCWK 3053: Field Instruction I.

SCWK -3283.

The purpose of this course is the development of personal and professional skills that prepare students for professional social work practice. This includes a focus in increasing self-awareness and mindfulnessas important knowledge for practice; an emphasis on developing skills for experiential learning; an orientation to the values and characteristics of a competent social work professional and social work practice; and the development of a beginning competency in generic crisis intervention theory and skills. (3 credit hours)

SCWK -3343. **Social Policy**

Concepts in policy planning are studied, along with an examination of the process of planned change from problem identification to programming. Consideration will be given to the political arena, the bureaucracy and roles of the politician, and the public servant. Three hours per week.

SCWK -3503.

Research methods as explored in this course are an invaluable means to social transforma-

SCWK 3943. Ethics in Social Work Practice (3-0-0) [3]

Students will use a structural focus to critically examine the ethical issues and dilemmas across population groups of the social work profession as they relate to the development of a distinct theoretical knowledge-base, set of values, code of ethics, and approaches practice. The goals of this course involve students developing and demonstrating a critical understanding of ethics theory situated within a sociopolitical and cultural context; knowledge of common ethical issues in social work practice and ethical guidelines impacting on practice; application of this knowledge through assessment and ethical decision making skills; and self-awareness in relation to these issues.

SCWK 3973. Narrative Approaches to Social Work Practice (3-0-0) [3]

Framed around three key approaches to narrative this course will provide students with the basis on which to develop their understanding of narrative and their skills in narrative analysis. The three approaches are: the narrative study of lives; the narrative analysis of texts; and, the analysis of narrative dynamics. Through these approaches students will be introduced to the work of key narrative thinkers. The course, in content and delivery, reflects the inter-disciplinary nature of narrative.

SCWK 4013. Group Work Practice Lab (0-3-0) [3]

This is a laboratory course in which students will develop skills in group membership, leadership, and programme design. Practical group experiences and reflection activities are utilized to demonstrate theories of group dynamics and development, and to enhance group assessment and intervention skills. This course is only available to 4th year BSW students.

SCWK 4089. Field Integration Seminar II

This is a mandatory course for all 4th year BSW students. The course provides a base for professional practice by introducing the values and ethics of the profession, and the theories relevant to social work practice with individuals, groups, and communities. Knowledge drawn from the social sciences and other disciplines will be integrated with methods of intervention. Co-requisite with SCWK 4613: Field Integration Seminar. Note: This course is 9 credit hours. BSW students must have successfully completed all course work in the BSW program prior to commencing their direct practice placement.

SCWK 4533. Generalist Practice II

This course is an introduction to the application of skills of helping individuals and families. The course will focus on understanding the stages of the professional helping process, practice ethics, and the acquisition of specific anti-oppressive clinical skills in communicating, assessing problems, planning, contracting, implementing change, and terminating the process. Also, the course will include skills for approaching practice situations that commonly arise in a variety of social work contexts. The course emphasizes the skills of writing social work records.

SCWK 4613. Field Integration Seminar

The Field Integration Seminar is taken in conjunction with the direct practice field placement. Students are expected to present and discuss practice experiences from their field placements, integrating knowledge from social work theory and practice. Students will participate in collaborative discussions related to professional and ethical issues, as well as practice situations emerging from placement settings.

C -4723. C

This course is designed to introduce students to the child welfare system in New Brunswick and Canada, and to examine the policies, procedures, and practices which have been developed to respond to the needs of children and adolescents. As such, another purpose of the course is to critique existing policies, procedures, and practices and to discuss ways in which the child welfare delivery system could be more responsive to the needs of children and their families. Alternative responses and innovative programmes will be examined and students will be challenged to be creative in developing ideas which would lead to evolving the child welfare system in the direction of better meeting children's needs.

C -4783.

This course is designed to familiarize social work students with the relationship between law and social work in selected areas. An overview of civil, criminal and family law will be provided with a focus on the Canadian Charter of Rights and Freedoms, the Indian Act, the Youth Criminal Justice Act, the New Brunswick Human Rights Act, the Family Services Act (S.N.B.) and the Mental Health Act (S.N.B.). The course also examines the role of social work in the administration of justice and introduces students to basic legal concepts useful for social work practice.

C -4903. II

This is a mandatory course for all post-degree BSW students. The course provides a base for professional practice by introducing the values and ethics of the profession, and theories relevant to social work practice with individuals, groups, and communities. Knowledge from the social sciences and other disciplines will be integrated with methods of intervention. Prerequisite: Theory for Social Work Practice I.

C -5006.

The purpose of this course is the development of personal and professional skills that prepare students for professional critical social work practice. This includes a focus on increasing self-awareness and mindfulness as important knowledge for practice; an emphasis on developing skills for experiential learning; an orientation to the values and characteristics of a competent social work professional and social work practice; and the development of beginning competency in generic crisis intervention theory and skills common to all levels of social work practice. Additionally, the course will prepare students for their initial □eld education experience through the clari□cation of expectations of students in a □eld placement that includes an emphasis on preparation of learning contracts.

C -5012. F I III

This course provides practical experience in the □eld, in an approved setting, under faculty supervision. Students are expected to develop knowledge and skills in the □eld su□cient for initial professional practice with various client constituencies. 700 hours. Note: This course is 12 credit hours.

C -5013. G A

This course is a group work course for students enrolled in the foundational year of the MSW degree program. It critically analyzes social work group-based practice through an anti-oppressive and structural lens, and students will develop skills in group membership, leadership, and being a re□ective social worker. Practical group experiences and re□ection activities are utilized to demonstrated theories of group dynamics and development, and to enhance group assessment, facilitation, and evaluation skills.

C -5123.

The purpose of this course is two-fold. The first being to prepare students for their initial field practice experience. The second is to explore the theory and skills relevant to crisis intervention, work with family diversity, spirituality, issues of gender, sexual orientation and culture. This includes an orientation to the values and characteristics of anti-oppressive practice, with a focus on understanding the basic principles and skills of an empowering approach to practice. It is intended that students will be able to generalize both knowledge and skills to diverse populations and contexts in which they may intervene. Students will also develop a beginning competency in generic skills common to all levels of social work practice.

C -5223.

C -4843. **B**

This course familiarizes students with the impact that loss has on one's everyday life, to examine theoretically the concepts of grief and bereavement, and to be able to integrate those theories into social work practice. Loss at multiple levels will be explored; including loss experienced through ill health, breakup of relationships, life-changing events, and death. Grief counselling theories and skills will be integral components of the course.

C -4853. **H**

This course examines mental health issues encountered by the professional with an emphasis on practice and policy implications. Students have an opportunity to explore the context of practice from a historical perspective and to critically examine the current mental health delivery system in New Brunswick. The role of the professional and professional interventions will be examined.

C -4863. **A**

In this course students develop an understanding of the components of substance abuse as well as the addictive process. Topics will include the various mood-altering drugs, the components of early identification, assessment and treatment, harm reduction, and health promotion programs.

C -4923.

This course introduces social work practice with individuals, families, groups, and communities who are coping with the impact of trauma in their lives. The goals of this course involve students developing and demonstrating a critical understanding of trauma theory in its historical, political and social contexts; knowledge of practice approaches to trauma work; application of this knowledge through assessment and beginning intervention skills; self-awareness in relation to traumatic material. Exploration of trauma theory beyond the dominant individualized, westernized, and medical model will be emphasized in the course. Ethical issues and exploration of personal and professional values, as they pertain to trauma work, will be incorporated into class material.

C -4963.

This course will explore the theory and practice of narrative as it relates to social work. Integrating narrative theory with personal and professional experience, the course will provide an opportunity for students to explore how narrative can provide a creative and construc-

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Note: A schedule of current fees is posted on the University's web site.
Any updated policies will be posted on www.stu.ca

1. F

a. Tuition Fees (*2022-2023 rates)

These fees include all the regular charges of the University for the full academic year for registration, tuition, libraries and other academic services, athletics, creative arts, health services, and accident insurance.

	Canadian	International
Arts	$ 8,039.00	$18,068.00
Education	$11,208.00	$22,896.00
Bachelor of Social Work	$8,925.00	$18,296.00
Master of Social Work	$999 per three credit hour course	$2,046.00 per three credit hour course

b. Health Insurance

Full-time, Canadian students have the option to participate in a student health plan which provides supplementary coverage for prescri hatary EMC 7.tsa/ActuaememualcID /MCID 4815

1.

Full-time students in the regular academic session (September-April) may make payment in one installment in September, or in two installments at the beginning of each term. At a minimum, the September payment should include 50% of the tuition fees plus the full student union fee. An administration fee ($20.00 in 2022-2023) is charged when tuition fees are paid in two installments.

Note: Students who have registered for the fall semester must adhere to published deadlines for payment of tuition and fees in order to hold their registered courses. Failure to do so will result in the loss of registered courses.

2.

Registration is not complete until fees have been paid or a satisfactory arrangement has been made with the Registrar's O□ce. Scholarship students should notify the Registrar's O□ce of their acceptance of their scholarship in order to complete their September registration requirements. Students depending on government student aid programs are reminded that their applications should be submitted to the student aid o□ces at least two months prior to the date of registration in order to allow time for processing.

3.

Interest will be charged on all overdue accounts at a rate set by the University, not to exceed 1.5% per month, on the balance owing.

4.

Students who have outstanding accounts will not be permitted to receive an o□cial transcript of their record or be recommended for any degree or diploma until fees, □nes, and any other accounts owed to the University are paid.

5.

Students who withdraw from university before the end of the academic year may qualify for a refund of a partial portion of their fees. Arrangements for refunds of fees must be made with Financial Services. Before a request for refund of any portion of the tuition fee is entertained, students must obtain a notice from the Registrar's o□ce con□rming their withdrawal from university. The e□ective date of withdrawal is the date on which the Registrar accepts the withdrawal. Dates and deadlines for re□unds can be found here: https://www.stu.ca/registrar/dates-and-deadlines/

The University reserves the right to make changes without notice in its published schedule of tuition, residence, and other fees.

1.

The fees for all university residences for the 2022-2023 academic year are as follows:

Holy Cross House	
Double room	$5,660

Single room (when available)	$ 8,577
Single room (ensuite)	$ 9,607
Harrington, Vanier	
Double room	$ 6,066
Single room	$ 9,021
Single Room (Ensuite)	$ 10,051

2.

Freedom Plan with $100 Flex Dollars	$ 4,555
Meal Plan (14 meals) with $250 Flex Dollars	$ 4,341
Meal Plan (10 meals) with $300 Flex Dollars	$3,668

Meal plans can be changed until October 15.

3.

A $300 non-refundable con□rmation fee will be due within 2 weeks of receiving a residence assignment. The payment secures the assignment in residence and is applied to second-semester residence fees. Failure to make the payment within the 2-week timeline, will result in the residence application being cancelled, and the room assigned to someone else.

Room assignments will be mailed out on June 1 and names of roommates will be mailed out on August 1.

4.

- Damage deposit: A deposit of $250 is required of new students upon □rst coming into residence. This deposit is subject to charges for damages to the University property while students are in residence. Damages attributed to an entire house as well as damages to an individual may be charged against the damage deposit. The unexpended portion will be refunded, upon request, within one year of withdrawal from residence. Damage costs in excess of $250 will be billed to the student.
- Laundry fee: $65
- Key replacement: $50 per key
- House dues (in support of the activities of the house committee): $50 all houses. $25 for students moving in after the Christmas break.
- Mini Fridge Rental: 125.00 for a single room; $62.50 for a double room.

5.

At least 50% of the residence>>> BDC BDC 7.8 C BDC 7.8 7.8 36. 4972 >>BDC BT/T1_1 1 Tf77.8 0 0 7t[0 0

script of their records or be recommended for any degree or diploma until fees, □nes, and any other accounts owed to the University are paid.

7. [illegible]

When you sign the Residence Agreement and accept a residence placement, you are committing to remain in residence for the entirety of the academic year. If you decide to withdraw from residence during the academic year, you will still be □nancially responsible for residence and meal plan fees. You may not rent the room out to anyone else.

Students wishing to withdraw from residence must begin the process with a Residence Manager, located in George Martin Hall 303. The withdrawal is not e□ective until the Director of Student Services and Residence Life has approved the withdrawal request. The date of the withdrawal for the purpose of fee administration will be the date this approval is given, or the date the student has checked out of residence and returned their keys, whichever is later. The student's account will be adjusted to re□ect residence per the posted refund schedule in the 2023-24 Residence Guide.

Note: For fees speci c to certain programs, please see www.stu.ca

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ANTH 3463	Psychological Anthropology (PSYC)
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ANTH 3673	Music and Globalization
ANTH 3683	The Anthropology of Sport
ANTH 3693	Media Anthropology
ANTH 3723	Human Ecology
ANTH 3803	Reading Ethnography
ANTH 3806	History of Anthropological Thought
ANTH 3913	Research Methods: Introduction to Qualitative Research Methods
ANTH 4023	Celtic Musics and Invented Traditions in Atlantic Canada

Archaeology

ANTH 2303	Issues in Archaeology
ANTH 2323	Archaeology of Early Societies - Eurasia, Africa, Oceania
ANTH 2333	World Archaeology
ANTH 2343	Archaeology of Early Societies: North and Central America
ANTH 2353	Archaeology of Early Societies: South America
ANTH 2363	Archaeology of Early Societies: Mesoamerica

Biological Anthropology

ANTH 2413	Human Biological Variation
ANTH 2423	Human Evolution: Fact and Theory
ANTH 2443	Human Skeletal Biology

Forensic Anthropology

ANTH 3443	Forensic Osteology and Archaeology
ANTH 4443	Applied Forensic Anthropology

A H C

ANTH 4003	Issues in Anthropology
ANTH 4013	Honours Seminar
ANTH 4453	Seminar on Selected Topics
ANTH 4553/6	Independent Study
ANTH 4666	Honours Thesis

H A

Admission to the Honours program is at the discretion of the faculty members of the Department of Anthropology. To gain entry to the Honours program, students must have a minimum 3.5 grade point average for all university courses. To earn an Honours degree, students must obtain a minimum 3.5 grade point average on forty-eight credit hours in anthropology courses, including the required courses, and a minimum B grade on the Honours thesis (ANTH 4666). Students intending to complete the Honours program in Anthropology must consult a faculty advisor and present an application to the Department of Anthropology no later than the last day of February of the year preceding the anticipated graduation date.

Students wishing to pursue the Honours program are required to complete a minimum of 48 credit hours in anthropology, including all of the following required courses:

- ANTH 1013 Introduction to Cultural Anthropology
- ANTH 1023 Introduction to Biological Anthropology
- One archaeology course at the 2000 level
- Two area ethnography courses

- ANTH 3806 History of Anthropological Thought
- ANTH 3913 Introduction to Qualitative Research Methods
- ANTH 4003 Issues in Anthropology
- ANTH 4666 Honours Thesis

Majors must meet with department chair to declare their Anthropology major. Students majoring in anthropology are required to complete a minimum of 36 credit hours in anthropology, including all of the following required courses:

- ANTH 1013 Introduction to Cultural Anthropology
- ANTH 1023 Introduction to Biological Anthropology
- One archaeology course at the 2000 level
- Two area ethnography courses
- ANTH 3806 History of Anthropological Thought
- ANTH 3913 Introduction to Qualitative Research Methods
- ANTH 4003 Issues in Anthropology

Students minoring in anthropology are required to complete a minimum of 18 credit hours in anthropology, including all of the following:

- ANTH 1013 Introduction to Cultural Anthropology
- ANTH 1023 Introduction to Biological Anthropology
- One area ethnography course

Forensic anthropology intersects with both anthropological and forensic studies. It is a specialty within the subdiscipline of biological anthropology and, because it deals with the analysis of human skeletal remains in a medico-legal context, it has applications for forensic science.

Prospective students are advised that ANTH 1023 is not a prerequisite for any of the required courses; that the required courses are to be taken in the order listed, with each a prerequisite of the subsequent course; and that ANTH 4443 has an enrolment limit of 25 with admission requiring permission of the instructor.

Students minoring in forensic anthropology are required to complete a minimum of 18 credit hours, of which 9 credit hours are from the required courses and a minimum of 9 credit hours from the optional courses:

Required courses:

ANTH 2443	Human Skeletal Biology
ANTH 3443	Forensic Osteology and Archaeology
ANTH 4443	Applied Forensic Anthropology

Optional Courses:

ANTH 1023	Introduction to Biological Anthropology
ANTH 1033	Introduction to Archaeology
ANTH 2413	Human Biological Diversity
BIOL 1503	Principles of Biology: Part I
BIOL 1513	Principles of Biology: Part II
CRIM 1013	Introduction to Criminology

CRIM 1023	Introduction to Criminal Justice
HMRT 2003	Introduction to Human Rights
HMRT 3123	International Human Rights

A _ H-1013. I _ , , , , , , , **C** , , , **_ A** , , , , , ,
This is an introduction to the study of contemporary cultures and languages and to the methods of ethnographic □eldwork.

A _ H-1023. I _ , , , , , , , **B** , , , , **_ A** , , , , , ,
An introduction to the study of humans as a biocultural species. The focus of this course is on human evolution, human variation and genetics, nonhuman primates, and the work of physical anthropologists.

A _ H-1033. I _ , , , , , , , **A** , , , , , , ,

A _ H-2103. A _ E : A
Ethnographic and ethnological study of the cultures of Southeast Asia.
Prerequisite: ANTH 1013.

A _ H-2153. A _ E : A
Ethnographic and ethnological study of the cultures of Australia. Prerequisite: ANTH 1013.

A _ H-2303. I A
The aim of this course is to explore critically current trends and issues in archaeological theory and methods, such as system theory, postprocessual theory, etc., and their impact on current practice in archaeology.

A _ H-2323. A E : E A
The archaeological record of the origin and evolution of human culture and social behaviour. Emphasis is placed on earliest human culture and society, its development, and theoretical interpretations of this development.

A _ H-2333. A
This course will introduce students to past cultural expressions in different parts of the world. Following a general introduction to archaeological methods and techniques and the nature of archaeological record, this course will proceed to discuss multiple archaeological cases related to the ways of life of hunter-gatherers and complex societies - chiefdoms and states - as well as the rise and fall of these forms of social and political organization. Past cultural practices and the processes that give rise to cultural change will be examined in different locations around the globe. Prerequisite: None.

A H-3803. E

This is a course in reading ethnographic literature. It emphasizes reading comprehensively and profoundly in order to gain a fuller appreciation of different cultures, and it examines issues of translating cultures into the terms of our own Western understanding. Reading examples range from classic ethnographies to recent experimental designs in writing culture. Prerequisite: None.

A H-3806. H A

This course is an intensive reading and seminar discussion on selected recent anthropologi-

A H-4023. C

This course examines the musical traditions of the Irish and Scottish diasporas in Atlantic Canada. The course materials consider the historical context of Irish and Scottish migration

Designed for first-year students, the Aquinas Program is an innovative approach to learning that combines three academic disciplines in a small-class setting where seminars, team teaching, and interdisciplinary approaches foster a high level of literacy and critical thinking. While providing required first-year credits, Aquinas thoroughly introduces academic disciplines and opens areas for exploration and discovery.

First-year students typically take five courses in five academic subjects. In Aquinas, three of these courses are organized into one section with a common theme and the same group of students and professors. Enrolment is purposely limited to create a close-knit community of learners.

First-year students register for the Aquinas Program as part of the first-year registration process.

G B

Do you believe that university is about examining life's great questions? By reading classic works of the western world, you will explore life's great themes of love, friendship, freedom, and ethics as seen by authors across cultures and throughout the ages. You'll be encouraged to read and think critically about contrasting perspectives. You'll be challenged to examine your own ideas. Through the study of novels, plays, poetry, philosophical texts and contemporary films, you will wrestle with diverse and conflicting arguments, and debate the ideas which shape our world.

Small classes bring an intimate atmosphere as you actively engage in discussions and work collaboratively to understand such books as Homer's *Iliad*, Dante's *Inferno*, Plato's *Republic*, and Shelley's *Frankenstein*. Each of the themes covered includes texts and instruction from the perspective of Political Science, Philosophy, and English.

Courses:

- Political Science 1006 Introduction to Political Science
- Philosophy 1013/1023 -

G _ B , , F , ` , _ ' , ,

Do you believe a liberal arts education should give you the tools to re□ect on some of the perennial questions of human life? In this section, you will tackle questions such as What is good? What is evil? Does power corrupt? You will re□ect on the media's role in society. Is media based on reason and deliberation? Is it used to advance personal passions and interests? Is it used to exercise power through manipulation and propaganda?

The section draws from Journalism, Poietce s,and pP5 (hailosoph13 (e)39 (.))461oTe sournalism,as pcti-5 ( )

Catholic Studies is an interdisciplinary program consisting of courses which are devoted to the examination of topics, themes, or questions pertinent to Catholic history, doctrine, and faith in its various aspects, illustrations of which are found in literature, historical studies, philosophy, theology, and the social sciences.

1. The Major in Catholic Studies is a four-part course of studies totaling 36 credit hours, which includes 18 credit hours in electives as indicated below:

CATH 3823	Special Topics in Catholic Studies II
CATH 3923	Independent Study

A Minor in Catholic Studies consists of 18 credit hours which must include:

1. CATH 2003 Introduction to Catholic Studies
   CATH 3013 Catholic Studies Seminar I
   CATH 3023 Catholic Studies Seminar II

2. Nine credit hours in electives, of which 3 credit hours must be from Group I – Catholic History, 3 credit hours from Group II – Catholic Theology, and 3 credit hours from Group III – Faith and Reason or Group IV – Faith and Values

CATH-2003. I
An introduction to the Catholic tradition through a consideration of what it means to be Catholic, and how this experience has been expressed historically and culturally in philosophy, theology, prayer, literature, personal and social morality, and art.

CATH-2013.
This course traces the shifts in practice and the development of ideas which shape the story of the seven sacraments. This will be complemented by a focus on the features in sacramental thought that serve the spiritual life.

CATH-2203. G
This course surveys the history, theology, ecclesiology, and practice of Catholicism outside of the European church. It will examine the differences between Asian, African, and Latin American theology, the evolving theology of mission in the Church, and the insights non-European Catholicism can provide for inter-religious dialogue, ecumenism, and understanding secularism. Attention will be paid to the historical role of the Catholic Church in European colonization, the distinctions between colonized and un-colonized Catholicism, and how encounters with non-European indigenous cultures has influenced Roman Catholic theology and practice. Prerequisites: none.

CATH-3013. C
A group examination and discussion compulsory for, and normally restricted to, third- and fourth-year students majoring or minoring in Catholic Studies of select topics, texts, or authors important in the Catholic tradition. Prerequisite: CATH 2003 or permission of the instructor.

CATH-3023. C II
A group examination and discussion compulsory for, and normally restricted to, third- and fourth-year students majoring or minoring in Catholic Studies of selected topics, texts, or authors important in the Catholic tradition. Prerequisite: CATH 2003 or permission of the instructor.

CATH-3213. C I (3843)
Rooted in scripture, philosophy, and theology, Catholic social teaching proposes principles of justice that emphasize the dignity of the human person, the value of economic and political institutions, and the importance of a common good. This course analyses these principles and their application to contemporary social, political, and economic issues, through particular reference to official documents of the Catholic Church. Prerequisite: CATH 2003 or permission of the instructor.

CAH-3813. [illegible] **I**

The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students. The course will focus on a topic or area in Catholic Studies.

CAH-3823. [illegible] **II**

The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students. The course will focus on a topic or area in Catholic Studies.

CAH-3833. C [illegible]

This course will examine the Catholic perspectives on war and violence, comparing them to other traditions. Topics to be discussed may include: attitudes towards war and violence in scripture and in the early Christian church, liberation theologies and violence, just war theory, the justifications of terrorism and military intervention, nonviolence and pacifism, and the obligation to seek peace and the peaceful settlement of disputes.

CAH-3923. I [illegible]

A course of independent study under the supervision of a faculty member which affords the student the opportunity to pursue an in-depth study of an area of interest through special reading or a research project. Arrangements may be made by agreement with a member of the faculty and the approval of the Coordinator.

NOTE: Not all courses listed are offered each year. Please consult with the Coordinator for more information about current and planned course offerings.

The Communications and Public Policy major explores the connection between communicating with citizens and creating, implementing and evaluating public policy. Students in the program will explore the in□uence of communications in the process of a participatory democracy, preparing them to work as communications professionals in the public, private and non-pro□t sectors.

Students majoring in Communications and Public Policy (COPP) are required to complete 36 credit hours of COPP courses. Students majoring in COPP will be encouraged to explore speci□c areas of public policy either through a double major or a minor in another discipline, or by exploring policy areas across disciplines through the breadth and depth of the Liberal Arts experience at St. Thomas. These public policy areas might include politics and governance; law and justice; Indigenous rights and policy issues; journalism; social policy and social justice; science and technology; and environmental policy issues.

In their fourth year, students will complete a mandatory rigorously supervised internship course that will require all students to gain valuable professional experience before graduation.

Students who would like to have a Minor in Communications and Public Policy must complete 18 credit hours in COPP courses.

Students must complete 36 credit hours in Communications and Public Policy Courses. A sample of the structure of the program is listed below.

_ 1

COPP 1013	Introduction to Communications
COPP 1023	Introduction to Policy Studies

_ 2

COPP 2013	Fundamentals of Writing
COPP 2023	Policy Making in the Information Age
COPP 2033	Research Methods

_ 3

COPP 3013 Rhetoric
COPP 3023 Ethics and Social Responsibility
COPP 3033 Public Policy and the Media
COPP 3043 Business Communications and Marketing
COPP 3053 Special Topics
COPP 3063 Special Topics

_ 4

COPP 4006	Case Studies in Public Policy
COPP 4016	Internship

C -3043. B

This course explores the role of communications in business settings, including professional writing, the power of narrative, the in□uence of social media, and the connection between communications and marketing.

C -3053.

This course consists of an in-depth analysis of a speci□c topic in communications and public policy. The course will be organized around the special interests of full time and visiting faculty. Topics could include: policy analysis, public management, organizational social media management, organizational communications, and social media and website design including search engine optimization, Google Analytics and basic back end social media training.

C -3063.

This course consists of an in-depth analysis of a speci□c topic in communications and public policy. The course will be organized around the special interests of full time and visiting faculty. Topics could include: policy analysis, public management, organizational social media management, organizational communications, and social media and website design including search engine optimization, Google Analytics and basic back end social media training.

C -4006.

The capstone case study course will require students to survey scholarly literature on communications and public policy analysis (regarding policy development, design and implementation) and apply this research as they write two case studies that allows them to synthesize the issues encountered with their studies in Communications and Public Policy. Prerequisites: COPP 3013, COPP 3023, COPP 3033.

C -4016. I

Students will complete two supervised professional unpaid internships in a professional communications agency, non-pro□t organization, or government o□ce and will complete a detailed exit report. Where possible, students will have the opportunity to pursue internships that require them to work in French or in a bilingual o□ce. Prerequisites: COPP 3013, COPP 3023, COPP 3033.

C -3163.

This course explores how the new media and social media are contributing to political and social change around the world.

signed UN issues and the assigned country's policy on them; preparation of working papers

& S

The Department of Criminology and Criminal Justice o□ers the following programs: a 36 credit hour Certi□cate program in Criminology and Criminal Justice, a Bachelor of Arts, with a Minor or a Major in Criminology, a Bachelor of Arts (Honours) in Criminology and a Bachelor of Applied Arts in Criminal Justice.

Students with a general interest in criminology are invited to enroll in CRIM 1013 Introduction to Criminology and CRIM 1023 Introduction to Criminal Justice. These courses are a prerequisite for all other courses o□ered by the Criminology Department and will provide students with the opportunity to select other general interest courses in criminology beyond the □rst-year level. In some cases, students may be allowed to take upper-level Criminology courses with written permission of the instructor.

Students wishing to complete a Minor in Criminology must complete CRIM 1013 and CRIM 1023 and an additional 12 credit hours in Criminology courses.

Students must complete CRIM 1013: Introduction to Criminology and CRIM 1023: Introduction to Criminal Justice (a total of 6 credit hours) as a prerequisite for all courses o□ered by the Criminology Department. Students are also required to take one theory course, CRIM 2013: Early Criminological Theory OR CRIM 3013: Contemporary Criminological Theory and one course in research methods: CRIM 2103: Introduction to Qualitative Research Methods OR CRIM 2113: Introduction to Quantitative Research Methods. Finally, students are required to complete 3 credit hours from each of the six course streams (for a total of 18 credit hours), plus an additional 6 credit hours of CRIM electives (from any course stream; for a total of 36 credit hours).

Note: The maximum number of credit hours that may be taken in a given year is 18, except with the permission of the Chair.

S

Students honouring in Criminology require a total of 36 credit hours in Criminology to qualify for the Major (as outlined above, under Major in Criminology) plus an additional 21 credit hours, described below, for a total of 57 credit hours, to complete the program. Students wishing to pursue an Honours in Criminology must complete the following courses: CRIM 1013 & 1023, CRIM 2013, CRIM 2103, CRIM 2113, CRIM 2253, CRIM 3013, 3253, and CRIM 3103 or CRIM 4113, with a cumulative grade point average of 3.3, in Criminology courses.

The following additional courses beyond those listed above are required for the Honours in Criminology:
CRIM 4013 Honours Seminar
CRIM 4906 Honours Research Thesis

Two 3 credit Criminology seminar courses at the 4000 level.

It is strongly advised that the Honours program is intended primarily for those students who plan to go to graduate school. Entrance to the Honours program is a two-stage process. Students must □rst complete CRIM 3253 Pre-Honours Workshop and its □nal assignment, a research proposal which outlines the student's planned Honours project or thesis. The

C & ,

CRIM 2223	Youth Justice
CRIM 2263	Children and Youth at Risk
CRIM 3803	Child and Youth Rights
CRIM 4153	Advanced Studies in Youth Justice Policy

, & ,

CRIM 2843	Corporate Crime and Corporate Regulation
CRIM 2233	Police and the Canadian Community
CRIM 3513	Organized Crime
CRIM 3643	Terrorism
CRIM 4233	Policing, Security, and Governance

&

CRIM 2013	Early Criminological Theory
CRIM 3013	Contemporary Criminological Theory
CRIM 2103	Introduction to Qualitative Research Methods
CRIM 2113	Introduction to Quantitative Research Methods
CRIM 3103	Advanced Qualitative Research Methods
CRIM 4113	Advanced Data Analysis
CRIM 4423	Power and Control in Society

Ç I -1013.

This course is designed to introduce the student to the discipline of criminology: its origins, the nature of disciplinary debates, and a sampling of theoretical and methodological issues. It involves an examination of crime patterns, causes of criminal behaviour and crime prevention strategies. This course also introduces the student to core topics covered in electives in the second year: courts, young o□enders, police, corrections, and victimology. This introductory course is a prerequisite for all upper-level courses.

Ç I -1023.

This course is designed to introduce the student to the role criminology plays in both formulating and critiquing criminal justice policy and a sampling of theoretical and methodological issues. It involves a critical look at the nature of the criminal justice system, the role of

critically evaluate and make appropriate use of secondary information sources. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -2113. I (2913)
This course is designed to provide students with an introduction to social science research methods and statistics as they apply to criminology and criminal justice issues. It aims to help students understand the fundamentals of the scienti□c method, including research design, sampling methodologies, measurement strategies, statistics, and data collection techniques, while assisting them in the development of the necessary critical thinking skills to critique and evaluate criminal justice research. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -2123. C
This course provides an introduction to criminal law - what it is, how it came into being, and the various elements of o□ences and forms of defence within Canada's criminal law system.

Ç I -2943.

This course will examine this specialized eld of criminology which is related to the study of victims of crime and factors connected to the victim. A historical perspective on the study of victimology, theories related to the explanation of victimization, the modern evolution of victim rights, and the development of victim services will be examined. Speci c victim groups, provincial and federal legislation related to victims, the United Nations Charter of Victims Rights will be addressed, as well as the delivery of services to victims involved in the criminal justice system. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -3003. **C** **C** **(H)**

This course consists of an in-depth analysis of a speci c topic in the eld of criminology or criminal justice. The purpose is to provide a more detailed analysis of the topic by integrating theoretical and research applications. The course will be organized around the special interests of full time and visiting faculty to capitalize on the research and theoretical interests of the Department complement. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -3013. Ç **C**

This course will introduce students to 20th century criminological theories such as the Chicago School, strain theory, di erential association theory, labelling theory, and critical criminology. The student's knowledge of classical, positive, and critical criminology will be applied to issues of social control and crime reduction. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -3103. A

This course seeks to deepen students' understanding of qualitative research methods, such as research ethics in qualitative research, qualitative research design, interviewing, focus group interviews, participant observation and qualitative content analysis. Prerequisites: CRIM 2103.

Ç I -3123. Ç **I** **C**

This course is designed to provide an overview and analysis of contemporary controversies and issues pertinent to the criminal justice system and Canadian crime policy. Speci c emphasis will be given to an examination of the in uence that changes in social policy and shifting public sentiments about crime control have on both the structure and operation of various components of the criminal justice system. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -3143. C **C**

This course is an advanced look at the Canadian Charter of Rights and Freedoms. Particular attention will be devoted to the e ects of the Charter on criminal law making and its enforcement with reference to speci c examples such as abortion, obscenity, pornography, capital punishment, unreasonable search and seizure, and pre-trial and detention rights. Prerequisites: CRIM 1013 and CRIM 1023.

Ç I -3153. C **B**

This course examines the antecedents of, and responses to, criminal behaviour(ehaeMCID 623Tnup68.Se

CRIM-3163.
This course investigates and theorizes issues relating to missing and murdered persons. Drawing from diverse fields including criminal justice, feminist/ criminology, sociology, forensic anthropology, critical victimology, and Indigenous studies, the course evaluates established and emerging policies and practices regarding documentation, investigation, prosecution, prevention, and commemoration of missing persons cases. The course critically analyzes colonialism, gender and violence as factors that place particular communities at risk.

CRIM-3203. Gender, Crime and Criminal Justice
This course is an in-depth analysis of policy issues related to policing, courts, and corrections. Through an analysis of contemporary issues facing the criminal justice system in Canada, students will examine the links between the police, politics, law, and the administration of justice. Further, students will explore the roles and responsibilities of various government departments and agencies, non-government agencies, and community organizations affiliated directly and indirectly with the criminal justice system to gain a greater understanding of how to access resources and services for persons affected by the criminal justice system. This is a required course for students enrolled in the Bachelor of Applied Arts in Criminal Justice and is open to students in Criminology. Pre-requisities: CRIM 1013 and CRIM 1023.

CRIM-3223. Criminal Courts
This course provides an overview of the organizational structure and functions of the court system in Canada. The theory and practice of bail, legal representation, prosecution, the trial, sentencing, and the appeal process will be covered. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3243. Advanced Criminal Law
This course builds upon the introduction to criminal law offered in CRIM 2123: Criminal Law, focusing on some of the more complex aspects of Canada's criminal legal system, including examinations of modes of participation in criminal offending as well as various available defences to criminal charges. Topics may include: aiding and abetting, conspiracy, self-defence, intoxication, entrapment, duress, mistake, and consent. There will also be some comparative analyses of international crimes such as genocide, war crimes, crimes against humanity, torture, and terrorism. Prerequisites: CRIM 2123.

CRIM-3253. Honours Thesis Proposal
The goal of this course is the completion of an Honours thesis proposal to be included as

Ç I -3643. **:A I**

This course provides a survey of issues related to terrorism and global con□ict wherein students will be able to discuss social, political, economic and cultural roots of terrorism. In particular, this course will develop an appreciation of the complex motivations producing terrorism, as well as the unusual character and signi□cant trade-o□s that are induced by governments to minimize the impact of terrorism. Prerequisites: CRIM 1013 and CRIM 1023

CRIM-4003. [illegible] **Criminology Seminar** [illegible]

This course consists of an in-depth analysis of a specific topic in the field of criminology or criminal justice. The purpose is to provide a more detailed analysis of the topic by integrating theoretical and research applications. The course will be organized around the special interests of full time and visiting faculty to capitalize on the research and theoretical interests of the Department complement. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-4013. [illegible]

This course provides a collaborative work forum for students accepted into the Honours program. The course is comprised of a number of thesis related assignments that will guide students through the process of researching and writing their Honours thesis, including a peer presentation on their Honours research topic. This course will also allow students to explore some of the central themes and concepts in the discipline of criminology. Prerequisite: Formal acceptance into the Honours program.

CRIM-4113. [illegible]

This course is designed to provide students with an advanced look at applied social science research methods and statistics in criminology and criminal justice using SPSS. The course aims to help students develop practical skills in the design and execution of criminal justice research and to strengthen essential statistical understanding and data analysis skills. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, CRIM 2113, or permission of the instructor.

CRIM-4133. [illegible]

This seminar course compares criminal justice systems in a variety of jurisdictions and examines the development of international criminal law. The course is designed to provide students with a better understanding of the different legal and institutional approaches to crime. Topics include an analysis of reactions to crime, criminal behaviour, correctional philosophies, and the role of international legal bodies in the area of extraordinary criminal offences. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4143. [illegible] **(H** [illegible] **)**

This course will encourage students to critically evaluate social and legal positions and

This program is a double certification, two-stage admission program. The first two years of the program are completed at either New Brunswick Community College (NBCC) or Collège Communautaire du Nouveau-Brunswick (CCNB). The third and fourth years are completed at St. Thomas University. The program provides students with a combination of practical training and liberal arts education. Through an integrated program design, a set of curriculum features embed the technical aspects of the program in a humanistic and social science framework when students complete the second stage of the program at St. Thomas in their third and fourth years of study.

The program is open to New Brunswick Community College (NBCC) graduates of the Criminal Justice, Correctional Techniques, Police Foundations, and Youth Care Worker diploma programs. In addition, the program is open to Collège Communautaire du Nouveau-Brunswick (CCNB) graduates of the Techniques d'intervention en délinquance, Techniques correctionnelles, Techniques parajudiciaires, and Techniques policières diploma programs.

Normally, the program is completed in 4 years. The first two years are completed at NBCC or CCNB, and the last two years are completed at St. Thomas University. The first two years of the program was completed in Years 1 and 2, as outlined below.

Students will select an additional 3 credit hours from any Arts courses o□ered.

ENGL 3233	Digital Projects and Digital Reading
ENGL 3243	Race and Media
ENGL 3483	Irish Film
ENVS 3213	Media and Politics in Canada
FNAR 2113	Visual Art and Aesthetic Literacy
FNAR 2763	Film Production
FNAR 2963	Acting for Film and TV
FNAR 3613	Music in Film and TV
GERO 3093	Images of Aging in Film
GRBK 2206	Human Nature and Technology (HMRT 2216)
GRBK 3406	Philosophy and Art
HIST 1783	Screening History
HIST 3603	Disney and World History
HMRT 2216	Human Nature and Technology (GRBK 2206)
HMRT 3153	Popular Culture and Human Rights
HMRT 3203	Human Rights Advocacy through Social Media
JOUR 1113	Fundamentals of E□ective Writing
JOUR 2033	Local Reporting, Global Media
JOUR 2063	Media Ethics and the Law
JOUR 2113	The Toolbox 1: New Media
JOUR 2123	The Toolbox 2: Mobile Media
JOUR 3013	Through the Lens
JOUR 3023	Radio and Podcasting
JOUR 3143	Documentary
JOUR 3153	Digital Journalism
JOUR 3163	New Media and Social Change (COPP)
JOUR 3173	Interviewing and the Art of the Inquiry
NATI 2703	Invented Traditions
NATI 3333	Colonial Cartography and Indigenous Nations
PSYC 4253	Psychology, the Internet, and the Digital World
RELG 3583	Media and Ethics
SOCI 2323	Sociology for Cyborgs: The Social Organization of the Internet
SOCI 2513	Sociology of Communication
SOCI 3573	Sociology of Art and Culture

DIG -2013. D

This course introduces students to the creation of stories using videography, sound recording and platforms to showcase creative artistic works. Students are introduced to the creation opportunities in the campus digital studio and be trained on new technologies and equipment. The course is required for students planning to complete an Interdisciplinary Major in Digital Media and Creative Arts. No prerequisite.

DIG -2023. D

This course introduces students to producing and editing video and audio stories. It follows the Digital Creation course, shifting from creation to production. The course introduces students to the integration of social media in digital production. This is a required course for students planning to complete an Interdisciplinary Major in Digital Media and Creative Arts. Prerequisite DIGM 2013.

DIG -3013. D

This course explores the use of still photography in digital media production, and how true stories can be told through digital images. It gives students a background in the aesthetics of photography, explores theories of the image, and explores the ethical issues surrounding the manipulation of digital images. The course requires students to produce and edit digital images using a mix of digital photographic equipment and editing software. No prerequisite.

DIG -3023. D

This course explores documentary lm as a storytelling medium and how to create and produce documentaries. The course requires students to study in uential lms and produce and edit original documentary projects. It also introduces students to theories of documentary and the power of non-ction storytelling. No prerequisite.

NOTE: Not all courses listed are o ered each year. Please consult with the Program Director for more information about current and planned course o erings.

In addition to mainstream Economics, the Economics program at St. Thomas explores the interdisciplinary connections of Economics through a political economy approach.

The Department of Economics o□ers (1) a Major in economics, (2) a Major in Economics with a business option, (3) Honours in Economics, (4) Honours in Political Economy, and (5) a Minor in Economics, as well as a variety of general interest courses.

Courses are o□ered at three levels: introductory, intermediate, and advanced. The introduc-

Students wishing to pursue a Minor in economics are required to take 18 credit hours of economics courses, including ECON 1006 or 1013 & 1023.

Students who elect a Major in Economics usually do so at the beginning of their second year; this enables them to take their economics courses in the best sequence. Students may elect a Major in Economics at the beginning of their third year, but their options may be restricted.

For a Major in Economics, 36 credit hours are required, including:

ECON 1006 Introduction to Economics (or ECON 1013 & 1023)
ECON 2103 Microeconomic Theory I
ECON 2113 Macroeconomic Theory I
ECON 2123 Quantitative Methods I

and at least one of the following:
ECON 2153, 3133, 3143, 3163, or 3173.

The remaining courses are electives; of these, at least one course is recommended from each of the following subject areas:

- Political Economy
- International Economy
- Canadian Institutions and Policy

Canadian Institutions and Policy

ECON 2333 Ecological Economics
ECON 2403 Economics of Poverty
ECON 3033 Labour Relations and Collective Bargaining
ECON 3433 Economics of Government
ECON 3443 New Brunswick Economy
ECON 3453 Labour Economics

Special Studies

ECON 4506 Work-Study Project
ECON 4546 Honours Thesis
ECON 4533 Honours Research Project
ECON 4513 Independent Study
ECON 4523 Independent Study

EC -1006. E : E
In addition to a critical study of how an economy works, the course will examine issues of economic justice such as the equitable distribution of power, resources and income by class, race, gender and geography; ecological sustainability; and economic relations in a peaceful world.

EC -1013. E ( )
This course, which is equivalent to one half of ECON 1006, examines the behaviour of consumers and producers in a market economy. Among the issues discussed will be environmental protection, wealth and poverty, and the extent of corporate power.(Credit will not be given for both ECON 1006 and ECON 1013.)

EC -1023. E ( )
This course, which is equivalent to one half of ECON 1006, analyzes the Canadian economy and how it works. It includes a discussion of output, unemployment, growth, money, international trade, and nance. (Credit will not be given for both ECON 1006 and ECON 1023.)

EC -2003. A H
This course explores happiness/well-being as a multi-dimensional concept that includes both economic factors such as income and wealth, as well as many non-economic factorsa8c190 >e u0 (

B I-3013. F
The course introduces techniques of personal nancial planning, which will be of value for both personal and professional use. Topics include planning strategies, managing credit and debt, time value of money, personal income tax, risk management and insurance, investment basics, retirement planning, and the development personal nancial plans.

B I-3023. (E 3033)
The course introduces students to the speci c issues that arise in managing nonpro t organizations. Topics covered include strategic planning, accountability, board governance, nancial planning, fund raising, and human resources.

B I-3033. Ç B (EC)
The course examines collective bargaining in its historical and institutional context. Topics include the history of the labour movement, the attainment of bargaining rights, the collective bargaining process, the grievance and arbitration process, and the legal environment.

B I-3513. I I (C 3533)
Industrial and Organizational (I/O) Psychology is an area of psychology focused on acquiring and applying knowledge of human behaviour in work contexts. In this course students will be introduced to the theories, methods, ndings, and applications of industrial and organizational psychology. A comprehensive list of I/O topics will be covered using lectures, readings, class activities and assignments. Prerequisites: PSYC 2013 and 2023, or permission of the instructor.

AD -1015. I B
Introduces business topics to students from other disciplines who do not intend to Major in business. Topics include business history, forms of organizations, sources and use of business information. Introduces the functional areas of business including accounting, nancial management, marketing, production control, human resources management, and special topics.

AD -1213. F A
Examines the identi cation, measurement, recording, and communication of nancial information for managerial decision-making. Reviews basic principles and concepts to convey the conceptual framework of the accounting discipline. Prerequisite: ADM 1015.

AD -1313.
Provides a foundation of marketing theory and analysis necessary to approach the decision making process and issues related to the marketing function.

AD -2223. A
Emphasizes the role of the accounting function in managerial decision-making. Traditional job costing and activity-based costing stressed. Appraises the use of standard costing and variance analysis as tools for management control. Examines exible budgets, break- even analysis and contribution costing in decision-making.

AD -2413. ', '. ' , , **F**, _

Analyses the basic tools and concepts of □nance and illustrates their application to practical problems faced by managers. Topics include: the time value of money, term structure of interest rates, valuation of □nancial securities, □nancial statement analysis, □nancial planning, working capital management and short-term and long-term sources of □nancing. Provides an introduction to the techniques of capital budgeting and the concepts of risk and return on options.

AD -2513. _, ', _', , _ **B** _.', .

The English Department o□ers courses at three levels: introductory, intermediate, and advanced.

Courses at the introductory level, numbered in the 1000-range, are intended for □rst-year or beginning students of English. Students should note that ENGL 1013 is open only to ESL students, and that ENGL 1016 is prerequisite to ENGL 2013 and to all courses at the 3000-level (except 2000-level courses in Creative Writing and Drama production, which are open to □rst-year students with the instructor's permission). ENGL 1023: Introduction to the Study of Literature is a 3-credit-hour introductory English course. Now you may take ENGL 1023 along with any one of the following: ENGL 1003 or ENGL 1203 to ful□ll the 6-credit-hours required at the □rst-year level for the English Minor, Major, or Honours program. Or, take the 6-credit-hour (full-year) ENGL 1016 English Literatures in Culture and History. Students cannot receive credit for both ENGL 1016 and ENGL 1023; take one or the other, but not both.

Courses at the intermediate level, numbered in the 2000-range (except ENGL 2013), are general interest courses open not only to students who have completed ENGL1016 and are planning to Minor, Major, or Honour in English, but also to students following other programs who have completed any 30 credit hours of courses at the 1000-level.

Courses at the advanced level, numbered in the 3000-range, are normally open only to students who have completed ENGL 2013.

Seminars at the 4000-level are open only □rst to students who have been accepted into the Honours program. Honours Seminars are limited in enrolment and foreground active research, writing, and formal oral presentations. Normally, two seminars are o□ered each year. Majors with a GPA of 3.7 or higher may apply to enroll in an Honours Seminar, space permitting.

The Department o□ers the following programs:

Major in English
Major in English with a Concentration in Creative Writing
Honours in English
Double Honours in English (with another discipline)
Honours in English with a Concentration in Creative Writing

To graduate with a Minor in English, a student must have completed 18 credit hours and have ful□lled the following requirements:

- Six credits at the □rst-year level, either ENGL 1016 English Literatures in History and Culture or ENGL 1023 Introduction to English and any one of ENGL 1003 Introduction to Theatre, ENGL 1203 Introduction to Film Studies, or ENGL 1903 Reading and Responding to Indigenous Canadian Literature

tive and the number of spaces available is limited. Usually, students accepted to the Honours program have a GPA in English of 3.4 or higher.

To graduate with Double Honours in English, a student must have completed 48 credit hours (including 30 credit hours at the 3000 level or above), maintained a GPA of at least 3.0 in English, and ful□lled the following requirements:

- ENGL 1016 English Literatures in History and Culture
- ENGL 2013 Research Methods in English
- ENGL 2803 Contemporary Theory I: Language and Literature
- 12 credit hours from courses in pre-1800 literature
- 12 credit hours from courses in post-1800 literature
- 6 credit hours from courses in Canadian or American literature
- 6 credit hours from courses focusing on the English language
- 6 credit hours of Honours Seminars

H , , , , , E , , , C , , , , C , , ,

Students must apply for entrance into the Honours program and meet with one of the Department's Honours Advisors before registering for their third year. Entrance is competitive and the number of spaces available is limited. Usually, students accepted to the Honours program have a GPA in English of 3.4 or higher.

Students must confer with the Department's Creative Writing Advisor before applying for Honours in English with a Concentration in Creative Writing.

To graduate with Honours in English with a Concentration in Creative Writing, a student must have ful□lled all of the requirements of the Honours in English, in addition to at least 15 credit hours in Creative Writing courses, including ENGL 4153: Senior Project in Creative Writing.

I

E G -1003. I

An introduction to the role, practice, and study of theatre in society. Students are introduced to key concepts and material elements in the study and practice of theatre through exposure to dramatic and historical texts, acting techniques, the technical elements of theatre, and local theatre attendance and re□ection. The course is a hybrid lecture/studio course, and open to all students. (co and pre-requisite to ENGL 2213)

E G -1013. I , , , , , , , I , , , , , , (E)

An introduction for international students to a representative sampling of □ction and poetry written in English. The course will concentrate on the acquisition of close reading skills and expository writing skills. It will also be an exploration of some of the key themes of western literature. Open only to ESL students.

E G -1016. E , , , , , H , , , C , ,

An introduction to literatures in English including, but not restricted to, the British literary canon. It teaches students to read and write e□ectively, and to locate texts in history and culture. The course includes a chronological introduction sensitive to the structures and intersections of literary periods.

E G -1023. I

This course introduces students to the conventions of literary study. It o□ers reading strategies and techniques that permit the student to make sense of di□cult or alien readings. At the same time, the ability to communicate understanding of literary texts through the conventions of scholarly essay writing is emphasized. Students will not only become e□ective readers and communicators in this course-they will come to appreciate some of the most important literary texts that the English language has produced.

E G -1203. I

This course aims to familiarize students with the terminology and key concepts of Film Studies as an academic discipline. Through a survey of various styles and narrative traditions, students are introduced to the main critical approaches used to understand cinema, including genre studies and Auteur theory.The course also focuses on theinterpretation o□lms as the expression of a nationalethos, and as a representation of gender and class, as well as racial, ethnic and cultural identities.While there is a historical dimension to the course, itdoesnot follow a strictly historical chronology in the presentation of □lms or issues. The course includes lectures,discussions and □lm screenings.

E G -1233. D

Students will learn, use, and critique digital productivity tools, multimedia and website development tools, and Web 2.0 tools, while they apply literary methodologies to broader issues and debates like cyber safety, digital privacy laws and ethics, the economic and social engineering implications of user-data, as well as modes of digital communication and collaboration. Familiarity with critical theories and historical trends will help students understand how social and political movements develop the form, genre, and style of digital platforms.

E G -1903.

The content of this course changes from year to year to re□ect the special strengths of faculty and the particular needs of students.

E G -2013.

This introduction to the discipline and practice of English teaches the student to prepare a research paper, practice close reading, and develop a grammatically correct, clear writing style. Students will learn to use literary databases and library resources; they will undertake a research project that helps provide a solid grounding in the methods and conventions of the discipline of English Literature. Prerequisite: ENGL 1016.

E G -2113. C

A course for students interested in writing poetry, prose, and/or scripts. Along with writing assignments and workshopping (critiquing each others' work), students give presentations or blog on topics that will help them develop writing skills. This course is also open to □rst-year students. Prerequisite: 5-10 page sample of work submitted to the instructor at least a week before registration, or ENGL 2123.

E G -2123. C

A course for students interested in writing poetry, prose, and/or scripts. Along with writing assignments and workshopping (critiquing each others' work), students give presentations or blog on topics that will help them understand current issues relevant to writers. This course is also open to □rst-year students. Prerequisite: 5-10 page sample of work submitted to the instructor at least a week before registration, or ENGL 2113.

E G -2163. E , , , , , , E , , , , , E , , , , (E , ,)

It may be impossible to represent the scale, timespan, and complexity of climate change. And yet, as a direct corollary, scientists and storytellers have made myriad attempts: avant-garde poetry, apocalyptic lm, realist novels, abstract sculpture, and heat maps, among other

E G -2413. G

An introduction to the related genres of manga, global manga, and graphic novels. Particular attention will be paid to the narrative strategies of manga and graphic novel creators. Works of fantasy and science □ction, as well as more realistic texts, will be explored. (Post-1800.)

E G -2463. I

A survey of the major □gures in twentieth century Irish literature including W.B. Yeats, James Joyce, Samuel Beckett, and Seamus Heaney. The Irish nationalism is a central focus. The course also includes a □lm component and features director/auteurs such as Neil Jordan and Jim Sheridan. The impact of the Irish diaspora on the literature and □lm of America is also considered, with special reference to Eugene O'Neill. (Post-1800.)

E G -2493. A C , F A (B)

This course will study the cultural mosaic of Atlantic Canada in □ction, poetry, □lm, and art. We will begin with settler literature and advance to the present. (Post-1800; Canadian.)

E G -2503.

E G -29

The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.

E G -3343. A

This course will continue the study of Old English, focussing on translation of prose and

E G -3706. (G B)

An exploration of the works of Shakespeare in the context of Renaissance political thought as re□ected in his plays and in early modern political texts. We focus on the plays, although Shakespeare's non-dramatic works may be included, as well as modern □lm adaptations. (Pre-1800.)

E G -3723. A

An examination of the novels of Jane Austen set against the cultural contexts that produced and popularized them. (Post-1800.)

E G -3793. A E :

An exploration of Anglo-Saxon poetry, with particular focus on 'elegies' and epic and their landscapes. The course focusses on the scholarship of translation: students will translate all texts themselves, taking into account the material culture, geography, geology and history of the locations around them. This course is taught in the United Kingdom, while travelling to various sites associated with the literature (e.g. Beowulf and Sutton Hoo; monsters and the Fens; "Cædmon's Hymn" and Whitby Abbey). (Pre-1800.)

E G -3813. C III: G

An exploration of contemporary theories of gender and sexuality, focusing on the manner in which gender, sexuality, and their attendant identity politics are re-visioned in terms of their constructedness, over against normalizing conceptions of sexual identity. Readings are taken from a diversity of disciplines, including psychoanalysis, sociology, anthropology, feminism, philosophy, and literary theory. (Post-1800.)

E G -3823. H

An introduction to the historical texts and sources for contemporary literary theory, which explores the manner in which the questions that shape contemporary inquiry in the human sciences are precisely those that humanity has been asking for the last 3000 years. (Pre-1800.)

E G -3833. 21 C A

An introduction to key thinkers of the 21st century whose thought has shaped humanist inquiry across a host of disciplines. We engage these thinkers in terms of the manner in which they have re-shaped our perceptions of, and ability to engage, power and authority. The pre-requisite is ENGL 2013 Research Methods in English, consistent with all advanced courses in ENGL. (Post-1800.)

E G -3863. E D

This course examines in□uential thinking and writing about drama, theatre, and performance by philosophers, theorists, clergy, and practitioners since the classical period, with a pre-nineteenth-century emphasis. (Pre-1800.)

E G -3906. F (G B)

This course will examine the nature of freedom in the context of human life and community. Questions to be addressed will include: To what extent are human beings free by nature? Should political communities promote freedom? What might be appropriate limitations on our freedom? Prerequisite: GRBK 2006. (Pre-1800.)

E G -3926.

The content of this course changes from year to year to re□ect the special strengths of faculty and the particular needs of students.

E G -4656.

The content of this course changes from year to year to re□ect the special strengths of the Department and the particular needs of the students. It consists of an advanced treatment of a topic or an area in literature.

E G -4736.

The content of this course changes from year to year to re□ect the special strengths of the Department and the particular needs of the students. It consists of an advanced treatment of a topic or an area in literature.

E G 4776

Revolutions in America and France, slave revolts in Haiti, workers' riots in the streets of London, and women's demands for education inspired novels that led writers and readers to imagine human rights in the late eighteenth century. The rationality of human rights were justi□ed by sentimental novels that provoked sympathy and empathy with su□erers of the injustices of imperialism, slavery, disenfranchisement, and misogyny. This seminar explores the co-emergence of novels and human rights, and investigates their ongoing co-dependence. (Pre-1800.)

E G -4786.

The content of this course changes from year to year to re□ect the special strengths of the Department and the particular needs of the students. It consists of an advanced treatment of a topic or an area in literature.

E G -4796.

Bring your undergraduate degree into focus. Discover how the humanities and social sciences shape, and are shaped by, the culture you live in. And grab the conceptual tools you need to help your liberal arts education intervene in the choices you make for the rest of your life. Our Homemade Apocalypse invites all quali□ed students to come and discover how □elds as diverse as literary theory, social theory, macroeconomics, philosophy, anthropology, human geography, legal theory, urban history, and psychoanalysis come together to trenchantly critique our Western

Within the Bachelor of Arts, St. Thomas o□ers a unique English as a Second Language (ESL) program for students whose level of English pro□ciency is not high enough to pursue regular studies at an English-language university. These students are provided the opportunity to

Semester 1

ESL 1013 English for Academic Purposes: Reading and Writing I

ESL 1033 English for Academic Purposes: Speaking and Listening I

Two Integrated Courses

One Assisted Course (optional)

Semester 2

ESL 1023 English for Academic Purposes: Reading and Writing II

ESL 1043 English for Academic Purposes: Speaking and Listening II

One Integrated Course

Two Assisted Courses (optional)

I

Some full-time ESL students may be best served by taking fewer than five courses per semester, which is the normal full-time course load. The university therefore permits ESL students who are directed to take fewer than five courses to make up those credits at Intersession (May-June) or Summer Session (July-August) free of charge.

Students who meet the following minimum English Language Proficiency scores and the St. Thomas academic admission requirements are eligible for the ESL program: TOEFL: 61 (Internet-based), TOEFL: 173 (computer-based), TOEFL: 500 (paper-based), MELAB: 69, IELTS: 5.0.

Students with TOEFL scores of 88-89 (Internet-based), 230 (computer-based), 570 (paper-based) or a MELAB score of 80 or an IELTS score of 6.5 or greater are eligible to take five regular academic courses but may take integrated and assisted courses if they wish.

1. The ESL program has a graduated sequence of courses that eligible students are required to complete from their entry level. For example, students admitted to ESL 1013 upon their ar.S009U1f0s of mlTh5 (sio)12 (n)-8 ( )]TJETEMC rosixxtFEle studenraar

5. The pedagogical strategies used in language courses require active participation from students. Attendance is obligatory in the ESL courses. A student who misses over 10% of an ESL course without a justi□able reason will be dismissed from the program.

E -1013. E A I
This course helps students whose □rst language is not English develop the reading and writing skills required in university studies. The reading techniques to be taught will include skimming, previewing, predicting and in-depth analyzing. The types of writing practiced will be summaries, paraphrases and essays (expository, and comparison and contrast). Vocabulary-building and grammar will also be important components of the course. Co-requisite: ESL 1033.

E -1023. E A II
This course will help students whose □rst language is not English further develop academic reading and writing skills. The reading techniques to be improved will include skimming, previewing, predicting and in-depth analyzing. The types of writing practiced will be summaries, paraphrases and essays (cause and e□ect, and persuasive). Vocabulary-building and grammar will also be important components of the course. Students will also develop their ability to conduct library-based research and to synthesize information for writing assignments. Prerequisite: ESL 1013 or Director's permission. Co-requisite: ESL 1043.

E -1033. E A I
This course helps students whose □rst language is not English to develop the speaking and listening skills required in university studies. The basic elements of oral expression and comprehension will be studied: sounds, word and sentence stress, rhythm, intonation, comprehension of weak forms, and connected speech. Listening skills will include intensive, selective and interactive tasks, such as note-taking. Speaking functions will include presenting information, asking questions and debating. 6 hours per week.
Co-requisite: ESL 1013.

E -1043. E A II
This course helps students whose □rst language is not English to develop the speaking and listening skills required in university studies. The basic elements of oral expression and comprehension will be studied: sounds, word and sentence stress, rhythm, intonation, comprehension of weak forms, and connected speech. Listening skills will include intensive, selective and interactive tasks, such as note-taking. Speaking functions will include presenting information, asking questions and debating. 6 hours per week. Prerequisite: ESL 1033 or Director's permission. Co-requisite: ESL 1023.

E -2213. A E A I
This course is designed to assist ESL students in meeting the language-related expectations of university courses. The primary focus will be on academic writing skills. Attention will also be devoted to listening, speaking, reading, grammar, and vocabulary acquisition. Language skills will be linked to academic content from a number of disciplines. The course is intended for students whose □rst language is not English and whose TOEFL scores are between 550 and 599 (or a recognized equivalent). Prerequisite: ESL 1023 or Director's permission.

The goal of the Environment and Society Program is to inspire and prepare students to become leaders in the quest for a sustainable world.

Since the turn of the 21st century, global scienti□c assessments have demonstrated that human activity is having far-reaching negative e□ects on the Earth system. Biologists propose that the Earth is experiencing the Sixth Mass Extinction. Climate scientists warn that we are approaching a global warming threshold that, if crossed, will result in dangerous climate change. Some scientists propose that we have entered a new geologic epoch called The Anthropocene, the age in which humans have become the dominant force changing the face of the Earth. These changes are the result of complex interactions between human societies and the natural world in which we are embedded.

Through the Environment and Society Program, students come to understand the social structures that are driving these Earth system changes, and the worldviews that underpin them. They also discover how power is exercised to maintain the status quo, and how they themselves can become change agents.

Environment and Society is o□ered as a double Major. Students choosing Environment and Society as their Major will also complete a second Major in another □eld of study. Because Environment and Society studies are interdisciplinary, any discipline that a student may choose would complement their ENVS program. ENVS electives o□ered by other departments may count both for the ENVS Major and for the Major in that department.

Note that not all courses are o□ered every year. Students should consult with the ENVS program coordinator to plan their program of studies.

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A. Required Environment and Society Courses

ENVS 1013	Environment and Society I: Understanding Environmental Problems
ENVS 1023	Environmental Praxis I: Thinking Globally, Acting Locally
ENVS 2023	Environment and Society II: Perspectives on Human-Nature Relations
ENVS 2113	Ecological Literacy
ENVS 3013	Environment and Society III: Policy, Power and Politics
ENVS 3023	Environmental Praxis II
ENVS 4003	Capstone Seminar in Environment and Society

B. Research Methods (3 credit hours)

A course in research methods is required for the ENVS Major. The following courses would qualify for this requirement. Students should consult with the ENVS Coordinator to determine which course would best align with both their Majors. Prerequisites and permission of the course instructor may be required.

ANTH 3913 Research Methods: Introduction to Qualitative Research Methods
COPP 2033 Research Methods
CRIM 2103 Introduction to Qualitative Research Methods
CRIM 2113 Introduction to Quantitative Research Methods
ECON 2123 Quantitative Methods I
ENGL 2013 Research Methods in English
GERO 3053 Qualitative Research Methods in Gerontology
HMRT 2013 Research Methods
NATI 2503 Research Strategies in Native Studies
POLS 3903 Introduction to Quantitative Research Methods in Political Science
PSYC 2023 Introduction to Research Methods
RELG 4023 Scope and Methods
SOCI 2013 Research Design and Methods
SOCI 2023 Understanding Statistics
WSGS 3013 Women's Studies and Gender Studies Method

C. Electives (12 credit hours from the following):

ANTH 2033 Indigenous Lifeways in Canada
COPP 2023 Policymaking in the Info Age
COPP 3033 Public Policy and the Media
CRIM 2743 Social Protest in Canada
ECON 3333 Perspectives on Underdevelopment
ENVS 2123 Food, Science & Sustainability
ENVS 2133 Religions and Ecology (RELG)
ENVS 2163 Envisioning Environmental End-Times (ENGL)
ENVS 2203 Community Economic Development (ECON)
ENVS 2213 Society and Ecology (SOCI)
ENVS 2253 The Ethics of Sustainability: Thinking, Acting Green (PHIL)
ENVS 2313 Energy and Society
ENVS 2333 Ecological Economics (ECON)
ENVS 2413 Social Dimensions of Climate Change
ENVS 2443 Environmental Psychology (PSYC)
ENVS 3033 Nonpro□t Management (BUSI 3023)
ENVS 3043 Canadian Environmental Law and Policy
ENVS 3053 Sustainability Auditing
ENVS 3103 Political Parties and Elections in Canada (POLS)
ENVS 3123 The Canadian Constitution: Federalism (POLS)
ENVS 3203 Science, Technology and Nature
ENVS 3213 Media and Politics in Canada (POLS)
ENVS 3323 Hunter-Gathers in the Modern World (ANTH)
ENVS 3233 Environment and Human Rights (HMRT)
ENVS 3333 Environmental Economics (ECON 3323)
ENVS 3406 Field Course in Art and Ecology (FNAR)
ENVS 3413 The Political Economy of Climate Change (ECON)
ENVS 3443 Psychology of Human-Nature Connections (PSYC)
ENVS 3703 Toxic In/Justice: Green Criminology (CRIM)
ENVS 3723 Human Ecology (ANTH)
ENVS 4103 Work-Study Project

ENVS 4443	Seminar - Environmental Psychology (PSYC)
INTR 3003	Community-based Internship
JOUR 3333	Journalism and the Natural World
NATI 2203	First Nations Arts and Sciences
NATI 2233	Natural Resources and First Nations of the Maritimes
NATI 3203	Native Philosophy
NATI 3223	Native Environmental Ethics and Ecology
NATI 3703	Indigenous and Western Economics and the Idea of Development
NATI 3923	Territorial Claims
RELG 2433	Christianity and Ecology
SOCI 3123	Social Movements, Activism, Change

E -2023. E II: H -
(H 2243)
Social systems are constructed on a set of dominant beliefs, assumptions and values that are largely unexamined but shape the way societies perceive and interact with the natural world. In this course, students examine the dominant perspectives that give rise to environmental degradation, as well as alternative paradigms o□ered by Green, eco-justice, global south, sustainability, and indigenous movements. Students also engage with political, economic and cultural theories of environmental change. Prerequisite: ENVS 1013 or permission of the instructor.

E -2113. E
This □eld-based course introduces students to the connections between human and ecological systems in Grand Lake Lowlands ecoregion where Fredericton is located, including the cycling of water, materials, energy and wastes, and the implications of these □ows for sustainability. Students will also engage with the literary tradition of nature writing. The course includes □eld trips to various sites in the Fredericton region, with the possibility of an extended weekend □eld trip. A small course fee may apply to cover □eld trip costs. The course quali□es as an experiential learning course.

E -2123. F &
This course explores the relationships in our society among science, technology, and food by examining the ways that technology and scienti□c knowledge have altered food production. In addition, we will look more broadly at how our technical relationship to food has laid the foundations of modern civilization. We will also look at advocates of alternative modes of food production and consumption who claim to redress some of the dilemmas of our modern food ways.

E -2133. E (E G)
Many religious traditions display a variety of stances towards the environmental crisis, ranging from indi□erence to reform. Through critical and comparative study, this course explores religious approaches to ecology in a variety of traditions. Topics may include environmental stewardship, deep ecology, ecoliberation, ecofeminism and ethnic indigenous ecology.

E -2203. C E D (H) (EC)
A course which explores the theory and practice of community economic development. It will include the examination of case studies of successful community economic development. The focus will be on the appropriateness and applicability of the model to the Maritimes.

E -2213. E (CI)
This course is an introduction to the sociological study of environmental problems and the issues they raise, using C. Wright Mills' notion of the 'sociological imagination.

E -2253. E : , A G (H , HI)
An historically-conscious analysis of various normative stances in environmental ethics integrated with a sustained consideration of how to apply this ethical theory to modern life. Topics may include deep and shallow ecology, biocentrism, eco-feminism, environmental justice, environmental virtue ethics, the ambiguous role of technology in the environmental crisis, the ethics of the green economy, the ethics of green public policy, a survey of various locally-employed environmental initiatives. Recommended preparation: PHIL 2213.

E -2313. E

This course examines energy systems (oil, gas, coal, hydroelectric, nuclear, and renewable) both historically and in the contemporary world, in terms of environmental and economic impacts, theories of technological change in their creation, deployment, and decommissioning, as well as public policy issues.

E -2333. E E (EC)

Starting from the understanding that the economy is a subsystem of the ecological lifesupport system, the course utilizes a transdisciplinary approach (ecological, social and economic) to examine the problems of scale, equity, and e□ciency in contemporary human social formations. The course will also discuss the distinctive policy implications of ecological economics. No prerequisite required.

E -2413. D C C

This course will introduce liberal arts students to the scienti□c basis of the problem of climate change, the social systems and dynamics at the root of the problem, and the measures necessary to avoid climate breakdown. There is no prerequisite for this course.

E -2443. E (CH)

Human behaviour is at the heart of a wide range of such environmental problems as global warming, ozone depletion, pollution, species extinction, deforestation, and population growth. This course emphasizes the positive role that psychology can play in supporting those human values, attitudes, and behaviour that will help to resolve these crises and advance the attainment of a sustainable future.

E -3013. E III: (H 3213)

The modernist view is that knowledge leads to rational decisions. From an environmental perspective, however, this idea is seriously challenged. Never has society known so much about ecological and climate change; yet collective responses to these changes have failed to reverse the downward trends. This course examines this dynamic by examining the politics of the environmental crisis, and in particular the power struggles between those resisting change and those promoting alternative visions of a sustainable society. We consider how those alternative visions translate into public policy and how citizens can engage to make this happen. Prerequisites: ENVS 1013 and ENVS 2023, or permission of the instructor.

E -3333. E E (EC 3323)
An examination of the relationship between the ecological system, economics, and institutions. Topics covered may include such issues as technological choice, steady state economics, limits to growth, the adequacy of the market mechanism, world food supplies, the economics of conservation, and alternative futures.

E -3413. E C C (EC)
The course explores the systemic economic and political relationships which have created the problem of global climate change and its associated impacts for humanity. There is no prerequisite for this course.

E -3723. H E (A H)
Since its beginning, anthropology has been interested in the relationship between people and the geographical setting where cultures develop. The history of the discipline is full of contrasting examples in which nature and culture are used, within di erent conceptual and methodological frames, to explain cultural change, social structure, cultural development,

In keeping with St. Thomas University's Goals of a Liberal Education, and nurtured by a pedagogy based on creative expression, our Fine Arts courses aim to develop art literacy and a critical awareness of the aesthetic dimensions of everyday life and culture. The courses encourage personal growth and individuality – part of the enduring value of a liberal education.

Fine Arts courses are taught by artists and scholars. Students experience the emotion and

F A -1023. I

The course examines the basic elements of music (notation, intervals, keys, scales, chords, meter) from a practical, hands-on perspective and introduces music theory and perfor-

F A -1083.

This course is an in-depth exploration of voice technique. During the course, students will do exercises to develop their breathing, phonation, resonance, and articulation skills. Students will also examine the physiology of the voice and expand their awareness of how the voice works, vocal problems, and vocal care and health. In addition, students will perform songs from popular music styles such as musical theatre, rock, pop, and gospel for a public audience. All levels welcome. Prerequisites: FNAR 1023 or permission of the Instructor.

F A -1113.

This course is a practical introduction to concepts, basic materials, processes and the vocabulary of art and design delivered through slide lectures, readings and assigned projects. The concepts introduced in this course are applicable to a wide range of art and design practices. There are special presentations including visiting artist presentations, lm screenings and trips to art galleries.

F A -1121. G

For a course description, see FNAR 1021. Prerequisite: FNAR 1021, or permission by the instructor.

F A -1203.

This introductory class develops some aspects of choral singing, including vocal technique, the ability to blend the individual voice within the group, and rudiments of music notation and music theory. Each class starts with warm up exercises; the music is selected from different time periods and musical styles, and adapted to the skills of the group. Assignments include written homework, and learning music both by heart and from reading scores. Basic music theory is covered to meet the needs of the group, and constitute an important component of the nal grade. The course concludes with a concert. Please note that previous music experience is welcome but not required for this course.

F A 1231 D

This course o ers students fundamental training in jazz and contemporary dance. During the course, students will develop strength, exibility, muscular control, endurance, and discipline; improve their technical pro ciency in a variety of dance styles; learn dance terminology; cultivate their performance skills; and examine the contributions of signi cant choreographers from 1900 to the present. The course culminates in a public performance. The instructor will adapt exercises to the abilities of individual students. All levels welcome. Prerequisite: Instructor's consent.

F A -1303.

This course o ers an overview of and a wide-ranging appreciation for the guitar within the broad tradition of Western music, exploring the guitar in its many forms and across many genres of musical expression. The course examines the history of the guitar (including its antecedent forms-the lute, vihuela and bandora, for example), its design evolution, the approaches to technique which the evolving instrument has engendered, its repertoire, and the composers and performers whose contributions to guitar music have been particularkinlstecedent fe

assignments in class. Prerequisite: FNAR 1053 with a grade of B or better, or permission by the instructor. Recommended co-requisite: FNAR 1041.

FNAR 2073. Broadway (1970-2000): This course is a practical exploration of the pop ballad as a song subgenre, from Paul Simon's *Bridge Over Troubled Water* (1970) to Marvin Hamlisch and Carole Bayer Sager's *Nobody Does It Better* (1978) to Burt Bacharach and Carole Bayer Sager's *That's What Friends Are For* (1987) to Elton John's *Something About the Way You Look Tonight* (1997) with a particular focus on text setting, harmony, and arranging/instrumentation. Practical assignments include frequent analyses, composition of structured exercises, and performances, both in group and individually. The final projects comprise a thorough analysis of a commercially successful pop ballad, plus the composition (lyrics and music), MIDI recording, and live performance of an original pop ballad. Prerequisite: FNAR 2053; co-requisite: FNAR 2063 or permission by the instructor. Enrolment is limited to 25 students.

FNAR 2083. A

FNAR-2136. [illegible] I

In this course, students research, rehearse and perform a musical. To this end, students will learn how to prepare for a role; engage in a rehearsal process; implement acting, singing, and dancing techniques in performance; assist with technical elements; and demonstrate professionalism in their work. The course culminates in a fully-staged production of a musical for a public audience. Musical Theatre I is a year-long course to be taken with Acting, Singing, Dancing I. First-year students welcome. Prerequisites: Instructor's consent. Co-requisites: FNAR 2153 (Acting, Singing, Dancing I).

FNAR-2151. A[illegible] I

This course offers students intensive training in acting, singing, and dancing. Students will learn fundamental acting techniques and apply them to scenes and songs from the musical theatre repertoire. In addition, students will do practical exercises to develop their breathing, phonation, resonance, and articulation skills. Students will also hone their dancing abilities by taking jazz classes. Acting, Singing, Dancing I is a year-long course to be taken with Musical Theatre I. Prerequisites: None. Co-requisites: FNAR 2136 (Musical Theatre I).

FNAR-2173. [illegible]

Watercolour painting on paper offers the opportunity to explore the rich history, contemporary relevance and practice of one of the most popular and dynamic painting traditions. Students will explore watercolour's history, contemporary practice and unique properties through lectures, studio exercises, in class critiques, visiting artists and by creating a portfolio of watercolour works. Prerequisite: Introduction to Art Fundamentals FNAR 1113.

FNAR-2183. I[illegible] A[illegible]

This course focuses on some major ideas in art, art theory, and aesthetics since 1945. Students explore subject matter through lectures, readings, projects, excursions and written assignments relating practical applications with theoretical ideas. Subject matter will consider major visual artists and movements such as Abstract Expressionism, Pop, Minimalism and Conceptual art.

FNAR-2193. C[illegible]

This course investigates some of the concepts, issues and developments crucial to understanding painting and its place in the arts. Notions of form, illusion, beauty, representation and abstraction are explored through slide lectures, readings, writing and assigned studio projects. Prerequisite: FNAR 1113.

FNAR-2213. [illegible] C[illegible]

This introductory course surveys the different styles and function of church music in the history of Christian music and worship, from the middle ages to the present. It provides the tools for understanding and appreciating liturgical music and its relationship to Western art music at large. Emphasis is placed on attentive listening, responses to real-time performances, analysis of representative works of the literature, and formally written responses to secondary sources. Please note: this is not a music theory or music notation course; no previous musical experience is necessary.

FNAR-2231. D[illegible] II

This course offers students fundamental training in jazz and contemporary dance. During the course, students will develop strength, flexibility, muscular control, endurance, and discipline; improve their technical proficiency in a variety of dance styles; learn dance

terminology; cultivate their performance skills; and examine the contributions of signi□cant choreographers from 1900 to the present. The course culminates in a public performance. The instructor will adapt exercises to the abilities of individual students. All levels welcome. Prerequisite: Instructor's consent and FNAR 1231.

F A -2263. I

This class is a survey of the imagery depicting women throughout history and prehistory in order to arrive at a determination of how art and society has de□ned the concept of "woman." Prerequisite: FNAR 1113.

F A -2273. I:

This course is an introduction to the concept of experimental molded sculpture. It is for students who want the freedom to experiment with various concepts of cast sculpture as an introduction to the speci□c focus of The Portrait Bust course. The class consists of a series of assigned individual projects that will introduce the student to the basic concepts, materials and processes involved in modeling, mold making and the casting of small-scale sculpture. Prerequisite: FNAR 1113.

F A -2283. B

This is a seminar study of legendary early modernist sculptor Constantin Brancusi. It will consist of a series of lectures and follow-up seminar discussions on Brancusi's work, from his early work under the in□uence of Rodin through various well-known series, including Bird in Space, The Kiss, and Endless Column and Brancusi's lasting in□uence on contemporary art. Prerequisite: FNAR 1113.

F A -2293. E

This course will introduce the in□uence of the geological sciences on the development of the late 19th and 20th century sculpture. It will provide students with an introduction to the important relationship between visual art and science. Prerequisite: FNAR 1113.

F A -2313. I

This course o□ers an in-depth exploration of contemporary painting processes and practices using traditional and non-traditional materials, techniques, and concepts. Students will engage in a series of research and painting projects that will examine contemporary aspects of painting as a distinct discipline. Students will be expected to complete a portfolio of paintings suitable for in class critical analysis and public group exhibition. Prerequisite: Introduction to Art Fundamentals FNAR 1113.

F A -2333. H

The course develops chronologically, moving from the roots of blues music in nineteenth century Spirituals through traditional West African musical and narrative forms in the twentieth century. Exploring the evolution of Jazz in America, it introduces its fundamental historical, theoretical, and critical elements, including a historical analysis of the most in□uential jazz composers and jazz performers. Please note: this is not a music theory or music notation course; no previous musical experience is necessary.

F A -2353.

What is modern art? What does modernity mean as a temporal distinction? With roots stretching back in time even as far as the inception of :0 loring the evolutionenction? WDC BT/T1_2 1 T 68

authoritative texts will situate modern art within art history and provide a vocabulary for building a critical understanding of the current cultural moment.

F A -2413.
Perhaps more than any other single object of industrial design, the motorcycle is a metaphor for the 20th century. Through a series of slide lectures, assigned readings, and partial □lm screenings, this seminar class will be an historical and critical survey of the motorcycle in art and as art. It will introduce students to a variety of art issues through industrial pop culture.

F A -2423. E IA: A
This course will explore architectural proposals that are outside the probability of realization. Students will develop scale models in a variety of materials that explore the fanciful, the □nancially prohibitive and the technically unknown. The emphasis will be on planning, creating and presenting proposals for entirely hypothetical works. Prerequisite: FNAR 1113.

F A -2433.
This course introduces students to the art and expressive potential of stop-motion animation. Students will examine the production of narrative, documentary and experimental projects in a studio arts environment. Techniques such as pixilation animation, Claymation, and cut-out 2D animation will be used to create stop-motion animation. Prerequisites: FNAR 1113.

F A -2443.
Mixed Media and Fibre Arts explores a variety of □bre, print making, paper and assemblage techniques in a creative studio experience. Consideration is given to both conventional and

FNAR-3063. Analysis and Composition II
Analysis and Composition II is the continuation of FNAR 3053-Music Harmony and Counterpoint II, and it currently completes the theory sequence at St. Thomas. The course is a hands-on study of the grammar of tonal music, with a particular focus on harmony, counterpoint, form, and free composition. Assignments include exercises in four-voice harmony in choral and keyboard styles, exercises in two- and three-voice species counterpoint, the composition of original pieces for small chamber combinations, as well as frequent formal analyses of standard masterpieces from the literature. Prerequisite: FNAR 3053, or permission by the instructor.

FNAR-3073.20 Comp. Sem. I (1900-1950)
Composition Seminar I provides practical technical training in music composition. The course is ideally taken back-to-back with Composition Seminar II. Activities include the exploration of idiomatic writing for solo instrument and standard ensembles, the analysis of relevant works of the contemporary repertoire with a special focus on the first half of the 20th Century, and the composition and performance of original works.
Prerequisite: FNAR 3063, or permission by the instructor.

FNAR-3083.20 Comp. Sem. II (1900-1950)
Analysis and Composition II is the continuation of FNAR 3073 Composition Seminar I. The course provides practical technical training in music composition. Activities include the exploration of idiomatic writing for solo instrument and standard ensembles, the analysis of relevant works of the contemporary repertoire with a special focus on the first half of the 20th Century, and the composition and performance of original works. Prerequisite: FNAR 3073, or permission by the instructor.

FNAR-3101. Comp. I
For a course description, see FNAR 2001. Prerequisite: FNAR 3001, or permission by the instructor.

FNAR-3113. Art
This seminar class introduces art, architecture and design (primarily over the course of the last century and the beginning of this century) through a series of readings and associated seminar discussions. The emphasis is on the writings of artists and designers themselves. Manifesto, expository, narrative, interview and personal correspondence texts are discussed. Students write and submit their own exhibition reviews to recognized art journals. Prerequisite: FNAR 1113.

FNAR-3121. Gr. Comp. I
For a course description, see FNAR 1021. Prerequisite: FNAR 3021, or permission by the instructor.

FNAR-3123. Crit. Art
A seminar discussion class reviewing a selection from the critical theories that have informed the visual arts since 1945, including Modernism, Post-Modernism, Formalism, Structuralism and Post-Structuralism, Marxist and post-Marxist theory, Feminism, Gay studies, etc. in their application to Visual Arts. Students will gain a vocabulary necessary to the contemporary criticism of visual art. Prerequisite: FNAR 1113.

FNAR-3136. [illegible] II

n this course, students research, rehearse and perform a musical. To this end, students will learn how to prepare for a role; engage in a rehearsal process; implement acting, singing, and dancing techniques in performance; assist with technical elements; and demonstrate professionalism in their work. The course culminates in a fully-staged production of a musical for a public audience. Musical Theatre II is a year-long course to be taken with Acting, Singing, Dancing II. Prerequisites: Instructor's consent and FNAR 2136. Co-requisites: FNAR 3153 (Acting, Singing, Dancing II).

FNAR-3153. A[illegible] II

This course o□ers students intensive training in acting, singing, and dancing. Students will learn fundamental acting techniques and apply them to scenes and songs from the musical theatre repertoire. In addition, students will do practical exercises to develop their breathing, phonation, resonance, and articulation skills. Students will also hone their dancing abilities by taking jazz classes. Acting, Singing, Dancing II is a year-long course to be taken with Musical Theatre II. Prerequisites: FNAR 2153. Co-requisites: FNAR 3136 (Musical Theatre II).

FNAR-3201. C[illegible] I

This introduction to choral conducting includes such topics as gesture and communication, beat patterns, metrical problems, score preparation and analysis, e□ective rehearsal techniques, developing good diction and choral tone, and the di□erences between choral and instrumental idioms. In addition the course will outline stylistic periods in choral music. Prerequisites: FNAR 2051, FNAR 2063.

FNAR-3211. C[illegible] II

For a description, see FNAR 3201. Prerequisites: FNAR 2051, FNAR 2063.

FNAR-3213. [illegible] H[illegible] I: B[illegible]

This course is designed as an introductory survey of the signi□cant periods, styles, genres, composers, and musical works in Western tradition from the Baroque period to the end of the nineteenth century. Lectures and readings (in conjunction with audio and video materials) are directed at not only appreciation of the distinctive musical features of the works themselves but also at exploring the broader political, cultural, and social context of

FNAR-3723.
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

FNAR-4001.
For a course description, see FNAR 2001. Prerequisite: FNAR 3101, or permission by the instructor.

FNAR-4013.
This course proposes an exploration of the life and music of Johannes Brahms (1833-1897). We will trace the composer's career from the 1850s, as a protégé of the Schumanns, into the end of the nineteenth century, investigating how his life and works relate to cultural, political, national, and religious landscapes in Europe. There will be an in-depth study of selected

Students with a creative or scholarly interest in a particular area of Fine Arts may pursue a 3-credit hour independent Special Projects course. Such a course may be focused on music performance, composition, or theory; or photography, drawing, painting, or mixed media. Permission of the instructor is required.

F A -2393.
F A -3383.
F A -3393.
F A -4383.
F A -4393.

F A -1511. E I 12 24 1.24 12 , I/II5 , 5 I

Ensemble Practice is o ered by the Fine Arts Program for the purpose of educating students in the art of performance in a chamber music setting. The course earns one credit per semester. Prerequisites: Membership is by audition and permission of instructor only.

F A -2511. E III/I
F A -3511. E / I
F A -4511. E II/ III

F A -2813. C I

Students from New Brunswick wishing to enter the Minor, Major or Honours Program in French at St. Thomas University must have a score of Intermediate in French on their high school transcript.

Students with a score of Intermediate+ or Advanced on their high school transcript must take FREN 1026: Langue française 2.

Students with a score of Basic, Basic+ or Intermediate on their high school transcript must take FREN 1016: Langue française 1.

Students who score below Intermediate in French and who wish to upgrade their knowledge of French to a level where they can be considered for a Major in French at St. Thomas University are encouraged to:

1. take intersession and/or summer session courses in French,
2.

Students must attain at least an overall B average in their 36 credit hours of course work to obtain a Major in French.

Please refer to the Romance Languages section of the Calendar.

Students wishing to complete an Honours program in French must meet the general norms of the University for an Honours degree, as set forth in section two of the calendar: Academic Programs.

Honours students must also meet the requirements set forth by the Romance Languages Department to obtain a Major in French. The Honours degree in French consists of 48 credit hours in French. In addition, Honours students are expected to take and pass with a B average, Module 3: French Honours.

Students who wish to spend their junior year abroad or at another Canadian university will be required to take courses which correspond to those o□ered in one of the St. Thomas modules. They should, at all costs, avoid duplication of courses already taken. In addition, they should get advance approval for their planned program of study from the Romance Languages Department Honours and Majors committee in March of the year before their planned stay at another university. Students who take courses at another university may be required to take a placement or a test of language pro□ciency when they enroll or re-enroll at St. Thomas.

The Certi□cate in French Language Pro□ciency is available to any student studying French at St. Thomas University. At the beginning of their 4th year students must make application for the Certi□cate to the Chair of the Romance Languages Department. The Certi□cate is awarded to students who meet the following criteria:

1. the completion with a grade of B+ in each of the three courses FREN 2316 Grammaire du français, FREN 2326 Composition, and FREN 2336 Communication orale (Students excluded from taking FREN 2336 may, with the permission of the Department, substitute 6 credit hours in upper level courses in language or civilization.); and
2. the completion of a subsequent 6 credit hours level 3000/4000 course or equivalent in French language or civilization with a grade of B+.

Note: Although French 1006 and French 1016 may count for university credit, they may not count towards a Major or Honours in French.

Students interested in undertaking French language study at St. Thomas will be assigned courses according to their needs and levels of achievement as determined by the French section.

F E -1006.

The aims of this course are listening comprehension, basic oral expression, elementary

3913. C

This course is compulsory for those students completing an Honours degree in French or Spanish and is designed to prepare the student to develop, research, plan and complete a written project on a literary topic. Students will be introduced to a selection of contemporary theoretical approaches that serve as a framework for the analysis of literary texts.

2:

Choices within this module should be made in consultation with the faculty advisor and with the approval of the Romance Languages Department Honours and Majors Committee.

This module consists of a series of 3 credit-hour courses, varying from year to year, and spanning the francophone world. Each course will explore di□erent genres and/or French topics re□ecting the availability and research areas of faculty, and the interests of both students and faculty. Prerequisite: FREN 1026 or permission of the instructor.

F E -2113. D

Parce qu'ils mobilisent l'imaginaire et l'esprit de découverte, le texte littéraire et le cinéma peuvent être sources de plaisir et de motivation à la lecture et à l'écriture. Ce cours est centré sur la lecture et la comprehension de textes narratifs (nouvelle et roman) et cinématographiques. L'étudiant se familiarisera aux éléments fondamentaux du texte narratif en prose et aux éléments du montage et de l'esthétique du cinéma.

F E -2123. D

Parce qu'ils mobilisent l'imaginaire et l'esprit de découverte, les textes poétiques et dramatiques peuvent être sources de plaisir et de motivation à la lecture et à l'écriture. En examinant les rapports sons/sens de la poésie et les rapports texte/représentation du théâtre, l'étudiant arrivera à apprécier les qualités de ces genres.

F E 2603. C

Ce cours se propose de mieux faire connaître la production culturelle des pays européens francophones, notamment la France, la Suisse et la Belgique. A trale01.1iSuisse et .005 Tc 7.8nds-13 (t0m-

F E -3633. G 4: A C
Ce cours a pour objet l'étude des cultures francophones subsaharienne et caribéenne, fruits de plusieurs siècles de contacts et d'échanges entre les Africains et les Européens. Cette étude se fera à travers la foisonnante et dynamique production écrite (roman, nouvelle, poésie, etc.) et cinématographique issue des Caräibes et de l'Afrique francophone. Des thèmes tels que la Négritude, la créolité, le colonialisme, la tradition, le concept de la famille, les modes de vie et les croyances seront étudiés. Cours préalable: 6 crédits obtenus au niveau 2000 ou la permission du professeur.

F E -3643.
The content of this course changes from year to year to re□ect the special strengths of faculty and the particular needs of students.

F E -3653. G 5 :
Le théâtre, et a fortiori la tragédie, est le produit d'une grande crise de conscience qui, très tôt, secoua la vie de l'homme. En France, les auteurs se □xèrent ainsi pour mission de répondre aux interrogations suscitées par les grandes révolutions idéologiques, culturelles ou sociales qui jalonnent l'histoire de l'humanité. Ce cours se propose de découvrir ces bouleversements à travers l'étude notamment d'un certain nombre de textes représentatifs tant sur le plan théorique que sur le plan de la production théâtrale. Les étudiants ayant suivi FREN 3453 Le théâtre ne sont pas admissibles au cours. Students who have previously taken FREN 3453 are not eligible to take this course. Cours préalable: 6 crédits obtenus au niveau 2000 ou la permission du professeur.

F E -3663 G 6 :
Ce cours a pour but d'approfondir les connaissances linguistiques et grammaticales déjà

F E -4583. D

Ce cours se propose de retracer, notamment aux 15e-17e siècles, l'émergence et l'évolution de la langue française, et d'examiner les e□orts consentis en vue de la création des premiers chefs-d'oeuvre littéraires.

F E -4593. —

Ce cours a pour objet d'examiner les thèmes récurrents dans la littérature écrite par des femmes ou traitant de problèmes d'importance capitale pour les femmes dans leurs sociétés respectives. Cet examen se fera à travers des nouvelles, des extraits de romans et d'autres documents du 19e au 21e siècles choisis dans la Francophonie.

3:

In order for a student to complete an Honours degree in French, the Honours module must be completed with an overall average of B. The Honours module consists of the compulsory course FREN 3413 Grammaire avancée and an additional 12 ch in French courses at the upper level, of which 6 cr must either be in 4000 level courses or FREN 4996 Thèse de spécialisation.

Honours courses should be chosen with great care and in consultation with the student's faculty advisor. Note that all Honours Programs must be approved by the Department's Honours and Majors Committee normally in the year preceding the commencement of the program.

Students wishing to complete the Honours Program in French shall make application to the Chair of the Romance Languages Department. The application shall include: 1) a letter of intent indicating the name of the student's program advisor and intended program of study; 2) a copy of the student's transcript; 3) a writing sample from a second or third year French course. Ideally, students should consider making an application for acceptance into the French and Spanish Honours Programme at the end of their second year. This would enable the faculty advisor to ensure that students can complete the su□cient number of credits required within their diploma and make allowances if certain courses would not be o□ered in a given year.

In order to be eligible for admission to the French Honours Program, the student must maintain at least an average of B in all French courses taken at St. Thomas University.

The application and program of study must be approved by the Department's Honours and Majors Committee (HMC). The Chair shall notify the student of the committee's decision.

Students opting to write a thesis must have their thesis proposal approved by the HMC. The Honours thesis will normally be read by a reading committee of two other faculty members chosen from within the department. Where this is not feasible or where the thesis involves an interdisciplinary component, the reading committee shall be composed of the program advisor, a member of the Romance Languages Department and a faculty member chosen from another appropriate department.

Students may undertake independent studies under the direction of full-time member or members of the Department with the approval of the Department. These courses will be limited to students of proven academic merit; they may not normally be taken as a means of repeating a course a student has failed. The content of these courses will di□er from those courses regularly o□ered during the academic year in question.

F E -4996.

The Honours thesis is a scholarly essay or research paper on a topic chosen by the student in consultation with a faculty committee composed of a Director and two additional advisers. When completed, the thesis is read and graded by this thesis committee. Students will be expected to follow the departmental Honours Thesis Guidelines.

In order to complete a Major in Gerontology, students must complete a minimum of 39 credit hours of gerontology courses. These include the following introductory requirements (6 credit hours):

GERO-1013. Introduction to Gerontology I
GERO-1023. Introduction to Gerontology II

In addition, students must complete the following core courses (18 credit hours):

GERO/PSYC-2673. Adult Development and Aging
GERO-2113/SOCI 2523. Sociology of Aging
GERO-3023. Aging and Health
GERO-4013. Seminar in Gerontology
GERO-4023. Advanced Seminar in Gerontology
GERO-3053. Qualitative Research Methods in Gerontology

Finally, students are required to complete 15 credit hours of the following electives:

GERO-2273. Death and Dying in Later Life
GERO-3033. Aging and Spirituality
GERO-3043. Recreation, Leisure and Aging
GERO-3073. Narrative Gerontology
GERO-3093. Images of Aging in Film
GERO-3103. Special Topics
GERO-3123. Counselling Older Adults
GERO-3213. Older Adults as Learners
GERO-3223. Family Ties and Aging
GERO-3233. Aging and Eastern Contemplative Traditions: Theory, Research, and Practice

Gerontology is a multidisciplinary eld that studies the process of aging across the lifespan. Gerontologists draw on research from a variety of elds that include anthropology, economics, philosophy, physiology, psychology, and sociology, among others. The courses listed below are concerned with issues that concern older persons themselves and range from an examination of health-care needs to the understanding of wisdom. Some courses look at the impact of the way we choose to organize society and de ne aging socially and how individuals actually experience and understand their own later years. Gerontology uses a variety of theoretical perspectives that shed light on the social, psychological, emotional, and spiritual nature of being human as a background for the investigation of a wide variety of topics.

GE -1013. I G I
This course explores aging from a multidisciplinary perspective. Topics include myths and realities of aging; population aging globally and locally; the intersections of age with gender, ethnicity and class; the physical and psychological aspects of growing older; as well as key concepts in gerontological theory.

GE -1023. I G II
This course examines the various factors that impact growing older in Canadian society. Topics to be discussed include: health care, pensions, housing, transportation, family life, social support and death and dying.

GE -2113. A (CI 2523)
This course explores cultural and social-structural determinants of aging through sociological theory. Students critically examine the social construction of "old age" as a social status through perceptions, descriptions, discussions and interactions with others, and how these relations are 'negotiated' by the older people themselves. Other topics include ageism and how various social institutions in uence the experience of aging. Prerequisite: GERO 1013 OR GERO 1023, OR permission from the instructor.

GE -2273. D D
This course considers aspects of death and dying and bereavement from an interdisciplinary perspective, examining both practical and theoretical issues that arise from the relationship

GERO 3033. A
This lecture-seminar course examines spirituality and its relationship to the process of aging, specifically the meaning of spirituality, the relevance of spirituality in the lived experience of aging and, practical and ethical issues arising from an explicit acknowledgement of human spirituality in gerontological research and practice. Prerequisite: GERO 1013 OR GERO 1023 OR permission from the instructor.

GERO 3043. A
This lecture-seminar course explores the meaning of leisure and recreation and the role they play in the lives of older adults. It will familiarize students with the process of aging as related to leisure, recreation, and lifestyle. The theoretical aspects of aging and their implications for leisure will be the primary focus. GERO 1013 OR GERO 1023, OR permission from the instructor.

GERO 3053. G
This course will introduce students to qualitative research methods used in social science, with an emphasis on gerontology. It will address theoretical foundations of qualitative analysis, ethical considerations involving older adults, and provide hands-on experience in developing a research question, and collecting and analyzing data using basic qualitative techniques in gerontology. It will also prepare students in writing a qualitative research proposal. Prerequisite: GERO 1013 OR GERO 1023, OR permission from the instructor.

GERO 3073. G
This seminar style course considers the theoretical and practical implications for gerontology of the metaphor of life as story. Against the background of the narrative turn across the human sciences and of specific practices in geriatric care like life review and reminiscence, the course explores the narrative complexity of autobiographical memory in particular and of identity development in general. Through readings, assignments, and classroom activities, students are encouraged to consider the narrative dynamics of their own identity development and to appreciate the complexity of the storytelling-story listening exchanges that are pivotal to providing narrative care with older adults. Limited enrolment. Prerequisites: GERO 1013 and GERO 1023.

GERO 3083. G A (G)
This course explores how gender and sexuality affects the experience of aging. It looks at how gerontology has traditionally addressed gender and sexuality; how the social construction of femininity and masculinity affects how people experience aging; and the aging experiences of older LGBTQ2S+. Prerequisites: GERO 1013 OR GERO 1023 OR permission from instructor.

GERO 3093. I A F (G)
This course explores popular views of the elderly using motion pictures, specifically the impact of stereotypes on older people's expectations for later life. Students should be able to look at films more critically and identify images communicated through the media. Prerequisite: GERO 1013 OR GERO 1023 OR permission from instructor.

GERO 3103.
Topic chosen by the Visiting Chair. No Prerequisites.

GERO 3123. C

This course examines evidence-based theoretical models and assessments used when counselling older adults. Emphasis is placed on the counselling techniques and interventions used to assist older adults in meeting unique challenges experienced in the later part of life. This course is relevant for those preparing for a career in social work or counselling. Prerequisites: GERO 1013 AND 1023 OR permission of the instructor. GERO 2673 recommended.

GERO 3213.

This course will draw on concepts and readings from adult education, the philosophy of education, and psychosocial, narrative, and educational gerontology. The course will consider how the content and processes of learning may change with advancing age in relation to physical health, sensory functions, reaction time, memory, motivation, and intelligence. Throughout the course, students will reflect on their life as a learner, experience a range of strategies for working with older learners, and learn to critique various formal organizations and informal contexts in which older adults learn.

GERO 3223. F

This course examines a variety of issues regarding aging and the family. It considers historical and demographic trends as well as theoretical frameworks in family gerontology. The course covers a number of relationships including those of couples, siblings, and grandparents and grandchildren. It also looks at late-life transitions such as retirement, widowhood, and divorce, all of which affect family structures and relationships. GERO 1013 OR GERO 1023 OR permission of the instructor.

GERO 3233. A

There is growing interest in Eastern contemplative traditions in contemporary Canadian society, such as tai-chi, yoga, and mindfulness, that enhance quality of life for older adults. This course examines a range of benefits of these modalities to adults of all ages, exploring how these practices enable new relationships to ageing, health, and success. Students learn basic yoga, mindfulness, and tai chi practices at an introductory level. Prerequisite: GERO 1013 OR GERO 1023, or permission from the instructor.

GERO 3263.

As the proportion of older people increases, so will the prevalence of dementia-related neurocognitive disorders in this population. This course will examine the various types of Dementia, how they are assessed and the evidence based practices used to enhance the lives of individuals with this disorder. Pre-requisites: GERO 1013, GERO 2673

GERO 3673. A

GE -4036. I

A course of independent study, under supervision of a faculty member, which a□ords the student the opportunity to pursue an indepth study of an area of interest through special reading or research projects. Arrangements may be made by agreement with members of the Gerontology faculty and approval of the Chair. Prerequisite: GERO 1013 AND GERO 1023.

GE -4113. H A

This course will study health promotion as it relates to an aging population. Relevant terms, theories and nug.

GRBK 3106. [illegible] **F** [illegible]

This course will explore the interrelated themes of friendship, love, and beauty. Each theme will be examined separately and as connected to the others. Ancient and modern texts will be used to examine the ways that different ages have addressed these fundamentally personal and yet common human experiences. Texts will vary from year to year, but may include works such as Plato's *Symposium*, Spenser's *The Faerie Queene*, Shakespeare's *Merry Wives of Windsor*, Rousseau's *Confessions*, Waugh's *Brideshead Revisited*, LeGuin's *Left Hand of Darkness*, Woolf's *Orlando*, and Bellow's *Ravelstein*. Prerequisites: GRBK 2006, or permission of the instructors.

GRBK 3206. [illegible] **B** [illegible]

This course will explore how humans use geographic60t([(T)7[(T)7rTf >>B)7[(T).9 (cultu7rTfl c (ely and ag

G B -3706. **(E G)**
This course will explore the works of Shakespeare in the context of Renaissance political thought as re□ected in his plays and in early modern political texts. We will focus on the plays, although Shakespeare's non-dramatic works may be included, as well as modern □lm adaptations. Prerequisite: ENGL 1006, or permission of instructor.

G B -3903. H

HIST 1413. Citizens and Citizenship in World History
HIST 1763. Sport in World History
HIST 1783. Screening History

*Students pursuing a major may take no more than 9 credit hours of 1000 level history courses.

2. The following required courses:
HIST 2013: World History to 1400
HIST 2023: World History Since 1400
HIST 2003: Exploring History

3. A minimum of 9 credit hours of history electives at the 3000 level or above.

4. The remaining 12 credit hours required for the major may be made up of a selection of history electives.

Each student considering an Honours in history must contact the History Honours Director for approval of their program of studies.

Honours in history must be taken in accordance with university and departmental regulations. Students honouring in history must include a minimum of 48 credit hours in history in their program of studies. These 48 credit hours must include:

1. The course requirements for the Major in history.

2. At least 12 credit hours from 4000-level research seminars or their equivalent (4000-level thesis or independent studies courses).

1000-numbered courses serve as an introduction to the discipline of history and its practice at the university level, mainly with a focus on world or global history.

2000-numbered courses introduce students to the basic skills of historical research and how to construct historical arguments through written essays and other forms of communication. History 2003: Exploring History, focuses speci□cally on research methods and historiography, while other 2000-level courses focus on the history of a speci□c geographic area or topic.

3000-numbered courses introduce students to more advanced methods of historical investigation and focus on speci□c historical themes, often using a comparative or transnational approach.

4000-numbered courses designate research seminars and are taught at an advanced level of historical investigation, presentation, and criticism. Note: All 4000-level courses require the permission of the instructor.

HI _ -1123. I **F** **H**

This course explores how food was made, consumed, and understood in the past. What did food and eating mean to di□erent people at di□erent times, in di□erent places? How did everyday foods, like sugar or potatoes, travel around the world? What impacts did human-made and natural disasters have on eating habits and food supplies, and how did the presence and absence of food in□uence people's behaviour? In this course, students learn to connect local and global interactions, past events, and the present through food. (formerly HIST 2123). Students who have taken HIST 2123 cannot take this course for credit.

HI _ -1133. **A**

Precolonial Africa explores the history of Africa up to the nineteenth century. Topics covered include Africa's place in hominid evolution, Africa's contribution to the Neolithic revolution, rise of the states versus stateless societies, traditional religion versus world religions, coastal societies versus inland societies, long-distance trade and the rise of empires, and domestic slavery versus transoceanic slavery and their e□ects on development. The objective is to challenge stereotypic nottntyobj1ng (e eha)8 (viour' (.)41 (T)7 (he objec)-13 (tiv)10 (e is t)6 (o)-5 ( )]TJETE

HIST -1413. G

This course will explore the history of citizenship on a global scale since about 1800. How have ideas and practices related to citizenship changed over time? How did new nation-states try to de□ne citizenship? How did people try to secure recognition, rights, and human rights? How do themes of age, gender, race, class, and ethnicity relate to the question of citizenship in the modern era? These are a few of the questions and themes that the class will investigate by looking at some interesting case studies. (formerly HIST 3413) Students who have taken HIST 3413 cannot take this course for credit.

HIST -1763.

This discussion-based course explores the global impact of modern sport from c. 1850 to the present. It focuses upon the global spread of sports such as track and □eld, soccer, cricket, hockey, and baseball and the manner in which such sports were resisted or appropriated by communities throughout the world. Course content examines the political, social, and cultural signi□cance of modern sport rather than the intricate details of individual athletes or teams. (formerly HIST 3763). Students who have taken HIST 3763 cannot take this course for credit.

HIST -1783.

Most of us get our most vivid impressions of history from images, video, and □lm. This course explores what's behind the screens we watch, so we can consider how visual media presents history in particular ways, and also how we can use visual media to analyze the past. You will get an introduction to some of the challenges and bene□ts of Screening History. (formerly HIST 3783) Students who have taken HIST 3783 cannot take this course for credit.

HIST -2003. E

This mandatory course for History Majors and Honours students provides an introduction to the discipline of History. The course examines a variety of historiographical and method-ological approaches to History, as well as the history of History. It encourages students to re-examine their assumptions about History, but it will also help students develop their basic historical research and writing skills. Exploring History provides a foundation for upper-year History courses and students are strongly encouraged to take it before their third year. Pre-requisite: At least 6 credit hours in History courses at St. Thomas University.

HIST 2013. 1400

This 3-credit course is half of the world history survey. It gives an overview of world history events, issues, themes, and approaches until about 1400 of the Common Era (CE). It covers topics such as the origins of the universe (the Big Bang & Cosmic History), Paleolithic societ-ies, the transition to agricultural societies, the rise of major states, empires and cultural tradi-tions, the Silk Roads, and networks of cross-cultural interaction. NOTE: Students who have taken HIST 1013 or HIST 1006 cannot take this course for credit.

HIST 2023. 1400

This 3-credit course is part of the world history survey. It o□ers an overview of world history events, issues, themes, and approaches from roughly 1400 of the Common Era (CE) to the present. It covers topics such as the emergence of long-distance exploration, cross-cultural interaction, the early modern and modern worlds, the Columbian Exchange, industrializa-tion, modern imperialism, world wars, networks, and globalization from circa 1400 onward. (formerly HIST 1023) This course counts toward the World History survey requirement for students pursuing a Major or Honours in History. NOTE: Students who have taken HIST 1023 or HIST 1006 cannot take this course for credit.

HI_ -2033. E_ , : , E. , ,

This course provides an introduction to early modern European history from the end of the so-called "Middle Ages" to the era of the French Revolution (more or less the 15th to the 18th centuries). Students will study social, cultural, political, economic and other developments in order to better understand how the societies we recognize today evolved from the rather different world of the late "Middle Ages." The course traces themes and topics such as religious belief, absolutist politics, interactions between majorities and minorities, the changing status of women, and Europe's place in an increasingly "global" setting.

HI_ -2043. , : , E. , ,

Beginning with industrialization and a wave of revolutions that started in the late 1700s, this course traces the history of Europe to today. Who governed and whose labour made economies run? Who held power and who did not? While studying how Europeans interacted with each other and the world, students will analyse historical changes and explore issues of inclusion, exclusion and diversity. The course follows History 2033 chronologically but has no prerequisite.

HI_ -2053. , : H, , , , , , , , , _

This course examines developments in world history since the Second World War, such as the emergence of the Cold War, decolonization, the growth of American power and struggles for human rights. It also explores the consequences of urbanization, demographic growth, technological change, and environmental degradation.

HI_ -2103. _ _ , : H, , , , , ,

This course examines themes in world history through the use and study of material objects. Histories of everyday materials and objects allow us to examine diverse issues such as the environment, history, technology, and culture. In general, historians have relied primarily on text-based sources and this course will explore the role and use of material objects in doing history. We will examine theoretical approaches to material history as well as survey the historical literature of this branch of study.

HI_ -2113. F_ , _ : _ , H , , A , _

This is a course on the history of Northeastern Africa, with a focus on Ethiopia, the most populous country in the region. Northeastern Africa, commonly known as the Horn of Africa, consists of Somalia, Djibouti, Eritrea, Ethiopia, and Sudan. Designed with history and non-history Majors in mind, the course will explore major landmark events in the history of this region from antiquity to the present.

HI_ -2173. , : , E_ . A , _

This course surveys the history of East Asia from ca. 1500 to the present. It examines the richness and complexity of societies in Japan, Korea and China, and East Asia's engagement in the making of the modern world.

HI_ -2183. H, , , : , I : , _

The course explores the history of the Indian subcontinent from c. 1500 onward. It considers the Mughals, the 18th-century successor states, British colonialism, Indian nationalism and postcolonial India to the present day.

HI_ -2623. , : , _ \, **A_** \ _

This course surveys the history of Latin America from the early 1800s, when the Spanish and Portuguese colonies won their independence, to the present day. It focuses on how people have grappled with colonial legacies such as social and racial hierarchies, global economic inequality, and foreign domination. Major themes include the struggles of early nationhood, migration and urbanization, U. S. imperialism, social movements, revolutions, and human

HI_ -3463. **H**

This course explores the signi□cance of rivers in world history. It examines rivers as geologi-

HIS 4206.

This advanced seminar deals with important aspects of social, religious, intellectual and institutional history in the so-called Middle Ages. Specific topics will change from year to year but generally focus on relationships between the different sorts of medieval communities. The seminar is intended for students with some background in pre-modern history, philosophy and/or theological traditions, whether Christian, Muslim, or Jewish.

HIS 4606.

A study of political and social developments in Latin American republics during the twentieth century. Topics to be discussed will include the social revolutions and political leaders of this part of the Third World.

HIS 4826.

This seminar discussion course examines the tensions at play in Canada, Australia and New Zealand in the post-World War II era as these settler societies attempted to navigate the awkward cultural tensions that arose in light of the demise of the British Empire. Through a comparative approach we will examine the ways in which expressions of national identity were manufactured and contested as competing interests sought to redefine membership in these national communities.

HIS 4866.

This seminar course examines the history of some of today's most popular tourism destinations. It explores the cultural, political, social, economic and environmental dynamics of tourism by assessing tourists' motivations, tourism promoters' aims, and the impact of tourism on local communities.

HIS 4903.

With the approval of the Department, students (normally Honours candidates) may undertake a one-semester course of independent study. Such a course is to be undertaken under the direction of a member of the History Department and must result in at least one scholarly paper. Application to take an independent study course must be made to the Director of Honours. The application must include a written proposal indicating the reason for doing an independent study, as well as a description of the specific area of interest, a statement of research topic, and a preliminary bibliography. In order to complete their degree requirements, students may request that an independent study be considered as an alternative to an Honours seminar.

HIS 4906.

With the approval of the Department, students (normally Honours candidates) may undertake a full-year course of independent study. Such a course is to be undertaken under the direction of a member of the History Department and must result in at least one scholarly paper. Application to take an independent study course must be made to the Director of Honours. The application must include a written proposal indicating the reason for doing an independent study, as well as a description of the specific area of interest, a statement of research topic, and a preliminary bibliography. In order to complete their degree requirements, students may request that an independent study be considered as an alternative to an Honours seminar.

HI_ -4946. G

Genocide is a modern concept, but its practice is ancient. From the extinction of the Neanderthals to the sacking of Carthage to the colonial settlements in the New World, Homo Sapiens have engaged in exterminatory violence. In the twentieth century, the many one-sided killings make it self-evident that annihilationist mindsets have yet to disappear. Genocide in World History, a full-year course, studies such mass atrocities by exploring the various factors behind human intolerance, among them religious, racial, ethnic, national, economic, and environmental. Format: weekly group presentation on readings followed by class discussion. Students who have taken world history courses, including HIST- 3943 Genocide in Twentieth-Century World History, are particularly encouraged.

HI_ -4996. I

With the approval of the Department, students (normally Honours candidates) may undertake one full-year course of independent study as an alternative to an Honours seminar. Such a course would be undertaken under the direction of a member of the history Department and must result in at least one scholarly paper. Application to take an independent study course must be made to the Director of Honours. The application must include a written proposal indicating the reason for doing an independent study, as well as a description of the speci□c area of interest, a statement of research topic, and a preliminary bibliography.

St. Thomas students are advised that upper-level history courses o□ered at UNB, which are not o□ered at St. Thomas, may, with the permission of the Chair of the St. Thomas History Department and the registrar, be taken for credit. Please see the UNB calendar for course descriptions.

NOTE: Not all courses listed are o ered each year. Please consult with the Department Chair for more information about current and planned course o erings.

To complete a Major in Human Rights, students must complete a minimum of 36 credit

i. Honour's students must maintain a GPA of 3.7 in human rights courses.

ii. Students must complete the Thesis Proposal Course a minimum of one year before graduation. Upon completion, approval is required from the Chair of the Program, as well as the proposed thesis supervisor.

Students completing an Honours in Human Rights require a total of 54 credit hours in human rights, including the following required 36 credit hours of courses:

HMRT 1003	Introduction to Human Rights
HMRT 2013	Research Methods
HMRT 2033	Human Rights in Theory and Practice
HMRT 3033	Philosophy of Human Rights
HMRT 3113	The Rights Revolution in Canada
HMRT 3013	Discrimination and the Law in Canada
HMRT 3123	International Human Rights
HMRT 3063	Genocide, War Crimes, and Crimes Against Humanity
HMRT 3133	Human Rights Advocacy, Activism and Social Justice
HMRT 3603	

H -1203. G (1603)
This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political con□ict. It does so through consideration of issues in world politics, such as human rights and social justice, ecological imbalance, economic inequalities, war, global governmental institutions and organizations.

H -2013.
The purpose of this course is to give students an introduction to research methods used in the study of human rights. The course will include methods of data collection as well as analysis of data. The course will begin with a general introduction to the aims and methods of research projects. Students in this course will do a research project in human rights under the supervision of the instructor. Students will be expected to present periodic reports on the status of their work.

H -2023. H
This course will explore various human rights questions through an examination of relevant legal documents paired with literary works from a variety of genres (from drama to memoir) that address each issue. The course is intended to give students an understanding of some of the most pressing human rights issues of the past and today, ranging from slavery to economic inequalities.

H -2033. H
This course covers core theoretical concepts and the enduring debates in human rights theory. It will not only introduce students to the main ideas, major schools of thought, and key disputes but also prepare them to identify and critically analyze the often unspoken underlying theoretical perspectives employed in human rights discourse by scholars and by advocates in their human rights practice. Prerequisite: HMRT 1003: Introduction to Human Rights

H -2043. - H
This course will explore philosophic and religious sources outside the Western canon, on which Human Rights discourse can be and has been based. The culture spheres of interest will be the Middle East, Asia, and Africa. This course critically analyzes non-western theories concerning the practice of human rights as a framework for social justice. The course seeks to place Western Human Rights discourse in a global context by drawing attention to ways in which non-Western cultures have addressed questions of individual versus group or state rights, the metaphysical and political sources of rights, and the possibility of universal human dignity.

H -2203. C E D (EC)
A course which explores the theory and practice of community economic development. It will include the examination of case studies of successful community economic development. The focus will be on the appropriateness and applicability of the model to the Maritimes.

H -2206. G (G B 2006)
This course is designed to approach the perennial issue of The Quest for the Good Life through the thoughtful reading of some of the greatest works in a variety of disciplines. The texts may include ancient and modern, all selected because they speak to and illuminate this theme. Texts will vary from year to year but will include works such as Aristotle's *Ethics*, the *Bible*, Machiavelli's *Prince*, and Camus' *The Plague*.

H -2216. H **(G B 2206)**
This course will study the way in which diverse thinkers have considered the question of human nature. This question will be sharpened with a consideration of the way in which human beings considered as natural beings use and are a□ected by technology. Texts will vary from year to year, but may include works such as: Aeschylus' *Prometheus Bound*, Bacon's *New Atlantis*, Swift's *Gulliver's Travels*, Grant's *Technology and Empire*, Miller's *A Canticle for Leibowitz*, Heidegger's *The Question Concerning Technology*, Shelley's *Frankenstein*, Gaskell's *North and South*, Achebe's *Things Fall Apart*, and Sterling's *Holy Fire*.

H -2223. E **(EC)**
This is a seminar course examining, in depth, selected topics on the political economy of women. Potential topics include women as paid workers, domestic labour, and women and poverty.

H -2233. G G : A E (EC 2303)
This course will critically examine the role of women in the global South. It will concentrate largely on the changes in these roles and their correspondence with the transition from traditional to new forms of economic organization, production, and power.

H -2243. E II: H -
(E 2023)
Social systems are constructed on a set of dominant beliefs, assumptions and values that are largely unexamined but shape the way societies perceive and interact with the natural world. In this course, students examine the dominant perspectives that give rise to environmental degradation, as well as alternative paradigms o□ered by Green, eco-justice, global south, sustainability, and indigenous movements. Students also engage with political, economic and cultural theories of environmental change. Prerequisite: ENVS 1013 or permission of the instructor.

H -2253. I (HI 2213)
This course introduces di□erent positions in moral philosophy to provide alternative ways of thinking about questions like: Is our happiness in□uenced by our moral condition? Can we say what makes an individual or a society morally good or bad? What is the relation between pleasure and moral action? Fundamental moral concepts are treated through the careful study of primary texts by philosophers like Aristotle, Immanuel Kant, and John Stuart Mill. This course has no prerequisite.

H -2263. C (HI 2233)
An investigation, through readings, lectures, and discussion, of contemporary issues and authors in moral philosophy. Topics include: Nietzsche and the transvaluation of values, existentialist ethics, emotivism, Marxism and ethics, the natural law debate, situation ethics,MCID 11525

H -3133. H A , A
This course introduces students to the theory and practice of non-courtroom-based human rights advocacy and activism. As such it complements other practitioner-oriented o erings in the program, helping to prepare students for careers in human rights by providing practical tools for application in a variety of contexts - as individual advocates/activists, working in a particular human rights agency, NGO or community-based non-pro t, or for broader human rights/social movement building. Recommended preparation: HMRT 1003: Introduction to Human Rights

H -3153. C H
This course will explore the treatment of human rights themes and issues in popular culture paired with the basic human rights legal instruments that constitute the human rights framework. The Medium used to examine representation of human rights themes and issues may vary from year to year but will focus on such vehicles as television, lm, graphic novels, and music. Prerequisite required: HMRT 1003.

H -3203. H A (C)
This course explores how the rise of social media has both advanced and hindered the protection of human rights by examining how social media provides a platform for instantaneous global information-sharing, rendering it increasingly di cult for state or business interests to shield human rights abuses from public scrutiny. Topics are examined through several case studies. Prerequisites: HMRT 1003: Introduction to Human Rights.

H -3206. (G B 3306)
This course will explore the nature of human community and the question of justice. Themes to be addressed will include an individual's responsibility to others, the role of community in promoting human happiness, the manner in which we are both limited and ful lled by justice, and the relationship of justice and law. Texts will vary from year to year, but may include works such as: Plato's *Republic*, Aquinas' *Summa Theologica*, Sayers' *Gaudy Night*, Shakespeare's *Julius Caesar*, Cary's *Tragedy of Mariam*, Marx's *The German Ideology*, and King's *Letter from Birmingham Jail*. Prerequisites: GRBK 2006, or permission of the instructors.

H -3213. E & III: & (E 3013)
The modernist view is that knowledge leads to rational decisions. From an environmental perspective, however, this idea is seriously challenged. Never has society known so much about ecological and climate change; yet collective responses to these changes have failed to reverse the downward trends. This course examines this dynamic by examining the politics of the environmental crisis, and in particular the power struggles between those resisting change and those promoting alternative visions of a sustainable society. We consider how those alternative visions translate into public policy and how citizens can engage to make this happen. Prerequisites: ENVS 1013 and ENVS 2023, or permission of the instructor.

H -3216. F (G B 3506)
This course will examine the nature of freedom in the context of human life and community.

H -3433. E : I A (E G)
An introduction to the range of literary expressions of writers from the non-Western cultures of the West Indies and Africa. The major genre studied is the novel, though poetry and essays are also examined. The focus of the course is to study the concerns of the colonized, those who were swept up by British expansion in the 18th and 19th centuries. (Categories: National or Regional, Cultural Studies).

H -3503. C (3403)
Moot court cultivates advanced analytical skills while developing leadership qualities in students with an interest in human rights. Students learn how to develop and deliver oral legal arguments by competing in a Supreme Court simulation where they answer questions from a panel of judges. Students focus on Supreme Court precedent surrounding two di□er-ent issues each year. Students are required to have permission of instructor to register for the course. No other prerequisites are required.

H -3513. C
Moot court cultivates advanced analytical skills while developing leadership qualities in students with an interest in human rights. Students learn how to develop and deliver oral legal arguments by competing in a Supreme Court simulation where they answer questions from a panel of judges. Students focus on Supreme Court precedent surrounding two di□er-ent issues each year. Students are required to have permission of instructor to register for the course. No other prerequisites are required.

H -3523. C
Moot court cultivates advanced analytical skills while developing leadership qualities in students with an interest in human rights. Students learn how to develop and deliver oral legal arguments by competing in a Supreme Court simulation where they answer questions from a panel of judges. Students focus on Supreme Court precedent surrounding two di□er-ent issues each year. Students are required to have permission of instructor to register for the course. No other prerequisites are required.

H -3543. H F
This course considers human rights in international relations and foreign policy from the point of view of constraints on sovereignty. With background from the 19th and
20

H -3633.2 GB HA H (G)

This course explores socially constructed customs and structures of society that enable legal regulation of gender identity and human sexuality through the history, policies and norms that shape government action. Basic theories of gender and sexuality studies are explored before critically examining the same theories in practice through case studies. This course

H -4923. Ç , C A (A)

This course will explore the connections between collective memory, history and culture in Argentina. It explores the cultural production of the post-dictatorship Process of National Re-organization (1976-1983) through essays, □ction, and □lm. These texts and □lms reconstruct not only history but also those identities denied by o□cial history. We will de□ne concepts such as o□cial history, Other History, and collective memory in order to understand the discursive □elds from which history and memory are reconstructed.

The proposal must indicate:

1. the professor who has agreed to serve as Program Director,
2. two additional professors who have agreed to serve with the Program Director on an advisory and thesis evaluation committee, and
3. the proposed program identi□ed by course numbers and titles.

Final approval of each proposed program will rest with the Interdisciplinary Studies Committee. Normally, approval of the program will be sought by the end of the student's second year. Exceptionally, proposals may be entertained as late as the beginning of the Spring Registration prior to the beginning of the student's □nal year of study.

Applications will not be considered after the beginning of the student's □nal year of study. The thesis will be consistent with the approved aims of the student's program, and it will be supervised by the Program Director. The thesis will require the approval of the student's thesis evaluation committee made up of the Program Director and at least two additional professors chosen by the student and the Program Director. A minimum grade of B must be attained for the thesis to count as an Honours credit.

The Coordinator with the Program Director and the student's advisory and thesis evaluation committee will monitor a student's interdisciplinary Honours course of study at regular intervals during the third and fourth years. Accordingly, the Coordinator will present a written report on the student's progress to the Interdisciplinary Studies Committee at the end of the student's third year and at the end of the □rst and second semesters of the last year.

The decision to award an Interdisciplinary Honours degree will be made by recommendation of the student's advisory and thesis evaluation committee.

I

An interdisciplinary Minor is a pre-approved course of study which consists of 18 credit hours of course work beyond the 1000 level cutting across disciplinary lines but related by a clear theme or unifying principle. Approved combinations of courses follow:

Business Studies

A minor in Business Studies consists of 18 credit hours in Business courses including:

- Introduction to Business (BUSI 2013) 3 ch
- Introduction to Economics (ECON 1013 and 1023) 6 ch in total (3ch per course)
- 9 ch chosen from:

BUSI 2023	Introduction to Financial Accounting
BUSI 3013	Personal Financial Planning
BUSI 3023	Nonpro□t Management
BUSI 3033	Labour Relations and Collective Bargaining (cross-listed as ECON 3033)
BUSI 3513	Introduction to Industrial and Organization Psychology (cross-listed as PSYC 3533)

Or from any of the UNB courses listed under "Major in Economics with a Business Option" in the Department of Economics section of the Calendar.

Ethics

18 credit hours including courses from at least two disciplines, drawn from the following list:

HMRT 3033	Philosophy of Human Rights
PHIL 2213	Introduction to Moral Philosophy
PHIL 2233	Contemporary Moral Philosophy
PHIIL 2243	Current Issue in Ethics
RELG 2513	Foundation of Christian Ethics
RELG 3573	Religion and Social Ethics
RELG 3593	Moral Development
RELG 3513	Bioethics
RELG 3583	Media Ethics

Film Studies

18 credit hours, drawing on at least two di erent disciplines, from the following list:

CRIM 3273	Crime in Popular Film
CRIM 4273	Advanced Studies in Crime in Popular Film
ENGL 1203	Introduction to Film Studies
ENGL 2723	Fiction, Drama, and Film: A Study of Narrative I
ENGL 3213	Art Cinema
ENGL 3223	Auteur Cinema
ENGL 3483	Irish Film I
IRSH 3693/	
ENGL 3473	Irish Film II

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HIST 3613	Gender and Power in Latin America
HIST 4606	20th Century Latin America
SPAN 4213	Mexico Online! I
SPAN 4223	Mexico Online! II
SPAN 4813	Spanish-American Literature: Colonial to Modern
SPAN 4823	Spanish-American Literature: Modernism to Present

Digital Media and Creative Arts

The Interdisciplinary Major in Digital Media and Creative Arts (DIGM) is open to students enrolled in the Bachelor of Arts program. It is designed for students interested in studying digital media and engaging in creation in the digital arts. The Major will allow students to explore the relationship between digital media, the arts, and society. It consists of 36 credit hours, including at least 30 credit hours beyond the 1000 level, in courses designated as Digital Media and Creative Arts, listed below. There are four mandatory Interdisciplinary DIGM courses, as follows:

DIGM 2013	Digital Media Creation
DIGM 2023	Digital Media Production
DIGM 3013	Digital Photography
DIGM 3023	Documentary Film: Creation and Production

For the purposes of completing the requirements for this Interdisciplinary Major, no more than 18 credit hours may be from one discipline. The Interdisciplinary Major in Digital Media and Creative Arts is housed in the Department of Journalism and Communications. Students who wish to pursue a BA in the Interdisciplinary Major in Digital Media and Creative Arts should consult with the Director of the program.

A **E** *

*Other courses may be approved by program faculty advisors

ANTH 3693	Media Anthropology
COPP 1013	Introduction to Communications
COPP 2023	Policy Making in the Information Age (POLS 2333)
COPP 3033	Public Policy and the Media (POLS 3213)
COPP 3043	Business Communications and Marketing
CRIM 3263	Crime and the Media
CRIM 3273	Crime in Popular Film
ENGL 1203	Introduction to Film Studies
ENGL 1233	Digital Literacy
ENGL 2113	Creative Writing: Skills
ENGL 2123	Creative Writing: Strategies
ENGL 2163	Envisioning Environmental End Times
ENGL 2213	Acting and Theatre Production I
ENGL 2223	The Pag36 160.15 4(ajor in Dece P)16 ng 5EMC /P #Lang (en-US)/MCID 11989 >>BDC BT

ENGL 2693	Reading Popular Culture
ENGL 2723	Fiction, Drama, and Film: A Study of Narrative I
ENGL 3163	Queer Medias and Mediating Queer
ENGL 3213	Art Cinema
ENGL 3216	Advance Acting and Theatre Production
ENGL 3223	Auteur Cinema
ENGL 3233	Digital Projects and Digital Reading
ENGL 3243	Race and Media
ENGL 3483	Irish Film
ENVS 3213	Media and Politics in Canada
FNAR 2113	Visual Art and Aesthetic Literacy
FNAR 2763	Film Production
FNAR 2963	Acting for Film and TV
FNAR 3613	Music in Film and TV
GERO 3093	Images of Aging in Film
GRBK 2206	Human Nature and Technology (HMRT 2216)
GRBK 3406	Philosophy and Art
HIST 1783	Screening History
HIST 3603	Disney and World History
HMRT 2216	Human Nature and Technology (GRBK 2206)
HMRT 3153	Popular Culture and Human Rights
HMRT 3203	Human Rights Advocacy through Social Media
JOUR 1113	Fundamentals of E□ective Writing
JOUR 2033	Local Reporting, Global Media
JOUR 2063	Media Ethics and the Law
JOUR 2113	The Toolbox 1: New Media
JOUR 2123	The Toolbox 2: Mobile Media
JOUR 3013	Through the Lens
JOUR 3023	Radio and Podcasting
JOUR 3143	Documentary
JOUR 3153	Digital Journalism
JOUR 3163	New Media and Social Change (COPP)
JOUR 3173	Interviewing and the Art of the Inquiry
NATI 2703	Invented Traditions
NATI 3333	

I S

The program in International Relations allows students to develop speci□c subject-area expertise in the complex matter of state-to-state relations within the international system. This multidisciplinary program draws on courses in Political Science, Economics and foreign

-2623. I

This course introduces students to the critical and non-mainstream variants of International Relations theory. These include Marxism, Gramscianism, feminist theories of IR, and other forms of critical theory. These theories are illustrated and developed through the use of case studies and examinations of the institutions and structures of the international system. They are also contrasted with mainstream IR theories. Prerequisite: POLS 1603, or permission of the instructor.

B.) Comparative Core (6 credit hours)

-2303. C

This course introduces students to the comparative study of governments in the industrial and post-industrial societies. It examines the question of how various political systems are classified, dealing with such issues as organization of the state, governance and policy-making, representation, and political legitimacy. Prerequisite: 3 credits in Political Science, or permission of the instructor.

-2313. C

This course introduces students to the comparative study of governments in the developing world. It focuses on such issues as the politics of development, modernization, and the interplay of political and social forces in selected developing nations. Prerequisite: 3 credits in Political Science, or permission of the instructor.

3 4

A.) Advanced International Relations (15 credit hours)

-2603.

This course will examine economic and political integration theory in relations to theories of globalization, using the European Union and the Americas as central cases. The course will analyze, in depth, the issues of social justice, labour and environmental standards, poverty, gender issues, capitalism, and social democracy. This course will have online interactive features and may be taught in collaboration with other universities.

-3313.

This course examines the foreign policy of the United States of America. It examines the roles

-3503. H

This course considers human rights in International Relations. It focuses on how the emerg

-3613.

This course will prepare students for participation in a Model United Nations, either Cana-

not be o□ered every year. Before including one of these classes as part of your International

-1013. I

Focuses on the fundamental structure of Japanese and practice of communication skills. Introduces Hiragana and Katakana, writing systems in Japanese, and practice of reading and writing. Some aspects of Japanese culture are discussed. Not open to native speakers.

-1023. I

Continuation of JPNS-1013. Focuses on communicative aspects as well as practice of reading and writing in Hiragana and Katakana. Some basic Kanji, the other writing system in Japanese, is introduced. Not open to native speakers.

-2013.

This course aims to develop the communicative skills necessary for everyday situations. It focuses on both conversation and writing systems, expanding vocabulary and sentence structures, teaching students to express themselves on a wide range of topics from daily life. One hundred kanji characters are introduced and practiced.

-2023.

This course is a continuation of JPNS 2013. More overall language skills are developed. With this course students complete the beginner's level of Japanese and students are prepared for the Level IV Japanese Pro□ciency Test o□ered by the Government of Japan. Prerequisite: JPNS 2013.

The Major in Journalism explores the art of storytelling in the digital age. The program o□ers a variety of courses that allow students to develop storytelling skills using multi-media tools, including video, photography, sound, and social media platforms. The program promotes strong writing skills, the exploration of media ethics and the in□uence of new media in society. The program is designed for students with an interest in professional journalism and digital content production.

Journalism Major

Students who major in Journalism are required to complete 36 credit hours of Journalism courses, 18 credit hours of which must be at the 3000 or 4000 levels. Students majoring in Journalism will choose courses with the help of faculty advisors based on their interest and aspirations.

-1113. F E

Vigorous and clear writing is the foundation for all forms of digital journalism and new media production. This writing intensive course develops fundamental skills for e□ective writing and storytelling. This is a required course for all students pursuing a major in Journalism.

-1023. : G

This course will introduce students to a range of works of print and broadcast Journalism to allow them to understand the scope, purpose, and in□uence of stories in the journalistic tradition. Students will respond to these works in writing and post their responses in an online discussion forum.

-2033. , G

This course explores the art of reporting and storytelling, allowing students to create and digitally publish local stories that become part of a global media network.

-2113. 1:

This course introduces students to multi-media storytelling, including recording and editing sound and video.

-2123. 2: 244.4502 -2113.)39 ( )12 ( )39 ( )81 (C /

-3143. D

This course introduces students to the art of documentary in various media. The course will explore the history of documentary and the resurgence of the art form in the digital age. Students will produce a short documentary as part of the course work. Prerequisite: JOUR 2123 or permission of professor

-3153. D

This course explores developments in digital journalism that have fundamentally changed the nature of publishing and journalism, and the role of journalism in the new media landscape. Prerequisite: JOUR 2123 or permission of professor

-3163. C (C)

This course explores how the new media and social media are contributing to political and social change around the world.

-3333.

The content of this course changes from year to year to re□ect the special strengths of faculty and particular needs of students.

-3173. I A I

This course explores the art of the interview and the art of inquiry, allowing students to understand how to e□ectively ask and answer questions.

-3703: C

Students in this course will explore theoretical issues in journalistic commentary and learn fundamental skills related to the writing or production of print and spoken word editorials. In the process, the course will focus on examples of journalistic commentaries of the past century that have shaped and directed public opinion, the power that drives political, social, and cultural change. Classes will include lectures, group projects, and one-on-one skills development with the professor. Prerequisites: JOUR 1113, or COPP 2013, or by permission of instructor.

-3803: B : F

This course examines the fundamentals of business and economic reporting to demystify economics — macro and micro; □nancial markets, and international trade. It provides basic reporting expertise, including how to conduct interviews to reading balance sheets, annual reports, and □nancial statements. Other topics may include covering speci□c beats such as labor, workplace issues, small business, banking, taxation, real estate, and personal □nance.

-4106.

Students will produce community-based digital journalism projects supervised by faculty and explore the ethics of producing journalism in the public interest.

-4116. F

Students will pursue experiential learning opportunities in journalism. These opportunities might include work in the student press, a professional newsroom, or the creation of a new digital publication.

The Law, Politics, and Society (LAPS) Program is a systematic but flexible interdisciplinary exploration of the relationship between law, political life, and Canadian society. It examines the nature of law and its influence on Canadians and their polity and explores how law is made and changed, and considers what forces shape it. Students learn about the institutional character of law making and enforcement and also the social factors that shape and are shaped by law.

Students wishing to pursue this major should consult with the Coordinator of the Law, Politics, and Society Program in assembling a course of study, ideally by the end of their first year. This Interdisciplinary Major consists of 36 credit hours of course work with the following components:

1) LAPS 1003 Intro to Law, Politics, and Society

2) One additional 1,000-level course from among the following:

CRIM 1013	Introduction to Criminology
CRIM 1023	Introduction to Criminal Justice
HMRT 1003	Introduction to Human Rights
POLS 1013	Law, Power, and Politics
POLS 1103	Canadian Government

3) At least 6 credit hours from the following list of core courses in Category I:

CRIM 2123	Criminal Law
HMRT 3063	Genocide, War Crimes, and Crimes Against Humanity
NATI 3903	Native Peoples and the Law: Theory
POLS 2103	Canadian Constitutional Politics
PSYC 2233	Introduction to Psychology and the Law

4) At least 6 credit hours from the following list of core courses in Category II:

CRIM 2253	Crime and Society in Historical Perspective (HMRT)
HMRT 3033	Philosophy of Human Rights
SOCI 2416	Inequality in Society (WSGS)
POLS 3503	Human Rights and International Relations

5) At least 6 credit hours from the courses listed at the 3000 or 4000 levels.

6) Other courses from Categories I and II below. Note that a minimum of 12 credits are to be obtained from each of Categories I and II.

HMRT 3113	The Rights Revolution in Canada
HMRT 3123	International Human Rights
HMRT 3506	Moot Court
NATI 3903	Native Peoples and the Law: Theory
NATI 3923	Territorial Claims: Theory and Practice
NATI 3933	Treaties and International Law (HMRT)
POLS 2103	Canadian Constitutional Politics
POLS 3123	The Canadian Constitution: Federalism (ENVS 3123)
POLS 3133	The Canadian Constitution: The Charter of Rights and Freedoms
POLS 3306	U.S. Government and Politics
POLS 3343	Law, Politics, and the Judicial Process in Canada
PSYC 2233	Introduction to Psychology and the Law
PSYC 2663	Dangerous O□enders: Assessment and Intervention (CRIM 2663)
PSYC 4223	Seminar in Psychology and the Law

C_ , II: _ _ , , Ç , ,

These courses examine the links between law and dynamic social, economic, and cultural forces.

ANTH 3443	Forensic Osteology and Archaeology
COPP 3033	Public Policy and the Media
CRIM 2253	Crime and Society in Historical Perspective (HMRT)
CRIM 2503	Diversity, Crime, and Justice in Canada
CRIM 3123	Contemporary Issues in Criminal Justice
ENVS 3013	Environmental Policy
GRBK 2206	Human Nature and Technology
GRBK 3306	Justice
GRBK 3506	Freedom
HIST 3053	Disability in History
HIST 3263	Helping the Poor and Unlucky: Social Policies in Europe and North America
HIST 3943	Genocide in Twentieth-Century History
HMRT 3033	Philosophy of Human Rights
NATI 3823	Native Peoples and the Canadian Form of Racism (HMRT)
PHIL 2233	Contemporary Moral Philosophy (HMRT 2263)
PHIL 3633	Marx
POLS 2803	Western Tradition of Political Philosophy (HMRT)
POLS 2813	The Western Tradition of Political Philosophy II (HMRT)
POLS 3503	Human Rights and International Relations
SOCI 2416	Inequality in Society (WSGS)
SOCI 3313	Sociology of Law (CRIM)
SOCI 3323	Sociology of Women and Law (WSGS)
SOCI 3333	Social Control and Social Justice (CRIM)
STS 2603	Animals: Rights, Consciousness, and Experimentation
STS 2903	The Politics of Science
STS 3303	Sex, Science & Gender

A -1003. I

This course will introduce students to the relationships between law, politics, and Canadian society. Students will examine types of law, the judicial system, the legal profession, and the institutional, social, and cultural contexts in which laws are made and enforced. The course will engage students in debates about citizen rights, the policy-making role of courts, Aboriginal peoples and the law, public opinion and the legislative process, media and the law, and other topical issues.

A H-2513. I **(HI)**

A lecture course in which students learn how to identify and evaluate arguments drawn from a wide variety of sources. It will develop informal methods such as the identi□cation of argument structure and informal fallacies. It will also develop formal methods that involve taking arguments in English, symbolizing them in a formal language, and evaluating the strengths and weaknesses of the argument's forms. Also covered are basic probability theory, inductive logic, and statistical reasoning.

A H-2613. E D. E

This is a study of basic solution techniques and applications of di□erential equations with attention to concepts and computational e□ciency. Topics include equations of the □rst order and □rst degree, Bernoulli's equations, orthogonal trajectories, linear di□erential equations, linear equations with constant coe□cients, and nonhomogeneous equations. Prerequisite: a grade of C or higher in MATH 1023. Three hours per week.

A H-3613. D. E

This is a study of basic solution techniques and applications of partial di□erential equations with attention to concepts and computational e□ciency. Topics include □rst order equations, geometric theory, second order equations, classi□cation, Laplace, wave and heat equations, Sturm-Liouville theory, Fourier series and boundary and initial value problems. Prerequisite: A grade of C or higher in MATH 2613.

A H-3813. I **(HI 3813)**

This is a course in □rst-order symbolic logic in its second main branch (predicate logic). The aim is to acquaint students with the formal language of modern deductive logic and to develop the basic techniques of good deductive reasoning. The course will be of interest to philosophy Majors in particular (especially those who are planning to do graduate work in philosophy), but will bene□t anyone who wants to acquire skills in abstract thinking. A good grounding in sentential logic is presupposed. Prerequisite: PHIL 2513 or permission of the instructor.

A H-3913. A

Descriptive statistics and representation of single-variable data, descriptive analysis and presentation of bivariate data, probability, probability distributions, sample variability, statistical inferences, linear correlation, and regression analysis. Prerequisite: MATH 1023.

I

A H-4013. I

Special courses in topics not normally covered in regular course o□erings in Mathematics. Students work closely with a faculty member on a project involving independent research. Approval must be given by the by Director.

NOTE: Not all courses listed are o ered each year. Please consult with the Program Director for more information about current and planned course o erings.

A I-3103. C

This course emphasizes uency using all forms taught in Intermediate Mi'kmaq. Class will be conducted as an immersion class, and oral traditions of storytelling and public speaking will be featured. Prerequisite: Intermediate Mi'kmaq NATI 2103 or basic uency in Mi'kmaq.

A I-3203.

in particular with the inclusion of the Inuit and with Bill C-31 on the status of women. Court cases from the 1888 St. Catharines Milling and Lumber Co v. 10 R. decision onward through the landmark Marshall decision (1999) will be analyzed and discussed.

A I-3923.
This course examines Indigenous rights pertaining to land and waterway entitlement in North America. Theoretical concepts will be discussed, including the concepts of "land use" and "land occupancy." The well-documented history of Indigenous land ownership before and during European contact will be analyzed, as well as the attempts by settler nation-states to replace communal Indigenous land ownership to capitalist individual land ownership (fee simple) with Indigenous share holders. The course will include an overview of landmark cases, including the Alaska Native Claims Settlement Act; Delgamuukw and Tsilhqot'in Nation; land claims in Labrador; Miccosukee water rights; and potential Greenland independence.

A I-3933. **(H)**
The goal will familiarize students with international legal norms and instruments as they relate to Indigenous peoples, including "Indians" in Canada. Treaties between Indigenous nations and European empires/settler nation-states are nation-to-nation agreements, and thus, international law, which will be discussed and analyzed. Various United Nations instruments will be studied. As well, this course will look at the history and law of various locations outside Canada such as: Africa, India, Australia, New Zealand, the United States of America, Norway, central and south America and southeast Asia. This course is designed as an upper year survey course.

A I-3943.
The goal of this course is to familiarize the student with the Métis people of western Canada. Other "mixed blood" or dual-culture populations will be studied for comparative value. The course will give a historical background on the creation of the Métis Nation and the corresponding political and legal struggles of the Métis People. The Métis were a key player in the expansion of the Canadian state into what is now western Canada. We will examine the bene□ts and drawbacks that the Métis have experienced in their interaction with the Canadian state.

A I-4506.
This is a third- or fourth-year course of study under the supervision of a member of the faculty of Native Studies. It is arranged with the consent of the Chair of the Department and in consultation with the professor. Enrolment is restricted to students who wish to pursue an area of special interest.

A I-4623.
This course examines First Nations' historiography in historical periods in Canada and compare standard accounts with facts and perspectives that have been kept out of mainstream sources. Students will be expected to research a particular topic within the context of Indigenous history, identify what has been left out, and explicate why this is likely the case. The contributions of archaeology, cartography, oral history, and ethnohistory will be considered along with

A I-4263. II

This course builds on knowledge of verb forms taught in NATI-4233 and introduces more complex forms such as the true plural, changed and unchanged conjunct, inverse forms, inde nite subject forms, absentative and dubitative preterit. Students will be asked to analyze existing texts in the language and develop their own texts using the various forms. Pre-requisites: NATI-4233. Verbs in the Target Language I or by special permission.

A I-4273. II

This course is intended for students in an intensive language learning program, but uent speakers of the language could also take it to assist them in teaching the language. As a follow--up to NATI 4213 Morphology in the Target Language I it will focus on more complex aspects of the internal structure of words and study the conversational uses of the complex forms. Pre--requisites: NATI 4213 Morphology in the Target Language I or by permission.

A I-4293. A II

This course is intended for students in an intensive language learning program, but uent speakers of the course may also enroll. As a follow-up to NATI 4253, Advanced Maliseet I this course will address additional forms such as Negative, Preterit, Changed and Unchanged Conjunct, Absentative and Dubitative as used in conversation. Pre-requisites: NATI 4253 Advanced-Maliseet or by permission.

I C

A I-4163. A (I)

This course is designed to introduce teachers to methods for teaching non-uent preschoolers in the medium of the target language. Using an activity centered orientation it focuses on uency for children ages one to ve in a progression based on the centrality of verbs in First Nations languages. Students will also learn how to incorporate fun and play into all aspects of their teaching. Prerequisite: Conversational Mi'kmaq, NATI 3123 or Conversational Maliseet/ Passamaquoddy, NATI 3103, or the equivalent, or uency in the target language.

A I-4243. **(I)**

This course, conducted entirely in the target language, will survey and analyze published materials in the language focusing on representative samples from early historic documents and liturgical writings, to dictionaries, recorded oral traditions, and more contemporary documents, including children's literature and curriculum materials. Particular attention will be paid to content, orthographies, grammatical changes, and historical and contemporary uses for the texts. Students will also gain experience writing essays in the language. Prerequisite: NATI 3103. Conversational Mi'kmaq, or NATI 3113 Conversational Maliseet/Passamaquoddy, or the equivalent, or uency in the target language.

A I-4443. H **(I)**

This course, conducted entirely in a First Nation language, will focus on pre-contact and post-contact history, both oral and written. Texts used for the course will be those materials written in the language, both manuscript and published sources. Speakers on oral history will be invited and tape collections, where available, will be utilized. Students will be expected to research and write papers in the language on selected topics. Prerequisite: NATI 3103 Conversational Mi'kmaq, or NATI 3113 Conversational Maliseet/ Passamaquoddy, or the equivalent, or uency in the target language.

ANTH 2313	Archaeology of Early Societies – The Americas
ANTH 2013-2153	Area Ethnography
HMRT 1003	Introduction to Human Rights
POLS 3503	Human Rights in International Relations and Foreign Policy
RELG 3473	Native American Religions
RELG 3483	Mi'kmaq and Maliseet Religions
SOCI 2013	Research Design & Method
SOCI 2023	

PHIL 2143 Medieval Philosophy: Pre-Modern Modernity and the Rise and Fall of Scholasticism (RELG 2153)

PHIL 2153 Early Modern Philosophy: Rationalism and the Supremacy of Reason

PHIL 2163 Early Modern Philosophy: Empiricism and the Priority of Sensation

4. PHIL 2513 Introduction to Logic
5. the equivalent of *three (3) credit hours* from among:

HI -1023. **? (H 2)**

To do philosophy is to reflect critically on our underlying beliefs (e.g., about reality, knowledge, freedom, responsibility) and to modify whatever doesn't stand up to scrutiny. Whether we realize it or not, the very way we think is shaped by past thinkers -- which is why studying philosophy's history is a crucial part of doing philosophy. In this course, we will focus on Modern and Contemporary thinkers as we strive to evaluate our views critically. This course has no prerequisite.

HI -1033. A :A

This course is an introduction to philosophy focusing on atheism. Students will be introduced to the current debate, but will also consider what the great minds of the past can tell us about the existence or non-existence of God. We will draw on both historical and contemporary sources, developing skills of philosophical analysis in connection with a single, hotly disputed topic. This course has no prerequisite.

HI -1043. F :A

This course is an introduction to philosophy focusing on the problem of free will. Students will be introduced to the current debate, but will also consider what the great minds of the past can tell us about the possibility or impossibility of acting freely. We will draw on both historical and contemporary sources, developing skills of philosophical analysis in connection with a single, hotly disputed topic. This course has no prerequisite.

HI -1053. :A

This course is an introduction to philosophy focusing on the opposition between myth and reason. Students learn the skills of philosophical analysis by studying one topic in detail. Questions explored may include: How are myth and reason different? Are they opposed? What are the limits of reason? Can myth help reason? Can reason refute myth? What role does authority play in myth and reason? This course has no prerequisite.

HI -1063. D :A

This course is an introduction to philosophy focusing on philosophical questions related to life and death. Students learn the skills of philosophical analysis by studying one topic in detail. Questions explored may include: What are life and death? Does anything persist after death? If so, what would this be? Why are some moral questions associated with life and death? This course has no prerequisite.

HI -1073. & A E :A

Should we have sex with robots? Is it okay to use a robot prostitute? Can we force them to serve us or use them in warfare? And what about animals-do they have rights? Should

II. [illegible]

HI -2113. A [illegible] **I: F** [illegible]

A lecture course surveying ancient philosophy from the Presocratics to Plato. Philosophers covered may include: Anaximander, Heraclitus, Parmenides, Empedocles, Anaxagoras, Democritus, Gorgias, Protagoras, Socrates and Plato. Through readings of original sources and ancient testimony, the course analyses key questions in ancient philosophy, e.g. what is philosophy and what does it achieve? What is nature? What is the best life? Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

HI -2123. A [illegible] **II: D** [illegible]

A lecture course surveying ancient philosophy from Aristotle to Hellenistic philosophy (Epicurus, the Stoics and the Sceptics). Through readings of original sources and ancient testimony, the course analyses key questions in ancient philosophy, e.g. what can philosophy achieve? What is the nature of reality? What does it mean to live together? Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

HI -2133. [illegible] **: A** [illegible] **A** [illegible] **(E G 2143)**

A lecture course covering Medieval philosophy from its earliest origins, culminating in the Platonism of Augustine, Boethius, John Scotus Eriugena, and Anselm. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

HI -2143. [illegible] **: -** [illegible] **F** [illegible] **(E G 2153)**

A lecture course covering the Medieval philosophy of the 13th century (especially St. Thomas Aquinas), the collapse of the Thomistic synthesis in fourteenth century philosophy, and the beginning of the Modern outlook. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

HI -2153. E [illegible] **:** [illegible]

A study of the 17th and 18th century rationalist philosophers. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

HI -2163. E [illegible] **: E** [illegible]

A study of the 17th and 18th century British empiricists. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

III. [illegible]

HI -2213. I [illegible] **(H** [illegible] **2253)**

This course introduces di□erent positions in moral philosophy to provide alternative ways of thinking about questions like: Is our happiness in□uenced by our moral condition? Can we say what makes an individual or a society morally good or bad? What is the relation between pleasure and moral action? Fundamental moral concepts are treated through the careful study of primary texts by philosophers like Aristotle, Immanuel Kant, and John Stuart Mill. This course has no prerequisite.

HI -2233. C [illegible] **(H** [illegible] **2263)**

A lecture course examining a speci□c topic in contemporary moral philosophy. Topics vary from year to year and may include: virtue ethics, metaethics, contemporary deontology, contemporary utilitarianism, emotivism, relativism, the is-ought debate, and others.

PHIL 2243. Contemporary Ethical Issues (HUM 2273)
A discussion, through lectures and student presentations, of ethical theory through its application in the consideration of such contemporary issues as: pornography and censorship, euthanasia, abortion, punishment, justice and welfare, sexual and racial discrimination. Prerequisite: Phil 2213, or permission of the instructor.

PHIL 2253. Environmental Ethics (ENVS 2253, HUM 2253)
An historically-conscious analysis of various normative stances in environmental ethics integrated with a sustained consideration of how to apply this ethical theory to modern life. Topics may include deep and shallow ecology, biocentrism, eco-feminism, environmental justice, environmental virtue ethics, the ambiguous role of technology in the environmental crisis, the ethics of the green economy, the ethics of green public policy, a survey of various locally-employed environmental initiatives. Recommended preparation: PHIL 2213.

PHIL 2263. Ancient Greek Philosophy for Life
Can Greek philosophers help us live a fulfilling life? This course examines a rich tradition known as therapy for the mind, that developed from Socrates to Hellenistic Philosophy. These thinkers argue that philosophy improves many facets of our lives and can help us become happy. What do they have to say about happiness, emotions, desires, love, and death? Can this advice be useful for us today? The course presupposes no background in philosophy. Prerequisites: none.

HI -2513. (A H)

A lecture course in which students learn how to identify and evaluate arguments drawn from a wide variety of sources. It will develop informal methods such as the identi□cation of argument structure and informal fallacies. It will also develop formal methods that involve taking arguments in English, symbolizing them in a formal language, and evaluating strengths and weaknesses of the argument forms. Also covered are basic probability theory, inductive logic, and statistical reasoning.

HI -2523. A

In this course, we will investigate and critically assess some of the most in□uential attempts in the history of philosophy to respond to art and artistic expression. Readings will include selections from a variety of philosophers such as Plato, Aristotle, Kant, Hegel, Heidegger, and Benjamin.

HI -2533. B

What is a mind? Is the mind reducible to the brain? If not, how are they related? Various answers to these questions will be considered in the course. Topics will normally include: behaviourism, functionalism, dualism, identity theory, representational theory, consciousness, the intentional stance, eliminativism, property dualism, non-reductive physicalism. The course presupposes no background in philosophy and may be of interest to students in psychology and the life sciences, as well as philosophy.

HI -2543.

Are moral judgements grounded in emotion or reason? Under what conditions are people morally responsible? Why should I be moral? Are all moral decisions motivated by self-interest? Do moral reasons depend on desires? How does virtue relate to moral motivation? These questions are central to moral psychology. The course presupposes no background in philosophy and may be of interest to students in psychology and the life sciences, as well as philosophy. This course will not count toward credits in Psychology (i.e. a Major). Prerequisites: none.

HI -3106. F

This course will explore the interrelated themes of friendship, love and beauty. Each theme will be examined separately and as connected to the others. Ancient and modern texts will be used to examine the ways that di□erent ages have addressed these fundamentally personal and yet common human exper11 (, the in)4 (t2.9 6pwiE c)6 (o(x)-12 vt)6 (o)[(P(y afo backgm[(sonal

HI -3553. A

This course provides an in-depth analysis of Augustine's Christian philosophy through a close reading of his most widely read work, the *Confessions*. The course focuses on themes like the relation between addiction and free will, the invention of the concept of selfhood, truth as an integration of universality and particularity, the problems that friendship creates for self knowledge, and the Christian take-over of Platonism and Stoicism. Prerequisite: PHIL 1013 or permission of the instructor.

HI -3563.

This course will examine science from the perspective of philosophy. Topics will include the historical relation between science and philosophy, the differences between the social and the physical sciences, the nature of scientific change in history, the role of values in science, the reality of theoretical objects of science, and feminist alternatives to traditional scientific research. Examples will be drawn from both the physical and the social sciences. Presupposes no previous exposure to any particular areas of science.

HI -3573. D

This course will involve a close reading of the major works of Dante Alighieri, especially *The Divine Comedy*. Attention will be directed to Dante's synthesis of Aristotelian philosophy and the theology and philosophy of Thomas Aquinas. Prerequisites: PHIL 1013 or PHIL 1023 or permission of the instructor.

HI -3583.

A lecture course introducing students to phenomenology, a late 19th century and early 20th century mode of philosophical inquiry that has played a major role in informing and shaping much contemporary philosophy. The primary focus of the course will be the work of Edmund Husserl (1859-1938), though other thinkers will likely be discussed. Prerequisite: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

HI -3653. C

This course will engage and critically assess the views of some of the most important thinkers in recent European philosophy such as Merleau-Ponty, Benjamin, Blanchot, Bataille, Levinas, Foucault, Derrida, Lyotard. Prerequisite: Either PHIL 3653 or PHIL 3583, or permission of the instructor.

HI -3663. A

This is a lecture course covering topics of current interest in Analytic Philosophy, a movement in, and a style of doing, philosophy that has been prominent in the English-speaking

Introduction

The study of politics is an important element of a liberal education. Students with a general interest in politics are invited to enroll in one or more of the courses offered. Students in senior-level Political Science courses must have completed 3 credit hours at the 1000 level in Political Science or have permission of the instructor.

Major in Political Science

Students majoring in Political Science are required to complete a minimum of 36 credit hours in Political Science, including any 1000-level POLS course or LAPS 1003, and 6 credit hours in each of the four fields of Political Science offered at St. Thomas.

i) For **Canadian Government**, the 6-credit requirement is satisfied by completing POLS 2103 and one other Canadian politics course at the 2000 or 3000 levels.
ii) For **Comparative Government**, the 6-credit requirement is satisfied by completing POLS 2303 and 2313.
iii) For **International Relations**, the 6-credit requirement is satisfied by completing two of the following: POLS 2613, 2623, 3313, 3503, 3513, 3523, 3533, 3603, 3613, and/or 4603.
iv) For [illegible], the 6-credit requirement is satisfied by completing POLS 2806 or POLS 2803 and 2813.

Minor in Political Science

The Minor in Political Science requires any POLS course at the introductory level or LAPS 1003, and 15 additional credit hours from at least two different fields of Political Science.

Honours BA in Political Science

An Honours BA in Political Science consists of 54 credit hours in Political Science including a 1000-level POLS course or LAPS 1003, and:

POLS 2103	Canadian Constitutional Politics and one other Canadian politics course at the 2000 or 3000 levels
POLS 2303	Comparative Politics of the Developed World
POLS 2313	Comparative Politics of the Developing Areas
POLS 2613	International Relations I
POLS 2623	International Relations II
POLS 2803	The Western Tradition of Political Philosophy I
POLS 2813	The Western Tradition of Political Philosophy II
or	
POLS 2806	The Western Tradition of Political Philosophy
POLS 3903	An Introduction to Quantitative Research Methods in Political Science
POLS 3913	Honours Thesis Proposal
POLS 4903	Capstone Seminar – Problems in Political Inquiry
POLS 4923	Honours Thesis

The list of courses above totals 36 credit hours of the remaining 18 credits required for Honours: students must take 3 credit hours at the 4000 level; and for the other 15 credit hours, two courses must be at the 3000 or 4000 levels.

-1603. G (H 1203)
This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political con□ict. It does so through consideration of issues in world politics, such as human rights and social justice, ecological imbalance, economic inequalities, war, global governmental institutions and organizations.

-2103. C Ç
This course will examine fundamental disagreements at the core of the Canadian polity that have plagued constitutional debate since its creation. Special attention is paid to the constitutional implications of con□icting conceptions of individual, provincial, ethno-linguistic, and multi-national equality.

-2113. Ç I C
This course will examine a number of issues animating Canadian politics. Themes may include public policy problems, the stresses of Canadian federalism, the fortunes of political parties, ethics in government, and Canada in the global political context.

-3103. E C (E)
Canada's major national parties are examined in regard to their historical evolution, internal structure, ideological orientation, and public image and reputation. Trends in voting behaviour are discussed, as are the implications of voting patterns in Canada. Distinctive provincial political parties (such as the Parti Quebecois) are also considered.

-3113. C F
This course examines the idea of federalism in Canada and how those ideas take shape in the practice of Canadian federalism. Attention is paid to the political theory of federalism, the institutions of federalism, and the diversities which underlie the Canadian federal system.

-3123. C Ç : F (E)
This course will focus on the manner in which the evolution of constitutional law has shaped the Canadian federal system. The course will proceed primarily by means of class discussion of leading constitutional decisions and by student presentations.

-3133. C Ç : C F (H 3233)
This course will focus on the impact our constitution has had on civil liberties in Canada. The course will proceed primarily by means of class discussion of leading constitutional decisions and student presentations.

-3203. C G
The course o□ers a comparative view of the Canadian provinces. Provincial cabinets, party systems, legislative development, and economic and social issues are considered. Special attention is directed to the problem of Quebec in Confederation.

-3213. C (C 3033, E))
This course will examine the role of media in Canadian politics and government. It will examine the e□ect of media on policy agenda setting and public opinion, and how political

-3223. A
This course is designed to introduce students to the theory and practice of public administration. Attention will also be given to the development of skills necessary for use in the civil service.

3343 C
This course examines several important themes surrounding Canada's judicial process including types of law, Canada's courts, jury trials, the movement of a case from investigation through to appeal; judicial appointment and independence; and interest group use of courts for policy ends. The course will also cover important legal cases and salient contemporary issues. Prerequisite: POLS 1103 or permission of the instructor.

-4103. C G
This is a seminar directed primarily at Political Science Majors and Honours students. The speci□c topic of the seminar will change from year to year. Students will be expected to do advanced research and to present and defend their work in class. Prerequisite: POLS 2103, or permission of the instructor.

-2303. C D
This course introduces students to the comparative study of governments in the industrial and post-industrial societies. It examines the question of how various political systems are classi□ed, dealing with such issues as organization of the state, governance and policy-making, representation, and political legitimacy. Prerequisite: 3 credits in Political Science, or permission of the instructor.

-2313. C D A
This course introduces students to the comparative study of governments in the developing world. It focuses on such issues as the politics of development, modernization, and the interplay of political and social forces in selected developing nations. Prerequisite: 3 credits in Political Science, or permission of the instructor.

-2323.
Religious traditions and actors mobilize and in turn are mobilized by political movements at international, national, and community-based levels. Within a multi-religious and comparative framework, this course explores the way in which religious and political identities, actors, and systems interact on issues related, for example, to religiously-based political parties, democratization movements, nationalism, fundamentalism, and the politics of resistance.

-2333. I A (C 2023)
This course will explore how social media and internet tools are transforming the world of communications and public policy. The course will explore cases around the world where social media and the access to information on the internet is in□uencing public policy and the political process. Prerequisite: COPP 2013

-3306. G
This course examines the national political institutions of the United States of America - Congress, the Presidency, the Supreme Court, and the federal bureaucracy. Political parties, interest groups, elections, and the role of the media will also be studied. Issues surrounding the modern presidency, as well as those involving social and moral issues.

-3323. **G**

This course will be a study of the fundamental concepts and prevalent theories of political leadership using a comparative methodology involving local, national, and global levels of leadership. It will allow students to study the signi□cance of individual leaders' personalities, styles, and ideas in relation to their institutional and cultural contexts.

-3333. **E**

The purpose of this course is to introduce students to the study of political economy as a sub□eld of political science. The □rst part of the course examines main conceptual frameworks in the study of the relationship between states and markets on the basis of classic readings. The second part of the course covers topics in market regulation, politics of development, and international political economy. Prerequisites: 3 credits from POLS 1000 level or permission of the instructor.

-3363. **A** **&G**

This course o□ers a comparative introduction to Latin American politics, with a particular focus on the themes of democracy, state-building, and political institutions. It examines the way in which past authoritarian regimes continue to in□uence democratic progress in Latin America, as well as the other challenges that contemporary regimes face from factors such as state capacity, corruption, inequality, and violence. In this way, the course emphasizes the ways in which Latin America has pushed us to rethink theories based on the European experience and to rede□ne our understanding of democracy. Pre-requisites: At least 6 credit hours in Political Science or permission of the instructor.

-3413. **E** **E**

This course examines the formation and present politics of the European Union (EU), a unique community of democratic countries that agreed to delegate some of their sovereignty to common institutions. The course will look at the history of European integration, the key institutions and policies of the EU, and ongoing debates about European identity, EU enlargement, and economic developments in the Euro zone.

-3423. **&** **E**

This course examines politics and society in Russia and Eurasia, focusing on the post-communist transitions, Russia's relations with other post-Soviet states, and the nexus between domestic and international politics of the region. Prerequisite: POLS 2303, or permission of the instructor.

-4303. **C**

Designed as an upper-level seminar for students of Political Science, this course will focus on theories of comparative politics and their application to a major issue of interest to the discipline. Prerequisites: POLS 2303 and 2313, or permission of the instructor.

-1603. **G**

This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political con□ict. It does so through consideration of issues in world politics, such as human rights and social justice, ecological imbalance, economic inequalities, war, global governmental institutions and organizations.

-2603. **E** **A**

This course will examine economic and political integration theory in relation to theories of globalization, using the European Union and the Americas as central cases. The course will analyze, in depth, the issues of social justice, labour and environmental standards, poverty, gender issues, capitalism, and social democracy. This course will have online interactive features and may be taught in collaboration with other universities.

-2613. **I**

This course introduces students to International Relations (IR) theory, with a focus on the mainstream theories in the □eld, namely realism and its variants, and liberalism and constructivism. These theories are illustrated and developed through the use of case studies and examinations of the institutions and structures of the international system. Prerequisite: POLS 1013, or permission of the instructor.

-2623. **II**

This course introduces students to the critical and non-mainstream variants of International Relations (IR) theory. These include Marxism, Gramscianism, feminist theories of IR, and other forms of critical theory. These theories are illustrated and developed through the use of case studies and examinations of the institutions and structures of the international system. They are also contrasted with mainstream IR theories. Prerequisite: POLS 1013, or permission of the instructor.

-3313. **F**

This course examines the foreign policy of the United States of America. It examines the roles of the Presidency, bureaucracy, and Congress in the making of foreign policy. The history of American foreign policy will be studied to contextualize present foreign policy and likely future scenarios. The impact of US economic policy in an era of globalization will be explored. Central to the course will be >>s05 3 (t)10 (eltitg)4 (tionaic)-14.9 (y)h#Lang (onalRlr)-4 (mission8 l00 (ios)1

-3533. C F

This course is a study of Canada and its role in the world. It will focus, in particular, on the historical development of Canada's foreign policy and the continuities between the past and the present. Is Canada a principal power or is it highly constrained by the imperatives of its relationship with the United States? A signi□cant component of the course will be spent in evaluating Canada's role in a post-Cold War and post-9/11 world. Particular attention will be paid to issues related to the question of multilateralism and Canada's evolving approach to this tradition. Prerequisite: POLS 2613 or POLS 2623, or permission of the instructor.

-3543. C

This course provides a comprehensive overview of the political, economic and security issues related to the rise of China as an emerging superpower in the modern world. The course examines China's domestic economic, social and security policies and issues connected to human rights. The course examines how China's domestic considerations a□ect its international relations and vice versa. The course analyzes China's relations with its neighbours in the Asia Paci□c and its increasingly di□cult relationship with the United States. It also examines Canada's evolving interactions with China. The key question considered in the course is how does China's rise a□ects the organization and nature of the organizing structures that govern the world in the 21st century? Pre-requisites: POLS 2613 or POLS 2623 or permission of the instructor.

-3603.

This course will examine the UN as an international political institution, its structure and processes in the context of contemporary and enduring issues of world politics, including peace, security, development, and environmental sustainability.

-3613. (H 3253)

This course will prepare students for participation in a Model United Nations, either Canadian or American sponsored. In a model UN simulation, students represent an assigned country's foreign policy on assigned issues on the UN agenda. The course will begin with an examination of the UN and its procedures. Subsequent topics will include researching the assigned UN issues and the assigned country's policy on them; preparation of working papers and motions, and strategies for e□ective conference participation. Fund raising for the trip required: half credit course, but meets □rst and second terms; limited enrolment.

-4603.

This is a seminar directed primarily at senior Political Science Majors and Honours students.

-2803. **(H)**
This course will introduce students to seminal texts in political philosophy focussing on the ancient and early medieval period. Texts may include: Plato's *Apology*, Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Aristotle's *Politics*, *Bible*, and St. Augustine's *City of God*.

-2806. **(H 2236)**
This course will introduce students to the following seminal texts in the Western political tradition. Texts may include: Plato's *Apology*, Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Aristotle's *Politics*, *Bible*, St. Augustine's *City of God*, Aquinas' *Treatise on Law,* Machiavelli's *The Prince*, Hobbes' *Leviathan*, Locke's *Second Treatise on Government,* Rousseau's *Discourses*, Marx's 1844 *Manuscripts*, C*ommunist Manifesto*, and Nietzsche's *The Genealogy of Morals*. Students who took either POLS 2803 or 2813 cannot receive credit for 2806.

-2813. **II (H)**
This course will introduce students to seminal texts in political philosophy focussing on the medieval, early modern and modern periods. Texts may include: Aquinas' *Treatise on Law*, Machiavelli's *The Prince*, Hobbes' *Leviathan*, Locke's *The Second Treatise on Government*, Rousseau's *Discourses*, Marx's 1844 *Manuscripts*, C*ommunist Manifesto*, and Nietzsche's *The Genealogy of Morals*. Prerequisite: POLS 2803.

-3706.
This course will explore the works of Shakespeare in the context of Renaissance political thought as re□ected in his plays and in early modern political texts. We will focus on the plays, although Shakespeare's non-dramatic works may be included, as well as modern □lm adaptations. Prerequisite: ENGL 1006 or permission of instructor.

-3813. C
In this course, students will engage in an intensive study of a small number of texts by some of the following authors: Herodotus, Thucydides, Aristophanes, Plato, Xenophon, and Aristotle. Among the problems to be considered are: the nature of justice, the character of the best regime, the good life for a human being, and the relationship between the individual and the political community. Prerequisites: POLS 2803 (or 2806), or permission of the instructor.

-3823.
The focus of this course is on the problems modern political philosophy has confronted in attempting to show how nature can be used as a standard for judging the best life and the just political order. The writings of one or two of the following authors will be considered: Machiavelli, Hobbes, Montesquieu, Rousseau, Burke, Je□erson, Nietzsche, and Heidegger. Prerequisites: POLS 2803 and 2813 (or 2806), or permission of the instructor.

-3833.
An examination of selected texts in ancient and modern political philosophy focusing on understanding both historical and current accounts of the role of women in the political community. Texts will vary from year to year but may include Aristotle's *Politics*, Aquinas' *Summa Theologia*, Locke's *Two Treatises on Government*, Engels' *The Origin of Family*, de Beauvoir's *The Second Sex*, and Firestone's *The Dialectic of Sex*.

-3843. C **C** **I** **(CA H)**
Rooted in scripture, philosophy, and theology, Catholic social teaching proposes principles of justice that emphasize the dignity of the human person, the value of economic and political institutions, and the importance of a common good. This course analyses these principles

and their application to contemporary social, political, and economic issues, through particular reference to o□cial documents of the Catholic Church. Prerequisite: CATH 2003 or permission of the instructor.

-4803.
This course will involve the intensive study of a theme or an author or authors in the history of political philosophy. Students will be expected to engage in advanced study and to make regular presentations to the class. Prerequisites: POLS 2803 and 2813 (or 2806), or permission of the instructor.

-3003.
The content of this course changes from year to year to re□ect the special strengths of faculty and particular needs of students.

-3353.
The content of this course changes from year to year to re□ect the special strengths of faculty and particular needs of students.

-3903.
An introduction to quantitative research methods and descriptive statistics as applied to the study of political phenomena. In addition to covering basic statistical principles, the course focuses on key issues related to research design, sampling and case selection, measurement and operationalization, data collection and analysis, and the communication and interpretation of results. Pre-requisites: At least 9 credit hours in Political Science or permission of the instructor.

-3913. H
The purpose of this course is to a□ord students who seek to write the Honours thesis an opportunity to develop a thorough thesis proposal, including a substatun.8 0 0 7.8 70.0229 271.15 Tm( )TjE

I

-4003/4013. I

Students may undertake independent studies under the direction of a member or members of the Department with the permission of the Department Chair. The course is limited to students of proven academic merit. It is expected that the students will have a clear idea of their area of study, and they will be expected to submit a written proposal about it, including a preliminary bibliography, research topic, and argument justifying it as an independent course of study.

2663 Dangerous O□enders: Assessment and Intervention (CRIM 2663)
3223 Health Psychology
3613 Models of Psychotherapy with Adults
3713 Madness and Medicine
3813 Psychological Testing and Assessment
4433 Seminar in Women and Mental Health (WSGS)
4453 Seminar in Stress and Health
4513 Seminar in Popular Psychology

DEVELOPMENTAL Division:
2613 Physical and Emotional Development
2623 Cognitive and Social Development
2673 Adult Development and Aging (GERO 2673)
3623 Adolescent Development
3733 Developmental Psycholinguistics
4623 Seminar in Developmental Psychology

LEARNING & COGNITION Division:
2213 Principles of Learning
2233 Introduction to Psychology and the Law
2263 Cognitive Psychology
3213 Behaviour Modi□cation
3273 Human Memory
4213 Seminar in Behaviour Management
4223 Seminar in Psychology and the Law
4243 Seminar in Behaviour Psychology
4263 Seminar in Cognitive Psychology

SOCIAL & PERSONALITY Division:
2183 Human Sexuality
2313 Personality Psychology
2413 Social Psychology (CRIM 2413)
2443 Environmental Psychology
3183 Sexuality and Diversity (WSGS)
3413 Advanced Social Psychology
3443 Psychology of Human-Nature Connection (ENVS)
3523 Psychology of Gender and Gender Relations
3533 Introduction to Industrial and Organizational Psychology
4183 Seminar in Sexuality (WSGS)
4253 Seminar in Psychology, the Internet, and the Digital World
4313 Seminar in Personality
4323 Seminar in Romantic Relationships
4423 Seminar in Social Psychology
4443 Seminar in Environmental Psychology

4. The remaining credits can be taken from any of the courses o□ered by the Department including the following list:
2823, 2833, 2843 Special Topics
3823, 3833, 3843 Special Topics
4823, 4833, 4843 Special Topics: Seminar
4883 Independent Study

Students who are interested in pursuing graduate study in Psychology are advised to complete the Honours BA program. This program provides greater breadth and depth in the substantive and methodological areas of Psychology. Although not a requisite for advanced study in psychology, many universities strongly recommend the completion of an Honours degree and Honours thesis as an important part of preparation for graduate study in Psychology. In addition to meeting the general norms of the University for an Honours degree, students who wish to take the Honours B. A. program in Psychology must meet specific regulations of the Psychology Department.

The Department of Psychology offers courses leading to the BA (Honours) degree. Faculty can provide expertise in the substantive areas of cognition, neuropsychology, history of psychology, human development, child development, social psychology, social cognition, clinical psychology, personality, quantitative and qualitative methods, and psychometrics.

1. A H

Students who wish to complete an Honours degree in Psychology normally apply to the Department Chair by January 31 of the academic year before one plans to begin the Honours program. At this time, students apply, in writing, describing their probable area of focus for the Honours thesis project. Usually, students accepted to the Psychology Honours program will have a cumulative GPA of 3.7 or higher for the last 60 credit hours (in all courses, including those taken in the Winter term in which they are applying). Given the workload of the Honours Program, students with a cumulative GPA lower than 3.7 are encouraged to seek the advice of the Department Chair before applying.

Successful applicants will normally meet the following criteria:

a. completion of Psyc 1013 and Psyc 1023 (or their equivalents);
b. completion of Psych 2013 and Psyc 2023 (or their equivalents), with a minimum grade of B and no grade lower than a C+ in any Psychology course;
c. completion of Psyc 3933 and Psyc 3943 (or their equivalents), with a minimum grade of A- and no grade lower than a C+ in any Psychology course;
d. indication of interest in pursuing a research-based graduate degree, or a career involving research skills, following graduation from St. Thomas University;
e. indication that two or more full-time faculty members in the Psychology Department have expressed interest in supervising the student in a thesis project.

Important: Students planning to apply to the Honours Program must discuss a course plan that adequately prepares them for the Honours thesis, and subsequent career goals, as early as possible in their program, with either the Department Chair or some other full-time faculty member.

2. A H

i. Initial interview with full-time faculty members (in the Fall term or in January).
ii. Letter to the Chair of Psychology by January 31st of the academic year before one plans to begin the Honours program, expressing interest in the Honours program. This letter should include: a) a description of your reasons for pursuing an Honours degree and your general areas of interest, b) indication

Note: See the Major section for list of courses under each division

D. The remaining credits can be taken from any of the courses o□ered by the Department including the following list:

2823, 2833, 2843 Special Topics
3823, 3833, 3843 Special Topics
4823, 4833, 4843 Special Topics: Seminar
4883 Independent Study

5. D

To be awarded the Honours degree in Psychology upon graduation, students must meet the following requirements:

i.

C-2123.

An introduction to the study of human perception. Emphasis will be on vision but hearing will also be discussed. Topics will include the perception of form, pattern recognition, constancy, attention, and perceptual learning. Topics can be selected to meet the interests of the class.

C-2153. B

This course provides a general introduction to the biology of the nervous system, and to the relationship between the nervous system and behaviour. Topics covered may include basic neuroscience, disorders of the nervous system, and selected core topics from biological psychology, such as sleep, memory, autonomic function, sensory systems, consciousness, and motor function.

C-2163. D B

This course will examine the measurable e□ects of drugs on naturally occurring and experimentally-controlled behaviour. Drug action will be evaluated based on its e□ects on the nervous system and behaviour. Social issues of drug use, such as addiction and legalization, will be covered. The mechanisms involved in psychotherapeutic uses of drugs, including their immediate and long-term e□ects, will also be reviewed.

C-2183. H

The course surveys topics in human sexuality that have attracted the attention of researchers 60.15 Tm[(T)7 (h (C-2183. Human S)-6.9101-t)6 (eralit)-4.9 (253lvP)2 evren-crug Cl2 (.)g-1ionB1.15 Tm[(T)7

C-2263. C

This course will introduce students to current theories of human mental processes and the methods used to study them. Topics may include attention, memory, language comprehension and production, concepts, imagery, judgment, decision-making, and problem solving.

C-2313.

Introduction to the nature, study, and conceptualization of personality. Historical and contemporary theoretical perspectives of personality will be critically examined, and applications will be discussed.

C-2413. (C I 2413)

This course will review a variety of topics within social psychology including social cognition and social perception, attitudes and attitude change, understanding the self, interpersonal attraction, persuasion, conformity, prejudice, aggression, and altruism.

C-2443. E (E)

This course will provide an introduction to the broad area of environmental psychology. In addition to covering the psychology of climate change, action, and sustainability, this course will survey such topics as the built and natural environments, environmental perception and

C-2673. A D A (GE 2673)

This course adopts a biopsychosocial perspective to studying aging. Topics include theoretical models of development, research methods used to study adult development, health and prevention, basic cognitive function and the aging process, higher order cognitive functions, personality, mental health issues and treatment. These biopsychological functions are examined for how they impact older adults as they navigate their social worlds.

C-3613. **A**

A survey of the principles and theories of counselling and psychotherapy, especially as methods of facilitating individual change. Major attention will be given to the various theories and the theoretical behaviour systems on which they are based. Attention will also be given to the goals, techniques, and the philosophy and concepts of each theory. Prerequisite: PSYC 2643.

C-3623. A **D**

A study of the developmental changes which mark human behaviour during the second decade of life. Physiological, intellectual, emotional, and social aspects of these changes will be explored from an ontogenic point of view. Factors a□ecting assumptions of sex roles will be considered. Prerequisites: PSYC 2613 and 2623, or permission of the instructor.

C-3673. C **A** **D** **A** **(GE 3673)**

The course investigates both normal and abnormal in□uences that pose challenges to the individual and social functioning of middle-aged and older adults. Topics of study include such relatively common events and transitions as menopause, retirement, relocation, loss of spouse, caring for an ailing parent or spouse, as well as such pathological changes as depression, substance abuse, terminal illness, and dementia. Emphasis is placed on changes in response to these in□uences and on the individual's coping strategies. Prerequisite: PSYC 2673.

C-3713.

This course examines the medicalization of madness and its social, scienti□c, and political signi□cance. The basic tenets of the biomedical approach to abnormality will be reviewed along with the psychiatric classi□cation system of mental disorders. In addition to considering the therapeutic e□cacy and scienti□c merit of this approach, the course will also explore the sociopolitical dimensions of madness and psychiatry's links to the pharmaceutical and insurance industries. Prerequisite: PSYC 2643 Abnormal Psychology or permission of the instructor.

C-3733. D

This course examines current theories and research on the development of language in children. Topics may include the nature of language, the biological basis of language development, the development of di□erent components of language (phonology, semantics, syntax, pragmatics), language development in special populations, and childhood bilingualism. Prerequisites: PSYC 2613 and 2623, or permission of the instructor.

C-3813. **A**

This course is intended as a general introduction to psychological testing and assessment. The primary objective is to familiarize students with the main varieties of psychological tests together with the theoretical rationale behind the[illegible] >>BDC BT

C-3933. A

This course focuses on advanced statistical procedures for analyzing psychological data. Topics covered include analysis of variance, post hoc multiple comparisons, correlation, and regression. Prerequisite: PSYC 2013 and 2023.

C-3943. A

This course is designed to prepare students for writing an Honours thesis and for overall participation in the Honours program. The course will focus primarily on the written and presentational aspects of a psychological research project, the peer review process, and on various ethical considerations when conducting a study. Discussion of various experimental and non-experimental methods will be embedded within the primary course content. Prerequisites: PSYC 2013, PSYC 2023, and PSYC 3933.

C-3953.

This course elaborates and extends the statistical procedures covered in PSYC 3933. Topics may include univariate and multivariate analyses of variance for di□erent research designs, single and multiple correlations, as well as various regression procedures. Prerequisites: PSYC 2013 and 3933, or a full-credit course in statistics.

C-3963. H

This course is a general introduction to the history of psychology. We will explore some of the intellectual, social, and institutional reasons that psychology emerged when and where it did. Areas to be investigated include Wundt's contributions, functionalism, and behaviourism. Special attention will be given to the late 19th and early 20th centuries, because decisions were made then that a□ect us even today. Prerequisites: PSYC 2013 and 2023 or permission of the instructor.

C-3973. I **A** **(C)**

Framed around three key approaches to narrative this course will provide students with the basis on which to develop their understanding of narrative and their skills in narrative analysis. The three approaches are: the narrative study of lives; the narrative analysis of texts; and, the analysis of narrative dynamics. Through these approaches students will be introduced to the work of key narrative thinkers. The course, in content and delivery, re□ects the inter-disciplinary nature of narrative.

C-4173.

This course examines the e□ects of brain damage on behaviour, with a focus on cognition. Students will examine case studies from the research literature to identify relationships between brain function and behaviour, based on de□cits and alterations to behaviour produced by brain damage. Major topics may include the e□ects of brain damage on memory, perception, decision-making, attention, language, and consciousness. This course will be of particular interest to students considering graduate or professional study in psychology, neuroscience, and allied □elds. Prerequisites: PSYC 2013, 2263, one of either 2153 or 2193 (NB: Introduction to Cognitive Neuroscience) and one of 3153, 3273, 3173 (NB: Me(en)4 (tion4)aa191.15 Tm( )Tjnn

The Department of Religious Studies o□ers Honours, Majors and Minors with a critical approach to studying religious traditions in their multiple contexts--historical, cultural, political, artistic or literary, for example, both local and global. Given the range and depth of these contexts, this critical study requires approaches that are at the same time interdisciplinary and focused on the diversity of religions. The Department o□ers courses at the introductory (1000), intermediate and advanced (2000-3000) as well as seminar (4000) levels which are either tradition-speci□c or multi-religious in scope.

Students who select a Minor in Religious Studies must complete 18 credit hours of courses, including:

RELG 1006 Introduction to Religious Studies

and one of the following from the Tools Courses:

RELG 2243 Texts and Contexts
RELG 2313 Introduction to the Hebrew Bible
RELG 2333 Introduction to the New Testament
RELG 2353 Introduction to the Qur'an
RELG 2413 Ritual Studies

Students who select a Major in Religious Studies must complete 36 credit hours of courses, including:

RELG 1006 Introduction to Religious Studies

and one of the following from the Tools Courses:

RELG 2243 Texts and Contexts
RELG 2313 Introduction to the Hebrew Bible
RELG 2333 Introduction to the New Testament
RELG 2353 Introduction to the Qur'an

as well as:

RELG 2413 Ritual Studies
RELG 4023 Scope and Methods

Students contemplating a Major in Religious Studies will select their courses in consultation with a member of the Department. Students must declare their Major to the Registrar's O□ce and the Department Chair by the beginning of their third year.

Given the interdisciplinary nature of Religious Studies, students selecting the Major program are encouraged to consider the intellectual and practical value of obtaining a second major in another discipline.

An Honours degree in Religious Studies requires a minimum of 54 credit hours in Religious Studies courses, at least 12 credit hours of which must be at the 4000-level, including:

RELG 1006

I

E G-1006. I

A thematic, issues-oriented introduction to the study of religions. While each section of the course is di□erent because it is taught by a di□erent professor, the issues and themes are common to all. Some of the themes and issues encountered are prejudice, sexuality, death and after death, the long search, evil and su□ering, music and religion. The data to illustrate these themes and issues are drawn from the religious traditions of the world. Fundamental to the course methodology is the identi□cation of focal questions. The intention of the course is to foster in students an active appreciation of the religious dimension of life and to share with them the tools to think critically about it.

I

1.

Intermediate and Advanced Courses at the 2000-3000 level are organized into Multi-Religious courses which are more comparative in scope, and Tradition-Speci□c courses which are focused on an individual or regional tradition and its internal diversities. These courses serve the purpose of both the general and deepening interests of students. RELG 1006 Introduction to Religious Studies is not a prerequisite to these courses. Students with a general interest in religions are invited to enroll in any courses o□ered at the 2000-3000 level.

E G-2133. **E (E)**

Many religious traditions display a variety of stances towards the environmental crisis, ranging from indi□erence to reform. Through critical and comparative study, this course explores religious approaches to ecology in a variety of traditions. Topics may include environmental stewardship, deep ecology, ecoliberation, ecofeminism and ethnic indigenous ecology.

E G-2163. C

This course examines the recent debates over the relation between science and religion. The last □ve years of the 20th Century have seen a resurgence of interest in this relation. This has been sparked by developments in the sciences, particularly in physics and genetics, as well as by a newly-emerging understanding of what science is. The central questions include whether science and religion are compatible and whether recent developments in the sciences give new answers to religious and theological questions. Readings will represent all sides of these debates.

E G-2173. C

Throughout the world, most religious traditions are involved both in legitimating violence and in building peace. This course critically and comparatively explores the roles of religious leaders, symbols, discourses and actions in con□ict-prone settings. Topics may be related to identity-based con□ict, genocide, post-con□ict reform and reconciliation.

E G-2183.

Religious traditions and actors mobilize and in turn are mobilized by political movements at international, national, and community-based levels. Within a multi religious and comparative framework, this course explores the way in which religious and political identities, actors and systems interact on issues related, for instance, to religiously-based political parties, democratization movements, nationalism, fundamentalism and the politics of resistance.

RELG-3573. **ETHICS**
The study of the relationships which shape the nature of human interaction informed by or oriented towards values and specific goals. The role of religious beliefs and communities in analyzing and responding to economic, social, and political problems will be examined.

RELG-3583. **MEDIA ETHICS**
A critical and foundational examination of the role and function of media in Western society, focussing on its formative influence on religion and culture. Issues may include the business of news, entertainment, the nature of advertising, and religion and media. This course requires students to have a background in ethics and/or critical theory.

RELG-3953. **CRUSADE: HISTORY, MEMORY AND REPRESENTATION (HIST)**
This course considers the diverse ways in which modern global audiences have come to understand histories of religious violence. Our focus will be on academic and popular interpretations of so-called jihad or crusade conflicts from the Middle Ages to the present. Print, electronic and film sources will be examined, reflecting a wide range of often conflicting viewpoints as they have evolved over time.

RELG-3593. **VALUES**
An examination of the processes and elements through which persons develop a critical perspective and appreciation of the role of value in their lives and in the social order. This course requires students to have completed previous work in ethics.

RELG-4163.
A course of independent study under the supervision of the Religious Studies Department. Students will normally collaborate on a description of the study project with the staff member or members who will guide the independent study. This description must be approved by the Department Chair and submitted to the registrar for his records.

RELG-4183.
The content of this course changes from year to year reflecting the strengths of the faculty and the particular needs of students. It will involve an advanced treatment of some aspect of the religious dimension of human experience that is multi-religious or tradition-specific in scope.

2.

RELG-2253. **MUSLIM MODERNITIES**
In their responses to modernity, Muslims have variously chosen: a return to traditionalism; a reinterpretation of Islam; secular responses separating religion and state; or some combination of the above. This course examines these responses to modernity in their cultural contexts. Themes will include: issues of gender; notions of democracy in Islam; Muslims living in the West; the rise of fundamentalisms; the globalization of Sufi orders.

RELG-2433. **ECOLOGY**
The many diverse traditions within Christianity display a wide and conflicting range of positions related to ecological issues and the environmental crisis. Through critical and comparative study, this course will explore the response of diverse Christian traditions to ecological issues such as climate change, water security, biodiversity, deforestation and environmental activism. The range of responses display, among others, themes of environmental stewardship, deep ecology, ecojustice, ecofeminism and indifferentism.

RELG-2513. F

An examination of the theoretical base and the signi□cance of Christian ethics with an analysis of some of its central aspects such as the foundational role of love, critical thought and engagement, conscience and responsibility, and understanding contemporary dilemmas.

RELG-2553. H

This course provides a basic introduction to Islamic societies in their formative centuries. We will explore how the Muslim umma □rst emerged, developed and ultimately established itself as a unifying yet far from monolithic ideal, linking di□erent peoples across the globe. Our focus will be on comprehension of historical experiences and relations between peoples rather than on detailed analysis of religious beliefs.

RELG-2613. B

An introduction to the basic precepts, methods, and resources of theology. An examination of challenges to theology will provide an understanding of the present state of theological concerns.

RELG-3073. I

This course will introduce students to the basic beliefs and practices of global Islam, beginning with the life of the Prophet Muhammad and the revelation of the Qur'an. The course will include overviews of Islamic history, knowledge, and spirituality. Special attention will be paid to the study of Islam in its cultural contexts: Middle Eastern, African, Asian, European, and North American, among other0 (wledstM)-12 BDC E-m acros7 (fr)-4 (ican, A)6 (sian, E3 >>BDC BT 7.8

end of a Major or Honours program of study; and to provide students majoring or honouring a platform for further studies in a broad range of academic or professional programs.

1. [illegible]

Students of religions engage in the analysis of three main sources of religious identity: action, rituals and texts. The intent of these courses is to provide critical resources for the analysis of religiously-based action, rituals and texts. Tools courses remain open to all students with a general interest in religious studies. There are no prerequisites, except the completion of the first year of university-level study or its equivalent.

E G-2243.

This course will explore the interaction between text and context of several writings deemed to be sacred, whether traditional or not, from a variety of religious traditions. Attention will also be paid to the particular situations and conditions in which these texts are created and received.

E G-2313.

This course will provide an introduction to the study of the Hebrew Bible, commonly referred to by Christians as the Old Testament. A first chapter will provide an overview of the history of Israel from the early centuries of the second millennium B.C. to the end of the first century A.D. A second chapter will look at the various canonical collections of scriptural books accepted by the Samaritans, the Palestinian Jews, the Jews of the Diaspora and Catholic, Orthodox and Protestant Christians.

E G-2333.

This course will investigate the history of the growth of the New Testament Canon of twenty seven books and then study two major categories of New Testament books: the Gospels and the Pauline Corpus. Several special questions including the Synoptic Question, the relationship between John and the Synoptics and the authenticity of the Pauline Corpus will be briefly introduced.

E G-2353.

The Qur'an is understood by Muslims to be the direct word of God as revealed to the Prophet Muhammad. This 7th-century Arabic text continues to serve as a guidance for all Muslims. This course will examine the role of the Qur'an in the Islamic world: its history, methods and differences of interpretation. It will further explore the significance and impact of the written word in art and architecture.

E G-2413.

An inquiry into some of the issues in the study of rituals by means of a close investigation of selected religious rites and more secular examples of ritualizing. Examples might include Hindu pilgrimage, Christian liturgy in its many forms, Shinto festivals, rites of passage from childhood to adulthood (Bar Mitzvah in Judaism, sacred thread ceremony in Hinduism, the Isanaklesh Gotal of Apache girls), Taoist death rites, and contemporary behaviour at sporting events and music concerts.

2. [illegible]

Religious Studies involves a variety of research methodologies as the basis for gathering, organizing, analyzing and interpreting data related to religious identities and traditions. The intent of these courses is to provide Honours students with critical formation in one or another of the research methodologies active in the discipline.

E G-2003. E : C A H :
(HI)
This mandatory course for History Majors and Honours students provides an introduction to the discipline of History. The course examines a variety of historiographical and methodological approaches to History, as well as the history of History. It encourages students to re-examine their assumptions about History, but it will also help students develop their basic historical research and writing skills. Exploring History provides a foundation for upper-year History courses and students are strongly encouraged to take it before their third year. Prerequisite: At least 6 credit hours in History courses at St. Thomas University.

CI 2013 D & (A I) (G)
An introduction to the main research approaches used in sociology. The course includes practical experience in developing a research program by considering research question development, research design, methods of data collection, research ethics and data analysis. Of particular interest are the strengths and weaknesses of di erent approaches.

E G-3053. (GE) (H) (CI)
This course is intended for third-year Honours students who are considering using qualitative analysis in the research for their Honours thesis. It will address theoretical foundations of qualitative analysis, research ethics for qualitative researchers, and provide hands-on experience in developing a research question and collecting and analyzing data using basic qualitative techniques including observation, in-depth interviewing, and unobtrusive measures.

3. S S
Religious Studies is a multidisciplinary endeavour of research, analysis and interpretation. The intent of these courses is to provide students with an intellectual experience of the multidisciplinary interests representative of Religious Studies in order that students might become skillful in negotiating multiple disciplinary perspectives.

E G-2223. (C)
The examination of religious experience drawing from the classic approaches to psychology such as William James, Sigmund Freud, and Carl Jung, and their contemporary interpreters.

E G-2543. (CI)
This course focuses on the relations between the beliefs and institutionalized practices that people hold sacred, and contemporary community life. The students explore the contradictory trends of mass secularism and the rise of religious fundamentalism, and the practices through which people collectively mobilize to sustain, challenge, and change religious identities. The question raised by Durkheim is explored: If religion expresses and reinforces community solidarity, how can modern societies accommodate religious diversity? A further question is: How are religions implicated in political struggles, the women's movement, nationalism, and war?

E G 3423. (HI)
A survey of issues and authors, both classical and contemporary, in the philosophy of religion. Consideration will be given to the following: de ning religion, religious experience and faith, the problem of evil, the meaning of religious language, the question of life beyond death. Prerequisite: PHIL 1013 and 1023, or permission of the instructor.

RELG-3643. A **(A H)**
This course emphasizes an understanding of religious phenomena by viewing religion in the context of the diversity of cultures. Prerequisite: None.

4.

RELG-4023.
An in-depth analysis of selected issues in Religious Studies, focusing on the distinctive concerns of the discipline and the furthering of research skills appropriate to it. The course fosters re□ection on the variety of methods used in Religious Studies, mindful of the need of senior students to integrate their four years of learning in the discipline. Honours students are normally required to take this course in their third year, Majors students in their fourth year, of full-time study.

RELG-4033. H
Designed for students who are considering advanced study, this course will consider a variety of research strategies in the □eld of Religious Studies. The □nal project will be an Honours thesis proposal. Normally taken in the second semester of a student's next to □nal year, this course is required for continuation into the Honours Program.

RELG-4066. H
The student will select an advisor from the Department members before the end of the second semester in his or her third year of studies. The student, in consultation with his or her advisor, will submit a thesis proposal which must be approved by the Department by the end of the student's third year of studies. The thesis is written in the fourth year of studies.

NOTE: Not all courses listed are o ered each year. Please consult with the Department Chair for more information about current and planned course o erings.

The courses in Romance Languages are designed for those students who come to St. Thomas University and wish to have either a general knowledge of two or more Romance Languages and Literatures (French, Italian, Latin, and Spanish), or to acquire a Major in two Romance Languages and Literatures (French and Spanish).

Language students should consider the option of pursuing a Double Major in French and Spanish and Latin American Studies. The Double Major is attractive to students who are interested in developing strong oral and written pro□ciency in two major international languages sharing a commonality in their Latin based origins. The Double Major is useful for students wishing to further their studies in such areas as education, translation, foreign a□airs, journalism, law, management, public relations and international development.

Students who plan to pursue a Double Major in French and Spanishand Latin American Studies must satisfy the requirements for majoring in French (36 credits) and in Spanish and Latin American Studies (36 credits). These credits can be cross-listed from one language to the other. In addition, students are required to take 3 credit hours at the second or third year level in another language, such as Latin or Italian, or 3 credit hours at the second or third year level in a relevant course in another discipline. Prior to selecting a course to ful□ll this requirement, students must seek approval from the Romance Languages Department.

The completion of the following courses is required for the Double Major:

Students wishing to complete a Major program in French must complete at least 36 credits hours of courses from either Module 1 Langue française and/or Module 2 Civilisation du monde francophone. Of the 36 credit hours for the Major,

1. At least 12 credit hours must be from Module 2 courses at the 3000 level: FREN 3603, FREN 3613, FREN 3623, FREN 3633 and FREN 3643.
2. At least 3 credit hours must be at the 4000 level.

The Major program in Spanish and Latin American Studies consists of 36 credit hours in Spanish and Latin American Studies, 12 of which must be at the third-year level and 6 at the fourth-year level. Students entering the Major program in Spanish and Latin American Studies will structure their chosen program in consultation with a faculty advisor from the Spanish and Latin American Studies program.

Students must attain at least an overall B average in their 72 credit hours of course work to obtain the Double Major in French and Spanish and Latin American Studies.

A AB-1013. B A I

This course assumes no prior knowledge of Arabic. The course provides an introduction to standard Arabic writing and sound systems. It aims to provide basic pro□ciency in speaking, reading, writing and understanding the language.

A AB-1023. B A II

Arabic is an important language with a rich cultural history. More than 150 million people speak Arabic today, and most of them reside in the Middle East and North Africa. However, Arabic speakers also constitute a wider global community since Arabic is the language of the Qu'ran (Koran), the holy book of the world's roughly 1.5 billion Muslims. In addition, Arabic has had considerable linguistic in□uence since many other tongues have adopted its script, including Persian, Urdu, Malay, and (until the 1920s) Turkish.

I

Students wishing to complete a Minor Programme in Italian must complete at least 18 credit hours in Italian selected from the □rst, second or third year o□erings and maintain an overall average of B in those 18 credit hours.

I A -1006. I

Introduction to the Italian Language. Phonetics, oral training, and conversation. Basic grammar with oral and written exercises. Basic reading and composition. Introduction to Italian civilization with the aid of audio-visual techniques.

I A -2013. I I

This course proceeds to further develop the acquisition of grammar, vocabulary, and language skills. The practice of listening, speaking, reading, and writing will give students the opportunity to improve their use of the language. Aspects of Italian culture are presented through audio-visual aids in order to enhance the connection to the learning language process.

NOTE: Beginning September 2020, admissions to majors in Science and Technology Studies and Math have been suspended. We are continuing to o er courses in these areas so that current students can complete their degree program.

36 credits hours are required for a Major in STS. These include required courses in the core theoretical concepts in the discipline of STS, and at least 6 credit hours in science. Students can then follow their own particular interests and complete the Major requirements drawing from a range of 2000- and 3000-level courses in STS and from courses in other disciplines, recognized as STS electives. The details are that the Major in STS must include:

(i) the following core STS courses:
STS 1003. Science, Technology & Society I
STS 2103. Science, Technology & Society II
STS 3103. Science, Technology & Society III

(ii) at least 6 credit hours in science (selected from: STS 1503/1513 Principles of Biology I/II)

(iii) a total of 9 credit hours selected from any 2000-level STS course (and which may

of food production and consumption who claim to redress some of the dilemmas of our modern food ways.

on learning and understanding rather than on memorizing; the class is structured to foster the retention of workable knowledge. Prerequisites: None.

-2703. H

This course examines the historical background and development of the life sciences from the ancient Greek world to the present. Particular attention will be focused on the fields of biology, ecology, medicine and genetics.

-2903.

This course introduces students to the many ways in which science interacts with political interests. This includes the ways in which political considerations from outside of science and elected officials influence the development of science. It also includes the ways in which political interests from within science itself control the development of science and how scientific concerns often guide the development of public policies made by politicians.

-2913. C

In modern democratic societies, the sciences are dominant forces that affect everyone. This course examines how critical scientific issues are communicated to (or with), members of the public, government, and within the scientific community itself. The basic question we will be exploring is: What science communication strategies work, what don't work, and most importantly, why? This course explores the relationship between the communication of complex scientific issues and democracy.

3003 -

This course provides students with the tools needed to pursue research in Science and Technology Studies. The course will typically cover the basic elements of a traditional conceptual framework used by scientists to describe their work, including the concepts of predictionto (or us7em us

The University of New Brunswick o□ers a number of courses in the Sciences and courses that fall under the description of Science and Technology Studies but are o□ered by departments such as history and sociology. St. Thomas students who wish to register for any of the courses described immediately above may do so only with the approval of the Director of Science and Technology Studies and the approval of the Registrar's O□ce.

Bachelor of Social Work courses o□ered at the Fredericton campus (F) of St. Thomas University are open to Bachelor of Social Work (BSW) students only, with the exception of electives which may be available to other students, subject to the approval of the instructor.

Courses o□ered in Sackville, New Brunswick (S) are open to Mi'kmaq/Maliseet Bachelor of Social Work (MMBSW) students only, with the exception of electives which may be available to other MMBSW students, subject to the approval of the instructor.

also explore di□erent kinds of interventions that may be more successful.

C -3853. A D I

This course provides an introduction to issues of alcohol and drug use/abuse in indigenous communities (concentrating on Canada for the most part, but including reference to such issues in other indigenous communities worldwide). Traditional uses of substances which alter consciousness are reviewed, as well as the role that the introduction of unfamiliar psychoactive substances played in European expansionism and colonialism. Modern models of addiction and programs for recovery are critically examined and placed within the context of creating a continuing marginalization of indigenous cultures by dominating ones.

C -3973. I A (CI, GE , C, E G)

Framed around three key approaTonism aus5l1dD96 (on)proaTonism aus5l1dD96 (ontcLannismwS)/MCI

Students with a general interest in sociology are invited to enroll in one or more of the courses o□ered. Students should plan to take SOCI 1006 □rst, since this is normally a prerequisite for other sociology courses.

SOCI 1006: Introduction to Sociology AND SOCI 2013: Research Design & Methods OR SOCI 2023: Understanding Statistics and 9 credit hours in any sociology courses.

Students majoring in sociology require a total of 36 credit hours in Sociology, including the following required courses:

SOCI 1006 Introduction to Sociology
SOCI 2013 Research Design & Methods
SOCI 2023 Understanding Statistics
SOCI 2033 Classical Sociological Theory
SOCI 3023 Contemporary Sociological Theory
SOCI 4013 Senior Seminar

The Honours program is designed to provide students with an opportunity to engage in independent sociological research under supervision. Completion of the Honours program is the normal preparation for graduate school. Normally, students must have a grade point average of B+ in sociology courses to enter the Honours program. Application for admission to the Honours program in sociology should be directed to the Chair of Sociology. Students honouring in Sociology require a total of 48 credit hours in sociology, including the following required courses:

SOCI 1006 Introduction to Sociology
SOCI 2013 Research Design & Methods
SOCI 2023 Understanding Statistics
SOCI 2033 Classical Sociological Theory
SOCI 3023 Contemporary Sociological Theory
SOCI 3033 Seminar in Research Strategies (recommended)
SOCI 4006 Honours Thesis
SOCI 4023 Honours Workshop
SOCI 4033 Advanced Sociological Theory

To earn an Honours degree, a student must obtain a minimum 3.0 grade point average on 48 credit hours of sociology courses including the required courses, and a minimum B grade on the Honours Thesis (SOCI 4006).

C

Guide to numbering system:

- 1000s introduction – open to students with no prior credits in sociology
- 2000s open to students who have 6 credit hours in sociology at 1000 level
- 3000s open to students who have 6 credit hours in sociology at 2000 level
- 4000s open to students who have completed required courses for the Major in sociology – specifically SOCI 2013, SOCI 2023, SOCI 2033 and SOCI 3023
- Last digits represent number of credit hours for the course
- Students who do not have the number of credit hours in sociology required for senior courses, may be admitted at the discretion of the instructor.

CI-1006. I

A survey course that introduces students to the discipline of sociology with particular reference to Canadian Society. This course examines theories and research concerning the nature of social order and conflict in industrial society; the relations between important structures or elements of society, including the economy, family, education, religion, complex organizations, racial and ethnic groups, and the dynamics of social change. Several major theoretical approaches in sociology are compared throughout the course.

CI-2013. D & (A I) (G)

An introduction to the main research approaches used in sociology. The course includes practical experience in developing a research program by considering research question development, research design, methods of data collection, research ethics and data analysis. Of particular interest are the strengths and weaknesses of different approaches.

CI-2023. (A I)

Statistics are used and misused by social scientists, policy makers, and the media to describe the social world. Sociologists use statistics to understand social inequality and examine relations of power. In this course you examine the use and meaning of statistics in sociology, social policy and popular media to increase your ability to differentiate dodgy statistics from valid evidence. Note: To fulfill requirements for the Minor, Major or Honours in sociology, students may take this course or any other statistics course.

CI-2033. C

A study of the classical tradition in sociological thought focussing on those theorists whose

CI-2416.I **(G)**

This course explores existing patterns of social inequality and debates concerning the possibility and desirability of greater equality. Taking a theoretical and historical focus, this course examines the changing nature of inequality in contemporary Canadian society in the context

CI-2543.

This course focuses on the relations between the beliefs and institutionalized practices that people hold sacred, and contemporary community life. Students explore the contradictory trends of mass secularism and the rise of religious fundamentalism, and the practices through which people collectively mobilize to sustain, challenge, and change religious identities. The question raised by Durkheim is explored: If religion expresses and reinforces community solidarity, how can modern societies accommodate religious diversity? A further question is: How are religions implicated in political struggles, the women's movement, nationalism, and war?

CI-2563.

This course unpacks issues associated with sport in North America. Students are asked to critically engage with sport practices as they intersect various social phenomena including identity, nationalism, the body, colonialism, and the family. Students examine how power operates through the practices associated with sport and consider the potential, and consequences, of using sport for social change.

CI-2613. **G** **(G)**

This course focuses on particular aspects of the social processes that shape, and are shaped by female and male social roles such as gender and power, gender and social structures of work, and feminist social movements.

CI-2623. G **G** **: A** **E** **(EC 2303) (G)**

This course will critically examine the role of women in the global South. It will concentrate largely on the changes in these roles and their correspondence with the transition from traditional to new forms of economic organization, production, and power.

CI-2633. **F** **(G)**

A critical analysis of various conceptual frameworks in family research, and a cross-cultural analysis of marriage and the family, both past and present is pursued. Particular attention is paid to the current developments in marriage arrangements, changes in the meaning of marriage and the family, as well as the future of the family.

CI-2643. **E** **(EC 2223) (G)**

This is a seminar course examining selected topics on the political economy of women. Potential topics include women as paid workers, domestic labour, and women and poverty.

CI-2653. **H**

This course provides an introduction to the sociology of health. We analyse the social construction of health promotion knowledge, experiences of health, media representations of health, the social foundations of health inequalities, the formal institutions that de□ne and manage health and health care, and the social consequences of the moralization of healthy behaviours.

CI-2733.

The content of this course changes from year to year to re□ect the special strengths of faculty and particular needs of students.

CI-3153.

The sociology of war explores organized mass violence across societal boundaries. Topics include the rise of the military-industrial complex, cultures of militarism, the political economy of war in the context of global struggles to control resources, and the active practices that militarize religious and ethnic identities, moralize political and economic conicts, and impose dominant justications onto the conduct of war.

CI-3173. **E** **(G)**

With the rise of neo-conservative governments in Canada, we see changes in schooling and higher education due to the restructuring of government nances and privatization. By beginning from the standpoint of women engaged in mothering, classroom teaching, graduate studies and university teaching, this course examines the impact of re-structuring on gender, ethnicity and class in the classroom and in higher education.

CI-3183. **&**

We are nearly always relating to other people, even when we are alone. In this course, we look at several aspects of this relationship between self and other, using a variety of dierent theories. Topics may include: Taking the attitude of the other towards yourself (Theory: Symbolic Interaction); Being intensely engaged with another person (Theory: Phenomenology) The moment-by-moment co-ordination of our activities with others (Theory: Conversation Analysis.) Presenting a version of ourselves to others (Theory: Goman); Mourning the death of someone close to us (Theory: Deconstruction). A number of feature lms engaging with the themes of the course will be viewed and analyzed. Students are encouraged to discuss popular culture and their own experiences in light of the themes of the course.

CI-3223. G **G** **(G)**

Globalization and Gender will examine how denitions of gender and sexuality are reproduced, negotiated and deployed in the context of globalization and transnational ows. Through a critical inquiry into a variety of texts, i.e. theoretical texts, ethnographic case studies and analysis of media representation, students will examine the topics of citizenship, global labor ows, migration, militarization, neoliberalism and the construction of the gendered global subject. They will study both the opportunities and challenges that are inherent in postcolonial and transnational feminist scholarship and activism.

CI-3243. **(G)**

In this course, students examine the social production of masculinities in North America and the impacts of these gender expressions on the lives of boys and men, and girls and women. Students are introduced to theoretical perspectives used to understand the lives of men and boys, while examining topics such as 10 (es used t)6(y)6med yxaoduction of the gen

CI-3293. A

In Sociology we study human society. Humans, however, have always lived in relation to other non-human animals, and these relations and these animals have in fact been central to human society. In this course we will re-think what we mean by 'human society,' by showing how integral animals have always been to what we take to be 'human society.'

CI-3313.

This course critically examines law from various sociological perspectives, with particular reference to Canada. The course is designed to cover sociological jurisprudence and selected theories of law, as they relate to family, administrative, labour, criminal and other types of law.

CI-3323.

This course explores the relationship of women to the state and to law. The ways in which criminal and family law influence gender relations in society are analyzed, including the implications of legal intervention and non-intervention in family relations. Sex-specific and sex-related legislation concerning such issues as sexual harassment, rape, pornography, and affirmative action, are also examined. Theoretical concepts and issues, such as the position of women within capitalism, patriarchy, sexuality and reproduction, formal and informal control, are addressed.

CI-3413. E

This is an advanced course on the organization of gender inequality in the labour force. It begins by studying how gender segregation is organized in the occupations of teaching, clerical work, and other professions. The course examines from a sociological perspective, the federal and provincial government policies which are aimed at the equal and fair treatment of individuals regardless of sex: pay equity legislation, employment equity programs, contractual provisions and human rights legislation on fair employment practices

CI-3513.

This course focuses on the nature of the relationship between school systems and the broader societies of which they are a part. This is done with two purposes in mind: (1) to determine both the structural configuration and the functions of education in contemporary society and (2) to demonstrate the effects of this relationship on the internal functioning of schools. A variety of theoretical perspectives on the conceptualization of the school-society connection are examined.

CI-3523.

This course is concerned with the social organization of knowledge. The focus is on the political and social processes and contexts in which local and ruling forms of knowledge are produced. For the purposes of this course, knowledge may range from common sense and popular culture to ideology, science, and information. Topics may include the connection between knowledge and power and how they are controlled by states, corporations,

CI-3563. (F A)

This course combines a number of macro- and micro-sociological perspectives on music. The former refers to the wider socio-cultural context in which music is produced, distributed, and listened to. It includes the social functions and uses of music ranging from rituals and ceremonies to its political-economic organization in cultural industries. Forms of music, such as the functional harmony vs. the Afro-American traditions, area related to forms of society. Micro perspectives analyze how performers create and make music together in terms of the interaction among musicians, audience, and conductor. The practices of improvisation and maintaining synchrony will be examined principally in both classical and jazz contexts.

CI-3573. A C (F A)

Employing both classical and contemporary sociological perspectives, this course explores the nature of art in society by looking at how art objects are produced, distributed, and consumed. Theoretical perspectives are related to historical and contemporary examples from a range of artistic media (e.g., pictorial art, □lm, photography, literature, and music) to expose the interplay between art and society. The relationship between the □ne arts and popular culture are examined, as well as the role of technology in the various arts.

CI-3583. C (G)

This seminar course encourages students to explore how research can inform social justice and social change. Examining speci□c debates from the □elds of feminist research, Indigenous methodologies, and critical race theory, students will gain new understandings in the various ways research can both reproduce and challenge operations of power and privilege. This course o□ers students the opportunity to engage in debates around these methodologies as they consider how to do research for social change.

CI-3663. (G)

This course explores the social construction of queerness in heteronormative societies. Students apply sociological concepts and theories to the study of queer identities, communities, and sexual practices. They examine social and political responses to queerness, and the ways in which these responses shape the lives of queer people.

CI-3693. D

Discourse analysis is the study of language in use, and is thus distinguished from approaches that treat language formally and structurally, as an abstract system of signs and symbols. We examine instances of written and spoken language that occurs in a wide range of contexts, including: everyday conversations among friends, encounters between professionals and clients, the activities of creating, disseminating and consuming mass-mediated texts, and governmental and corporate settings where policies are established, monitored and changed. Combining a theoretical and practical orientation, the course draws primarily on the work of sociologists, but also includes that done by scholars in disciplines such as sociolinguistics, psychology, anthropology, semiotics and literary studies. A basic premise of the course is that in our so-called information or knowledge-based global society, a critical awareness of discursive practices is becoming a prerequisite for democratic citizenship.

CI-3723.

The content of this course changes from year to year to re□ect the special strengths of faculty and particular needs of students.

CI-3733.

The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

CI-3913.

This course will explore the social construction of disease in modern medicine. We will examine the process of medicalization, focusing on the classification of human experience into disease categories; medical authority to diagnose and treat disease; the ways in which disease categories validate or invalidate experiences of illness; and the effects of being labeled as diseased. These topics will be explored through sociological analyses of specific diseases, including diseases that are contested and stigmatized.

CI-3973.

Framed around three key approaches to narrative this course will provide students with the basis on which to develop their understanding of narrative and their skills in narrative analysis. The three approaches are: the narrative study of lives; the narrative analysis of texts; and, the analysis of narrative dynamics. Through these approaches students will be introduced to the work of key narrative thinkers. The course, in content and delivery, reflects the interdisciplinary nature of narrative.

CI-4006.

The Honours thesis is a scholarly essay or research paper on a topic chosen by the student in consultation with a faculty committee composed of a Thesis Supervisor and another advi¬sor. When completed, the thesis is read and graded by this thesis committee. To pass the thesis a minimum grade of B is required

CI-4013.

The senior seminar is a one-semester course, required for a Major degree in sociology, which is to be taken in the final year of study. The course is organized around substantive issues, with different sections devoted to different topics. The issues are addressed as puzzles or lines of inquiry that explore current concerns. Students are expected to bring the knowledge they have acquired of the competing traditions of sociological inquiry to bear on the theme. This course will be conducted as a seminar, with students taking responsibility for researching, presenting, and discussing material. Regular attendance and active participation will be emphasized.

CI-4023.

In order to be eligible for admission to the Spanish and Latin American Studies Honours Program, the student shall maintain a minimum average of "B" in all Spanish and Latin American Studies courses take at St. Thomas University.
The application and program of study must be approved by the Department's Honours and Majors Committee (HMC). The Chair shall notify the student of the committee's decision.

Students opting to write a thesis must have their proposal approved by the HMC. The Honours thesis will normally be read by a reading committee of two other faculty members chosen from within the department. Where this is not feasible or where the thesis involves an interdisciplinary component, the reading committee shall be composed of the program advisor, a member of the RLD and a faculty member chosen from another appropriate department.

Students who claim advanced standing in Spanish will be expected to take courses at a level appropriate to their knowledge. Advanced standing in Spanish will be determined at an oral interview with a senior faculty member appointed by the Department. At the conclusion of this interview, students will be placed in an appropriate Spanish course.

Students with Spanish as their first langue will normally be accepted directly into third and fourth year courses and may proceed to an Honours degree with the appropriate number of credit hours at that level.

SPAN -1006. BEGINNER'S SPANISH I

The beginner's course is designed for students with no previous knowledge of the language. It represents the basic level in the learning of Spanish. Teaching methods and texts will vary from year to year and from instructor to instructor. The aims of the course are the acquisition of (1) listening comprehension, (2) basic vocabulary suitable for everyday conversations, (3) simple grammatical structures, and (4) a knowledge of reading and writing techniques. The basic skills (listening, speaking, reading, writing) are emphasized. In addition, each instructor will introduce the students to selected elements of Hispanic Culture. In addition, students are required to attend a one-hour compulsory monitor session per week.

SPAN -2013. INTERMEDIATE GRAMMAR I

This course begins with a review of the first-year course and proceeds to include, in a progressive way, the new components of intermediate grammar. Conversation will be an essential part of the course. Vocabulary expansion will be developed through short readings. The practice of listening, speaking, writing, and reading will give students the opportunity to improve their use of the language. Audio-visual materials will reinforce the student's understanding of Hispanic Culture.

SPAN -2023. INTERMEDIATE GRAMMAR II

This course is the continuation of Intermediate Grammar I or its equivalent. It begins with a review of the indicative mood and then moves on to coverage of the subjunctive mood. This course will stress conversation, oral exercises, and oral presentations. Written assignments will improve the accuracy of the grammatical structures learned in the oral part of the course. Plays will sometimes be used as a part of the learning language process.

SPAN -2113. CULTURAL STUDIES I

This course continues with the cultural studies that were introduced in first year. Emphasis is placed on reading and writing assignments. Written Spanish is developed through cultural readings drawn from selected Peninsular Spanish texts. The course contains a basic research component and students will be encouraged to select and develop their own research interests.

SPAN -2123. CULTURAL STUDIES II

This course follows on from SPAN 2113 and continues the cultural study methods that were introduced in first term. Emphasis is again placed on reading and writing assignments. Written Spanish is developed through cultural readings drawn from selected Latin American texts. The course contains a basic research component and students will be encouraged to select and develop their own research interests. -

A -2413.

This innovative course will provide intense oral practice in Spanish. In addition to traditional

SPA 4023. Golden Age Literature.
This course will include a close reading of selected, representative texts covering equally 1) Renaissance and Baroque poetry, 2) the Picaresque Novel, and 3) the Creation of the National Theatre. Emphasis will be placed on the evolution of the Spanish language as the seeming simplicity of the Renaissance changes to the intense complexity of the Baroque.

SPA 4033. Romantic Movement in Spain.
This course will consist of two separate unities: 1) the Romantic Movement in Spain with emphasises on theater and poetry and 2) Spanish Determinism. Texts will be determined by the speci□c interests by the students and instructors. Students will be expected to research at least one major text per unit, in addition to reading excerpts and selected passages from major works.

SPA 4043. Contemporary Spain.
This course will examine the evolution of Spanish Culture and Texts in □ve stages: (1) the generation of 1898; (2) The Generation of 1927; (3) the Spanish Civil War (1936-1939); (4) the dictatorship (1939-1975); and (5) the makings of modern Spain (1975-date). The course will contain a research component and students will be expected to select and research speci□c topics.

SPA 4153. Franco's Dictatorship: Culture and Literature.
The year 1939 marked the end of the Spanish Civil War and the beginning of Francisco Franco's 36-year dictatorship. During this period, Spanish authors faced censorship and oppression as they were strictly controlled by the government. As a result, students will study: a.) the historico-political and cultural aspects of the Spanish Civil War and post war Spain; b.) read and analyze post war Spanish novels and examine their political resistance; c.) become aware of the overt censorship authors were confronted with; and d.) trace the literary move-

A -4713. C A

This course o□ers an overview of the contemporary Spanish American short story through the discussion and analysis of some of its most representative literary texts. We will study the

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Students may undertake Independent Studies under the direction of a member or members of the Department with the permission of the Department. These courses will be limited to students of proven academic merit; they may not normally be taken as a means of repeating a course a student has failed. The content of these courses will di□er from those courses regularly o□ered during the academic year in question. 6 or 3 credit hours.

NOTE: Not all courses listed are o ered each year. Please consult with the

A H-2533. A G (G)
This course examines male and female roles in a number of di erent cultural settings, especially non-Western societies. Particular attention is given to the cultural expectations of gender behaviour, the structure of economic opportunities for males and females, and how shifts in opportunity structures impact gender roles. Various examples illustrating the roles of males and females in the context of marriage, domestic group organization, economic decision making and political decision making, will be presented. Prerequisite: ANTH 1013.

C I -4403. F (H) (G)
In this course, students will be exposed to a critical evaluation of women and criminology. Possible topics include social and legal responses to the victimization of women, social and legal intervention strategies, criminological discourses on women's criminalized behaviour, o ence patterns, and women in criminology. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

EC -2303. G : A E (H 2233)
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GERO-2113. [illegible] (CI-2523) (HIST) (SOCI) (WGST)
This course explores cultural and social-structural determinants ofaging through sociological theory. Students critically examine the social construction of old age as a social status through perceptions, descriptions, discussions and interactions with others, and how these relations are 'negotiated' by the older people themselves. Other topics include ageism and how various social institutions influence the experience of aging. Prerequisite: GERO 1013 OR GERO 1023, OR permission from the instructor.

GERO-3083. [illegible] (WGST)
This course explores how gender and sexuality affects the experience of aging. It looks at how gerontology has traditionally addressed gender and sexuality; how the social construction of femininity and masculinity affects how people experience aging; and the aging experiences of older LGBTQ2S+. Prerequisites: GERO 1013 OR GERO 1023 OR permission from instructor.

GERO-3093. [illegible] (WGST)
This course explores popular views of the elderly using motion pictures, specifically the impact of stereotypes on older people's expectations for later life. Students should be able to look at films more critically and identify images communicated through the media. Prerequisite: GERO 1013 OR GERO 1023 OR permission from instructor.

GERO-3223. [illegible] (WGST)
This course examines a variety of issues regarding aging and the family. It considers historical and demographic trends as well as theoretical frameworks in family gerontology. The course covers a number of relationships including those of couples, siblings, and grandparents and grandchildren. It also looks at late-life transitions such as retirement, widowhood, and divorce, that affect family structures and relationships. Prerequisite: GERO 1013 OR GERO 1023 OR permission from instructor.

HIST-3033. [illegible] (WGST)
Europe's early modern period (c. 1450-1800) was a time of political tumult, religious conflict, and seismic shifts in centuries-old institutions. The resulting social changes were profound; new roles emerged for men and women as new questions were asked and new norms evolved. This course takes a thematic approach to the changing lives of men and women, examining the role of gender in both the major events and the everyday realities of the period.

HIST-3393. [illegible] (WGST)
This course explores the place of gender in the construction and preservation of empires through such topics as constructions of difference, motherhood and domesticity; civilizing missions and tourism; and contestations of power. This course operates from the premise that empires are never static: subjects in different imperial contexts, in various cases, resisted, thwarted, or reconfirmed colonial regimes.

HIST-3613: [illegible] (WGST)
Latin American gender relations have often been shrouded in stereotypes about macho men and exotic women. However, ordinary Latin Americans have defied stereotypes and challenged gender norms for centuries, and the continent is currently experiencing a powerful feminist revolution and explosion of LGBTQ organizing. This course traces the evolution of gender relations and gender identities in the continent, with a focus on the modern era.

HI_ -3883. , _ , _ : **G** , : ', , : , **C_ _ : _ (_ G_)**
This discussion-based course examines gender and women's history in Canada from c. 1850

E G-2233. (G)

The course examines i) women in history and in modern times respond to socio-cultural restrictions and their attempts to create spiritual and social alternatives, ii) how notions of asceticism and sexuality are utilized as liberating and prescriptive modes. It examines feminist critiques to classical, medieval, and current texts and thinkers. We closely look at the assumptions that guide both classical texts and modern critiques.

E G-2293. (G)

An examination of the understanding of the nature of human sexuality with speci□c reference to religious and theological frameworks. Issues studied may include sexuality as foundational in personal dignity and integrity, marriage, relationality, communication, the commodi□cation of sexuality, systematic abuses and neglect of sexuality.

E G-3233. GB 2 + ( )(G)

This course explores how queer sexual identities and religious identities dynamically and diversely intersect each other. Multi-religious in scope, this course examines how transgender as well as LGB people continue to question, resist, leave, identify with, or even struggle to reform religion(s) and adapt their spiritualities. This course takes into account historical and contemporary religious trends that align both with heterosexist negativity as well as a□rma-

CI-3323. (3 credits)
This course will explore the relationship of women to the state and to law. The ways in which criminal and family law influence gender relations in society will be analyzed, including the implications of legal intervention and non-intervention in family relations. Sex-specific and sex-related legislation, concerning such issues as sexual harassment, rape, pornography, and affirmative action, will also be examined. Theoretical concepts and issues, such as the position of women within capitalism, patriarchy, sexuality and reproduction, formal and informal control, will be addressed.

CI-3413. (3 credits)
This is an advanced course on the organization of gender inequality in the labour force and the policies aimed at creating equal opportunities for women. We begin by studying how gender segregation is organized in the occupations of teaching, clerical work, and other professions. Secondly, the course examines, from a sociological perspective, the federal and provincial government policies which are aimed at the equal and fair treatment of individuals regardless of sex: pay equity legislation, employment equity programs, contractual provisions and human rights legislation on fair employment practices.

CI-3583. (3 credits)
This seminar course encourages students to explore how research can inform social justice and social change. Examining specific debates from the fields of feminist research, Indig-Tapplydly, tymo enous methodologies, and critical race theory, students will gain new understandings in the various ways research can both reproduce and challenge operations of power and p[(v)4 ()7and cr9er in

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No final decision to dismiss may be taken without consultation with the appropriate dean. Notice of dismissal from a course must be in writing.

Repeating courses is permitted; however, where the first course was completed with a passing grade, no further credit toward the student's program is granted upon successful completion of the repeated course. The new grade does not replace the old grade on the student's transcript of marks.

There may be circumstances where the student will be denied permission to retake a course. The student's appeal of this decision is to the Senate Committee on Admissions and Aca-

last fteen days prior to the rst day of regular examinations without the permission of the Registrar's Oce. The petition for any such test shall be given in writing to the Registrar.

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A+	4.3	(Exceptionally) excellent	Demonstrating an exceptional know-
A	4.0	Excellent	

a reasonable time after the end of term, it is necessary that □nal grades be recorded on the student's academic records prior to those decisions being made.

Students are expected to complete all course work by the deadlines prescribed by the instructor. There may be special circumstances (e.g. a serious illness of the student or the death of a close relative) in which the instructor has agreed to allow late work to be submitted by the student. In these approved cases, the instructor will submit a temporary notation of INC in place of a □nal grade.

In all cases where the temporary notation of INC has been submitted, the incomplete or late

3. Deferred Dismissal Policy

i. Categories of Students to Whom Deferred Dismissal Applies

1. Students in good academic standing in the previous academic year who have attempted between 18-30 credit hours, and whose current annual grade point average is 1.0 through 1.5 inclusive, will be placed on deferred dismissal.
2. Students on academic probation during the current academic year who have attempted between 18-30 credit hours, and whose annual grade point average is 1.8 or 1.9, will be placed on deferred dismissal.

ii. Requirements for Deferred Dismissal

1. Course load in the first semester will be limited to a maximum of 12 credit hours.
2. A remedial course, University Studies 1010 (UNST 1010), will be required in the first semester. Students will be graded on a Pass/Fail basis. The course will not be counted toward the 120 credit-hour requirement for the Bachelor of Arts degree. Attendance in this course will be mandatory.

iii. Requirements to Proceed into Second Semester

1. Students who have achieved a grade point average of 2.5 or above in their first-semester courses, and a Pass in UNST 1010, will not be required to take the second-semester remedial course, UNST 1020. Instead, they may take a maximum of 15ch in the second semester.
2. Students who have achieved a grade point average of 2.0-2.4 inclusive in their first-semester courses, and a Pass in UNST 1010, will be permitted to continue to second semester. Course load will be limited to 12 credit hours. Students will also be required to take the second-semester remedial course, UNST 1020. Students will be graded on a Pass/Fail basis. The course will not be counted toward the 120 credit-hour requirement for the Bachelor of Arts degree. Attendance in this course will be mandatory.
3. Students who have achieved a grade point average of less than 2.0 in their first-semester courses, or who have received a Fail in UNST 1010, will be required to withdraw from the University for a period of 12 months.

iv. Requirements for Proceeding to the Bachelor of Arts Program

Students who have achieved an annual grade point average of 2.0 or above and who have received a Pass in UNST 1020 may proceed to the Bachelor of Arts Program.

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Preamble

St. Thomas University has two Codes of Student Conduct — one covers academic a□airs and the other non-academic issues. You can □nd the policy on non-academic misconduct at [illegible]. The purpose of these Codes is to express community standards of honesty, respect for persons and property, and responsible use of freedom. The Codes re□ect the University's mission and identity, and exist to guide conduct, safeguarding, and promoting the University's educational activity. Each student is responsible for reading and reviewing both Codes of Student Conduct, and for understanding the responsibilities they assumed by enrolling in the University.

St. Thomas University students are held responsible for their conduct at all times. Any student who engages in *academic* or *non-academic* misconduct shall be subject to disciplinary action by appropriate o□cers of the University.

The following considerations constitute the foundation of the University's justi□cation for establishing expectations of student conduct, codifying those expectations, and adopting equitable processes for assessing student conduct.

1. The University's mission establishes its identity as an independent academic community with a distinctive history and culture.
2. The University's standards of conduct and the procedures for determining responsibility for academic and non-academic misconduct re□ect its particular mission and history. These standards and procedures do not attempt to duplicate civil and criminal legal processes, nor do they attempt to substitute for them. As an institution structured to accomplish its stated educational mission, the University has an independent interest in

upholding standards of academic and non-academic conduct, and these expectations may di□er from those found in society at large. The University is committed to the fundamental principles of natural justice in its student conduct procedures.

3. By registering at St. Thomas University, students voluntarily enter an educational and residential community with standards of academic honesty and respect for persons and property. In choosing to enroll in the University, each student becomes responsible in their conduct to those standards as stated in the Student Codes of Conduct.

The University may address student academic and non-academic misconduct through its own processes and apply sanctions governing the terms of membership in the University. The University reserves the right to deal with misconduct, whether or not law enforcement agencies are involved and whether or not criminal charges may be pending.

EC I I-ACADE IC I C D C

Intellectual honesty is fundamental to scholarship. Academic dishonesty, in whatever form, diminishes the integrity of education at the University. Accordingly, the University views plagiarism or cheating of any kind in academic work as among the most serious o□enses that a student can commit. Such conduct is subject to disciplinary action.

1.

Plagiarism is "to use another person's ideas or expressions in your writing [or any other format or medium] without acknowledging the source" (*The Modern Language Association Handbook for Writers of Research Papers*, J. Gibaldi, 1999, p. 30).

Some examples of plagiarism are:

1. Presenting another person's ideas, words, or other intellectual property, including material found on the Internet, as one's own.
2. Using passages from printed articles and books or online sources such as Wikipedia without providing full bibliographical information. For online sources, bibliographical information includes the title, author and URL of the webpage.
3. Writing an essay or report, or producing an assignment in any format or medium, or a portion thereof, for someone else to submit as their own work.
4. Submitting an essay, report, or assignment when a major portion has been previously submitted or is being submitted for another course at St. Thomas or any other university without the express permission of both instructors.
5. Submitting work that is expected to be the student's yet, was contracted and/or obtained from another person or entity.
6. Using texts generated by Arti□cial Intelligence (AI) software such as ChatGPT without 1) the express permission of the instructor and 2) without full citation. For AI-generated texts, the citation should explicitly indicate the use of the software, the date of usage and the URL (example. "Text generated by ChatGPT, OpenAI, March 7, 2023, https://chat.openai.com/chat")

A student who is in doubt as to what constitutes plagiarism should discuss the matter with

the professor concerned *before* submitting the assignment or sharing the material with others.

2. C

During an examination, test, or any other written assignment used to judge student performance, the following actions are examples of cheating:

1. The use of unauthorized material such as books, notes, or electronic devices.
2. Obtaining by improper means examinations, tests, or similar materials.
3. Using or distributing to others examinations, tests, or similar materials obtained by improper means. This includes any image of a quiz, examination or any other assignment photographed or captured from a computer screen and circulated by any means including social media.
4. Discussing with another student tests or examination questions that have been obtained by improper means.
5. Either writing a test or examination for another student or having another student write a test or examination. This includes any such action performed through electronic devices used as part of a remote course delivery.
6. Either using answers provided by another student or providing answers to another student.
7. Copying by any means answers from another student during examinations or tests.

3.

University courses often deal with challenging material that can be fully understood and appreciated only within the context of a respectful and rigorous academic discourse. When taken out of a proper academic context, such material might be misinterpreted and trigger misguided reactions emerging from a misunderstanding of the dialectical functions and conceptual goals of scholarly debate.

For this reason, students are not allowed to record and/or circulate any course material produced by an instructor, other students or other course participants and disseminate this information through any means, including social media, to peers or the general public without the instructor's explicit permission. This includes any audio or video recording of a lecture, or any image of a PowerPoint slide photographed in class or captured from a computer screen, and circulated by any means, including social media. Audio and/or video recordings of classes are to be used for course purposes only.

Students who use any recording and transcribing software (e.g., Glean) approved or provided by Accessibility Services as an accommodation and have signed the "Recording Agreement for use of note-taking software Glean" or other software are subject to these regulations. They may not circulate through any means any material captured and/or transcribed by Glean or other approved software.

The content provided in class or online by instructors is subject to copyright and cannot be shared without the explicit permission of the instructor. Other copyright owners may include other faculty members who have taught other sections of the course, textbook publishers, multimedia vendor etc.

penalty imposed by the professor and Department Chair;

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Students who wish to appeal their academic dismissal from the University may do so by submitting a written appeal care of the Registrar to the Senate Admissions and Academic Standing Committee. Appeals should be based on substantial medical or compassionate reasons with supporting documentation, if applicable. For more detailed information about the appeal procedure, students may contact the Registrar's O□ce.

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Students who seek readmission after having been asked to withdraw must apply in writing to the Admissions O□ce. Such applications are subject to the guidelines of the Senate Admissions and Academic Standing Committee. In cases of readmission, special conditions for entry, course load and GPA performance may be required. Students who have been required to withdraw from the University will not be granted credit for any courses taken while required to be away from the University. For more detailed information about the appeal procedure, students may contact the Admissions O□ce.

A

Any petitions from students who seek exemption from the academic regulations of the University are to be submitted to the Registrar's O□ce. The Senate Admissions and Academic Standing Committee advises the Registrar's O□ce on these petitions. Students seeking an exemption for substantial medical or compassionate reasons will be required to provide supporting documentation, if applicable. For more detailed information about the appeal procedure, students may contact the Registrar's O□ce.

A

A student may apply for a review of the □nal grade in any course, as follows:

1. The student shall apply in writing to the Registrar's O□ce no later than two months after receipt of the □nal grade;
2. The Registrar's O□ce shall ask the professor to review the □nal grade. The review shall involve the □nal examination, if any, and the student's class record, wherever possible;
3. If the student chooses to appeal the professor's review of the □nal grade, the Registrar's O□ce shall submit the matter to the Chair of the Department. This review will involve consultation with the professor, if available, and may involve consultation with other professor(s) appointed by the Chair (
4. If the student chooses to appeal the Chair's review, the matter shall be referred to the Senate Student Academic Grievance Committee which will review all its aspects; the decision of the Committee will be □nal.

A

The normal sequence of procedures for students to follow in an academic appeal of matters not described above is:

1. to discuss the matter with the professor concerned (if any); if no satisfactory agreement is reached;
2. to discuss the matter with the Chair of the Department concerned (if any); if no solution is reached,
3. to appeal to the Senate Student Academic Grievance Committee which will review the matter in all its aspects; the decision of the Committee will be □nal.

A **7D.**

E

Students who study at another university as a participant in an o□cial St. Thomas University exchange program, while paying tuition fees to St. Thomas University, may hold their renewable scholarships during the exchange program study period, provided they have met all the normal requirements for scholarship renewal.

Students who successfully complete 24 credit hours during the academic year in which they are on exchange will be considered, by the Registrar's O□ce, for the renewal of their scholarships. The decision to renew the scholarship will be based on course-work taken during the

…To ur Commitment

St. Thomas University is committed to creating an equitable environment by ensuring that all members of our community have access to the full range of university life. This means supporting students with disabilities in their full participation in the educational, social and cultural life of our university. Sharing responsibility with each student for their success, our accessibility program is consistent with our academic standards as we strive to make reasonable and appropriate accommodations to allow students to enjoy the bene□ts of higher education.

'Disabilities' shall be de□ned as those conditions so designated under the New Brunswick Human Rights act and will include physical, medical, learning, and psychiatric disabilities.

1) Mission Statement of Student Accessibility Services (SAS)

St. Thomas University is mandated by law and the aspirations of our community to provide an educational environment that:

- demonstrates professionalism and academic integrity
- values diversity
- respects learning

2) Introduction and Guiding Policies

This policy has been written in accordance with the *Canadian Charter of Rights and Freedoms* (1982) and the *New Brunswick Human Rights Code* (1992)

C_ _ _ C _ _ _ _ _ _ F _ _ _ (1982), _ _ _ 15 (1)

Section 15 (1) Guarantee of Rights and Freedoms

Every individual is equal befor4 (ingFEFFe(1982), S)-7 sa 18062 >>BDgTEMC /P /Lang (en-US)/MCID 1806

St. Thomas University recognizes academic excellence through a generous scholarship program. The university o□ers a wide range of entrance awards to highly quali□ed students admitted on the basis of their high school records, as well as numerous scholarships-in course to continuing students who have achieved academic distinction at St. Thomas.

E

The Entrance Scholarship program is competitive and is designed to attract outstanding scholars to the St. Thomas University campus. Except when otherwise speci□ed, the entrance awards are open to candidates for full-time admission to the □rst year of the Bachelor of Arts program who are applying on the basis of their high school records.

1. Selection Criteria

In selecting entrance scholarship recipients, the primary criterion considered by the Entrance Scholarship Selection Committee is the academic record. The Committee reviews the following:

- admission average
- Grade 12 program: courses and levels
- rank in graduating class
- program and performance in grade 11

Note: The admission average is calculated on the senior-level academic English grade and the grades on four other Grade 12 academic courses drawn from our list of approved admissions subjects. For details, please consult Section One, Admissions and Registration. At mid-year, the admission averages for scholarship purposes is calculated on the overall average of nal grades on Grade 11 academic subjects, as well as nal rst-semester results or mid-year results (for nonsemestered schools) on Grade 12 academic subjects.

Other factors considered include:

- a reference letter from a teacher, principal or guidance counsellor

In addition to the academic selection criteria, the following criteria are considered in awarding some entrance scholarships:

- leadership qualities
- extracurricular activities
- □nancial status

2. Application Procedure

Candidates for full-time admission to the BA program at St. Thomas University who maintain an admission average of 80% or higher must submit a completed scholarship application to the Admissions O□ce to be considered for all entrance scholarships. Application materials

submitted to the Admissions O□ce will also be reviewed by the Entrance Scholarship Selec-

A

Value: $1,000
Number: 1
Criteria: Awarded annually to an entering student enrolling full time who is a graduate of a New Brunswick high school program and has an admission average of 80% or higher.
Funding: Generously funded by the Estate of Alma Joyce.

B B E

Value: $1,000
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher.
Funding: Generously funded by the priests of the Diocese of Saint John and other friends in memory of Bishop Thomas F. Barry, founder of St. Thomas b1f/ /P9PwBarry, founder of St. Th1J39 (ese of

C

Value: Full tuition and a single room and board. In order to receive the room and board portion of the scholarship, recipients must live in residence.

Number: 1

Criteria: Awarded annually to a student of outstanding academic ability and achievement entering □rst year. Selection will be based on academic excellence, with attention given to qualities of leadership and versatility. Students must maintain a minimum annual average of

D , , , C E
Value: $2,000 (Minimum)
Number: 1 (Minimum)
Criteria: Awarded annually to a student enrolling full time with a minimum admission average of 80% who is a graduate of a New Brunswick high school. Preference will be given to students coming from Harrison Trimble High School in Moncton. Further preference will be given to students who have expressed intent to major in Political Science.
Funding: Generously funded by the Dennis Cochrane Entrance Scholarship Endowment

D . C C
Value: $500
Number: 1
Criteria: Awarded annually to a student enrolling full time with a minimum admission average of 80% or higher. Selection is based on academic excellence with preference given to students intending to register in the Aquinas Program.
Funding: Generously funded by friends of Christine Cornell.

E . C
Value: $2,000 renewable
Number: 1
Criteria: Awarded annually to a student enrolling full time who is a graduate of a New Brunswick secondary school program with an admission average of 80% or higher. This scholarship is open to students who have taken leadership roles in their high schools and communities either through extracurricular activities, volunteerism or demonstrated commitment to the bene□t of others. To be eligible for the renewable portion of the award, students must achieve a minimum annual grade point average of 3.3. For further information on renewal criteria, see Section 4. Renewal Criteria.
Funding: Generously funded by Mrs. Verna McCarthy in memory of Eugene T. McCarthy

E. 0(.5 69.17 BDC B 0 7.8 0 0 7.8 2 3)/ CID B 05 / (-)/ CID 18459

Value: $1,500
Number: 1
Criteria: Awarded annually to a female student with a minimum admission average of 80% or higher. Selection is based on academic achievement. Selection is based on academic achievement.
Funding: Generously funded by the family of Mrs. Mary T. Morris, a 36-year resident of Fredericton noted for her many community volunteering activities. She is remembered as a loving mother and grandmother by her husband, son, and daughter (STU'00).

Value: $2,500
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher. Selection criteria will also be based on character and contribution to student life.
Funding: Generously funded by the Du□e Endowment Fund established, May 1989 in memory of Monsignor Donald C. Du□e, president of the University, 1961-75.

Value: $2,500
Number: 2
Criteria: Awarded annually with a preference to Moncton area students enrolling full time with an admission average of 80% or higher.
Funding: Generously funded by Mrs. P. M. McMahon.

Value: Full tuition and a double room and boardnitert enrolling full time w (e44 t3n2 0 0 7)-13 (tio)7.8 0 0

E

Value: $500 (minimum)
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final adission average of 80% or higher.

A

Value: : $500 or $1,000
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final admission average between 80% and 89% (applicants with admission averages of 80% to 84.4% will receive $500; applicants with admission averages of 84.5% to 89.4% will receive $1,000) and renewable for three additional years with a minimum annual grade point average of 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

Value: $2,000
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final admission average of 90% or higher. This award is renewable for three additional years at $1,000 per year with a minimum annual grade point average of 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

Value: $3,000 in the first year for students with admission averages of 80-89%, and renewable at $2,000 in each subsequent year (to a total of $9,000). Valued at $4,000 in the first year for students with admission averages of 90% or higher, and renewable at $2,000 in each subsequent year (to a total of $10,000).
Number: Varies
Criteria: This scholarship is open to students with a minimum admission average of 80% who have taken leadership roles in their high schools and communities either through extra-curricular activities, volunteerism, or demonstrated commitment to the benefit of others. To be eligible for the renewable portion of the award, students must achieve a minimum annual grade point average of 3.3. For further information on renewal criteria, see Section 4. Renewal Criteria.

F H

Value: $1,000
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher who is a graduate of Leo Hayes High School. Selection criteria will also include student leadership.
Funding: Generously funded by the MacLeod Family.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria on page 411, and your letter of award.

A C I E A
Value: $1,000

A

Value: $500 (amount may vary)
Number: 1
Criteria: Awarded annually to a student graduating from a New Brunswick high school with an admission average of 80% or higher and who will be an AUS or ACAA athlete. This scholarship honours LeRoy Washburn, who served as Athletics Director at St. Thomas University from 1969 to 1999. LeRoy, was an advocate for sports and its role in youth development.
Funding: Generously funded by family and friends of the late LeRoy Washburn.

E A &A E A

Value: $500 (amount may vary)
Number: 1
Criteria: Awarded annually to a full-time entering student who is a graduate of Sussex Regional High School, who has demonstrated high academic achievement (as determined by the Admissions O□ce), and who will become a member of a varsity athletic team at St. Thomas. Preference will be given to students who have demonstrated an ongoing commitment to volunteerism and/or philanthropy in their community.
Funding: Generously funded by Michael Eagles.

D. A

Value: $1,000
Number: 3
Criteria: Awarded annually to a student who has achieved a minimum admission average of 80%, with demonstrated □nancial need. Preference will be given to students from the Miramichi, New Brunswick area.
Funding: Generously funded by Msgr. Joseph D. Woods.

E A A

Value: $10,000 ($5,000 renewable over two years)
Number: 1
Criteria: To be awarded to a full-time entering student who is a graduate of an Atlantic Canadian secondary school program, who has demonstrated high academic achievement (as determined by the O□ce of Admissions), and who will become a member of a varsity athletic team at St. Thomas.
Funding: Generously funded by the Arthur L. Irving Family Foundation.

F B.

Value: $2000
Number: 1
Criteria: Awarded annually to a student enrolling full-time with a minimum admission average of 80% who is a graduate of a New Brunswick high school. Preference will be given to students in □nancial need.
Funding: Generously funded by the Thomas Family

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria on page 411, and your letter of award.

H_ _ _ B. , _
Value: $500
Number: 1
Criteria:Awarded annually to a female student from the Province of New Brunswick on the basis of nancial need.

H _ & G , , _ , B. , _
Value: $750
Number: 1
Criteria: Awarded to School of Education students from New Brunswick in good academic standing who have demonstrated nancial need. In the absence of eligible St. Thomas University Bachelor of Education students, the bursaries may be awarded to Bachelor of Arts students in their third or fourth year of study.
Funding: Generously funded by Dr. Heather and Mr. George Richmond Q.C.

_ , A , , , _ _ B. , _
Value: $3,500
Number: 1
Criteria: Awarded annually to a student entering the Bachelor of Education Program and based on nancial need. To be eligible, students must demonstrate leadership, a passion for teaching and a strong record of community involvement. Preference will be given to students from York and Carleton Counties.
Funding: Generously funded by the Keenan Family.

, , , _ B. , _
Value: $500
Number: 2
Criteria: Criteria: Awarded annually on the basis of nancial need to New Brunswick students with a history of volunteer and/or community involvement and an awareness of issues of social justice.

, F_ , E _ B. , _
Value: $1,000
Number: Varies
Criteria: Awarded annually to an entering full-time student from outside of New Brunswick who is a Canadian citizen or permanent resident. Preference will be given to students who have left high school no more than eight years prior to attending St. Thomas University and who are attending university for the rst time.
Funding: Generously funded by The Joyce Family Foundation.

, F_ , E _ B. , _ (B , ,)
Value: $1,000
Number: Varies
Criteria: Awarded annually to an entering full-time student from New Brunswick who is a Canadian citizen or permanent resident. Preference will be given to students who have left high school no more than eight years prior to attending St. Thomas University and who are attending university for the rst time.
Funding: Generously funded by The Joyce Family Foundation.

Value: $1000
Number: 2
Criteria: Awarded annually to an entering student graduating from high school with demonstrated □nancial need and who will be an AUS or ACAA athlete.
Application Process: Students are to complete and submit a Student Bursary Application form to the Admission's O□ce by March 1. Funding: Generously funded by Laurie Boucher.

Value: $1,000
Number: 1

B
Value: $1,500
Number: 1
Criteria: Awarded annually on the basis of academic achievement.

B
Value: $1,000
Number 1
Criteria: : Awarded annually to a graduating student who demonstrates academic merit and who has been accepted to postgraduate studies. Preference will be given to students who intend to pursue postgraduate studies in Library Science.
Funding: Generously funded by Bertha Miller and Family.

CF F
Value: $2,000
Number: 1
Criteria: : Awarded annually in January to a female full-time student from New Brunswick who was admitted to the University as an adult learner and who has successfully completed the first year (a minimum of 30 credit hours) of the BA Program. Selection is based on academic achievement.
Funding: Generously funded by the Canadian Federation of University Women Fredericton.

CF F
Value: $2,000
Number: 1
Criteria: Awarded annually in January to a female full-time student from the province of New Brunswick in the second or third year of an undergraduate degree program. Selection will be on the basis of academic achievement (GPA).
Funding: Generously funded by the Canadian Federation of University Women Fredericton.

C C
Value: $2,000
Number: 1
Criteria: Awarded annually to a returning full-time student with an annual GPA of 3.3 or higher who has demonstrated a commitment to multicultural activities.
Funding: Generously funded by the Chinese Cultural Association of New Brunswick.

C F
Value: $250
Number: 1
Criteria: Awarded annually to an undergraduate student in good academic standing and in need of financial assistance.
Funding: Generously funded by Commcorp Financial Services Inc.

C
Value: $1,000
Number: 2

D H

Value: $1,500
Number: 1
Criteria: : Awarded annually to a second, third or fourth-year student majoring in history. The recipient must have maintained an annual grade point average of 3.3 or higher. Selection will be based on academic achievement.
Funding: Generously funded by Uta Doerr.

E

Value: $1,000
Number: 2
Criteria: Awarded annually to students on the basis of academic achievement.
Funding: Generously funded by the Estate of Mary Ann McElroy.

B

Value: $250
Number: 1
Criteria: Awarded annually on the basis of academic achievement and leadership. Preference will be given to a student from rural New Brunswick.
Funding: Generously funded by Milton Levine.

B Ç &

Value: $3,000
Number: 3
Criteria: Awarded to students entering their third or fourth year of study, and majoring in Communications & Public Policy. Selection is based on academic achievement. Preference will be given to students who have also demonstrated volunteer and leadership involvement in extra-curricular activities on campus and in the community. Further preference will be given to students who have not received a major scholarship from the University.
Funding: Generously funded annually by NB Power.

Value: $500
Number: 1
Criteria: Awarded annually to a third-year student majoring in An8.15 3 1 Tf7.8 0(t major)-4 (iloghir)10 (u.

. . A. . F_

Value: $1,000
Number: 2
Criteria: Awarded annually on the basis of academic achievement.
Funding: The Father A. L. McFadden Scholarship Fund initiated by former students of Father McFadden.

. . E . C_

Value: $1,000
Number: 1
Criteria: : Awarded annually to a third-year student who has a GPA of above 3.5 and demonstrates high character and leadership within the St. Thomas Community.
Funding: Generously funded in memory of Rev. Edmund J. Casey.

B C, .C.

Value: Varies
Number: 1
Criteria: : Awarded annually on the basis of academic achievement to returning students enrolled in Arts and Social Work. This scholarship honours the memory of Father Waugh, a member of the Holy Cross Fathers who taught Philosophy at St. Thomas University from 1964-1986.
Funding: Generously funded by the Holy Cross Fathers.

. D_

Value: $500
Number: 1
Criteria: Awarded annually to a third or fourth-year student who is actively involved in extra-curricular life at St. Thomas University and who demonstrates academic achievement with considerations for □nancial need.
Funding: Generously funded by the St. Thomas University Alumni Association in honour of the late Thomas J. Daley, BA'59, and Director of Alumni from 1982-1987.

D B

Value: $700
Number: 1
Criteria: Awarded annually to an undergraduate student on the basis of academic merit, with an interest in the study of human rights.

D A.

Value: $1,000
Number: 1
Criteria: Awarded annually to returning full-time students on the basis of academic achievement. Preference will be given to students who have graduated from a New Brunswick high school.
Funding: Generously funded by the late Catherine Mary McLean in memory of her late husband, Senator Donald A. McLean, LLD (STU 1972).

A F A (AFA)

Value: Varies to a maximum of full-tuition and compulsory fees.

Number: Varies

Value: $300
Number: 1
Criteria: This fund is available to students undertaking extracurricular activities that further their education and experience in areas related to Political Science such as community activism, attendance at educational conferences, or development of projects related to their education. Students must apply in writing to the Chair of the Political Science Department stating what they are applying to fund, how much support they are asking for, and other sources of funding they have applied to or received. The application must also include a statement of how the proposed project will further their education in Political Science or how it is connected to Political Science.
Funding: Generously funded by Kevin Malone.

Value: $750
Number: 2
Criteria: Awarded annually to a full-time student in their second, third, or fourth year or in the B.Ed. program. Selection is based on academic achievement.
Funding: Generously funded by friends and family in memory of Ted Daigle.

Value: $750
Number: 2
Criteria: Awarded annually to a full-time student in their second, third, or fourth year majoring in French. Selection is based on academic achievement.
Funding: Generously funded by friends and family in memory of Ted Daigle.

Value: $2,000
Number: 1
Criteria: To be awarded annually to a returning student who has obtained the status of Academic All-Canadian (USport) or National Scholar (CCAA) in the prior year. Further preference is given to students from the Saint John area and/or those who have demonstrated an ability to overcome adversity.
Funding: Funded anonymously.

Value: $1,000
Number: 1
Criteria: Awarded annually to a female basketball student in good academic standing in 3rd,4th or 5th year. The student must embody the values of a well-rounded team player who encourages her teammates with a positive attitude. She has demonstrated leadership quali

C **A**

Value: Varies
Number: 1
Criteria: Awarded annually to the recipient of the Thomas Stephen McCann Memorial trophy. Selection is made on the basis of the graduating student who best exempli□es the spirit of St. Thomas University through character, academic achievement and leadership.

A **D** **B**

Value: $500
Number: 1
Criteria: Awarded annually to a mature student enrolled in second, third, or fourth year on the basis of initiative and □nancial need.
Funding: Generously funded by the family of Alice Doyle.

A **B**

Value: $500
Number: 1
Criteria: Awarded annually to a New Brunswick, Indigenous student in their 2, 3 or 4th year, on the basis of □nancial need. Preference given to a student from Kingsclear First Nation.

B **B** **B**

Value: $500
Number: 4
Criteria: Awarded in the second semester to a full-time student from New Brunswick on the basis of □nancial need.

B **B**

Value: $500
Number: 2
Criteria: Awarded annually to students in the Bachelor of Social Work Program on the basis of □nancial need.
Funding: Generously funded by the Family, colleagues and friends of Professor Brian O

C F B.
Value: $600
Number: 5
Criteria: Awarded annually to students in good academic standing on the basis of nancial need. Preferred distribution of the bursaries is to full-time students in the following programs: criminology, education (one for a mature student), and social work (one for a mature student).
Funding: Generously funded by the Colter Family.

D A B B.
Value: $1,500
Number: 5
Criteria: Awarded annually to New Brunswick students entering the Bachelor of Social Work Program. Selection is based on nancial need and good academic standing.
Funding: Generously funded in memory of Darlene Ann Bigelow who graduated from the Bachelor of Social Work Program in 2001 by husband, Michael Bernard, and the family of Darlene Bigelow.

D B.
Value: $500
Number: 1
Criteria: Awarded annually to a student in the Bachelor of Social Work Program. Selection is based on nancial need with preference given to students who have an interest in the eld of health care, and are residents of the area served by the Dr. Everett Chalmers Regional Hospital.
Funding: Generously funded by family, colleagues and friends of Debbie Nason.

D . C -B B.
Value: $500
Number: 1
Criteria: Awarded annually to a current full-time black student with demonstrated nancial need.
Funding: Generously funded by the Black Lives Matter Fredericton Chapter.

F F. B.
Value: Varies
Number: Varies
Criteria: Awarded annually to students in good academic standing, based on nancial need, and for those who are enrolled either full time or part time in the BA, BSW, or BEd >>BDC BT/T1_2 1 Tf7.8

H_ &B , , B , , B. , _
Valued: $500
Number: 1
Criteria: Awarded on the basis of □nancial need to a Fredericton resident entering the Bachelor of Social Work Program.
Funding: Generously funded by the estate of Harry Brown.

F B. (B.)

Value: $1,000

Number: Varies

Criteria: Awarded annually to a current full-time student from New Brunswick who is a Canadian citizen or permanent resident. The student must be in good academic standing and preference will be given to students who completed high school no more than eight years prior to their □rst year at St. Thomas University and who are attending university for the □rst time.

Funding: Generously funded by The Joyce Family Foundation.

Ç B.

Value: $1,000

Number: 1

Criteria: Awarded annually to a full-time student in good academic standing based on □nancial need.

B.

Value: $1,000

Number: 1

Criteria: Awarded annually to a New Brunswick student in the Bachelor of Social Work Mi'kmaq Maliseet Program based on □nancial need.

Application Process: Students are to complete and submit a Bursary Application form to the Registrar's O□ce by October 31.

B.

Value: $500

Number: 1

Criteria: Awarded annually to a student in third or fourth year who is majoring or honouring in English with a Concentration in Creative Writing.

Funding: Generously funded by friends of the late Saint John poet, Kay Smith.

B.

Value: $400

Number: 1

Criteria: Awarded annually to a student in the Social Work or Education program on the basis of □nancial need.

B.

Value: $500

Number: 1

Criteria: Awarded annually to a returning student in good academic standing who has demonstrated □nancial need.

Value: $1,000
Number: 1
Criteria: Awarded annually to a third- or fourth- year student with demonstrated □nancial need who is majoring in Economics.
Funding: Generously funded by Grit McCreath and friends of R. Michael Bardsley.

Value: $2,500
Number: 1
Criteria: Awarded annually to a full-time student on the basis of □nancial need with preference given to students enrolled in the Catholic Studies Program.

Value: $500
Number: 2
Criteria: Awarded annually to students in the Bachelor of Social Work Program. Selection is based on □nancial need and a combination of: 1) an expressed interest in child and family well-being; 2) community services; 3) extracurricular activities.
Funding: Generously funded by family and friends of Sherry Lynn Taylor.

Value: Approximately (on average) $500, but amounts may vary depending on individual circumstances.
Number: Multiple
Criteria: These funds are available to all students who require emergency funding. The determination of an emergency and the awarding of funds will be decided by at least two members of the Sister Elizabeth Legere Emergency Fund Committee. Emergency funds will be granted for immediate requirements, in cases of demonstrated need, and which are of an urgent nature. Information on these funds may be obtained from Student Services, Registrar's O□ce, Financial Services, Wabanaki Centre, and/or Campus Ministry.
Funding: Generously funded by the Sisters of Charity of the Immaculate Conception

Value: $500
Number: 1
Criteria: Awarded to a returning international student in good academic standing who has demonstrated □nancial need.
Funding: Generously funded annually by the St. Thomas International Student Association

Value: $500
Number: 1
Criteria: Awarded annually to a student in the Bachelor of Social Work or Bachelor of Education Programs who has demonstrated □nancial need and involvement in extracurricular activities (athletics and/or community). Preference will be given to an applicant from the Miramichi.
Funding: Generously funded by the friends and family of Tom Donovan.

Value: $500
Number: 1
Criteria: : Awarded annually to a student who has demonstrated □nancial need. Satisfactory academic performance will be an additional criterion.
Funding: Generously funded by Jason Beggs in honour of his mother.

Value: $400
Number: 1
Criteria: Awarded annually to a third-year full-time student on the basis of □nancial need.
Funding: Generously funded by Dr. Bill Spray, Professor Emeritus.

Value: $1,000
Number: 1
Criteria:Awarded annually to a third or fourth-year student with a major in the Human Rights Program or a demonstrated interest in working in the □eld of human rights. The recipient must have maintained a grade point average equal to a B+ or higher and not be in receipt of any other University award.
Funding: Generously funded by Mackin and Eileen Oxendale.

Among the Prizes tenable at St. Thomas University are the following:

A H G

A 4
Awarded to a student graduating with a Major or Honours in Anthropology who has achieved the highest academic standing in Anthropology courses in that academic year.

A 4
Awarded to a graduating student with a Major or Honours in Anthropology, who has the highest GPA in all Anthropology classes taken in the course of the program. Funded by Graydon and Beth Nicholas in memory of their son Michael.($500)

C C
Abdul Lodhi Prize for Highest Standing
Awarded to the graduating student with the highest accumulated GPA in all criminology courses.

C
The Sara Burns Prize will be awarded to the Criminology & Criminal Justice student in third year with the highest GPA in Criminology & Criminal Justice courses. Generously funded by the Sara Burns Foundation in memory of Sara Burns, St. Thomas alumna and Fredericton City police o□cer, who was killed in the line of duty on August 10, 2018. The prize is a testament to O□cer Burns' passion for continuing education. ($250)

EC IC

F 2 E

Awarded annually to a student entering their second year who has achieved at least a B+ in Political Economy I (Econ 2153) and/or Political Economy II (Econ 3153). Preference will be

G B B H

Awarded on the basis of an outstanding thesis by a fourth-year honours student. ($150)

H

Awarded to a graduating student with the highest GPA majoring in Great Books. ($150)

G B E

Awarded to a second-year student on the basis of outstanding performance on a Great Books essay.

G B E

Awarded to a third-year student on the basis of outstanding performance on a Great Books essay.

C C F

H

Awarded annually to the student with the highest average in History 2003. Generously funded by The Rhinelander History Endowment Fund. ($500)

F

Awarded on the basis of outstanding performance by a fourth-year psychology student.

Awarded on the basis of outstanding performance by a second-year psychology student.

Awarded on the basis of outstanding performance by a third-year psychology student.

CH D A **H**

Awarded on the basis of outstanding academic performance by an honours student in psychology. ($500)

I **B**

Awarded on the basis of an outstanding thesis by a fourth-year honours psychology student. Generously funded by Patrick Gregory Irving. ($500)

E IGI DIE

C **D** **F**

Awarded on the basis of noteworthy performance by a graduating religious studies student.

F **A** **F**

Awarded on the basis of noteworthy performance by a mature rst-year religious studies student.

I F

Awarded annually to the rst-year student who has attained the highest grade in Religious Studies 1006. Generously funded by the Srinivasan family. ($250)

CIE CE A D ECH G DIE

Awarded to STS major or honours students who have excelled academically and revealed exemplary interest in and awareness of the social dimensions of science and technology in society.

CIA

F

Awarded on the basis of outstanding performance by a graduating social work student. Generously funded by the Fay Nagler Levine Endowment. ($500)

CI G

F

Awarded on the basis of outstanding performance by a fourth year Sociology student. Generously funded by the Department of Sociology. ($100)

Awarded on the basis of outstanding performance by a second year Sociology student. Generously funded by the Department of Sociology. ($50)

Awarded on the basis of outstanding performance by a third year Sociology student. Generously funded by the Department of Sociology. ($75)

A I H

D

Awarded to the student who has obtained the highest grade in the Don Quixote course (when o□ered).

Awarded to the student who has obtained the highest grade in the Collective Memory

E

Most Rev. Christian Riesbeck, B.Soc.Sc, STB, MDiv – Founding Member
Dawn Russell, BA, LLB, LLM - President and Vice-Chancellor
Kim Fenwick, BSc, MA, PhD – Acting President and Vice-Chancellor and Vice-President (Academic and Research)

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David Farrar, BA, LLB
David Ferguson, BA – Chair
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Brent Henry, CPA, CA
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Sister Mary Beth McCurdy, BA, BTh, MA
Graydon Nicholas, BSc, LLB, MSW – Chancellor
Phillippe Ouellette, BA, MA
Vaughn Sturgeon, BA, CMA, CPA
Stephen Ward, BA, MA, PhD
Bill Whalen, BA, APR, FCPR

F

Michael Dawson, BA, MA, PhD
Matthew Hayes, BA, MA, PhD
Robin Vose, BA, MA, MMS, PhD

A

Don Bossé, BA, BEd, MMus
Stephanie Underhill Tomilson, BA, BEd, MEd

Catherine LaPrairie

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James Culligan, BBA, CPA, CGA (Vice-President, Finance and Administration)
Jodi Misheal, BA, BEd (Vice-President, Advancement and Alumni Relations)
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Dawn Russell, BA, LLB, LLM

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	Ms. Karen Preston, Registrar
(A **)**	Dr. Kim Fenwick
A **(** **)**	Dr. Peter Toner
D	Dr. Susan Machum
D **H**	Dr. André Loiselle
B, D	Dr. Carmen Poulin

D **C** **D**

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Criminology and Criminal Justice	Dr. Karla O'Regan (Acting)
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Romance Languages	Dr. Mary Lou Babineau
School of Education	Dr. Lisa Mitchell (Acting)
School of Social Work	Dr. Marilyn Dupre
Sociology	Dr. Mary Lou Babineau (Acting)

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	Dr. Matthew Hayes
	Dr. Robin Vose
F **F**	Dr. Kristi Allain
F	Prof. Cristi Flood
B **(E** **)**	Mr. Don Bossé
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A	Dennis Livingstone
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Higgins, Nancy, BA (St. FX), MA, PhD (Simon Fraser)
Professor (1999), Psychology

Ingersoll, Marcea, BA (STU), BEd, MEd, PhD (Queen's)
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Professor (2004), Psychology

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Professor (2005) and Director, Fine Arts

Klein, Andrew, BA, MA (Saskatchewan), PhD (Notre Dame)
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Professor (2006), Psychology

Szurlej, Christina, BA (Winnipeg), MA (Essex), PhD (Middlesex)
Associate Professor (2015), Human Rights , and Director, Atlantic Human Rights Centre

Terzioska, Jasmina, BA (Purdue), MA (Loyola University-Chicago), PhD (Cincinnati)
Associate Professor (2010), Spanish

Thomson, Sandra, BSc, PhD (McMaster)
Associate Professor (2014), and Chair, Psychology

Toner, Peter, BA (STU), PhD (Australian National University)
Associate Professor (2004), Anthropology, and Associate Vice-President (Research)

Torrie, Julia S., BA (Western), MA, PhD (Harvard)
Professor (2002), History

Vannier, Sarah, BA (Concordia), PhD (UNB)
Associate Professor (2018), Psychology

Vose, Robin, BA (McGill), MA (Torontoc0-48 (T)71 (or)10 (on)4 (t)6 (oc2018), P)11 (sy)8 (cholo)-3 (gy)](Esse

Comeau, Michael
Lecturer, Human Rights

Critchley, Ken
Lecturer, Business Studies

Dickson, Donald

Lecturer, Communications and Public Policy

MacLean, Heather-Anne
Lecturer, Journalism & Communications

Masciulli, Joseph
Associate Professor, Political Science

McCoy, Robert
Lecturer, Sociology

McGeachy, Janet
Lecturer, School of Social Work

Assistant Professor, Italian

Titus, Andrew
Lecturer, English Language and Literature

Tunney, Mark
Lecturer, Journalism, Communications & Public Policy

Van den Broeck, Chris
Lecturer, ESL Program

Votour, Bradley
Lecturer, Anthropology

Weeks, Murray
Lecturer, School of Social Work

Weeks, Peter
Associate Professor, Sociology

Wilkie, Rodger
Assistant Professor, Aquinas, Great Books

E C a Na S
Hon. Graydon Nicholas

A a C a I a S

T Da K. Ca E J a
André Picard

E C a H a R
Dr. Shannonbrooke Murphy

C a S Ca T

E C a C
Dr. Sulaimon Giwa

V C a G
Dr. Oddgeir Synnes

D . A F. F
2022 – Dr. Sarah Vannier
2021 – Dr. Andrew Moore
2020 – Dr. Jamie Gillies
2019 – Dr. Monika Stelzl
2018 – Dr. Grant Williams
2017 – Dr. Amanda DiPaolo
2016 – Dr. Karen Robert
2015 – Dr. Sara MacDonald
2014 – Dr. Martin Kutnowski
2013 – Dr. Michelle Lafrance

2012 – Dr. Brad Cross
2011 – Dr. Russ Hunt
2010 – Dr. Mary Louise Babineau
2009 – Dr. John McKendy
2008 – Dr. Rusty Bittermann
2007 – Dr. Christine Cornell
2006 – Dr. Kim Fenwick
2005 – Dr. Ian Fraser
2004 – Dr. Omar Basabe
2003 – Dr. Sheila Andrew
2002 – Dr. Barry Craig
2001 – Dr. Dev Gupta and Dr. Andrea Schutz
2000 – Dr. Patrick Malcolmson
1999 – Dr. Sylvia Hale
1998 – Prof. Brian Ouellette
1997 – Dr. Elizabeth McKim
1996 – Dr. Roger Moore

A

2022 – Dr. Clive Baldwin
2020 – Dr. Matthew Hayes
2019 – Dr. Christian Mbarga
2018 – Dr. Carey Watt
2017 – Dr. Matte Robinson
2016 – Dr. Michelle Lafrance
2015 – Dr. Julia Torrie

A

2022 – Dr. Dawn Morgan
2021– Dr. Karen Robert
2020– Dr. Dawne Clarke
2019 – Dr. Sharon Murray
2018 – Dr. Patrick Malcolmson
2017 – Dr. Erin Fredericks
2016 – Dr. Susan Reid
2015 – Dr. Sue McKenzie-Mohr

A

2014 – Dr. Cecilia Francis
2013 – Dr. Rusty Bittermann
2011 – Dr. Tony Tremblay
2010 – Dr. Michael Dawson
2009 – Dr. Rusty Bittermann
2008 – Dr. William Randall
2007 – Dr. Barry Craig and Dr. Stewart Donovan
2006 – Prof. Philip Lee
2005 – Prof. Brian Ouellette
2004 – Prof. John Coates
2003 – Dr. Essam Safty
2002 – Dr. Jeannette Gaudet and Dr. Ian Nicholson

2001 – Dr. Rosemary Clews
2000 – Prof. John Jennings and Dr. Sylvia Hale
1999 – Dr. Juergen Doerr
1998 – Dr. Satya Dev Gupta
1997 – Dr. Gayle MacDonald and Dr. Patrick Malcolmson
1996 – Dr. Roger Moore and Dr. Thomas Parkhill

Mehd Abbasi	Fredericton, NB
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Lauren Allen	Fredericton, NB
Guilherme Eduardo Alves Damiani	Catanduva
Mikayla Annis	Burtts Corner, NB
Bailey Arango	Fredericton, NB
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Brianna Arsenault	Mcleods, NB
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Joshua Ben□eld	Fredericton, NB
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Isabelle Berry	Fredericton, NB
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Sarah Blaisdell	Souris, PE
Tabatha Blaney-Gale	Kingston, ON
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Megan Bowen	Hanwell, NB
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Nathaniel Box	Lincoln, NB
James Brennan	Winnipeg, MB
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Emma Bujold	Bathurst, NB
Liam Bunin	Fredericton, NB
Serena Bunin	Fredericton, NB
Sara Burden	Burton, NB
Ahmik Burneo	Guayaquil
John Burnham	Saint John, NB
Brianna Burns	Fredericton, NB
Keegan Burns	New Maryland, NB
Aislynn Byers	Melancthon, ON
Daniel Calvo	Tegucigalpa

Julian Camacho	Guayaquil
Patrice Cammarano	Fredericton, NB
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Diana Castillo	Tegucigalpa
Marcel Chamorro	Fredericton, NB
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Kaitlyn Chappelle	Waterville-Sunbury, NB
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Andrew Clark	Fredericton, NB
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Jordan Comeau	Moncton, NB
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Idamie Cook	Hanwell, NB
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Jaylene DeAdder	Kentville, NS
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Katherine Del Salto	Guayaquil
Hana Delaney	Scarborough, ME
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Hailey Derrah	L'etete, NB
Tory Desroche	Fredericton, NB
Jonathan DesRoches	Hampton, NB
Olivia DesRoches	Hampton, NB

Alexis DeSylva	Fredericton, NB
Karli Dixon	Portage Vale, NB
Khanh Do	Fredericton, NB
Rachel Domno	New Maryland, NB
Mary Donahue	Blackville, NB
Rachel Doucet	Fredericton, NB
Carmelita Du□y	New Maryland, NB
Jordan Duguid	Almonte, NB
Andreanne Duplessis	Beaubassin East, NB
Nicole Duron	Tegucigalpa
Rebecca Dykeman	Woodstock, NB
Sophie Dyker	Rothesay, NB
Sev Earle	Saint John, NB
Thanaisri Ellamaran	Kuala Lumpur
Danielle England	Quispamsis, NB
Ethan English	Fredericton, NB
Aslihan Erol	St. Andrews, NB
Julia Evans	Grand Bay-West□eld, NB
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Minahil Fatima	Punjab
Olivia Faulkner	Quispamsis, NB
Enzo Ferland	Oromocto, NB
Danyelle Fields	Penniac, NB
Hailee Fleck	Steelman, SK
Eugenia Flores Rodriguez	Leon
Patricia Forestell	Fredericton, NB
Shantell Foster	Fredericton, NB
Erin Frankhauser	Fredericton, NB
Lauren Fraser	Fredericton, NB
Alexander Frost	Bayside, NB
Emma Galbraith	Oxford, NS
Jenica Gallan	Miramichi, NB
Breanna Gallant	Fredericton, NB
Chandler Gard	Alberton, PE
Isabelle Gaudet	New Maryland, NB
Laura George	Falmouth, NS
Sarah Getchell	Burton, NB
Jessica Giaccone	Lebanon, NH
Megan Gibson	Berwick, NS
Alyssa Gidney	St. Stephen, NB
Tatyana Girouard	Fredericton, NB
Danica Godin	Hanwell, NB
Sophie Godin	Hanwell, NB
Stephanie Goertzen	Caledon, ON
Maya Gonzalez	Saint John, NB
Anthony Gosselin	Fredericton, NB
Janet Gourley	Rusagonis, NB
Marion Govednik	Lake Balboa, CA

Clark Gowan		Du□erin Charlotte Co, NB
Katherine Gower		Rothesay, NB
Emily Green		Halifax, NS
Emma Greene		Fredericton, NB
Giuliana Grillo de Lambarri		Surco
Brooke Grothe		Richibucto Road, NB
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Alexandra Guitard		Irishtown, NB
Elisha Gunaratnam		Etobicoke, ON
Cathy Gyurko		Geary, NB
Julia Haldeman		Freeport, ME
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Charles Hanscomb		Upper Kingsclear, NB
Sunaa Hansen		Fredericton, NB
John Harley		Saint John, NB
Kelly Harquail		MacLeods, NB
Maggie Hartley-Brown		Quispamsis, NB
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Ana Hernandez		Tegucigalpa
Sarah Hetherington		Saint John, NB
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Alyx Hodson		Stratford, PE
Carlie Hogan		Fredericton, NB
Rylee Hopkins		Upper Salmon Creek, NB
Jenica Horsman		Moncton, NB
Katelyn Horsman		Moncton, NB
Leanne Hudson		Annapolis Royal, NS
Jayme Humphrey		Fredericton, NB
Renee Humphrey		Fredericton, NB
Oleksandra Hunchyk		Fredericton, NB
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Kristina Iurchenko		Fredericton, NB
Alyssa Ivany		Dieppe, NB
Maggie Jardine		Blackville, NB
Dominique Jean	Erin	Temperance Vale, NB [illegible] (,

Vivian Kutnowski	Fredericton, NB
Rachel Laforge	Mazerolle Settlement, NB
Natalia Lanza Guzman	Tegucigalpa
Catherine LaPrairie	Ottawa, ON
Oliver Larson	

Sidney Potts	Miramichi, NB
Mackenzie Prudencio	Charters Settlement, NB
Amber Rae	Halifax, NS
Dimalka Ranasinghe	Fredericton, NB
Jonah Rathgeber	Truro, NS
Mason Rattee	Delta, BC
Laura Rea	Huntsville, ON
Molly Reid	Searsville, NB
Monica Riccio	Cobourg, ON
Emma Richard	Moncton, NB
Ariel Rickard	Fredericton, NB

Jade Robb5 (a)4411.1 (R)-4 (ea)]TJ/Span<ActualText<E>>

Emily Paige Couturier — Moncton, NB
Jessie-Lynn Melissa Marie Cross (*distinction*) — Baie Verte-Green Bay, NL

Certi cate in Experiential Learning and Community Engagement

Shannon Blaire Croteau — New Gloucester, ME
Ashley Violet Crouse (

Tatyana Chloe Girouard (*distinction*)

	Oliver Scott Larson (*distinction*)	Saint John, NB
	Daniel Alexander LeBlanc	Elmsdale, NS
	Kassidy Suzanne LeBlanc (*distinction*)	Fredericton, NB
	Ashley Anna LeBreton	New Maryland, NB
	Benjamin Marcel LeBrun	Fredericton, NB
on,	Annick Valerie Leger-Boucher	Notre-Dame, NB
	Claire Heather Leighton (*distinction*)	Moncton, NB
	Maude Levesque	Balmoral, NB
	Jiayu Liang (*distinction*)	Moncton, NB

Spencer Mark Murray	Glen Levit, NB
Madison Jada Lee Nadeau (*distinction*)	Moncton, NB
Shannon Douglas Nickerson	Yarmouth, NS
Roxanne Nerissa Knight	Kingston, Jamaica
Muchaneta Nyambuya (	

Florence Pearl Awde (*distinction*)

Rachel Jane de Molitor (*distinction*) Shelburne, NS

Claire Marann Dunlop, BSc	Woodstock, NB
Kathleen Maria Dunn, BA	Miramichi, NB
Danyelle Deborah Dupuis, BA	Notre-Dame, NB
Brianne Elizabeth Durant, BA	Saint John, NB
Alysia Barbra Dutcher, BA	Noonan, NB
Lindsey Ellen Edney, BA	Bathurst, NB
Andrew David Erb, BA	Sussex, NB
William Jake Watson Estabrooks, BA	Public Landing, NB
Jaclyn Rae Forgie, BA	Rothesay, NB
Hilary Christene Foster, BA	Riverview, NB
Breanne Jaclyn Maybelle Gallagher, BA	Kingston, NS
Madison Marie Geldart, BA	Sussex, NB
Jasmine Faith Gidney, BA	Little River Digby County, NS
Natasha Michelle Gionet-Youssef, BA	Fredericton, NB
Danika Ema Godbout, BA	Fredericton, NB
Samuel Nyborg Hambrook, BKin	Lake Edward, NB
Kathleen Barbara Hart, BA	St. Stephen, NB
Katharyn Nancy Jane Hartai, BA	Norton, NB
Essma Hassan, BA	Ottawa, ON
Kimberly Dawn Herle, BASc	Calgary, AB
Kiana Grace Hilchie, BA	Rothesay, NB
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Lauren Grace Hovey, BSc	Saint John, NB
Candace Gale Je□rey, BKin, MA	Sussex, NB
Ben John Keirstead, BA	Sussex, NB
Kaylee Dale Kilpatrick, BSc	Saint John, NB
Madison Lindsay King, BA	Rothesay, NB
Andrew Rodney Joseph Lanteigne, BSc.Kin	Miramichi, NB
Maggie Lee LeBrun, RHN BA	Fredericton, NB
Sarah Rose MacDonald, BA	Fredericton, NB
David William James MacMullin, MA	Fredericton, NB
Adam Stephen Marshall, BSc	Fredericton, NB
Cassidy Faye Martin, BSc	Hampton, NB
Nathan Leslie Matchett, BKin	Miramichi, NB
Liam Spencer McBride, BA	Lincoln, NB
Erin Elizabeth McCrea, BA	Fredericton, NB
Madison Elizabeth McLaughlin, BA	Fredericton, NB
Hillary Alexis Morris, BA	Miramichi, NB
Kaitlin Victoria Mowbray, BA	Whitby, ON
Jane Catherine Nickerson, BA	Saint John, NB
Shannon Julia O'Keefe, BA	Grand Bay-West□eld, NB
Madison Joyce Jacqueline Owens, BA	Fredericton, NB
Da Pan, PhD	Shenyang, Liaoning, China
Seongwoo Park, BSc	Fredericton, NB
Brittany Dawn Parker, BSc	Moncton, NB
Emily Anne Patterson, BA	Middleton, NB
Emily Lynn Patterson, BSc	Fredericton, NB
Naomi Lauren Petrie, BA	Fredericton, NB

Laura Ivy Prichard, BA	Campbellton, NB
Emma Lauren Pye, BA	Oshawa, ON
Rebecca Adeline Mary Rankine, BA	Hilden, NS
Alicia Megan Roberts, BA, MA	Ottawa, ON
Mallory Tania Roberts, BA	Saint John, NB
Wade Easton Nadler Russell, BKin	London, ON
Darla Russell Saunders, BSc, MSc	Miramichi, NB
Alexis Marie Frances Savoie, BSc, SwE	Campbellton, NB
Kristina Amber Joy Serrano, BSc	Fredericton, NB
Michael Paul Tremblay, BA	Riverview, NB
Owen Thomas Whitty, BA	Fredericton, NB
Katelyn Elizabeth Wilson, BA	Nashwaak Village, NB
Taylor Judith Wood, BComm	Moncton, NB

Zoe Amelia Lindsay Bourgeois, BA, BSW	Fredericton, NB
Kaitlin Eva Marie Brogan, BA, BSW	Timberlea, NS
Tessa Dawn Burns, BA, BSW	Miramichi, NB
Luke William Garagan, BA, BSW	Coldbrook, NS
Angela Marie Keetch, BA, BSW	St. Andrews, NB
Hilary Anne Newman Loveless, BBA, BSW	Grand Bay-West□eld, NB
Luke Robert Oakes Rankin, BSW	Fredericton, NB
Caroline Patricia Sanford, B/Actual2T3iramichi, NB	