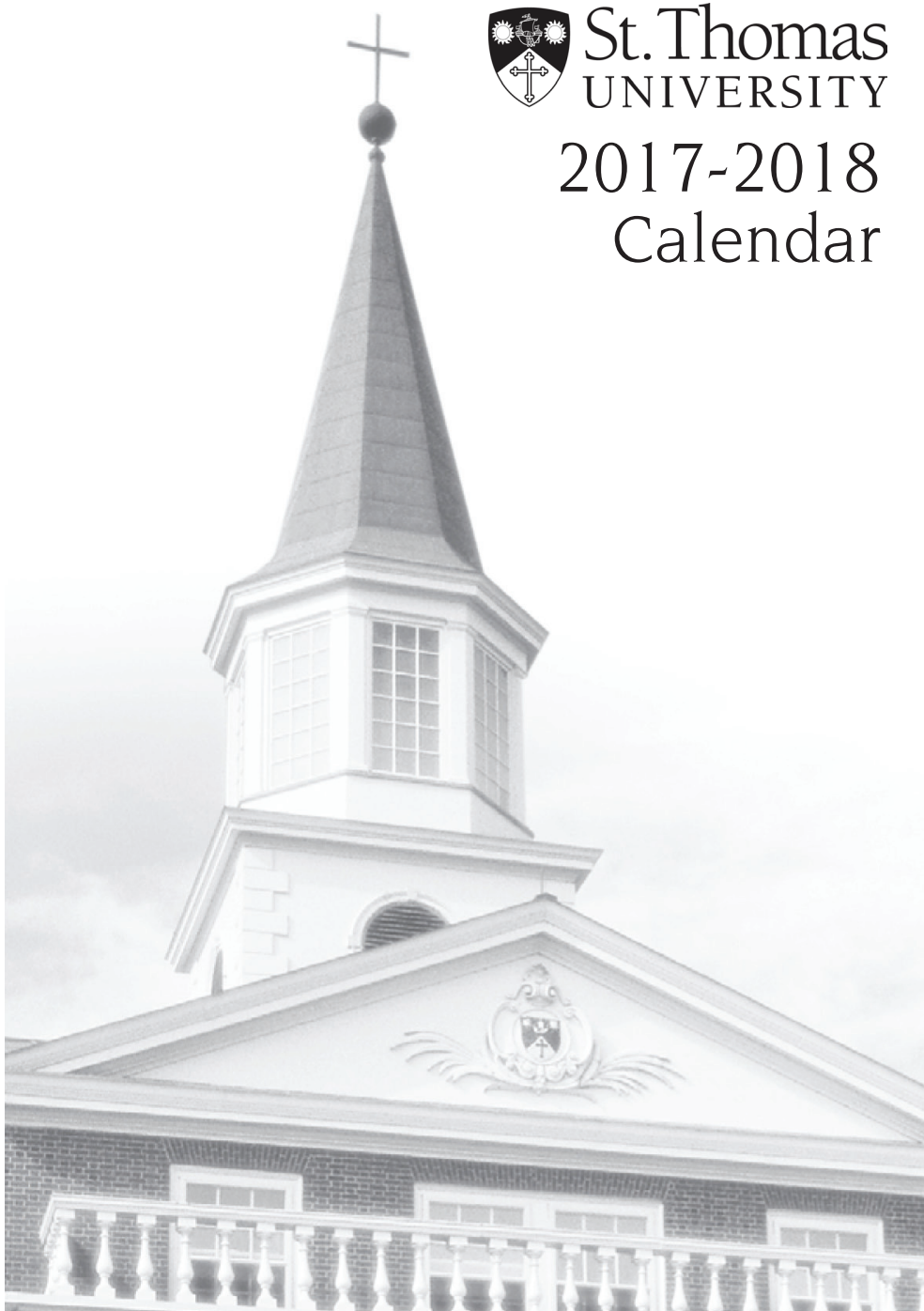
St. Thomas
UNIVERSITY

ACADEMIC CALENDAR

2017-2018

St. Thomas
UNIVERSITY

2017-2018 Calendar



Notice

This edition of the ***St. Thomas University Calendar*** will be in effect for one year. The University uses its best efforts, insofar as reasonable possible, to confirm the accuracy of this Calendar at the time it is published. It is understood and agreed that the University will not be in any way liable or legally responsible for any inaccuracies.

The matters dealt with in the ***Calendar*** are subject to continuing review. While information contained herein is considered to be accurate at the time of publication, the University reserves the right to alter anything described in this Calendar without notice other than through the regular processes of the University.

Since not all courses listed in this ***Calendar*** are offered in a given academic year, students are advised to consult the academic timetable for those courses which are available and the times when they will be offered. While the University will make every reasonable effort to offer courses as required within the various degree and certificate programs, students should note that acceptance to a program does not guarantee admission in any particular year to a given course or a particular section of a course.

Inquiries regarding academic matters should be directed to the Registrar's Office.

Registrar's Office

Telephone:	506-452-0530
Fax:	506-452-7706
e-mail:	registrarsoffice@stu.ca

Admissions Office

Telephone:	506-452-0532
Fax:	506-452-0617
e-mail:	admissions@stu.ca

Residence Life Office

Telephone:	506-452-0578
Fax:	506-460-0319
e-mail:	residencelife@stu.ca

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Our Mission

Preamble

St. Thomas University is a small, Catholic institution whose central liberal arts program is complemented by professional programs in education and social work. St. Thomas University takes pride in and seeks to nurture its Catholic and humanistic heritage, its concern for social issues, its interaction with the community beyond the campus and its sensitivity to the needs of individual students. A strong sense of community unites its alumni, students, staff, faculty, and friends.

Mission Statement

We are a liberal arts institution whose roots are in the faith and tradition of the Roman Catholic Church. We continue under its sponsorship. We provide an atmosphere hospitable to faith, in which the academic study of the Roman Catholic tradition and the experience of Christian life may be pursued with respect and freedom and where non-Catholic faculty and students are recognized and supported as full and equal participants in the University community.

We are a university primarily concerned with people, ideas, and values. We are an institution with a social conscience. We are united in the belief that women and men of divergent backgrounds and abilities should have an opportunity to learn and practice critical thought and to realize their intellectual potential in an academic setting that is both responsive and stimulating.

The liberal arts, and the principles of liberal education, stand at the core of St. Thomas University. Finding new and more effective ways of studying the liberal arts is a priority. We contend that one of the roles of the University is to help people put ideas and values into action. In that belief, we offer professional programs which reflect the knowledge, methods, and values of the liberal arts disciplines.

We take pride in welcoming students who show potential, as well as those of proven ability; those who pursue a traditional academic career and those who do not; those who study part time as well as those who study full time. We want our students to succeed, to grow in self-esteem, to experience the joy of intellectual accomplishment. We provide an educational environment in which faculty are accessible, flexible, and committed to excellence in teaching. We encourage our faculty to examine teaching and learning in a critical manner. We foster scholarship and research because we recognize their role in the advancement of knowledge, and in sustaining the quality of teaching and the intellectual life of the University.

We believe that learning engages the whole person; we seek to provide an environment conducive to enriching student life. In this regard, pastoral care is of special concern. Our shared campus with the University of New Brunswick provides our students and faculty with the best of two worlds—the advantages of a small, intimate, academic community and the amenities of a much larger institution. We take full advantage of this arrangement, upholding our obligations under the affiliation agreement we have with our neighbouring institution, and seeking new avenues of cooperation and partnership beneficial to both communities.

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.

The Goals of a Liberal Education at St. Thomas University

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. An independent, inquiring mind.
A liberal education teaches people how to think; it does not dictate what they ought to think. It encourages, through independent reasoning and fair-minded inquiry, the recognition of unstated assumptions, the thoughtful reconsideration of received ideas, and the challenging of simplistic generalizations. The liberal arts thus explore controversial and competing ideas in ways that demand informed, careful, and considered judgment.

2. A breadth of knowledge and depth of understanding.
Through both general and specialized studies, a liberal education seeks to stimulate an understanding of the content, methods, and theoretical approaches of different disciplines, as well as a capacity to integrate knowledge across disciplinary boundaries.

3. An awareness of the perennial questions and new challenges confronting humanity.
A liberal education encourages appreciation of the variety and complexity of circumstances and human responses to them in different times and places.

4. A depth and consistency of moral judgment.
A liberal education emphasizes the seriousness and difficulty of moral and ethical issues, and the necessity of examining them thoroughly.

5. An ability to write and speak with clarity and precision.
A liberal education recognizes the connection between clear thinking and effective communication. It fosters the ability to develop sustained, well-reasoned, and clearly presented arguments.

6. A capacity and life long desire for learning.
Because liberal education is a process of questioning, rather than a set of answers, it is by definition a life long project. Liberal education seeks to create in students a love of learning and the capacity to continue their personal and intellectual development long after they have left St. Thomas University.

The Value of a Liberal Education

When considering the value of any type of education, many people wonder first of all whether it will lead to a satisfying, well-paying job. In this respect, there is no doubt — a liberal education is an excellent personal investment. Although specialists and technically trained workers will always be needed, employers are saying emphatically that they need well-educated generalists who are flexible, creative, curious, and capable of seeing the broader picture. Employers in business, industry, government, health care, and other sectors are looking for people who have learned how to learn, people with excellent communication and teamwork skills — in brief, they are looking for well-rounded, liberally educated people. The bottom line? Studies show that university education is an excellent investment in general, and that liberal arts graduates in particular have lifetime earnings as high or higher than graduates of other programs.

From a broader perspective, liberal education is valuable because a democratic society needs citizens who can think for themselves and can participate in the improvement of that society. We need to be able to understand, in a critical and independent way, the issues and structures in which we are immersed. Liberal education contributes to this understanding by making us aware of the historical and cultural contexts of modern life. Students educated in the liberal arts recognize the issues that confront us, as citizens of a democracy, here and now.

From an individual perspective, liberal education is valuable because it enables personal growth and the cultivation of our human individuality. There is, after all, more to life than a career, no matter how satisfying that career might be. As individuals, we also need the intellectual and emotional nourishment provided by the creative arts — theatre, music, literature, art. Liberal education aims to help us understand and appreciate cultures and culture in the widest sense. As such it contributes to the development of well-rounded individuals with a depth of human understanding and a high degree of personal satisfaction. Employers, in turn, put a high value on well-rounded individuals because they are the ones who make the best informed, the most "human" judgments. The value of a liberal education, in short, is that it enhances your prosperity, your society, and your humanity.

Statement of Mutual Academic Expectations of Instructors and Students

In the interest of promoting an optimal learning environment, the St. Thomas University Senate has adopted this statement of the mutual academic expectations of students and instructors. The statement articulates what we agree to be the essential elements of a strong academic culture. It thereby provides both instructors and students with an ideal of what each should be able to expect from the other in their shared quest for a successful educational experience. This document is intended to serve as a statement of principles only. For specific regulations, consult Section Seven of the Calendar.

Professionalism

In a sound academic culture, both instructors and students approach their roles in a professional manner. They are familiar with and respect the policies and regulations of their courses and of the University as a whole, and strive to uphold the ideals of the Mission Statement and to realize the Goals of a Liberal Education.

Instructors are both academically competent and reasonably current in their subject matter, and are committed to applying themselves to their teaching tasks to the best of their ability. Students show the same commitment and responsibility to their studies as they would to their employment. The normal expectation is that students do at least two hours of work outside the classroom for each hour of class time. Students are committed to applying themselves to their learning tasks to the best of their ability.

Assignments and Evaluation

As professionals both instructors and students take seriously their mutual responsibilities regarding assignments and evaluation. Instructors ensure that the value of each assignment, test, or examination is clearly established in the course outline and do not alter those values without the consent of the class. They strive to ensure that they grade students in accordance with clearly stated criteria and in accordance with prevailing standards. They return student work in a timely fashion and provide adequate comments to enable students to understand the reason for the grade. Finally, instructors show flexibility in the application of deadlines when students have legitimate reasons for special consideration.

Students accept the primacy of a scheduled test or examination over travel plans or work schedules. They respect deadlines for submission of assignments, keep backup copies, and take care to deliver assignments only to appropriate places. Students make use of the instructor's comments in order to improve their performance in the future.

Conduct in the Classroom

St. Thomas University is dedicated to free and reasoned discussion, to critical debate, and to the exploration of diverse and competing ideas.

Students can expect to be encouraged to participate actively in classes, to enter into intellectual debate, and to have their contributions treated respectfully by their instructors. Instructors can expect students to attend class regularly and to come prepared to contribute effectively to the work of the class.

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.

St. Thomas University's History

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.

The Basilian Fathers remained at St. Thomas until 1923. That year the school was placed under the direction of the clergy of the Diocese of Chatham. In 1938, the Diocese of Chatham became the Diocese of Bathurst. In 1959, a section of Northumberland County, including within its territorial limits St. Thomas College, was transferred from the Diocese of Bathurst to the Diocese of Saint John.

Degree Granting Institution

From 1910 until 1934, St. Thomas College retained its original status as a High School and Junior College. It became a degree-granting institution upon receipt of a University Charter on March 9, 1934, at which time the provincial legislature of New Brunswick enacted the following:

"St. Thomas College shall be held, and taken, and is hereby declared to be a University with all and every power of such an institution, and the Board of Governors thereof shall have full power and authority to confer upon properly qualified persons the degree of Bachelor, Master, and Doctor in the several arts and faculties in the manner and upon the conditions which may be ordered by the Board of Governors."

St. Thomas University

In 1960, an act of the provincial legislature of New Brunswick changed the name of St. Thomas College to St. Thomas University. The following year, the high school courses were eliminated from the curriculum.

In 1962, a royal commission on higher education in New Brunswick recommended that St. Thomas University enter into a federation agreement with the University of New Brunswick and relocate on the campus of the latter institution. In 1963, an agreement was drawn up between St. Thomas University and the University of New Brunswick. According to this agreement, St. Thomas University continues to grant its own degrees in arts and education. The agreement further provides that St. Thomas University make regulations governing student admission to courses leading to such degrees and retain control of the content and administration of its curriculum. To avoid duplication, the two universities avail themselves of various services and facilities in common; namely, the library, the bookstore, and some athletic facilities. Moreover, students from each campus benefit from the cultural activities of the other.

Growth and Development

On September 2, 1964, St. Thomas University opened its new premises in Fredericton. Since its relocation, the University has undergone significant 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 offices and residence). Vanier Hall (residence) was added in 1965; Edmund Casey Hall (classrooms and faculty offices) 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 offices, 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 beneficial 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.

Leadership

In the course of its history, St. Thomas University has had thirteen presidents. Listed here, with their dates of office, 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. Duffie	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-

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.

ACADEMIC CALENDAR 2017 – 2018

**Updated on June 15, 2017*

2017

April 24	Intersession begins
May 8	Baccalaureate Mass
May 9	Spring Convocation
May 22	Victoria Day – **University closed**
June 15	Intersession ends
June 26	Summer Session begins
July 1	Canada Day
July 3	**University Closed** in lieu of July 1st
July 7	Summer Convocation
August 4	Summer Session ends
August 7	New Brunswick Day - **University closed**
September 2-9	Welcome Week
September 4	Labour Day
September 7	Classes begin
September 10	Opening Mass
September 15	Last day to confirm registration by arranging payment of fees
September 15	Last day to add Fall term and full-year courses
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 27	Last day to withdraw from first-semester courses without academic penalty
October 27	Last day for partial refunds of first-semester fees
October 31	Last day to apply for Spring Convocation
November 1	Deadline to declare major
November 10	Fall Term Reading Day – **no classes**
November 11	Remembrance Day
November 13	**University Closed** in lieu of November 11th
November 24	Last day to hold class tests in first semester
December 6	Last day of classes for first semester
December 7-10	Reading days - **no classes**
December 11	Christmas examinations begin
December 16	Christmas examinations end
December 18	Make-up Exam Period

2018

January 4	Classes resume
January 12	Last day to add Winter term courses
January 12	Last day to withdraw from full-year courses without academic penalty
January 15	Application deadline for BEd Programme
January 28	Celebration of Feast Day of St. Thomas Aquinas, patron saint of the University
January 30	Last day to apply for March 1 graduation
January 31	Application deadline for BSW post-degree programme
February 19	Family Day - University closed
February 23	Last day to withdraw from second-semester courses without academic penalty
February 23	Last day for partial refunds of second-semester fees
March 5-9	March Reading Week - **no classes**
March 16	Student Research & Ideas Fair
March 29	Last day to hold class tests in second semester
March 30-April 2	Easter - **University closed**
April 11	Last day of classes in second semester
April 12-15	Reading days - **no classes**
April 16	Final examinations begin
April 21	Final examinations end
April 23	Make-up Exam Period
April 30	Intersession begins
May 14	Baccalaureate Mass
May 15	Spring Convocation
May 21	Victoria Day - **University closed**
June 21	Intersession ends
July 1	Canada Day
July 2	**University closed** in lieu of July 1st
July 3	Summer Session begins
July 6	Summer Convocation
August 6	New Brunswick Day - **University closed**
August 10	Summer Session ends

Glossary of University Terms

In reading this calendar, you are likely to find terms that are unfamiliar to you. We've prepared this glossary to help you understand terms that are frequently used at university. If there are words that are not covered in this glossary that you find confusing or difficult to understand, contact the Admissions Office or, if you are in high school, speak with your guidance counsellor.

Academic year	An academic session from September to April.
Academic probation	Conditional permission to proceed in a program.
Admission	The acceptance of an applicant as a student, allowing the student to register.
Admissions office	The office responsible for responding to inquiries on the university's programs, regulations, and admission requirements. The admissions office adjudicates applications for admission to the University, coordinates campus tours and off-campus information sessions, and generally provides information on admission procedures.
Admission requirements	Prerequisites for admission to a program; guidelines for academic success at university.
Advanced placement	The process whereby students are excused from taking a particular course, usually at the introductory level, because they have already acquired the necessary background. Unlike advanced standing, this process does not reduce the number of courses which a student must successfully complete to obtain the degree.
Advanced standing	Recognition of transfer credit for courses completed elsewhere.
Application deadline	The date by which the completed application form and all required supporting documents must be submitted to the admissions office.
Applied arts	Programs which offer the fundamentals of a liberal arts education together with "career specific" technical training and practical experience. St. Thomas University offers applied arts programs in criminal justice and gerontology.
Audit student	One who attends classes with the approval of the instructor but who does not receive course grade or credit.
Bachelor's degree	The credential awarded to students who satisfy the requirements of a four-year undergraduate program in arts, criminal justice, gerontology, Journalism, or social work,

	or an intensive post-baccalaureate program in education or social work.
Chair	The professor responsible for an academic Department.
Certificate of Honours	The credential which recognizes that a St. Thomas standing graduate has subsequently completed all of the current program requirements for Honours in a particular subject.
Confirmation deposit	An advance payment on tuition made at the time of admission as an indication that a candidate is accepting the admissions offer.
Continuing student	A student who was enrolled at the University during the previous academic semester and is continuing this year.
Co-requisite	A course which must be taken concurrently with another course.
Course load	A unit of study in a specific discipline or on a specific topic. The number of courses in which a student is enroled. The normal full-time course load for undergraduate programs is 30 credit hours per academic year (September to April).
Credit hour	The value assigned to a course. A six credit–hour course is normally taught for the whole academic year (September to April). A three credit-hour course is normally taught in one semester (September to December or January to April).
Cumulative GPA	The grade point average (GPA) on all courses completed within a program.
Dean's List	A list of outstanding scholars in four-year undergraduate programs who, in the previous year at St. Thomas University, have maintained a minimum average of 3.70 (A-) on a minimum of 30 credit hours.
Department	An academic division of the faculty teaching a specific discipline.
Discipline	A subject area or branch of knowledge.
Distinction	Recognition awarded to graduates in undergraduate degree programs who attain a combined average of 3.7 over their last two academic years (60 credit hours).
Elective course	A non-compulsory course chosen by a student for which credit is given toward a program.
Exchange student	A second or third-year St. Thomas student paying St. Thomas fees while studying abroad under an exchange agreement between St. Thomas and a partner institution, or a visiting student at St. Thomas from a partner institution.

Field work	Professional work experience which students must complete in certain programs.
Full-time student	One who is enrolled in a minimum of 9 credit hours per semester and who is charged full tuition fees.
Grade Point Average	The GPA is a numerical average based on grade points from equivalent letter grades.
Honours	In-depth study in a student's area of concentration within the Bachelor of Arts Program. Required for admission to most graduate schools.
Interdisciplinary studies	A selection of courses from various disciplines, but related by a clear theme or unifying principle.
Intersession	The session in May-June during which a limited number of regular credit courses are offered by St. Thomas University.
Letter of permission	A document giving official approval for a St. Thomas student to take a credit course at another university for transfer credit to a St. Thomas program.
Limited enrolment	Programs or courses that admit a limited number of students.
Major	A formally recognized area of concentration within the Bachelor of Arts Program for which students must complete specific courses. A Major is required of all students in the BA Program and normally consists of 36 credit hours.
Minor	The approved selection of courses (usually 18 credit hours) in a specific discipline within the BA Program to merit recognition as a secondary area of concentration. Minors are not required for the BA Program.
Non-degree student	One who takes credit courses as a means of demonstraing ability to succeed at the University level, as a means of satisfying the entrance requirements for a specific program, or for purposes of professional development.
Orientation	A program of academic and social activities to introduce new students to the University.
Part-time student	A student who is enrolled in a maximum of two classes (six credit hours) per semester and pays a tuition fee per course.
Post-baccalaureate	A bachelor's degree program which requires the program completion of an undergraduate degree program as a prerequisite.
Practicum	Professional work experience which students must complete in certain programs.
Prerequisite course	A course which must be completed before registering

	in an advanced-level course in the same or related discipline.
Registrar's office	The office responsible for overseeing all students currently taking classes at the University. The registrar's office collects student fees, records courses and marks on transcripts, advises students, schedules exams, and generally provides information on academic procedures and regulations.
Registration	The process of enrolling in specific courses. The major steps in this process are admission to the University, payment of fees, selection of courses and completion of a registration form.
Seminar	A course, usually at the advanced level, in which classes are normally small and where the focus is generally on independent research shared with other students through the presentation of papers.
Sessions	The academic periods within which courses are scheduled to begin and end. Sessions include the regular academic year (September to April), first semester (September to December), second semester (January to April), intersession (May and June), and summer session (July and August.)
Summer session	The session in July and August during which a limited number of regular credit courses are available to students.
Transcript	A document prepared by the registrar's office recording a student's entire official academic history, including courses taken and grades assigned.
Transfer student	One who has previously attended another university.
Tuition	The cost of a university course or program.
Tutorial	Instruction given to students individually or in small groups.
Undergraduate student	One enrolled in a first university degree.
Visiting student	One who is taking courses for credit transfer to another university, usually with a letter of permission.

Section One: Bachelor of Arts, Applied Arts, Certificate Programs – Admissions and Registration

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St. Thomas University' s admission policies and practices reflect our humanistic orientation and our commitment to academic excellence. As well, they reflect our desire to provide a learning environment that is accessible and welcoming to people of divergent backgrounds and abilities.

Admission Requirements

The University reserves the right to establish and enforce minimum requirements for admission. Possession of the minimum admission requirements, however, does not guarantee admission to the University. The University retains the right to grant or refuse admission based on any and all relevant criteria it deems to be applicable.

A. First-Year Arts

High School Applicants from New Brunswick

Anglophone Schools

High school applicants must meet the following minimum requirements for admission to the Bachelor of Arts program at St. Thomas University:

1. High school graduation (by end of August of the year in which students apply);

2. A minimum average of 70% on five successfully completed Grade 12 academic courses one of which must be English 122;

3. four remaining academic electives chosen from the list below (please note that, where they exist, Level 1 courses and any of the following electives offered in a French Immersion program, are acceptable as substitutes for courses listed below).

- AP Psychology
- Biology 122
- Calculus 120
- Canadian Geography 120
- Canadian History 122
- Canadian Literature 120
- Chemistry 122
- Computer Science 120
- Economics 120
- French 122
- French Immersion Lang Arts 120
- Geology 120
- Intro to Environmental Science 120
- Latin 120
- Law 120 OR Business Organization and Management 120 OR Introduction to Accounting 120 OR World Issues 120
- Mandarin 120
- Media Studies 120 OR Communications 120 OR Journalism 120 OR Broadcast Journalism 120 OR FI Techniques de Communication 120 OR Women, Media and Culture 120
- Modern History 112
- Native Studies 120
- Oceanography 120
- Philosophy 120
- Physical Geography 110
- Physics 122
- Political Science 120
- Pre-Calculus 110 OR Foundations of Math 120
- Pre-Calculus A 120
- Pre-Calculus B 120
- Sociology 120
- Spanish 120
- Stats 120
- Theatre Arts 120 OR Art 120 OR Music 120 OR World Music 120

Francophone Schools

High school applicants from New Brunswick Francophone schools must meet the following minimum requirements for admission to the Bachelor of Arts program at St. Thomas University:

1. High school graduation (by end of August of the year in which they apply);

2. A minimum average of 70% on five successfully completed academic courses one of which must be Français 10411 (for all applicants from Francophone school, regardless of their first language);

3. Four remaining academic electives chosen from the list below.

(Please note that where they exist, AP, IB, and Advanced Courses are accepted as substitutes for the courses listed below.)

- Anglais 22411
- Art dramatique (théâtre) 93411 OR Art visuel 91411 OR
- Musique 92411
- Astronomie 55411
- Biologie 53411
- Biologie 53421
- Chimie 52411
- Droit 86411/45411 OR Le Monde Contemporain 42411 OR Comptabilité 84411
- Economie 44411
- Espagnol 23411
- Espagnol 23421
- Études des médias 11411
- Géographie 41411
- Français 10421
- Histoire du Canada 42311
- Histoire 42411
- Intro. Sc. Informatique 87411 OR Intro. à la Programmation Informatique 02411E
- Institutions politiques, économiques et juridiques (IPEJ) 43411
- Math 30331C
- Math 30411
- Math 30421
- Physique 51411
- Physique 51421
- Science de l'environnement 54411
- Statistique 31411

Other grade 12 academic courses may be considered as admission electives. Please contact the Admissions Office for information regarding the approval process. Please note that fulfilling these minimum requirements does not guarantee admission to the University.

High School Applicants from Other Canadian Provinces and Territories

Newfoundland and Labrador, Nova Scotia, Prince Edward Island, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Yukon, NWT, and Nunavut
Grade 12 with subject distribution and other minimum requirements as for applicants from New Brunswick.

For province-specific requirements, please see stu.ca/hsrequirements.

Quebec
Grade 12 or High School Leaving Certificate (Grade 11) plus successful completion of one year of CEGEP with subject distribution and other minimum requirements as for applicants from New Brunswick. Applicants who have completed an appropriate two-year CEGEP program and received a DEC may be considered for advanced standing (to a maximum of 30 credit hours).

High School Applicants from the United States

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.

International Applicants

International applicants must demonstrate academic strength in a high school program of college/university preparatory courses with subject distribution, other minimum requirements, and academic standing comparable to that required for Canadian applicants.

English Language Proficiency

Applicants whose primary language is not English must submit evidence of proficiency in English by writing one of the following tests: Test of English as a Foreign Language (TOEFL) www.toefl.org; International English Language Testing System (IELTS) www.ielts.org; or Michigan English Language Assessment Battery (MELAB) http://www.lsa.umich.edu/eli/testing.

Official test scores must be submitted directly to the Admissions Office by the testing centre: St. Thomas University's ETS number is 0803.

The following minimum English Language Proficiency scores are required for admission to St. Thomas University:

TOEFL: 61 (Internet-based)	MELAB: 69
TOEFL: 173 (computer-based)	IELTS: 5.0
TOEFL: 500 (paper-based)	

Students with lower scores than those listed below will be evaluated upon arrival at St. Thomas and may be required to take a reduced course load and English language support:

TOEFL: 89 (Internet-based)	MELAB: 80
TOEFL: 230 (computer-based)	IELTS: 6.5
TOEFL: 570 (paper-based)	

The English language proficiency score requirement may be waived for students who graduate from a high school in New Brunswick with a final grade of 70% or higher on English 122 or 121. The University reserves the right to evaluate students' English proficiency upon arrival (academic-credit English Language Support courses may be required).

Adult Learners

The University will consider for admission mature persons (minimum age 21 years) who do not meet high school requirements or equivalent for admission, but by reason of private study, reading, or involvement in business and community affairs have educated themselves to the degree that one can make a reasonable judgement that they are capable of following, with success, the liberal arts curriculum.

Success in university studies will depend almost exclusively upon high motivation, and at least ordinary ability in language skills, specifically 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.

Application Procedures

The Admissions Office is responsible for receiving and evaluating all applications for admission to the University. Inquiries should be directed to the Admissions Office, St. Thomas University, Fredericton, N.B., Canada, E3B 5G3. Telephone: (506) 452-0532.

Application Form

The general application form for admission to St. Thomas University must be completed by all candidates seeking first-time admission to the University and by all former students seeking readmission after an interval of one semester. Forms are available from the Admissions Office or online at www.stu.ca.

Supporting Documents

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. Please note that Bachelor of Arts applicants who have been accepted to and completed courses at St. Thomas University within the past three years are not required to pay the application fee. International students who wish to have their correspondence from the University sent to them by courier may pay an additional non-refundable $50 courier fee at the time of application;

2. official transcripts of high school academic records and, if applicable, all college and/or university academic records; if still in the final year of high school, an official transcript of marks showing first-semester final grades or grades for the mid-year set of examinations for non-semester schools. Transcripts of final marks are required to complete the admissions process and to obtain approval to register;

3. confirmation of high school graduation.

Continuous Admissions Policy

High School students applying for the Bachelor of Arts program

St. Thomas University processes applications for the Bachelor of Arts program on a continuing basis until August 31. We will begin accepting applications from well-qualified candidates for September 2018 in October 2017. Grade 12 students who have achieved an average of 70% or higher on five Grade 11 academic courses, including English literature, and whose Grade 12 programs satisfy the university's subject distribution requirements, will receive conditional offers of admission during the first 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) final grades, as well as first- and second-term Grade 12 (senior year) courses directly to the Admissions Office.

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

All applicants who wish to be considered for scholarships (including the guaranteed scholarships) must submit a transcript showing their grade 12 first-semester results (or Grade 12

mid-year results for non-semestered schools) to the Admissions Office. For major scholarships, transcripts must be received by March 1, 2018.

In all cases, students must complete their high school graduation requirements and submit transcripts of their final results (including verification of graduation) to the Admissions Office as soon as they are available.

Application deadlines: Arts

September admission	Applicants are encouraged to submit their applications and supporting documents by March 31, but applications will be considered until August 31. For early acceptance: high school applicants please read "Continuous Admissions Policy" above.
January admission	Applicants for January 2018 will be considered until December 2017.
Intersession (May to June)	Application deadline is April 15
Summer admission	The application deadline is June 15

Notification of Admission

1. Candidates are notified of any supporting documents which may be missing.
2. Normally, Bachelor of Arts candidates will be advised of their admission status within two weeks of completing the application process.
3. All candidates admitted to full-time study are required to submit a non-refundable $100 tuition deposit ($300 for the Bachelor of Education program) as confirmation of their acceptance of the admission offer.
4. Upon receipt of notification of admission, students with disabilities are encouraged to contact the Student Life and Retention Office to discuss their support service requirements. St. Thomas is committed to the development of a learning environment which is accessible to all students. While resources are limited and we cannot accommodate all requests for support services, early submission of such requests enables the university to better meet the needs of students with disabilities.
5. Admissions appeal procedures: each application for admission will be considered only after all the necessary supporting documents have been received. The evaluation of the various documents and the decision concerning the acceptance of an applicant for admission rest with the Admissions Office. An appeal of that decision may be submitted to the Senate Committee on Admissions and Academic Standing. Other than a request for a review of an applicant's qualifications, no further appeal from that committee's decision will be granted. For information about the appeal procedure, please contact the University Admissions Office.

Scholarship and Residence Application Procedures

Scholarship application

If you are applying for full-time admission to the first year of the Bachelor of Arts program and your admission average is 80% or higher, you will automatically be considered for an entrance scholarship. Candidates for the major scholarships must also submit the following:

1. the scholarship application form within the application package (available from the Admissions Office and high school guidance offices) or online at www.stu.ca;
2. a one– to two–page, typed letter outlining your background, experiences and what makes you a strong candidate for a major scholarship. For details, see the scholarship application form;
3. a letter of academic reference or a confidential report from a teacher, guidance counsellor, or principal;
4. the results of any standardized tests you may have written.

The application deadline for major entrance scholarships is March 1. For more information on our scholarship program, consult the section in the calendar on scholarships, bursaries, and awards.

Residence application
The application package includes a residence application form which must be completed by all applicants who wish to live in residence. Once applicants have been accepted to St. Thomas, they are asked to submit a $300 residence application deposit (this deposit is required by June 1 to guarantee a room). This deposit is an advance payment on residence fees. If a residence application is withdrawn, in writing, prior to June 15, the full $300 deposit will be refunded; prior to July 15, $150 will be refunded. The residence deposit is forfeited after July 15 (after December 1 if applying for second semester).

B. Advanced Standing

Candidates applying for admission with advanced standing must arrange to have official transcripts of their university records forwarded to the Admissions Office. To ensure that transfer credits are identified prior to registration, official copies of final transcripts should be submitted by August 15 for September admission. Upon completion of the transfer credit review, applicants will be notified by the Admissions Office. No more than half the number of credit hours for a degree or certificate may normally be transferred courses. Applicants who are transferring from other institutions are subject to all regulations applicable to St. Thomas students. Special conditions may be required for entry, course load, and academic performance. For details on regulations, consult Section Five.

Transfer Credits: Advanced Placement Examinations
Applicants presenting grades of 4 or 5 on Advanced Placement examinations will be awarded transfer credit to a maximum of 18 credit hours on a 120 credit-hour degree program. Official AP grade reports must be submitted to the Admissions Office by ETS. Students granted transfer credit for AP courses are advised to consult graduate and professional schools to determine the impact on their future academic and career plans of advanced credit for non-university courses. For example, for purposes of teacher certification in the province of New Brunswick, AP courses are not recognized as equivalent to university courses.

Transfer Credits: CEGEP
Candidates who have completed an appropriate two-year CEGEP program are considered for advanced standing to a maximum of 30 credit hours.

Transfer Credits: International Baccalaureate
Candidates will be awarded transfer credit to a maximum of 30 credit hours for individual higher level IB subjects with final grades of 5, 6, or 7. Official IB grade reports must be sub-

mitted to the Admissions Office directly from the testing centre. Students granted transfer credit for IB subjects are advised to contact graduate and professional schools to determine the impact on their future academic and career plans of advanced credit for non-university courses.

Transfer Credits: International Students

Students transferring to St. Thomas University from international institutions will be considered for advanced standing on the same basis as applicants from Canadian universities subject to the following:

1. that they are transferring from a recognized post-secondary institution;
2. that the courses being considered for transfer satisfy our program requirements and standard of grade;
3. that the maximum number of transferable credit hours for university transfer (college transfer) and university programs be 60;
4. and that the maximum number of transferable credit hours for completed non-university programs be 30 credit hours, normally at the introductory level.

Transfer Credits: GCE "A" level courses

Candidates will be awarded transfer credit to a maximum of 30 credit hours for "A" level courses with final grades of "C" or higher. Official "A" level results must be submitted to the Admissions Office.

Students granted transfer credit for "A" level courses are advised to contact graduate and professional schools to determine the impact on their future academic and career plans of advanced credit for non-university courses.

Transfer Credits: University Programs

St. Thomas University has adopted the principle of transferability of credits so that there will be full transferability of credit among courses given by Canadian universities at the first and second-year levels, subject to the following provisions:

1. that credit transfer is distinct from the question of admission;
2. that program requirements must be met;
3. that the standard of grade must be met;
4. that the normal maximum of half of the program courses be allowed for transfer credit.

Transfer Credits: Non-University Programs

The University has adopted a policy governing transfer credits from post-secondary, non-university programs that would allow credit to be granted to a maximum of 30 credit hours, normally at the first-year level. Granting of such credits will be determined by the Admissions Office after consultation with the relevant Department(s) or academic unit(s). Among the University's formal transfer-credit policies are the following:

Child and Youth Care: NBCC

Graduates of the New Brunswick Community College's two-year Youth Care Worker 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.

Criminal Justice: Corrections; NBCC
Graduates of the New Brunswick Community College's two-year Criminal Justice: Corrections diploma program are eligible for a maximum of 30 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.

Criminal Justice: Police Foundations; NBCC
Graduates of the New Brunswick Community College's two-year Criminal Justice: Police Foundations diploma program are eligible for a maximum of 30 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.

Human Services: NBCC
Graduates of the New Brunswick Community College's one-year Human Services diploma program, including two Major placements in the field of gerontology, are eligible for a maximum of 30 credit hours towards the Bachelor of Applied Arts in Gerontology Degree program — 18 credit hours in Gerontology and 12 unspecified credit hours in Arts. General university policies will apply with respect to transfer credits for the Bachelor of Arts program.

Journalism: NBCC (Woodstock)
Graduates of the New Brunswick Community College's (Woodstock) two-year Journalism Diploma program are eligible for a maximum of 30 credit hours towards the Bachelor of Arts Degree program and for a maximum of 60 credit hours towards the Bachelor of Applied Arts (Journalism) Degree program.

Techniques correctionnelles: CCNB
Graduates of the Collège Communautaire du Nouveau-Brunswick's two-year Techniques correctionnelles 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.

Techniques d' intervention en délinquance: CCNB
Graduates of the Collège Communautaire du Nouveau-Brunswick's two-year Techniques d'intervention en délinquance 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.

Techniques parajudiciaires: CCNB
Graduates of the Collège Communautaire du Nouveau-Brunswick's two-year Techniques parajudiciaires 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.

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 Office.

Challenge for Credit

Bachelor of Education and Bachelor 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, significant expertise in a particular subject area closely related to a specific St. Thomas University course, may apply to the Registrar's Office 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 course.
4. A student will not be permitted to write a challenge exam for any course in which he/she is currently enrolled or has previously been enrolled (including audits) at St. Thomas or at any other post-secondary institution.
5. The maximum number of credit hours that a student may obtain through challenge exams is 30. Students must still complete at least 50% of the program at STU excluding credit obtained by challenge.
6. Students will not be permitted to write a challenge exam while on academic probation or academic dismissal.
7. Students will not be permitted to write a challenge exam for a course with content similar to a course (or courses) for which credit has already been obtained.
8. Applications to write a challenge exam must be approved by the Department or Program Director concerned. Students must demonstrate, in writing, reasonable grounds for taking the challenge exam (e.g., relevant work experience and/or non-university study). Students should anticipate a 30-day waiting period for processing the application, and, if applicable, scheduling details.
9. Applications must be accompanied by the appropriate fee, over and above the regular annual tuition fee, paid in full.
10. The Department Chair or Program Director concerned will determine the content and the grade on the challenge exam.
11. If the student successfully obtains the required minimum grade of "C," the credit will be recorded on the student's academic transcript with a notation indicating that the credit was obtained through a challenge exam.
12. The student's grade on the challenge exam will not be recorded on the transcript, nor will it be included in the calculation of the student's grade point average (GPA).
13. Challenge exams will take place only at St. Thomas University.
14. Notification of results will be given to the student within 30 days of writing the exam.
15. Challenge exams are not offered for language courses.

C. Admission to Criminal Justice

First-stage admission

Admission to the Bachelor of Applied Arts in Criminal Justice Degree program is in two stages. First–stage candidates will apply for admission to the New Brunswick Community College's Diploma in one of the following programs: Criminal Justice: Corrections; Criminal Justice: Police Foundations; or Child and Youth Care. Alternatively, first-stage candidates may apply for admission to the Collège Communautaire du Nouveau-Brunswick's Diploma in one of the following programs: Techniques d'intervention en délinquance; Techniques correctionnelles; Techniques parajudiciaires; and Techniques policières diploma programs.

Enrolment is limited to 30 students. Admission is competitive. Applicants must satisfy regular admission requirements for St. Thomas University as published in subsection A. "First-year Arts." They must also demonstrate commitment to and aptitude for careers in criminal justice and related fields.

Second-stage admission

Enrolment in the second stage is also limited to 30 students. To participate in the second stage admissions competition, candidates must satisfy the following minimum academic requirements:

1. Successful completion of one of the acceptable diploma programs at NBCC (Criminal Justice: Corrections; Criminal Justice: Police Foundations; or Child and Youth Care) OR CCNB (Techniques d'intervention en délinquance; Techniques correctionnelles; Techniques parajudiciaires; and Techniques policières)
2. A minimum cumulative grade point average of 2.70 (70%) on courses taken in the diploma programs at NBCC or CCNB. In addition, students must meet the minimum average of 2.70 (70%) on the following courses, if taken as part of the diploma program: Sociology, Psychology, Deviance, Criminal Justice, Abnormal Psychology, Criminology, and Victimology.

Candidates for admission to the second stage of the Bachelor of Applied Arts in Criminal Justice will apply to the St. Thomas University Admissions Office by February 15 of their second year at NBCC or CCNB.

Successful completion of the first stage of the Bachelor of Applied Arts in Criminal Justice Degree program does not guarantee admission to the second stage. Candidates not admitted to the second stage may apply for admission to the Bachelor of Arts Degree program. They must complete regular graduation requirements for the BA degree.

Application procedures

Candidates will apply to the St. Thomas Admissions Office for admission to the second stage of the Bachelor of Applied Arts in Criminal Justice. The application deadline is February 15.

Applications for second-stage admission will include:

1. completed application form;
2. official NBCC or CCNB transcript, an official high school transcript and, if applicable, official transcripts from other post-secondary institutions attended;
3. non-refundable application fee (please contact the Admissions Office for current fee).

D. Admission to Bachelor of Applied Arts in Gerontology

The Bachelor of Applied Arts in Gerontology is a four-year program of study that provides linked credentials. The student is awarded a certificate in Human Services by NBCC following one year of successful study in the program. The Bachelor of Applied Arts in Gerontology is awarded by STU following successful completion of the entire program. Students must successfully complete, in any order, three years of study at St. Thomas University plus the one-year Human Services Diploma at the New Brunswick Community College (NBCC).

Students interested in pursuing a Bachelor of Applied Arts (Gerontology) degree program must meet the Admission requirements of the institution where they begin their studies (either St. Thomas University or NBCC). Students who begin their studies at St. Thomas must meet the normal admission requirements for the Bachelor of Arts degree. For details on the BA admission requirements, consult Subsection A. "First-year Arts."

Both NBCC and STU students are required to have a GPA of 2.0 in their programs at their respective institutions to qualify for admission to the program at the partner institution.

E. Certificate Programs

Certificate in Gerontology Program

Admission Requirements

Candidates who have acquired at least one year of experience in the field of aging or have completed Gerontology-related post-secondary studies may be considered for admission. All candidates must either have successfully completed a university preparatory high school program or meet the University's Adult Learner requirements. For further information, please contact the Admissions Office. The Certificate in Gerontology program is available on a full- or part-time basis.

Application Procedures

Applications for admission are submitted to the Admissions Office and consist of:

1. a completed application form
2. a non-refundable $55 ($40 for New Brunswick residents) application fee
3. an official transcript of high school or university marks if applicable
4. a letter of application describing educational background, work experience, and reasons for wishing to pursue the Certificate in Gerontology.

Note: Candidates who are applying for admission to a certificate program under the University' s Adult Learner policy should also submit a letter of application describing educational background, work experience, and academic plans. For details on the Adult Learner admissions policy, consult Subsection A. under Admissions.

Application Deadlines

Certificate applicants are encouraged to submit their applications and supporting documents by March 31st, but applications will be considered until August 31st.

Notification of Admission

The Admissions Office, in consultation with the Gerontology Department Chair, assesses each candidate on the basis of experience and academic background. Candidates are notified of their admission status upon completion of this review. Successful candidates are referred to the Department Chair for academic counseling upon notification of their acceptance.

Certificate in Criminology and Criminal Justice

Candidates must have at least one year of work experience in the field of criminal justice and either have successfully completed a university preparatory high school program or satisfy the University's Adult Learner applicant requirements.

Certificate in Criminology and Criminal Justice Application Procedures

Applications for admission are submitted to the Admissions Office and consist of:

1. a completed application form;
2. a non-refundable $55 ($40 for New Brunswick residents) application fee;
3. an official transcript of high school or university marks, if applicable;
4. résumé of the candidate's experience in the program field;
5. a letter of reference from a supervisor confirming the nature and length of the candidate's work experience in the program field.

Note: Candidates who are applying for admission to a certificate program under the University' s Adult Learner policy should also submit a letter of application describing educational background, work experience, and academic plans. For details on the Adult Learner admissions policy, consult Subsection A. under Admissions.

Application Deadlines

Certificate applicants are encouraged to submit their applications and supporting documents by March 31st, but applications will be considered until August 31st.

Notification of Admission

The Admissions Office, in consultation with the Director of the certificate program, assesses each candidate on the basis of experience and academic background. Candidates are notified of their admission status upon completion of this review, normally within 30 days of receiving a completed application. Successful candidates are referred to Program Directors for academic counselling upon notification of their acceptance.

F. Registration

Registration is the process whereby students choose courses for an academic session and confirm this selection of courses with the Registrar's Office. The University offers courses in different periods of time or sessions:

Academic Year	September to April
Semester One	September to December
Semester Two	January to April
Intersession	May 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 May to August for new first-year students. Confirmation of this registration must be accomplished by arranging payment of tuition fees by the appropriate deadline.

Registration Procedures for Continuing and Returning Students

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

1. Once you have selected your courses, register online using the web-based student access system (WebAdvisor) at www.stu.ca.
2. Confirm your registration by arranging payment of tuition fees by the published September deadline. Without this confirmation, your registration in courses will be cancelled. For information on academic fees and regulations for payment, see Section Three: University Fees.
3. During the first week of classes in September, continuing students will receive an ID validation sticker for the current academic year.

Registration Procedures for New First-Year Students

1. New first-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 package. For questions regarding course selection, students may contact advising@stu.ca. You will be able to access your course schedule online as well.
3. Confirm your registration by arranging payment of tuition fees by the published September deadline. Without this confirmation, your registration in courses will be cancelled. For information on academic fees and regulations for payment, see Section Three: University Fees.
4. During the first week of classes in September, new students will be issued a photo identification 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 first year, and having an annual GPA above 2.7 may, on application to the Registrar's Office, be permitted to take up to 18 credit hours per semester. Students having an annual GPA below 2.7 may apply in writing to the registrar to take more than 30 credit hours; these applications will be referred to the Senate Committee on Admissions and Academic Standing for consideration. Thirty-six (36) credit hours constitute the maximum allowed in the regular academic year. Eighteen (18) credit hours per semester constitute the maximum in a semester.
2. The normal course load in the Bachelor of Education and the post-degree Bachelor of Social Work programs is 60 credit hours.
3. A total of 12 credit hours is the normal course load maximum in each of intersession (May-June) and summer session (July-August).

Course Numbers

The course subject, number, and abbreviated title, with the final grade and credit hours, are recorded on the academic record. The four digits of the course number provide some information concerning the course:

1. *First Digit*
   The following scale of the first-digit course numbers responds to the level of progression within the discipline:

   0000 - non-credit, continuing education
   1000 - introductory
   2000 - intermediate
   3000 - advanced
   4000 - seminars, Honours, independent study
   5000 - second undergraduate, professional
2. *Second/Third Digit*
   The second and third digits are determined by the academic Department.
3. *Fourth Digit*
   The fourth digit designates the credit value of the course:
   Eg. 6 = 6 credit hours, normally offered over two semesters of an academic year;
   3 = 3 credit hours, normally offered within one semester of an academic year. In the case of courses with 12 credit hours, the final two digits designate the credit value.

Course Sections

A letter (or letters) designates a section of a course. A single course may be offered in different timeslots, by different professors, or in different locations. The single or double letters designate the different sections of the course.

Withdrawal from Course (academic year)

To withdraw from a course, a student must notify the Registrar's Office online through WebAdvisor. A student may withdraw from a course at any time up to the last day for withdrawal designated in the academic calendar. In order to withdraw from a first or second semester course without academic penalty, such withdrawal must be completed within eight weeks after the first day of lectures in each semester. In order to withdraw from a full-year course without academic penalty, such withdrawal must be completed within two weeks of the beginning of second-semester courses.The academic penalty for withdrawal after these dates, except for substantial medical or compassionate reasons, will be to have WF (valued at O grade points) recorded on the student's transcript of marks.

Repeating Courses

Students require the permission of the Department Chair in order to register for a course already taken. 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. The student's appeal of this decision is to the Senate Committee on Admissions and Academic Standing.

Policy on UNB Courses

As a matter of policy, full-time St. Thomas University students may register in University of New Brunswick courses with the approval of the Chair of the Department and the Regis-

trar's Office. This approval is not automatic and it is given at the discretion of the Registrar's Offices of both universities.

The following regulations are issued for the guidance of the student:

1. students in second, third, and fourth years taking more than the 30 credit- hour load will not normally be approved for courses at UNB.
2. students who have had experience as drop-outs or failures in UNB courses normally will not be approved for courses at UNB.
3. approval of UNB courses is tentative in the sense that it is open to review within a reasonable time by either university. UNB also reserves the right to limit spaces in their courses.
4. students should ensure that they have the appropriate prerequisite background for the proposed courses.

Note: Students are reminded that the UNB schedule of course additions and withdrawals is in force for any UNB courses in which they register. These dates are different from the STU schedule. All changes to your registration in UNB courses must be recorded on the appropriate STU forms and approved by the Registrar' s Office.

Section Two: Bachelor of Arts, Applied Arts, Certificate Programs – Programs

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St. Thomas University offers bachelor degree programs in Arts, Applied Arts, Social Work, and Education. St. Thomas University awards degrees and certificates at spring and summer convocation and through early conferral on March 1 and November 1.

A. Bachelor of Arts Degree

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

1. Successful completion of 120 credit hours.
2. A concentration in a specific 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) level and above.
5. An annual GPA of at least 2.0 in the academic year of graduation or on the last 30 credit hours of study.
6. Group distribution requirements as outlined below.

Note: The first year of a program leading to a LLB degree in a faculty of law at a Canadian university recognized by the Association of Universities and Colleges of Canada (AUCC) may be substituted for the fourth year (30 credit hours) of the BA Degree program with approval of the Registrar.

The Bachelor of Arts curriculum consists of a subject concentration and a prescribed distribution of courses.

1. *Subject Major*

Normally, 36 credit hours in one subject constitute a Major. Currently the University offers Major programs in the following subject areas:

Anthropology
Catholic Studies
Communications and Public Policy
Criminology
Digital Journalism and New Media
Economics
English
Environment and Society
French
Gerontology
Great Books
History
Human Rights
Interdisciplinary Studies
International Relations
Mathematics
Media Studies
Philosophy
Political Science
Psychology
Religious Studies
Science & Technology Studies
Sociology
Spanish and Latin American Studies
Women's Studies & Gender

The specific course requirements for a Major in a particular subject area are described in Section Six. Individual departments may, with senate approval, require a specific level of performance in courses applied toward a Major.

Students are expected to declare their subject Major to the Registrar's Office during their second year, and must declare a Major by the beginning of their third year.

2. Minor (optional)

Students pursuing a Bachelor of Arts degree may elect a Minor consisting of 18 credit hours in one subject. The specific course requirements for a Minor in a particular subject area are described in Section Six. Students who wish to designate a Minor are responsible for notifying the Registrar's Office of their selection.

3. General Curriculum Requirements

The arts curriculum is organized on the basis of a preparatory first year of general studies, partly prescribed, followed by three years of more intensive study in areas dictated by the student's interests and capabilities.

The normal course load in the academic year for full-time students in the Bachelor of Arts program is 30 credit hours. The minimum course load for full-time students is 9 credit hours per semester. The maximum is 18 credit hours per semester, with permission of the Registrar's Office.

In order to meet the goal of a liberal education to develop a breadth of knowledge and depth of understanding, the BA curriculum is offered in different groups and levels of courses. Candidates must successfully complete the following credits from each of the designated groups.

Group A: 12 credit hours (normally taken in first year) from:

Catholic Studies
Communications and Public Policy
Digital Journalism and New Media
English
ESL
French
Great Books
History
Human Rights
Irish Studies
Italian
Japanese
Latin
Native Studies (Maliseet)
Native Studies (Mi'kmaq)
Philosophy
Religious Studies
Spanish and Latin American Studies

Group B: 12 credit hours (normally taken in first year) from:

Anthropology
Business
Criminology
Economics
Gerontology
International Relations
Native Studies
Political Science
Psychology
Sociology
Women & Gender Studies

Students are required to complete a minimum of 6 credit hours from Group C or Group D or both. This means that a combination of courses from Environment & Society, Natural Sciences, Science & Technology Studies, Fine Arts, Music and Visual Arts totalling 6 credit hours will satisfy general curriculum requirements for graduation. NOTE: All students who meet the requirements for a major in Psychology are deemed to have completed 6ch in Group C.

Group C:

Courses in natural sciences or Environment and Society or courses offered by the Science and Technology Studies Program, including those approved for cross listing in Science and Technology Studies, and any other courses approved by Senate. – Senate meeting November 16, 2006.

Environment and Society
Mathematics
Natural Sciences (eg. Biology, Chemistry, Geology, Physics)
Science and Technology Studies

Group D:

Courses that have the goal of serving to develop students' aesthetic literacy through creative, cultural, and/or reflective artistic activity which include any courses offered by the Fine Arts Program, and those approved for cross listing in Fine Arts, and any other courses approved by Senate – Senate meeting November 16, 2006.

Fine Arts
Music
Visual Arts

For example:

- 6 credit hours in Group C and none in Group D
- 6 credit hours in Group D and none in Group C
- 3 credit hours in Group C and 3 credit hours in Group D

Normally a full-time student in first year will take five different first-year courses, at the 1000 level, for a total of 30 credit hours. In second year students are encouraged to pursue the breadth of knowledge by selecting a variety of subject areas. In third and fourth years, students are encouraged to pursue the depth of knowledge or the more intensive concentration in their choice of a Major or Honours subject area.

Students are advised to meet the requirements for Groups A, B, C, and D by the end of their third year of full-time study, or by completion of 90 credit hours, in accordance with the following benchmarks:

- by the end of Year 1, students shall have obtained 18 of the Group A and B credit hours required;
- by the end of Year 2, students shall have obtained 24 of the 30 credit hours required;
- by the end of Year 3, students shall have obtained all 30 credit hours required.

a. The Aquinas program

The Aquinas program offers first-year students an alternative to the regular, 30 credit-hour first-year program. The program counts as 18 credit hours and is designed to be appropriate to all first-year students. Students in the Aquinas program are required to complete 12 other first-year credit hours, on an elective basis, in order to complete their first year.

Those enrolled in the Aquinas program will join in a learning community of no more than 36 students and three or more professors to study, from a cross-disciplinary perspective, a particular theme of interest in the liberal arts. Students' time will be

flexibly scheduled so that seminars, tutorials, full classes, and independent and group work will be scheduled as appropriate. Students will continue with their section of the program for the entire academic year and will receive, upon successful completion, six credit hours in each of the disciplines represented by the three professors. The multidisciplinary structure of the program provides opportunities to make connections between different subject areas, methods of investigation and research, and bodies of knowledge.

The University will annually announce specific areas of study or themes, and the professors who will cooperate in designing and teaching the course for the coming academic year. Any student who has been admitted to St. Thomas for a first-year program is eligible to apply, and will be sent detailed descriptions of the individual sections for the coming academic year. All such students will be informed of application procedures and deadlines. Because all first-year students should have equal opportunities to choose this alternative, if there are more applications than can be accommodated, admission will be by random selection.

b. *Second, Third, and Fourth Years*
Thirty credit hours are to be chosen in each year. Subjects available are:

Anthropology
Biology
Business
Catholic Studies
Communications and Public Policy
Criminology
Digital Journalism and New Media
Economics
English
Environment and Society
Fine Arts
French
Gerontology
Great Books
History
Human Rights
International Relations
Irish Studies
Italian
Japanese
Maliseet
Mathematics
Mi'kmaq
Peace Studies
Philosophy
Political Science
Psychology
Religious Studies
Science & Technology Studies
Social Work
Sociology
Spanish and Latin American Studies
Women's Studies and Gender Studies

c. *Note on Requirements for Teacher Certificate*
For the purpose of teacher certification in the province of New Brunswick certain requirements in curriculum must be met. The specific requirements may be found in the New Brunswick Schools Act and regulations thereunder. Candidates for the BEd program are advised to consult the current admissions requirements for more information on "teachables."

d. *Note on Credit for Professional Courses*
Third and fourth-year arts students may be given academic credit for professional courses not ordinarily considered part of the liberal arts or science curriculum; credit will be given for a maximum of 18 credit hours in professional courses.

Applicants for such credit must obtain the consent of the Department in which they are taking their Major or Honours program, of the Registrar and of the committee on admissions and academic standing. Application for such credit should indicate a clear relationship between the student's Major or Honours program and the professional courses in question. These professional courses cannot be counted among the courses

satisfying the minimum number required for Majors or Honours.

e. Grade Point Average Required for Graduation
In addition to completing all the course requirements, candidates for graduation must earn an annual grade point average of at least 2.0 in their graduation year. A candidate whose annual grade point average is below 2.0 must take additional courses as determined by the Registrar's Office and achieve such standing in them as the Registrar's Office may determine in order to graduate. For information on calculating grade point averages, see Section Five, Part C – Evaluation and Grading.

f. Distinction
The recognition of "distinction" is awarded to graduates in the Bachelor of Arts and Bachelor of Applied Arts degree programs who attain a combined average of 3.7 over their last two academic years (60 credit hours) of their program.

Honours BA Degree Requirements
The Honours BA program is designed for students with a high level of ability who seek a more challenging and more specialized course of studies within the Arts program. Typically, an Honours program includes a greater number of courses in a student's chosen subject area, and certain advanced-level courses. In most departments, an Honours thesis is required. An Honours degree is commonly required for admission to master's programs at other institutions.

Certificate of Honours Standing
The certificate of Honours standing has been established to provide a means of granting appropriate recognition to those St. Thomas University arts graduates who did not follow the regular Honours program but who, subsequent to graduation, have completed all requirements for the Honours program. Students who have had the Bachelor of Arts degree conferred upon them are not eligible to receive a second arts degree.
This credential recognizes that the student has completed all of the current requirements for the Honours program in the appropriate subject. Students who earned a first undergraduate degree from another university are not eligible for this certificate of Honours standing. These students may enroll as upgrading or non-degree students on a full-time or part-time basis.

In addition to the basic requirements for a Bachelor of Arts degree listed in Section One: Part A, candidates for the certificate of Honours standing must meet specific requirements regarding entrance to the program, the Honours subject or interdisciplinary subject area, the Minor subject (optional), the prescribed curriculum, and the minimum grade point average. These requirements, as well as the procedures for opting out of Honours, are described below.

a. Entrance to Honours program
Honours is reserved for students who are performing at a high level in their Bachelor of Arts program. Individual departments, with senate approval, may require a specific level of performance in designated courses as a prerequisite to Honours.

To enter the Honours program, a student must receive the approval of the appropriate Department and notify the Registrar's Office. Normally, students enter the Honours program at the beginning of their third year.

b. Honours Subject

A minimum of 48 credit hours in one subject will normally comprise an Honours specialization. Candidates will include a minimum of 12 credit hours exclusively designed for Honours students and others capable of independent work at a high level. Usually these courses will be of the seminar type. In most departments, one course is an Honours thesis. Currently, the University offers Honours programs in the following subject areas:

Anthropology	Human Rights	Religious Studies
Criminology	Interdisciplinary Studies	Science and Technology Studies
Economics	International Relations	Sociology
English	Native Studies	Spanish and Latin American Studies
French	Philosophy	Women's Studies and Gender Studies
Great Books	Political Science	
History	Psychology	

The specific requirements for Honours in a particular discipline are described in section four. Individual departments may, with senate approval, require a specific 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 notifying the Chair of the appropriate Department and the Registrar.

f. Minor (optional)

Students pursuing an Honours BA degree may elect a Minor consisting of 18 credit hours in one subject. The specific course requirements for a Minor in a particular subject area are described in section four. Students who wish to designate a Minor are responsible for notifying the Registrar of their selection.

B. Bachelor of Applied Arts Degree

St. Thomas University currently offers a Bachelor of Applied Arts in two areas: criminal justice and gerontology. Applied arts programs differ in substance from the BA programs in that they combine the study of liberal arts with technical training. Our applied degrees are "articulated" programs in that each is offered in partnership with one of the campuses of the New Brunswick Community College. Students in the BAA will enroll at St. Thomas for part of their program and at the appropriate community college for the rest. Upon comple-

tion of the course of study, students are normally awarded two credentials: a St. Thomas Bachelor of Applied Arts degree and a diploma from the Community College.

Bachelor of Applied Arts in Gerontology Degree Requirements

To graduate with a Bachelor of Applied Arts in Gerontology, the student must successfully complete, in any order, three years of study at St. Thomas University plus the one-year Human Services Diploma at the New Brunswick Community College (NBCC). Upon successful completion of the NBCC Human Services Diploma program, including two placements in the field of Gerontology, students will be awarded 30 credit hours toward a Bachelor of Applied Arts in Gerontology. The required three years at St. Thomas University will consist of the following program of study:

1. *First Year at St. Thomas University (30 credit hours)*
   Students will take 30 credit hours. Twelve credit hours shall be taken from Group A, twelve credit hours from Group B, and 6 credit hours from either Group A, Group B, or electives.
2. *Second Year at St. Thomas University (30 credit hours)*
   Students will take 30 credit hours. These courses will include Gerontology 1013 and 1023 (prior to March 2013, it was 2013 and 2023), 6 credit hours in required core courses in Gerontology, 3 credit hours in Gerontology electives, and 15 credit hours in other electives. See course requirements for the Gerontology Major in Section Four of the University Calendar.
3. *Third Year at St.Thomas University (30 credit hours)*
   Students will take 30 credit hours. These courses will include 21 credit hours in Gerontology and 9 credit hours of electives. Students who enter the BAA (Gerontology) having already completed the human services diploma at NBCC-Saint John must complete 36 credit hours in Gerontology courses at St. Thomas University.

   Upon successful completion of both the NBCC diploma in Human Services and three years of study at St. Thomas, adhering to the program requirements outlined above, students will be awarded the St. Thomas University Bachelor of Applied Arts in Gerontology.

Bachelor of Applied Arts in Criminal Justice Degree Requirements

St. Thomas University has partnered with New Brunswick Community College (NBCC) and Collège Communautaire du Nouveau-Brunswick (CCNB) to offer this unique articulated degree program. This program is a double certification, 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 field with solid occupational skills based on sound academic foundations so that they can better adapt to the changing nature of their field 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 first 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 Office 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 effectively. 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 specific requirements in Section Six: Course Descriptions (Department of Criminology and Criminal Justice.
4. *Fourth Year: St. Thomas University (30 credit hours)*
   Please see specific requirements in Section Six: Course Descriptions (Department of Criminology and Criminal Justice.

C. Certificate Programs

The University offers Certificate programs in Criminology and Criminal Justice, Social Work, and Gerontology.

Certificate in Criminology and Criminal Justice

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 first group and six credit hours from the second. Course descriptions are given in section four under the relevant disciplines: Criminology and Criminal Justice, Native Studies, Philosophy and Sociology. Enrolment in most courses will be limited.

1. *Required Courses*

SOCI 1006	Introduction to Sociology
SOCI 2313	Deviance
CRIM 1013	Introduction to Criminology
CRIM 1023	Introduction to Criminal Justice
CRIM 3143	Charter Rights and Criminal Justice

2. *Elective Courses*

Group A

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3123	Contemporary Issues in Criminal Justice
CRIM 3223	Criminal Procedure
SOCI 3313	Sociology of Law
SOCI 3323	Women and the Law

Group B

HMRT 1006	Introduction to Human Rights
PHIL 3313	Philosophy of Human Rights
SOCI 2416	Inequality and Society
SOCI 2013	Research Design
NATI 3903	Native People and the Law I
NATI 3913	Native People and the Law II

Certificate in Gerontology

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 Certificate. 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
GERO 1023	Multidisciplinary Issues in Aging

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

3. *Elective Courses*

GERO/PSYC 2643	Adult Psychopathology
GERO/PSYC 2653	Psychopathology Over the Lifespan
GERO/RS 2273	Death and Dying
GERO 3033	Aging and Spirituality
GERO 3043	Recreation, Leisure and Aging
GERO 3053	Qualitative Research Methods
GERO 3063	Aging and Biography
GERO 3073	Narrative Gerontology
GERO 3083	Gender and Aging
GERO 3093	Images of Aging in Film
GERO 3123	Counselling Older Adults
GERO 3733/SCWK 5733	Social Work and Aging

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.

Certificate in Social Work

The Certificate in Social Work program is designed for practitioners and counsellors with at least one year of experience in the field of social work. This program is made available by special offering only.

D. Research Centres

Atlantic Centre for Qualitative Research and Analysis
www.stu.ca/acqra

The Atlantic Centre for Qualitative Research and Analysis at St. Thomas University was established in 2006 as one of the projects of the Canada Research Chair in Qualitative Research and Analysis. Its purpose is to encourage and facilitate qualitative research in the Atlantic region of Canada by serving both novice and veteran researchers and to forge links with other centres and scholars. ACQRA provides resources to facilitate carrying out qualitative research by developing relationships with existing research centres at St. Thomas

University, bringing in internationally recognized scholars to make public presentations, and consulting local qualitative researchers about their work.

Atlantic Human Rights Centre
www.stu.ca/ahrc
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.

Centre for Research on Youth At Risk
www.stu.ca/cryr
The Centre for Research on Youth at Risk was established in 1998 drawing together research associates from the departments of criminology, education, psychology and social work. Focusing on research which addresses developmental and social strategies to enhance the lives of all youth and particularly those who are in trouble with the law, the Centre provides research, consultation and outreach to a variety of community organizations. The work of the Centre is enhanced through an adult-youth partnership with high school and university students who form an advisory group to the research centre. In 2010, the Centre became a key partner with the national Centre of Excellence on Youth Engagement with other academic institutions at Brock, Saint Mary's, Wilfrid Laurier, and the University of Victoria. Youth justice, youth homelessness, peer abuse, school violence, and Intergenerational programming have been key areas of research interest.

New Brunswick and Atlantic Studies Research and Development Centre
www.stu.ca/nbasrdc
St. Thomas University's New Brunswick and Atlantic Studies Research and Development Centre focuses on individual interdisciplinary and inter-institutional studies on New Brunswick and Atlantic Canada. It also applies research knowledge gained in similar regions for the benefit of New Brunswick. The Centre was established in 2005 and its mission is to enrich, expand and develop knowledge about the Atlantic Canadian region, particularly the province of New Brunswick, through individual, collaborative, interdisciplinary, and inter-institutional research studies. Twenty-four faculty at St. Thomas University are Research Associates of the Centre.

Third Age Centre
www.stu.ca/3rdage
The Third Age Centre, established at St. Thomas University in 1990, promotes study and field development on issues related to all aspects of life for people aged 50 years and more, particularly those issues that are specific to New Brunswick. The centre develops programs and partnerships to meet needs identified by various 50+ age groups in society. The centre also maintains a communications network to inform New Brunswickers and colleagues elsewhere of activities, events, and issues of concern to aging but active population groups. The centre serves as an advocacy resource unit for 50+, as well as an access point for educational activities with an intergenerational focus. It publishes, collects, and distributes

materials of interest to individuals and relevant organizations.

E. Endowed Chairs

The Pope John XXIII Chair of Studies in Catholic Theology

The decision to establish this Chair was taken to mark three events of historical significance that took place in 1984: the bicentennial of the province of New Brunswick, the fiftieth anniversary of the granting of St. Thomas University's charter, and the visit of His Holiness Pope John Paul II to New Brunswick. The Chair is an expression of the University's commitment to Catholic teaching and research. The Chair, formally established May 9, 1988, is designed to bring distinguished scholars to St. Thomas who will provide leadership in the promotion of Catholic theology through teaching, research, and availability to the Roman Catholic community of New Brunswick.

Chair in Canadian Citizenship and Human Rights

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 specific 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 field 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.

Chair in Criminology and Criminal Justice

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 Chair of Criminology and Criminal Justice will be available to the federal and provincial departments of the Solicitor General and will be open to conduct community-based seminars and workshops throughout the Atlantic region and on a national basis. Through the Chair of Criminology and Criminal Justice, the University and its partners will be responding to the criminology and criminal justice needs of Canadian society.

Irving Chair in Journalism

The Irving Chair in Journalism, a $1 million endowment of the Irving family, brings a distinguished journalist to campus for teaching and public lectures. Past chairs have been Patrick Martin, comment editor of The Globe and Mail, Jane Purves, former editor of The Chronicle Herald and Halifax Daily News, and Neil Reynolds, national affairs columnist for The Globe and Mail Report on Business. The endowment also sponsors a New Brunswick lecture series by the chair holder. In addition, Brunswick News has instituted a journalism internship and apprenticeship program and numerous second- and third-year students are employed during the summer at newspapers in New Brunswick.

Chair in Gerontology

St. Thomas University signified its commitment to the field of aging in 1982 when it convened a national consultation on aging in contemporary society. Among the goals of the University's national fundraising campaign, launched in the same year, was the establishment of a Chair in Gerontology. Activities of the Chair were initiated during the 1986-87 academic year. The establishment of the Chair in Gerontology has created a centre for research, teaching, community development, and human relations in the field of aging. Workshops, visiting lecturers, and seminars on various aspects of aging are made available to groups who serve the elderly, including the staff of senior citizens' and nursing homes, social workers, families of seniors, nurses, and volunteers. An attempt is made to provide programs that directly involve older persons.

Chair in Native Studies

The Chair in Native Studies was established in 1984 as a result of St. Thomas University's long-standing interest in the educational needs of Native students, and its relationship with the First Nations communities of New Brunswick. The Chair is supported by an endowment trust fund which was created by an agreement between the Government of Canada, The Union of New Brunswick Indians, and St. Thomas University. The Chair in Native Studies supports the interdisciplinary program in Native studies that is offered at St. Thomas University. An important goal of the Chair is to promote the survival of Native peoples and cultures. To this end, the Chair serves both to make university resources available to Aboriginal communities and to promote understanding of Native issues in the larger society. Since the Chair was established in 1984, it has undertaken research and publication in the areas of Native languages, education, history, and treaty and Aboriginal rights. Under the auspices of the Chair, a Native language immersion teaching certificate program, the first in the country, has been established at St. Thomas University, along with an active program of research and publication of materials in the Mi'kmaq and Maliseet languages.

Aquinas Chair in Interdisciplinary Studies

The Aquinas Chair in Interdisciplinary Studies was established in 1996. The permanent endowment for this professorship was made available from donations made to the St. Thomas University 2000 Fund which had established the creation of a fund for teaching excellence and innovation as one of its objectives. The Aquinas Chair in Interdisciplinary Studies provides intellectual and administrative leadership in the Aquinas program (a first-year Interdisciplinary program), promotes scholarship in the liberal arts, and designs and pilots alternative, cross-disciplinary, and other interdisciplinary curricula.

The Dalton K. Camp Endowment in Journalism

Dalton Camp, who received an honorary doctor of letters degree from St. Thomas University in 1992, was Canada's finest non-fiction stylist. He left a remarkable legacy in political columns and book-length journalistic studies of Canadian politics and public policy. Throughout his extraordinary career, Camp always found time to encourage and support young journalists. The Dalton K. Camp Endowment in Journalism provides funding for scholarships and bursaries for journalism students, for the development of journalism internships, and for a distinguished lecture series that is broadcast nationally on the CBC.

F. Graduate and Professional Preparation

Specific undergraduate course work is often required for admission to graduate and professional programs. St. Thomas students have the opportunity to include in their undergraduate programs not only the courses required for admission to the St. Thomas professional programs, but also those required for a broad range of graduate and professional programs offered by other Canadian universities. Examples of the professional programs for which St. Thomas students can qualify include:

Architecture
Business Management (MBA)
Communications Disorders
Counselling
Dental hygiene
Dentistry
Education
Journalism
Law
Law Enforcement
Medicine
Occupational Therapy
Pharmacy
Physiotherapy
Psychiatry
Public Relations
Social Work
Veterinary Medicine
X-ray Technology

Admission to these programs is generally limited and competitive. High academic standing is required. A summary of the University courses generally required for admission to these professional programs can be obtained from the St. Thomas Admissions Office. Students should also consult current calendars for details regarding specific prerequisites and application deadlines at the graduate and professional schools to which they intend to apply.

Section Three: School of Education

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School of Education

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 offers 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 field 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. Because of the intensive nature of this course of study, you will find that the program's demands on your time, energy, and abilities simulate the kind of work expected of public educators.

A. Admission to Education

Admission is competitive and enrollment is limited. A majority of applicants often exceed the minimum academic requirement. A strong academic record by itself is not enough to ensure acceptance. Evidence of professional suitability, substantiated by letters of reference, is considered on an equal basis with your academic record. Most people who are admitted to the Program have considerable experience working with young people. Letters of reference should substantiate these experiences. You should select your referees judiciously. To strengthen your application, you may consider taking steps to both improve your grade-point average and expand your recent range and depth of work with young people. To be considered for admission to the Bachelor of Education Program, you must satisfy three minimum requirements.

1. A four-year (minimum of 120 credit hours) bachelor's degree from a recognized university, or be a candidate for the degree in the year you wish to begin your Bachelor of Education program.
2. A minimum cumulative grade-point average of 2.7 or a minimum of 2.7 on your most recent 60 credit hours attempted.
3. Teachables: Applicants must have either 30 credit hours from List A, 24 credit hours from List A and 18 credit hours from List B, or 24 Credit hours from each of two different List A subject areas. Teachable subject areas may be found at www.stu.ca.

French Second Language Guidelines:
In order to be admitted to the French Second Language Program and to FSL courses offered in the BEd Program, you must have a minimum proficiency of Intermediate Plus on the

New Brunswick French Oral Proficiency scale. If you wish to do your field placement in an Intensive French classroom you are required to have a minimum proficiency of Advanced and if you wish to do a placement in a French Immersion classroom you are required to have a minimum of Advanced Plus proficiency.

Application Procedures

Your application to the Bachelor of Education Program should be sent to the Admissions Office. It must include:

1. a completed application form for admission to the University;
2. a completed supplementary B.Ed. application form;
3. a non-refundable application fee of $55 ($40 for New Brunswick Applicants);
4. a letter of intent (800-1000 words) in which you discuss your interest in becoming a teacher, your teaching preference (elementary, middle/secondary or second-language French), your reasons for applying to the program, any formal or informal teaching experience you may have had, your work with young people, and any skills or qualities you have that should be considered in the assessment of your application;
5. three reference letters that assess suitability for the teaching profession in terms of personal qualities and ability to work with young people (referees who can speak directly about your ability to work with young people are preferred). Your three reference letters should support your letter of intent. Please refer your referees to the **Referees for the Bachelor of Education Applicants** form. Referees should seal the envelope containing the reference letter and sign across the envelope flap. Reference letters must be included with your application.
6. official transcripts of marks from all post-secondary institutions attended. If you are currently enrolled in university courses, you should ensure that transcripts of mid-year grades are submitted to the Admissions Office by January 15, and that arrangements are made to have final transcripts of marks forwarded after graduation.
7. a current personal resume which includes recent education, work and volunteer history.

Note: As part of the application process, candidates may also be contacted by the selection committee for a personal interview.

Notification of Admission

Candidates for admission to the BEd program will be notified of their admission status upon completion of the selection process. After receiving an offer of admission, accepted candidates are required to submit a non-refundable $300 advance deposit on tuition as confirmation of their acceptance of placement in this program.

1. Please consult the electronic version for the most up to date course offerings.
2. You will receive the Bachelor of Education Handbook upon acceptance. Please read carefully.

Note: Accepted candidates who have not already done so must submit a final, official university transcript, including notification of graduation, by July 15.

B. Bachelor of Education Degree Requirements

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

1. *Required Courses for all BEd Students**

EDUC5123	Topics in Education
EDUC 5903	Classroom Management
EDUC 5913	Measurement & Evaluation
EDUC 5933	Culture and Schooling
EDUC 5953	Educational Psychology I
EDUC 5963	School Law, Teacher Ethics, & Professional Conduct
EDUC 5973	Integrating Technology in the Classroom
EDUC 5993	Exceptional and Differentiated Education

2. *Methods Courses Offered (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	Music, Art, & Physical Education in the Elementary School
EDUC 5473	Science for Elementary Children
EDUC 5563	French Immersion Methods
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. *Electives*

   Students may choose electives to meet their required course load from the list of courses offered by the Department. A description of the courses is contained in Section C.

4. *Field Placement (EDUC 5015)*

   Decisions regarding field placements are made in accordance with the "Field Placement Policy and Procedures" found in the Bachelor of Education handbook. This handbook is given to all BEd students at the beginning of the program. Copies may be obtained from the St. Thomas Education Department.

** The number of required courses vary from year to year.*

C. Field Placements

The School of Education follows specific professional standards that govern field placements. These standards are in compliance with the outside governing bodies that accredit the Bachelor of Education degree: *The Education Act* (S.N.B. 1997, c. E-1.12), Department of Education and Early Childhood Development of the Province of New Brunswick; and the New Brunswick Teachers' Association Code of Professional Conduct. The standards are outlined in the St. Thomas University *Bachelor of Education Field Placement Handbook*. The field placement of teacher candidates is under the course title EDUC 5015 Teaching Internship. A failure in this course results in dismissal from the program.

Practices Governing Field Placements

To ensure that the interests of students in the public school are a first priority, and to provide the best teacher education possible, the following practices are in place in the St. Thomas University Bachelor of Education program.

Deferred Placement

The STU School of Education may grant a deferral in the field placement (public school) of up to one academic year if:

- the teacher candidate requests a deferral in writing on the grounds of his or her health.
- there is evidence following the deferral that the prospective teacher candidate is able to deliver the quality of instruction normally expected of teacher candidates at the level and in the subject concerned.

Should the field placement be deferred, the School of Education will arrange a placement at the earliest possible time, consistent with the teacher candidate's academic program and the availability of appropriate settings. Field placements are offered twice a year, in November/December and March/April. The teacher candidate will have to provide a medical note prior to the deferred placement indicating they are ready to take on the rigors of the program.

Denied Placement

The STU School of Education may deny placement in the field (public school) if:

- the prospective teacher candidate has failed to complete one or more courses successfully;
- there is evidence that the prospective teacher candidate is unable to deliver the quality of instruction normally expected of teacher candidates at the level and in the subject concerned;
- there is evidence that the prospective teacher candidate has violated the Professional Code of Conduct of the New Brunswick Teachers' Association and/or the *New Brunswick Education Act*;
- the prospective teacher candidate does not provide a current and appropriate vulnerable sector/criminal record check;
- the prospective teacher candidate has not passed the official test on Policy Statement 701 and Child Victims of Abuse and Neglect Protocol (created by the School of Education and approved by the Department of Education and Early Childhood Development in accordance with the Education Act (S.N.B. 1997, c. E-1.12).

Withdrawal/Dismissal from the Field Placement and Bachelor of Education Program

The School of Education may recommend to the Vice-President (Academic & Research) the

withdrawal/ dismissal of a teacher candidate from a placement in the field (public school) if:

- there is significant evidence that the teacher candidate is unable to meet the requirements of completing a successful field placement;
- there is evidence that the teacher candidate has not met the requirements of the *NB Standards of Practice for Initial Teacher Education Programs* and the *Bachelor of Education Field Placement Handbook;*
- the teacher candidate fails to adhere to the attendance policy as outlined in the Bachelor of Education Field Placement Handbook;
- the teacher candidate violates the New Brunswick Teachers' Association Code of Conduct, and/or the *New Brunswick Education Act* and/or its associated policies;
- the teacher candidate chooses to leave the assigned field placement without approval of the School of Education.

Process for Dismissal from the School of Education

The recommendation for dismissal will be brought to the entire School of Education faculty. After this meeting, a recommendation for dismissal or withdrawal may be made to the Vice-President (Academic & Research) with copies to the Registrar and teacher candidate. At the dismissal or withdrawal meeting with the teacher candidate, a SRC Student Advocate may be present. A dismissal or withdrawal will result in no graduation, no certification, and removal from the Bachelor of Education program.

Teacher candidates who have been dismissed from the Bachelor of Education program may appeal to the Senate Admissions and Academic Standing Committee by contacting the Registrar's Office.

D. Courses

Core Courses

Pedagogical

EDUC-5903. Classroom Management

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

EDUC-5913. Measurement and Evaluation

This course examines the connections between achievement assessment and classroom instruction. Topics will include: major types of assessment methods, validity and reliability in assessment planning, norm and criterion referenced assessment and standardized testing.

EDUC-5923. Differentiated Instruction

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 differences, of learning and thinking and to develop strategies related to differentiation. The course process includes developing and applying differentiated 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. Differentiated 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, flexible grouping, tiered lessons, grading and managing the differentiated classroom.

EDUC-5933. Culture and Schooling
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 sociological perspective. Gender issues, economic factors, human rights, multiculturalism, peace, social justice, and the environment will be studied to understand their impact on education and vice versa.

EDUC-5943. Teaching Exceptional Learners in the Elementary Classroom
An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, speech and language differences, pervasive development disorders, hearing impairments, and neurological disabilities. An emphasis will be placed on strategies to assist teachers in addressing the special education needs of pupils in the elementary classroom and the psychology of exceptional learners.

EDUC-5953. Educational Psychology I
This course explores the major theoretical principles upon which education for children and adults may be based. It also examines the notion of 'normative' characteristics of learners as well as current trends in the application of theory to classroom situations.

EDUC-5983. Teaching Exceptional Learners in the Middle/Secondary School
An overview of issues related to special education and various exceptionalities will be examined including: learning disabilities, behavioural disorders, giftedness, intellectual disabilities, speech and language differences, pervasive development disorders, hearing 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.

EDUC-5993. Exceptional and Differentiated Education
The course provides an overview of issues associated with specific 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 individualized program plan), students who are gifted, English Language learners, and students who are at risk for leaving high school before completion. Through a combination of the study of recent research and an examination of theory and differentiated practice within the New Brunswick school context, the course offers pre- service teacher opportunities to use curriculum –specific perspectives while co- constructing instructional and assessment strategies, for teaching all students.

Professional

EDUC-5963. School Law, Teacher Ethics and Professional Conduct
This course is an examination of the role of the professional in a public school setting. It involves the study of teaching and the law, professional conduct and ethics, and the teacher's role as a member of a self-regulating profession. Topics addressed will include the UN Convention on the Rights of the Child, Canadian Constitution (focus on the Charter of Rights and Freedoms), New Brunswick Education Act & its Policies and Regulations, Family Services Act (pertinent educational sections), and the NBTA Code of Ethics. Students will also collaborate to research a variety of topics in case law.

EDUC-5973. Integrating Technology in the Classroom
The intent of this course is to develop comprehensive skills, knowledge and understanding of current educational technologies. Opportunities for teams to integrate technology while developing basic technical skills will result in resources for teaching in a particular subject area. Individuals will also develop an electronic portfolio to showcase their professional growth and development.

Middle/Secondary Majors & Electives

French Second Language

EDUC-5153. French Second Language Methods: Classroom Instruction that works with Elementary School Learners
This course presents theories of second language acquisition, current trends in the field of second-language teaching and learning, and their application to the teaching of French in a communicative and interactive approach at the kindergarten to grade eight levels. Students will develop lesson units, engage in peer-teaching, and integrate technology into their teaching. Students will participate in discussion, work with case studies, research issues in second language education using current professional journals and resources. Attention will be given to developing an understanding of the importance of teaching developmentally. Students will learn about the role of age and social/psychological factors in language acquisition, the benefits of early language learning and the characteristics of the elementary school learner. This course aims at providing solid advice, information and guidance to French Second Language teachers so that they may use a wide variety of approaches and techniques designed to involve students actively in language learning and use. Students are required to have a minimum proficiency of Intermediate Plus on the New Brunswick French Oral Proficiency scale to register for this course.

EDUC-5163. French Second Language Methods: Implementing Classroom Instruction that Works at the Middle and High School Levels
This course presents theories of second language acquisition, current trends in the field of second language teaching and learning, and their application to the teaching of French in a communicative and interactive approach at the middle and secondary levels. Students will develop lesson units, engage in peer-teaching, and integrate technology into their teaching. Students will participate in discussion, work with case studies, research issues in second language education using current professional journals and resources. Attention will be given to the teaching and assessing of listening, reading, writing, speaking and cultural understanding. This course aims to provide solid advice, information and guidance to French Second Language teachers so that they may help their students recognize that French is not only a means of communication but also a portal to future opportunities. Students are required to have a minimum proficiency of Intermediate Plus on the New Brunswick French Oral Proficiency scale to register for this course.

EDUC-5563. French Immersion Methods
This course explores the methods used to teach school subjects through the medium of French as a second language. The primary focus will be the integration of content instruction with opportunities for student to become proficient in French. The course also provides an overview of the historical development of immersion education in Canada and of current research on immersion. Students are required to have a minimum proficiency of Advanced under New Brunswick French Oral Proficiency Scale to register for this course.

Language Arts

EDUC-5423. Middle School Literacy and Language Arts Methods

This course continues the development of the pre-service teacher's knowledge base with regard to designing the language arts programme in the elementary and middle level. Topics include the comprehension and response to literature, content area reading, study skills, and making connections between reading and writing. This course provides a framework for the beginning teacher upon which to base logical reflective decisions concerning learning experiences, instructional techniques, and assessment strategies.

EDUC-5813. Secondary English Methods

The Secondary English methods course exposes pre-service teachers to the elements that support "current methods of teaching literature to middle and high school students" (2011). The course text provides a framework for examining methods based on a social constructivist premise. The course will also expose pre-service teachers to recent adolescent literature. Learning outcomes in the course include: designing and participating in book club discussions, developing units of literature instruction, writing about assessment and evaluation for the secondary English classroom, understanding curriculum outcomes for secondary English lessons and other topics that we encounter during the course. Students in the course will be asked to consider what they value in literature instruction, what they believe about individual differences, how the reading abilities' of their students affects their teaching, planning and assessment. Subsequently students in the course will consider and design planning models for effective instruction

Math/Science

EDUC-5833. Teaching Secondary Math & Science

Course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, inquiry-based math and science lessons for high school students. By examining various math and science education resources, developing and practicing lesson presentations, and reflecting on learning through discussion and writing, the course participants will gain a greater level of mathematics and science content knowledge and a 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.

EDUC-5863. Methods in Science Education (Grades 6 to 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.

EDUC-5873. Methods in Mathematics Education (Grades 6 to 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 mastery and pedagogical skills necessary to facilitate engaging, student-centered math lessons for middle level and early high school students. Particular emphasis will be placed on the use of manipulatives and various models in the development of problem solving skills. A mathematics background is an asset but is not essential.

EDUC-5883. Teaching Secondary Science
This course will focus on the Atlantic Canada Science Curriculum for grades 9 to 12. 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 high school students. Particular focus will be placed on the examination of the Next Generation Science Standards for high school science as they apply to the curriculum documents for the current high school science courses. This course is primarily intended for science majors.

EDUC-5893. Teaching Secondary Mathematics
This course will focus on the provincial mathematics curriculum for grades 9 to 12. Through reading, discussion, practice, and reflection, course participants will develop the content mastery and pedagogical skills necessary to facilitate engaging, student-centered math lessons for high school students. Particular emphasis will be placed on the examination of the NCTM standards for high school mathematics as they apply to the curriculum documents for the current high school math courses. This course is primarily intended for math majors.

Social Studies

EDUC-5633. Methods in Teaching History at a Secondary Level
Methods and strategies of teaching history at the secondary level are the focus of the course. A strong emphasis is on awareness of the place of history teaching in the curriculum. Course participants explore and develop a variety of active learning activities. A history background or broad historical knowledge is an asset.

EDUC-5843. Methods in Middle/Secondary Social Studies Education
This course is an introduction to instructional strategies and methods for teaching social studies. The course intends to help pre-service teachers integrate their knowledge of social studies with educational best practices. The areas of social studies focus are geography, history, political science, and economics.

Elementary Majors

EDUC-5413. Elementary School Reading and Language Arts Methods
The course will focus on current approaches to reading and language arts instruction. This includes becoming aware of the influence of theories of reading and literacy. You will begin to lay the groundwork for your own effective 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, listening, thinking and comprehension in the elementary classroom.

EDUC-5433. Elementary School Math Methods
Elementary mathematics is an introduction to the context and strategies of elementary mathematics (K-8). This course does not require a strong mathematics background. The emphasis will be on content as well as on doing mathematics. Students will be encouraged to be involved in problem solving and exploring mathematical concepts by developing ideas from the concrete to the abstract level, and by developing multiple representations of mathematical ideas. Content topics include pre-number concepts, numeration and place value, whole number operations, number theory, and geometry.

EDUC-5443. Art and Music Education for the Elementary Classroom Teacher
This modularized course will introduce two elements of the elementary major: art and music. Existing curricula in these fields will be examined; students will be given opportunities to plan and present lessons that meaningfully integrate art and music into other areas of the elementary curriculum.

EDUC-5453 Physical, Health, and Wellness Education in the Elementary School
This course will develop B.Ed. students' knowledge and understanding of the nature of the discipline of personal development, wellness, health, and physical education (PDWHPE), its relationship to supporting the development of the health and wellbeing of the child, and implications for teaching this in the elementary school. This is an introduction to PDWHPE in primary schools that examines health and movement issues relevant to the primary-aged child in today's society.

EDUC-5473. Science for Elementary Children
The nature and purpose of science education are explored. Effective use of minimal time allotted to this discipline at the elementary level is the main focus. One of the primary tasks to be undertaken is the construction of discovery-based learning centres as well as appropriate assessment tools. Students will be given the opportunity to experience the dynamics of constructivist science learning with a special emphasis to cross-curricular extensions including health. Time will be spent exploring student record keeping strategies which compliment a guided inquiry-based approach.

EDUC-5613. Methods in Elementary Social Studies Education
This course focuses on investigating elementary school (K-5) social studies teaching methods. The course intends to help pre-service teachers articulate a conception of social studies education and its goals. The main areas of social studies focus are geography, history, political science, and economics and the social aspects of health education. The course design assumes that all teachers strive to engage students in meaningful experiences that bridge the study of social studies concepts with the community of learners in the classroom.

Electives

EDUC-5003. Sociology of Education
The focus of this course will be on the nature of the relationship between school systems and the broader societies of which they are a part. This will be done with two purposes in mind (1) to determine both the structural configuration and the functions of education in contemporary society of and (2) to demonstrate the effects of this relationship on the internal functioning of schools. Accordingly, we shall examine a variety of theoretical perspectives whose intent is to conceptualize the school-society connection. Of particular concern will be structural functional- ism, cultural reproduction theories, and theories of correspondence. Each will be considered in some detail, especially in terms of the constraints and limitations placed on education by the social structure.

EDUC-5103 Teachers and Human Rights: Issues and Perspectives
The course introduces participants to the origins of modern human rights laws, by reviewing philosophies, rights instruments, and the ensuing tensions and perspectives located in educational systems of the 21st century. The purpose and main focus of this course is to increase students' knowledge and understanding of human rights in relation to their cho-

sen field of study. The course will illuminate key human rights concepts, practices, specific human rights problems, and human rights standards.

EDUC-5113. Alternative Schooling Pedagogies
Participants will explore a range of alternative pedagogies used to teach students in non-traditional schools including long established philosophies such as Waldorf, Montessori and current trends in addressing the learning needs of students who do not attend, have different interests/needs, or who have disengaged with traditional schooling. Topics may include *International Baccalaureate*, Charter, and Private schools, as well as other alternative educational settings with focus on the sociocultural dimensions of learning that underpin these contexts.

EDUC-5123. Topics in Education
This course is designed to respond to changes in the educational system and the needs of students. Topics vary from year to year.

EDUC-5133. Shared Leadership
This course focuses on teacher leadership. It begins with an examination of traditional roles of the principal as a school leader. Students will then examine the concepts and practices of school improvement and the essential role of teacher leadership in this process. The cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed and students will analyze reciprocal learning processes that build the authentic relationships required to develop sustainable, self-renewing schools.

EDUC-5143. The Professional Learning Community
This course examines schools as learning organizations. It focuses on the philosophical and operational changes essential for the transformation of schools from the traditional bureaucratic paradigm to a learning community approach. Students will analyze case studies to determine how PLC implementation and sustainability are successfully achieved. The final assignment prepares students in the development and delivery of a workshop on professional learning communities for their peers.

EDUC-5173. Introduction to Second Language Acquisition
This course introduces students to the field of second language acquisition and research. The course covers issues such as the effect of the age at which a second language is learned on the learner's rate of acquisition and attainment profile, the influence that the first language exerts on the acquisition of a second and the impact of internal and external variables on second language acquisition and development. Knowing and understanding the stages of second language acquisition and their characteristics are critical for effectively differentiating instruction for second language learners. Similarities and differences between first and second language acquisition will be examined. Current issues and research findings related to the teaching and learning of second languages inside second language classrooms will also be discussed.

EDUC-5233. Educational Psychology II
This course will be offered as a seminar class. Our focus will be the examination of brain-based research and about how this research impacts classroom instruction. The opening topics will deal with personality and temperament. We will then focus on the impact of current scientific studies on teaching and learning. You will be expected to research, report, and workshop on one of the following topics that examine our understanding of how the brain functions: emotion and learning, the speaking brain, the reading brain, the mathematical

brain, the calculating brain, the computing brain, and the creative-artistic brain. The final topic will be a discussion on the future impact of scientific research on educational practices.

EDUC-5243. Early Years Education: Contemporary Theory and Practice
This is an education course intended primarily for elementary education students. The purpose of the course is to introduce educators to contemporary thinking about and educational practice with young children. The course examines and focuses on how children play, relate, live and learn in early years educational settings. The participants in the course will further investigate theories and practice fundamental to early years education through observation and documentation. Class members will also design and implement purposeful projects for use with young children in pre- school and primary settings.

EDUC-5513. Teaching English as a Second Language
This course offers an exploration of methods and issues related to teaching English as a second language in a variety of contexts (e.g. overseas, mainstream public school instruction, courses for newcomers to Canada, intensive English programmes). It offers students a great under- standing of the structure of the English language. The major focus of the course will be current approaches to language teaching, with an emphasis on communicative, task-based, and con- tent-based methods. Attention will be also be devoted to such Social issues as learner identity and the role of the English in the world.

EDUC-5523. Theatre in Education
This course will introduce students to the Theatre in Education (TIE) movement and invite them to explore the use of theatre for educational purposes. Besides reading about and discussing current practices, participants will have the opportunity to produce a performance/workshop on a topic of interest for a select population. The devising will emphasize interactive theatrical strategies for generating and integrating audience input.

EDUC-5543. Catholic Religious Education
This course is designed to offer both examples of curriculum and methods of instruction to the prospective teacher of the Catholic religion. This will entail an examination of some core of Roman Catholic theological concepts, approaches to scriptural interpretation. Catholic social teachings, sacramental theology and liturgical preparation as well as those teaching techniques which are appropriate to a critical praxis methodology. Perspectives on ecumenism and inter- faith dialogue will also be examined.

EDUC-5553. Technology Education (K-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

EDUC-5573. Introduction to Physical Geography
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, fishery and mining issues, will be important aspects to be included in the lesson plans that will be developed.

EDUC-5583. Experiential Methods in Music Education
Students will be introduced to three experiential methods of music education: the Orff, Kodaly and Dalcroze methods. Elements of musical expression will be actively explored through singing, playing instruments, moving, improvising, composing, and directed listening. Participants will develop a basic music literacy and learn how to sequence rhythmic and melodic material for teaching purposes. The potential of global or world music to teach the Elementary Music Curriculum will be examined.

EDUC-5803. Secondary Physical Education
This course will provide an overview of the curriculum for Secondary Physical Education in New Brunswick which emphasizes "Knowing, Doing and Valuing". Students will obtain the knowledge and experience to enable them to administer the provincial curriculum at the secondary level. The curriculum includes three components: Doing, which involves demonstration and assessment of movement skills and concepts; Knowing, understanding the principles and concepts of a healthy lifestyle; Valuing, developing positive personal and social behaviours to sup- port the pursuit of a healthy lifestyle. Other areas such as risk management, coaching and intra- mural programming will be examined to round out the skill set needed to teach at the secondary level.

EDUC-5823. Writing for All Teachers: Critical and Multiple Perspectives Across the Disciplines
This course uses an interdisciplinary approach to exposes teachers to writing across disciplines. Based on the belief that writing is a significant 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.

EDUC-5853. Drama Across the Curriculum
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 in curricular areas such as language arts, social studies, science, etc. Participants will have the opportunity to create and fine-tune their own educational drama lessons. Discussions will include classroom management issues that arise when running a drama class.

Field Experience

EDUC-5015. Field Placement
The field placement consists of a minimum of fifteen weeks. There are four days of school visitation and two separate placements in a K-12 school setting. Placement is made by the School of Education in accordance with the policy in the St. Thomas University Calendar and the BEd Field Placement Handbook. All field placements will be conducted in the Province of New Brunswick

Education Plus (Education Institute)

EDUC-5553. Technology Education (K-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.

EDUC-5703.Contemporary Mathematics Concepts for Elementary Educators
This course will focus on the "Big Ideas" of how children in grades K-5 develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course, participants will develop a greater level of mathematics concept and content knowledge 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 classrooms.

EDUC-5713. Contemporary Mathematics Concepts for Middle Level Educators
This course will focus on the "Big Ideas" of how students at the middle level develop mathematically, with a primary focus on Number Sense and Operations. Throughout the course, participants will develop a greater level of mathematics concept and content knowledge 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 middle level classrooms.

EDUC-5723. Contemporary Science Concepts for Elementary Educators
This Education Institute course is intended for practicing elementary 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 5. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students.

EDUC-5733. Contemporary Science Concepts for Secondary Science Educators
This Education Institute course is intended for practicing middle level and early high school science teachers and focuses on the instructional units of the Atlantic Canada Science Curriculum for grades 6 to 10. The intent of the course is for participants to develop the content mastery, pedagogical skills and the confidence necessary to foster engaging, inquiry-based science lessons for their students.

EDUC-5823. Writing for All Teachers: Critical and Multiple Perspectives Across the Disciplines
This course uses an interdisciplinary approach to exposes teachers to writing across disciplines. Based on the belief that writing is a significant 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.

EDUC-6113. Introduction to Classroom Action Research
This is a first of two action research courses. Participants in the course will examine the use of action research methodology to investigate problems of professional practice and their solutions.

EDUC-6123. Conducting Classroom Action Research
Each participant will conduct classroom research to answer questions posed in EDUC 6113 and to produce a formal, written document which describes the research question, the research on similar topics, the methodology used, and the results and conclusions. Prerequisite: EDUC 6113.

EDUC-6133. Shared Leadership
This course examines the evolution of school administration and the roles expected of the principal as a school leader. Students will examine the requirements for school improvement and the disjunction between current leadership and improvement goals. Cultural, social, and institutional barriers that prevent teachers from building leadership capacity in schools will be discussed. Students will apply the leadership skills of trust building, team building, conflict resolution, change agency, and decision making to the development of teacher leadership. The capstone assignment will focus on a practical plan to improve leadership capacity within the school/district.

EDUC-6143. The Professional Learning Community
This course examines schools as learning organizations. It focuses on the philosophical and operational changes essential for the transformation of schools from the traditional bureaucratic paradigm to a learning community model. Topics include teacher collaboration in lesson planning, instructional practices and assessment. Students will be expected to complete an analysis of their own school in which they identify the barriers to implementing the professional learning community model and submit a paper outlining both their analysis and plans for transforming their school culture and operations.

EDUC-6153 - Assessment as an Instructional Practice
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.

EDUC-6233. Curriculum and Instruction for Gifted Learners
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.

EDUC-6243. Creativity and Cognition in Gifted Education
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. Prerequi-

sites: EDUC 5243/5253 or equivalent or EDUC 5233; EDUC 6233; and EDUC 6253.

EDUC-6253. Introduction to Gifted Education and Talent Development
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.

EDUC-6503. Teaching For and About Human Rights
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.

EDUC-6633. Teaching Elementary & Middle Level Mathematics
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 content knowledge 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.

EDUC-6733. Teaching Elementary and Middle Level Science
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.

EDUC-6823. Writing Across Disciplines: Critical and Multiple Perspectives
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.

EDUC-6853. Drama as a Way of Knowing
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.'

EDUC-6903. Teaching Internationally: Perspectives & Practice
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, (b) curriculum, pedagogy, and practice in the lives of international educators, and (c) theory and research relevant to the field of international education.

Note: Not all courses listed are offered each year. Please consult with the Director, School of Education for more information about current and planned course offerings.

Section Four: School of Social Work

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School of Social Work

The main objective of the Bachelor of Social Work (BSW) degree is to provide graduates with a generic practice framework so that they are prepared to deliver services to various client constituencies at a level of competence suitable for beginning practice. The School of Social Work at St. Thomas places major emphasis on understanding the structural roots of social problems in Canadian society. The cause of much of the suffering and inequality in society is seen to be rooted in our social and economic order, and not in the individual, the family, or the subculture. All interventions are seen within the context of this understanding and, although much of social work practice is concerned with the immediate needs of individuals, the resolution of social problems is seen as necessarily involving interventions in our major social institutions.

A. Admission To Bachelor of Social Work – Post-Degree

Prerequisites

1. A bachelor's degree with a minimum cumulative GPA of 3.0, or a minimum GPA of 3.0 on the most recent 60 credit hours*. Normally students currently in 4th year of a bachelor's degree program who will have completed 120 credit hours or more by the end of April of the year of application, are eligible to apply and may be given provisional acceptance pending completion of degree requirements by May 15 of the year of application. Students who will complete their degree requirements beyond May 15th may be considered on an individual basis.

   **An applicant with a bachelor' s degree who does not meet the grade point average requirement may be considered for admission two years after graduation if the applicant has earned a grade point average of at least 3.0 based on university course work completed after graduation (a minimum of 15 credit hours). Normally, these courses will be chosen from the Social Sciences and Humanities, and will be taken at the second-year level or higher, and must be completed prior to application. Applicants must meet all other requirements.*

2. A minimum of 60 credit hours in liberal arts.

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

3. An empirical research methods course, acceptable to the School of Social Work. Applicants are advised to check the "Research Course Requirement" published on the St. Thomas University Website. Applicants without an appropriate research methods course may be accepted to the School of Social Work on the condition that they successfully complete an approved course before beginning the program and no later than August 1.
4. A critical awareness of the interaction among the individual and the social, political, and economic aspects of society and a demonstrated recognition that for structural social

workers the main focus for change is the structure of society rather than the individual.

5. Evidence of familiarity with, and commitment to, the profession of social work, as well as the capacity to learn from experience.

Practicum Conditions

The BSW program includes two field placements for a minimum total of 700 field hours. The first practicum will begin at the end of March until the end of June in a block format five days a week. During the practicum, students will normally be expected to meet for three field integration workshops. It may be possible for students to complete their practica in communities other than Fredericton. Efforts will be made to accommodate students' needs and personal circumstances.

Application Deadline

January 31 of each year. All application materials and supporting documents must be received by the Admissions Office on or before the deadline.

Educational Equity Admissions Policy

The School of Social Work has adopted an Educational Equity Admissions Policy for those applicants who have been disadvantaged and/or marginalized by some form of oppression. The policy recognizes that some students may have experienced structural barriers due to identification with a specific group, or because of labels imposed upon them by society.

Students wishing to be considered under the Educational Equity Admission Policy must indicate their request on the application form and by identifying which form of oppression has impacted their life through marginalisation or barriers that have limited their access to social institutions.

Admission Criteria

Criteria	Weight
CGPA on program or on most recent 60 credit hours (minimum 3.0)	30%
Personal statement	20%
Social problem analysis	10%
Interview	20%
Experience (work, volunteer, life and learning from experience)	20%
	100%

Application Procedures

Application kits become available in October each year and can be obtained from the Admissions Office. The deadline for applications is January 31. Applications are submitted to the Admissions Office. A completed application includes:

1. a completed general application form for admission to St. Thomas;
2. the supplementary Post-Degree BSW application form;
3. a personal statement (guidelines are in the application kit);
4. a personal résumé;
5. three references (from diverse sources such as academic, professional, personal). It is the responsibility of the applicant to ensure that the completed reference forms are received by the Admissions Office;
6. official transcripts of marks from all post-secondary institutions attended. If currently

enrolled in university courses, official transcripts of final grades for the first semester, together with a list of second-semester courses, if applicable, by the January 31 deadline. In all cases, final transcripts or official confirmation that graduation requirements have been satisfied, by May 15;

7. Students wishing to be considered under the Educational Equity Admission Policy must indicate their request in the designated section of the application form.

8. the application fee. (The application fee is $40 for NB applicants and $55 for applicants from other provinces or countries.

All eligible applicants will participate in a group interview conducted by representatives of the School of Social Work. These interviews will be conducted either in person on campus, or via telephone conference calls. In these interviews, which are scheduled in March, participants will be evaluated on self-awareness, ability to relate to others, problem-solving ability, and social/political awareness.

In conjunction with the interview process, applicants will complete a brief test involving an analysis of a social problem. This test will be written in Fredericton at the time of the group interview. Applicants participating in a telephone interview will be asked to arrange to have the test written and monitored at a local educational institution. Applicants will be presented with a current or enduring social problem and will be asked why it is seen to be a social problem, what the causes of the problem might be, what the impact or consequences of the problem are on people and on society, and how they think the problem might be resolved or reduced.

B. Bachelor of Social Work Requirements

The post-degree BSW is designed for university graduates whose undergraduate programs include a substantial liberal arts component, and who are familiar with, and committed to, a career in social work. Limited in enrolment, the post-degree BSW is an intensive, 60-credit hour, 15-month program. It builds on your previous undergraduate education and leads to the professional BSW credential.

The post-degree BSW is limited in enrolment to 52 students. Admission is highly competitive and possession of minimum requirements does not guarantee admission. Candidates are assessed on the basis of academic preparation and professional suitability.

Post-Degree BSW Degree Requirements

The Post-Degree program is designed to provide students with 60 credit hours (ch) in social work courses over a period of four semesters (15 months). The following is a description of the program design and courses to be taken in each semester. Prior to acceptance, applicants will have completed an empirical research methods course which provides familiarity with a broad range of qualitative and quantitative research methods as well as research ethics. This course will be reviewed by the admission committee.

Semester I - Fall (September to December)

SCWK 5013	Group Work Theory and Design (Module I & II)	(3.0 ch)
SCWK 5023	Profession of Social Work in Context	(3.0 ch)
SCWK 5036	Theory for Social Work Practice I	(6.0 ch)
SCWK 5116	Generalist Social Work Practice Skills	(6.0 ch)
SCWK 5213	Fundamentals of Community Organizing	(3.0 ch)

Semester II - Winter (January to March)		
SCWK 5006	Preparation for Professional Social Work Practice (cont.)	(6.0 ch)
SCWK 5046	Theory for Social Work Practice II	(6.0 ch)
SCWK 5223	Organizing for Action with Diverse Groups	(3.0 ch)
SCWK 5313	Social Policy in the Canadian Context	(3.0 ch)
Semester III - Spring (April to June)		
SCWK 5059	Field Instruction (450 hours)	(9.0 ch)
Semester IV - Fall (September to December)		
SCWK 5083	Field Instruction II (250 hours)	(3.0 ch)
SCWK 5323	Social Policy - Current and Global Contexts	(3.0 ch)
Two elective courses		(6.0 ch)
	Total credit hours	**60 ch**

Mi'kmaq/Maliseet Bachelor of Social Work Program (MMBSW)

The Mi'kmaq/Maliseet Bachelor of Social Work (MMBSW) program is offered by St. Thomas University in partnership with First Nation Communities. The program is directed toward First Nation peoples in New Brunswick and the Maritime Provinces who wish to become social workers in their communities. The classes are held in Kingsclear, NB.

The MMBSW program respects and celebrates the traditions and cultures of Indigenous peoples as demonstrated by its flexible 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. The fifth cohort will be admitted in September 2017 until June 2020.

Students wishing to be considered under the Educational Equity Admission Policy must indicate their request in the designated section of the application form.

Required Withdrawal from the BSW program on the Grounds of Unsuitability

The profession of social work requires that students acquire a body of knowledge and skills and demonstrate an ability to act in accordance with the demands of the profession. The university may require a student to withdraw or be suspended or meet other requirements which may be imposed as a condition of continued enrolment in the BSW program. Suitability or fitness for the profession of social work is a requirement for continuation in the program.

C. School of Social Work Policies

A. Policy Governing Professional Suitability in the School of Social Work

The Canadian Association of Social Work Education (CASWE) requires the School of Social Work to have in place procedures for assessing the suitability of their students for professional practice. St. Thomas University has developed the following policy to be invoked when there are concerns related to a student's professional suitability.

1. Scope and Purpose

1.1 All students in the Bachelor of Social Work program are expected to demonstrate attitudes, values, and conduct that are consistent with the Canadian Association of Social Workers' (CASW) and the New Brunswick Association of Social Workers' (NBASW) Codes of Ethics during classroom participation, through written assignments, in presentations, and in field contexts.

1.2 The purpose of this policy is to:

- Increase student and faculty awareness of the attitudes, values, and conduct that are suitable for a professional social worker;
- Comply with the requirements of professional regulatory bodies;
- Assist faculty in evaluating student suitability for social work practice; and
- Seek to ensure students are made aware of any concerns through a fair and transparent process.

1.3 All students at St. Thomas University are required to comply with Course Regulations, the Code of Student Conduct, the Policy on Harassment and Discrimination, academic appeal and dismissal procedures, and any other University policies. Students enrolled in our professional programs have additional responsibilities regarding personal and professional suitability through compliance with specific School of Social Work policies included in the University *Calendar* and in the *PDBSW* and *MMBSW Student Handbooks*.

2. Behaviour that May Result in a Suitability Review

2.1 Students must be aware that their behaviour outside the University and social work practice environments, including certain aspects of their personal lives, may have an impact on their suitability for practice.

2.2 This policy is to be applied when it appears that a student is failing to maintain suitability for professional social work practice. The following is a non-exhaustive list of circumstances that may raise concerns about professional suitability and trigger a review process:

- Evidence of a violation of the Professional Code of Ethics of the New Brunswick Association of Social Workers (NBASW) and/or the Canadian Association of Social Workers (CASW); or of the New Brunswick Human Rights Act;
- Attempts to gain advantage or deceive, through falsification, forgery, or misuse of any record or document, or through false statements or representations;
- Harassment, or any threat, intimidation, or attempt to harm another person;
- Persistent substance use that interferes with the student's ability to function within a professional context;
- A physical or mental condition which impairs essential social work performance, recognizing that reasonable accommodation for the special needs of individuals is required by the New Brunswick Human Rights Act;
- Prevention or intent to prevent any person from exercising or intending to exercise his or her right to freedom of speech or freedom of belief;
- An acquired conviction due to a violation of the criminal code of Canada, which demonstrates lack of judgment and integrity, including, but not limited to, physical assault, sexual assault, or drug trafficking; and
- Failure to disclose pending criminal charges or convictions (except where convictions have been pardoned).

- A student is denied a field placement and is not able to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement, within the time frame specified by the faculty of the School of Social Work.

3. The Review Process

3.1 This process is designed to assist students in dealing with identified concerns that have an impact on their performance in the BSW program.
3.2 The following procedures will be followed should a breach of any of the School's, Practicum Agency's or University's policies, or Codes of Ethics occur. Depending on the nature of the infraction, the School of Social Work reserves the right to proceed with a review at any point that is deemed to be appropriate. Anonymous allegations will not be investigated; however, they will be kept in a confidential file in the office of the Director.
3.3 Records of any incidents that are subject to the review process will be placed in the student's confidential file in the Registrar's Office.
3.4 All parties, at all stages, will respect the confidentiality of information that may be disclosed during the review process.

Stage One Review

Classroom Instructor and Student: When a classroom instructor has concerns about a student's professional behaviour, he or she should:

a) Discuss those concerns directly with the student and seek to work with the student to resolve them;
b) Involve the student's faculty advisor to assist in supporting the student to resolve the concerns;
c) Document dates and content of all meetings with the student; and, if warranted,
d) Notify the Director that Stage One of the review process is being undertaken.

Field Instructor and Student: When a Field Instructor has concerns about a student's professional behaviour, he or she should:

a) Discuss those concerns directly with the student and seek to work with the student to resolve them;
b) Document dates and content of all meetings with the student;
c) Notify the Faculty Field Liaison that Stage One of the review process is being undertaken; and, if warranted,
d) Discuss the concerns with the Field Education Coordinator, who will, if warranted,
e) Notify the Director that Stage One of the review process is being undertaken.

In many instances, meetings between the parties will resolve the concerns and will not lead to further reviews. The Field Education Coordinator shall record in writing the discussions at the meetings and the resolution of the matter at this time. If, after two weeks, the concerns are not resolved at this stage, the parties will proceed to the next stage.

Stage Two Review

Classroom Instructor and Student. When a Stage Two review is deemed necessary:

a) The Instructor will notify the Director that the next stage of review is being requested;
b) The Instructor and the Director will meet with the student to discuss the concerns. The student may elect to bring someone to the meeting. If the student plans to attend the meeting with someone, he or she must notify the Director in advance.

Field Instructor and Student. When a Stage Two review is deemed necessary:

a) The Field Education Coordinator will inform the Faculty Field Liaison, the Director, and the student that the next stage of review is being requested relating to the field placement concerns; and
b) The Director will meet with the student, the Field Instructor, the Field Education Coordinator and the Faculty Field Liaison to discuss the concerns. The student may elect to bring someone to the meeting. If the student plans to attend the meeting with someone, he/she must notify the Director in advance.

Either the Director (in the case of concerns arising from the classroom) or the Field Education Coordinator (in the case of concerns arising from the field placement) will determine the nature of the concerns and gather sufficient information to develop a written plan to address the concerns, if one is needed. No further action may be required, or the student may be asked in writing to modify his or her behavioru and/or seek appropriate help. If, after two weeks, the concerns are not resolved at this stage, the parties will proceed to the next stage.

Stage Three Review

Intervention at Stage Three will require the following:

a) Referral for formal disciplinary action, if appropriate, under the St. Thomas University Student Code of Conduct, the Policy on Harassment and Discrimination, or other relevant University policy;
b) A meeting of faculty in the School of Social Work to determine if a recommendation should be made to the Vice-President (Academic & Research) that a student be dismissed from a course or field placement, or be required to withdraw from the BSW program.

4. Right of Appeal

Students who wish to appeal their dismissal from a course or Field Placement, or the requirement to withdraw from the BSW program, 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 reasons with supporting documentation. For more detailed information about the appeal procedure, students may contact the Registrar's Office.

Parts of this policy have been adapted from the University of Manitoba Faculty of Social Work's Professional Unsuitability By-Law and the Algoma University School of Social Work's Specific Behaviour Policy.

B. Policy Governing Deferred, Denied, or Unsuccessful Field Placements in the School of Social Work

To ensure that the interests of Social Services users are a first priority, and to provide the best professional training possible, the following procedures will be followed in the case of a deferred, denied, or unsuccessful field placement.

1. Deferred Field Placement

A field placement may be deferred if the student submits a written request to the Director of the School of Social Work citing mental or physical health or other extenuating circumstances.

Should the field placement be deferred, the School of Social Work will negotiate a placement at the earliest possible time, consistent with the student's academic program and the availability of an appropriate field placement setting. Field placements are normally offered twice a year: from April until the end of June, and from September until early December. Alternative arrangements may be considered by the Field Education Coordinator at the request of the student and in consultation with faculty of the School of Social Work.

2. Denied Field Placement

The School of Social Work may deny a field placement for any of the following reasons:

2.1 The prospective student has not successfully completed required courses and/or course assignments;
2.2 There is confirmed evidence that the student has violated the Professional Codes of Ethics of the New Brunswick Association of Social Workers, the Canadian Association of Social Workers, or the New Brunswick Human Rights Act;
2.3 The student's health renders him or her incapable of carrying out the basic tasks and professional requirements of social work practice in a designated field placement;
2.4 The student has not provided a current adequate vulnerable sector/criminal record check, or disclosed pending criminal charges.

When a student is deemed not ready to begin a direct practice or social action field placement, the onus is on the student to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement. In the case of a postponement, the student may be required to pay a pro-rated tuition fee.

The University is obliged to arrange a placement for each student accepted into the program, unless the student has been denied a field placement based on the above reasons.

If, for some reason, no suitable placement can be identified, or a student is denied a placement due to circumstances beyond his or her control, arrangements will be made for a suitable placement at a later date at no additional cost to the student.

3. Withdrawal from a Field Placement

A student who chooses to withdraw from a field placement for a reason not deemed valid by the School of Social Work is not guaranteed a subsequent field placement. However, if a student withdraws from a field placement for valid reasons (on medical or compassionate grounds), arrangements will be made for a suitable placement at a later date at no additional cost to the student.

4. Dismissal from a Field Placement

The Field Education Coordinator and Faculty Field Liaison will support all students in resolving issues that arise in their field placements. When these efforts have not been successful, the School of Social Work and/or host agency (after consultation with the Director of the School of Social Work) may recommend to the Vice-President (Academic & Research) that a student be dismissed from a field placement when there is evidence of the following:

4.1 The student has failed to adhere to the attendance policy (see Appendix), and has failed to negotiate an acceptable alternative arrangement;

4.2 The student has violated the Professional Codes of Ethics of the New Brunswick Association of Social Workers, the Canadian Association of Social Workers, or the New Brunswick Human Rights Act;
4.3 The student has chosen to discontinue the field placement for any reason not deemed valid by the School of Social Work;
4.4 The School of Social Work has determined that the student is not suitable for social work practice as per the Professional Suitability Policy;
4.5 The student's behaviour or attitude has interfered with his or her ability to work with agency staff and/or service users;
4.6 The student has not followed through in meeting learning objectives;
4.7 The student has been charged with harassment or violations of ethical codes.

5. Procedure

When there is evidence that a student is not meeting the requirements for successful completion of a field placement, the Review Process outlined in Section 3 of the Policy Governing Professional Suitability will be followed.

When a student has been denied a field placement for the reasons listed in section 2, and is not able to demonstrate readiness by adequately addressing the concerns that led to the decision to deny a field placement within the period of time specified by the faculty of the School of Social Work, the review process outlined in Section 3 of the Policy Governing Professional Suitability (2014; rev. 2017) will be followed.

Appendix

Attendance in Field Placements

The field education program is guided by the requirements of the Canadian Association of Social Work Education (CASWE). The CASWE policy requires that students enrolled in the BSW program receive a minimum of 700 field instruction hours.

Students are expected to make up any missed time due to illness, storm days, strike action, and/or holidays. Flexibility in making up missed time is possible and may include, besides additional field placement days, time spent doing relevant field-related activities. These activities can include journal writing, library research and readings on field-related work, group work preparation and design, and/or the attending of relevant outside meetings and workshops. Students must document these work hours and consult the Field Instructor on their plans for making up missed field days.

Accumulating overtime hours is allowed, provided that it does not mean that a placement ends earlier than two weeks before the official placement ending time.

C. Policy on Social and Electronic Media and the Use of Electronic Devices in the School of Social Work

1.0 Preamble

The Canadian Association for Social Work Education (CASWE) Standards for Accreditation, SB/M, 2.4.6, requires that the School of Social Work have a policy that covers the "ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field placement community" and that demonstrates "how the policy

and procedures are consistent with the relevant human rights legislation, with the mission of CASWE, and with the mission of the academic unit concerned."

The *Policy on Social and Electronic Media and the Use of Electronic Devices in the School of Social Work* is consistent with the *CASW Code of Ethics* (2005), which outlines the core social work values as:

- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Service to humanity
- Integrity of professional practice
- Confidentiality of professional practice
- Competence of professional practice

The School of Social Work recognizes that the use of social media and electronic devices can enhance learning and knowledge sharing, and support social justice goals. However, the widespread integration of social media into personal and professional life poses unique challenges and risks to professionals and service users. All social work students are responsible and accountable for their actions and statements. Students are expected to use social media, and electronic devices, in a manner that upholds the standards and ethics of the social work profession.

This policy applies to all St. Thomas University social work students in all aspects of their studies, including participation in field practicums and research. This policy does not preclude using social media to undertake research or recruit research participants, subject to approval by a research ethics board.

Students are encouraged to familiarize themselves with policies related to ethical standards of communication including, but not limited to, the *New Brunswick Association of Social Workers (NBASW) Code of Ethics* (2007) and the *NBASW Standards for the use of Technology in Social Work Practice* (2010), *the New Brunswick Human Rights Act*, and the *St. Thomas University Policy on Non-Academic Misconduct* (2015) and the *St. Thomas University Harassment and Discrimination Policy (Students)* (2012).

2.0 Definitions

2.1 Social Media: "Social media" refers to socially interactive networked information and communication technologies by which information, opinions, and discussions are presented for public consumption on the internet. This includes, but is not limited to, Facebook, LinkedIn, Twitter, Texting, Email, Blogs, YouTube, Wikipedia, etc.

2.2 Post: "Post" refers to any user-generated information shared on a social media site. This includes, but is not limited to, Facebook status updates, tweets, blog updates, etc.

2.3 Electronic Device: "Electronic device" refers to any computer or wireless device that provides communication by e-mail, telephone, text messaging, internet browsing, or is used for recording purposes. This includes, but is not limited to, cellphones, smart phones, tablets, smart pens, laptops, etc.

3.0 Social and Electronic Media Policy Statement

The School of Social Work recognizes the importance of the internet and is committed to supporting the rights of students to interact respectfully and knowledgeably through social media. The School strives to provide students with an environment of free inquiry and expression, wherein freedom of expression and academic freedom in electronic format has the same latitude as in printed or oral communication. The School requires students to demonstrate professionalism in all interactions; written, electronic and oral forms. Despite disclaimers, internet interactions and postings can result in the public forming opinions about the profession of social work, the School of Social Work, and St. Thomas University.

The use of any information without permission; confidential information; or unfounded, derogatory, or misrepresentative statements about the School of Social Work or its members (including students, staff, faculty, and guests), field practice, or field agencies or their members (including staff, volunteers, service users, and participants) on the internet may result in a review of the student's status under the *Policy Governing Deferred, Denied, or Unsuccessful Field Placements in the School of Social Work* (2014; rev. 2017) and/or the *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017).

4.0 General Guidelines for Appropriate Use of Social Media

These guidelines are intended to provide guidance for social work students to:

- interact respectfully and knowledgeably with people on the internet
- respect copyright and intellectual property rights
- make appropriate decisions about any online exchanges related to the School of Social Work and field agencies within the scope of the *CASW Guidelines for Ethical Practice* (2005) and the *NBASW Standards for the use of Technology in Social Work Practice* (2010), *the St. Thomas University Policy on Non-Academic Misconduct* (2015), and the *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017); and
- protect the privacy, confidentiality, and interests of the School of Social Work and its members and field agencies and their members.

If students are developing websites, social networking groups, or writing blogs that will mention the School of Social work or its members of field agencies or their members, students shall:

- Identify that they are students and that the views expressed are their own and do not represent the views of the School of Social Work and/or field agencies.
- Not speak on behalf of either the School of field agencies, unless given permission in writing by the School of Social Work or field instructor.
- Inform the School of Social Work and/or field instructor that they are doing so. Students need to clearly state their goals and what the social media site intends to say or reflect.

Confidential Information

Students shall not share any confidential information about the School of Social Work or its staff, faculty, field agencies or their members.

If students have any questions or are unsure about whether information is confidential or public, it is important to speak with a field instructor, the Field Education Coordinator, and/or a faculty member before releasing information that may reflect negatively on the social

work profession, the School of Social Work; its staff, faculty, field agencies or their members, or students in the social work program. **Students should always seek permission before they post information about a third party on public social media.**

Respect and Privacy Rights

Students are expected to speak respectfully about the School of Social Work and its members, their field practicum, and field agencies and their members. Students shall not engage in behaviours that reflect negatively on the social work profession, the School of Social Work or its members, or field agencies or their members.

Students shall respect the privacy of their classmates. Defamatory, harassing, or insulting comments and postings to produce a hostile work and/or learning environment constitute unprofessional behavior and will result in a suitability review under the *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017), and /or the *St. Thomas University Policy on Non-Academic Misconduct* (2015).

Photographs and Audio/Video Recordings

Taking and sharing photographs or audio/video recordings without consent is a breach of privacy and confidentiality. As agencies increasingly use photography and other forms of audio/video recording for professional consultation, research, and education purposes, it is crucial for students to know the field agency's policy regarding photographs and audio/video recordings, including any limitations of their use.

Professional Suitability

Nothing published on the internet is confidential. The *Policy Governing Professional Suitability in the School of Social Work* (2014; rev. 2017) outlines behaviours and situations that may result in a suitability review. In particular, students should note that their behaviour outside of the university and social work practice environments, including certain aspects of their personal lives, may have an impact on their suitability for practice.

Use of Electronic Devices in the Classroom

Students are required to approach the classroom environment with the same level of professionalism that applies to field placements and other professional work settings. It is important that the classroom is a place of focused attention to the material under review. In an effort to maintain educational integrity, respect for the rights of others, and a positive learning environment, the School of Social Work has developed the following guidelines for the use of electronic devices in the class room:

- The use of handheld electronic devices during class time can be distracting, disrespectful, and viewed as unprofessional behaviour. Therefore, the use of such devices is limited to scheduled breaks;
- Electronic cigarettes, or e-cigarettes, are treated in the same way that regular cigarettes are treated and may only be used in designated smoking areas;
- Laptops may be used only in consultation with the course instructor;
- All handheld electronic devices, including cellphones, must be stored out of sight and switched off during class. No electronic devices should be on the desk/table or a student's lap. Texting messages during class is prohibited;
- Receipt and response to electronic messages or phone calls during class or field

placement will be restricted to emergencies. When such a call or message is expected, the student should consult the instructor or field supervisor in advance;
- It is prohibited to record classroom lectures and/or interactions through photography, audio-recording or video-recoding unless authorized by the instructor and all participating parties.

Interactions with Past and/or Present Field Agency Service Users and Participants
Students shall:
- Not approach field instructors, faculty, staff, service users, or their family members to connect on social media sites.
- Not connect with their clients (current or past), nor allow their clients to connect with them using social media: e.g., they shall not "friend" them on Facebook or "follow" them on Twitter. They shall use only their professional (work/field placement) email address to communicate with clients.
- Possess a working knowledge of the privacy controls on the social media networks they use.
- Use only their professional (field agency) email address when communicating electronically with service users and participants.
- Ensure that all email communication with service users and participants is of a professional nature and does not involve personal discussions or disclosures.

If students choose to communicate with service users or participants via email, they need to be aware that all emails are retained in the logs of the Internet Service Providers. While it is unlikely that anyone will examine them, these logs are available to be read by the Internet Service Providers' system administrators. Thus, privacy and confidentiality cannot be guaranteed.

Tips for Responding to Social Media Requests from Service Users and Participants
Here is an example of what students can say to service users or participants who request or attempt to contact them through any form of social media. Students need to familiarize themselves with field agency policies related to the use of social media when they commence their field placements.

> **Friending:**
> "I do not accept friend requests from current or former service users or participants on any social networking sites, including Twitter, Facebook, and LinkedIn. I believe that adding service users or participants as friends can compromise confidentiality and blur the boundaries of our working relationship. If you have questions or concerns about this, I will be happy to talk more about this when we next meet."

Consequences
Information shared on the internet is public and may be shared with unintended recipients. Such information may be used for pre-field practicum screening, pre-employment screening, evidence for disciplinary action, and grounds for legal action.

Complaints about BSW students using social media in an unsuitable, unethical, or inappropriate manner will be addressed by the Director using the *University's Policy on Non-Academic Misconduct* (2015), and/or the Schools' *Policy Governing Professional Suitability*

in the School of Social Work (2014; rev. 2017).

(Adapted with permission from the Memorial University Newfoundland (MUN) School of Social Work, *Social Media Policy and Guidelines*, 2016)

D. Bachelor of Social Work Courses

Post-Degree courses offered 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 offered 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.

Undergraduate Courses

SCWK-2013. Introduction to Social Welfare (S)
An examination of the history, philosophy, and development of social welfare as a social institution in New Brunswick and elsewhere. Analysis of the institution and its relationship to the history, philosophy, and values of the profession of social work.

SCWK-2023. Introduction to Social Work (S)
An introduction to the values, ethics, history, and methods of professional social work practice, with particular emphasis on the profession in New Brunswick. An introduction to generic practice and social work with various client groups.

SCWK-2033. Introduction to Social Work Fields of Practice (F)
This is a survey course for all students interested in social work, curious about the relevance of arts and social science disciplines to social work fields of practice, and/or who wish to explore the profession as a potential career choice. Students will be introduced to the values, ethics, history and requirements of professional social work practice, with particular emphasis on social justice issues. Students will also have an opportunity to explore the various social work fields of practice.

SCWK-2503. Research Strategies in Native Studies (NATI)
Surveys various research strategies from Anthropology and Sociology and assesses their applicability to, and compatibility with, Native Studies. Considers special protocol and ethical questions in research on Native Peoples. Prerequisite: NATI 1006 or by special permission of instructor.

SCWK-3603. Native People and the Colonial Experience (NATI)
This course will look at colonialism as a strategy of imperialism and as a model for understanding North American Native history. Different types of colonialism will be explored, i.e. classic, internal, and neocolonialism, and an emphasis will be placed on the history and continuing impact of colonialism on Indigenous peoples and cultures of North America. The course will also analyze Christian missions, the fur trade, and colonial government policies, as well as exploitation, racism, war, indoctrination, genocide, and cultural appropriation as manifestations of colonialism. Responses to colonialism, including resistance and decolonization, will also be considered. Prerequisite: NATI 1006.

SCWK-3813. Native Cultural Identity and Cultural Survival (NATI)
Considers cultural identity and survival within the context of inequality (power, wealth and status). Focuses on the ways in which Native language, group solidarity and community offer cultural completeness, acting as barriers to assimilation. Historic and contemporary Native cultures are presented as dynamic and flexible. Prerequisite NATI 1006 or SOCI 1006.

SCWK-3843. Suicide and Indigenous Peoples (NATI)
Suicide is, and has been for nobody knows how long, rampant in indigenous populations in Canada. Despite well-publicized projects targeting specific communities, none of the interventions have been able to demonstrate any positive effect; if anything, the problem continues to worsen. We examine critically the field of Suicidology as it applies to the Native Peoples of Canada and suggest reasons why efforts to prevent suicide have not paid off. We also explore different kinds of interventions that may be more successful.

SCWK-3853. Alcohol, Drugs, and Indigenous Peoples (NATI)
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.

SCWK-3973. Introduction to Narrative and Narrative Analysis (SOCI, GERO, PSYC, ENGL)
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.

Post-Degree and MMBSW Courses

Post-Degree courses offered 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 offered in Kingsclear, New Brunswick (S) are open to Mi'kmaq/Maliseet Bachelor of Social Work (MMBSW) students only, with the exception of electives which may be avaiable to other MMBSW students, subject to the approval of the instructor.

SCWK-5006. Preparation for Professional Social Work Practice (F)
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 field education experience through the clarification of expectations of students in a field placement that includes an emphasis on preparation of learning contracts.

SCWK-5012. Field Instruction III (K)
This course provides practical experience in the field, in an approved setting, under faculty supervision. Students are expected to develop knowledge and skills in the field sufficient for initial professional practice with various client constituencies. 700 hours. Note: This course is 12 credit hours.

SCWK-5013. Group Work Theory and Design (F)
This is a laboratory course in which students will develop skills in group membership, leadership, and program 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. Note: This course is delivered in two separate modules; the first at the beginning of the program, and the second module at the end of the third semester.

SCWK-5023. The Profession of Social Work in Context (F) (K)
This is a mandatory course for all students upon entry into the BSW program. It introduces students to the foundations of the BSW program, and provides broad conceptual frameworks for a critical understanding of social work in Canadian contexts. The course is an introduction to the purpose, history, values, ethics, and methods of professional social work practice, and to the social welfare system that influences this practice. The scope of generalist practice with a range of populations in diverse settings will be explored.

SCWK-5036. Theory of Social Work Practice I (F) (K)
This is a mandatory course for all post-degree BSW students. A central assumption of this course is that social work as a profession needs to be self-critical in order to guard against continuing and increasing oppression experienced by members of various groups as they access social welfare programs and social work intervention. Therefore a critical analysis of social welfare, social services and social work practice (primarily in the Canadian context) will be a central focus in the course.

SCWK-5046. Theory for Social Work Practice II (F) (K)
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 drawn from the social sciences and other disciplines will be integrated with methods of intervention. Prerequisites: SCWK 5036.

SCWK-5059. Field Instruction I (F)
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 drawn from the social sciences and other disciplines will be integrated with methods of intervention. Prerequisites: SCWK 5036. Note: This course is 9 credit hours.

SCWK-5083. Field Instruction II (F)
This course is a continuation of the Field Instruction I course. It will provide practical experience in the field, in an approved setting, two days per week. Students are expected to develop knowledge and skills in small teams utilizing a community based approach to practice under the supervision of faculty liaison. Prerequisite: Field Instruction I. Available to Post-Degree BSW students only.

SCWK-5116. Generalist Social Work Practice Skills (F) (K)
This course is an introduction to the theory and skills of helping individuals and families. The course will focus on understanding the stages of the helping process, ethics, and the acquisition of specific skills in communicating, assessing problems, planning, contracting, implementing change, and terminating the process. In addition, the course will include theory and skills related to practice situations that arise in almost all social work contexts – family interviews, grief work, crisis intervention, and work with people from cultures, religions and orientation other than one's own. The skills of writing social work records will be emphasized.

SCWK-5213. Fundamentals of Community Organizing (F)
This course introduces students to the theory and practice of community organization. It provides a beginning knowledge base and skills for facilitating social change in the context of community. Content areas include the nature of community, the process of community organizing, strategies such as social action, diversity and social change, and the role of the community worker.

SCWK-5223. Organizing for Action With Diverse Groups (F) (K)
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.

SCWK-5263. Social Work in Rural Areas (F) (Elective)
Much of the social work knowledge and practice was developed in large urban areas and has limited relevance to non-urban areas such as rural New Brunswick. This course will examine the unique nature of rural areas and the implication that this unique nature holds for the social work practitioner. The emphasis of the course will be on the generic nature of rural interventions and the need to maintain an orderly and well-defined problem-solving approach which is sensitive to individual and community issues.

SCWK-5313. Social Policy in the Canadian Context (F) (K)
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-5323. Social Policy - Current Issues and Global Contexts (F)
This course will provide an opportunity for students to develop a beginning awareness, sensitivity, and understanding of the scope and impact of global or international issues on the lives of people in other parts of the world and our own lives, as well as on social policies and social work practice at all levels. As well, this course will explore the efforts of organizations (at the local, national, and international levels) which address international concerns.

SCWK-5513. Social Work, Organizations and Native People (K)
This course will assist social workers to practice in human service organizations in Native communities. The course will include a theoretical and historical analysis of why and how specific organizations such as the Department of Indian Affairs and Northern Development (DIAND) affect First Nations communities. There will be an emphasis on issues of leadership and on the political organizations that are relevant to First Nations. Issues of self-determination and implications for social work practice will also be discussed.

SCWK-5713. Introduction to Research Methods and Statistics in Social Work (Indigenous Focus) (F) (K)
This class provides an introduction to Indigenous and Western research paradigms and methods with an emphasis on social workers as social justice researchers. Students will learn about a range of qualitative and quantitative research methods. The focus will be on social justice oriented qualitative research methods, mainly Indigenous, anti-oppressive, and other critical approaches. Some quantitative methods endorsed by Indigenous scholars and communities will be highlighted.

SCWK-5723. Child Welfare (F) (Elective)
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 programs 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

SCWK-5733. Social Work and Aging (F) (Elective)
An examination of present services to the elderly population in New Brunswick and elsewhere, and identification of unmet needs. Analysis of knowledge and practice principles developed in the field of gerontological practice.

SCWK-5763. Spirituality and Social Work (K)
The overall goal of this course is to explore the role of spirituality in social work, and to identify how the spiritual dimension can be incorporated into social work practice. Students will be exposed to a discussion of the religious/spiritual dimensions of human behaviour and the impact religions and/or spiritual issues have on individual growth, community functioning, policy development, and social change. Students will also have an opportunity to reconcile their spiritual beliefs with professional expectations and to develop a beginning level of comfort and competence at integrating the spiritual in practice.

SCWK-5783. Law and Social Work (F) (Elective)
An examination of the relationship between the institutions of law and social welfare. The role of social work in the administration of justice. Basic legal concepts useful to social workers.

SCWK-5813. Native Child Welfare (F) (K)
This course will provide theoretical frameworks and practice skills relevant to the field of child welfare in Native communities in Canada. As well, the course will review historical development and cultural factors which influence Native child welfare policies, services,

and programs.

SCWK-5823. Ecology and Social Justice (F) (Elective)
This course will examine the relationship between ecological devastation and social injustice. The course will review the forces, both national and global as well as governmental and nongovernmental, which contribute to the exploitation of the environment and people. Values, policies, and interventions which are conducive to bringing about social and ecological justice will be examined. Potential roles for social work, particularly at the individual, community, and societal levels, will be discussed.

SCWK-5843. Social Work With the Bereaved (F) (Elective)
This course is designed to familiarize 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 on 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 an interlinked component of the course.

SCWK-5853. Mental Health Issues and Professional Practice (F) (K) (Elective)
This course examines mental health issues encountered by the professional with an emphasis on practice and policy implications. Students will have an opportunity to explore the context of practice from an 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.

SCWK-5863. Social Work and Addictions (F) (K) (Elective)
In this course, students will 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.

SCWK-5923. Trauma and Social Work Practice (F) (K) (Elective)
This is an elective course for all BSW students. This course provides an introduction to 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; and 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.

SCWK-5943. Ethics in Social Work Practice (F) (Elective)
Using a case study approach that draws upon practice experiences of New Brunswick social workers, this course explores ethical issues and dilemmas across population groups, and levels and fields of 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-5963. Narrative for Social Workers (F) (Elective)

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 constructive way of working with service users, both individually and collectively. The course will cover narrative theory, narrative therapy, thinking with stories for personal and professional development and working with narratives in groups and with those who are narratively dispossessed.

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

Section Five: University Fees

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B. Regulation for Payment of Fees 101
C. Residence Fees 102

A. Academic Fees

Note: A schedule of current fees will be posted on the University's web site in May 2017. Any updated policies will be posted on www.stu.ca

1. Full-Time Students

a. Tuition Fees (2016-2017 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	$6,276.00	$13,747.00
Journalism	$6,526.00	$13,997.00
Education	$8,808.00	$17,258.00
Social Work (post degree)	$9,008.00	$17,698.00

b. Health Insurance

Full-time, Canadian students have the option to participate in a student health plan which provides supplementary coverage for prescription drugs and major medical expenses not included in provincial Medicare plans. For international students who are not eligible to be insured under provincial hospital and medical plans, the University health plan also helps cover the costs of basic medical and hospital expenses. Fees for these plans are established over the summer months. Participation in the student health plan is mandatory unless proof of other medical insurance is presented upon registration. Proof of other medical insurance is required to be presented on an annual basis for returning students who wish to opt out of the student health plan. Additional coverage for dependents is available at an extra cost. Coverage under the health plan extends from September 1 to August 31 of the following year.

Health Plan Fees: 2016-2017 rates
Single: $237.52
Family: $472.94
International Health Plan: $630.00

Dental Plan Fees: 2016-2017 rates
Single: $80.00
Family: $185.33

Dental coverage is optional. Students who wish to opt out of either plan must submit a complete waiver form no later than October 13, 2017. No proof of other coverage is required to opt out of the dental plan.

c. Students' Union Fee

The Students' Union requires all full-time students to pay an annual fee to support student organizations. The fee is currently $250.25:

$137.00 Students' Union fee

$86.25 Universal Bus pass fee

$27.00 Media fee

The Students' Union fee is not refundable and is payable on or before registration. For full-time students entering in January, the Students' Union fee is $139.50.

d. Confirmation Deposit

To confirm acceptance of admissions offers, accepted students must submit a $100 deposit. For students accepted prior to May 1, the deadline for submission of the confirmation deposit is May 15; for students offered admission after May 1, the deadline is 30 days following the offer. This is an advance payment and will be applied against the total of tuition fees owed. The fee is applied to the January instalment for those students who opt for the two-instalment payment plan for tuition. **The deposit will be forfeited if the student withdraws from university at any time during the year.**

e. Special Fees (2016-2017 rates)

Application fee	$40.00 (Students from New Brunswick) $55.00 (Students outside New Brunswick)
Certified copy of student's record (official transcript)	$10.00
Graduation fee	$50.00
Parking permit	$111.00
Facility Renewal Fee	$100.00; Part-time $10 per half-credit
Technology Fee	$100.00; Part-time $10 per half-credit
Student Health Centre Fee	$50.00

2. Part-Time Students

a. Tuition fees (2016-2017 rates)

Half-credit course	$633.00
Full course (audit only)	$633.00

b. Student Union Fee

The Students' Union requires all part-time students to pay a fee of $21 per half-credit course to support student organizations

3. Tuition for Seniors

Applicants who have reached the age of sixty years are eligible to apply for a rebate of 50% of normal tuition fees.

B. Regulations for Payment of Academic Fees

1. Schedule for Payments

Full-time students in the regular academic session (September-April) may make payment in one instalment in September, or in two instalments at the beginning of each term. At a minimum, the September payment should include 60% of the tuition fees plus the full student union fee. An administration fee ($20.00 in 2016-2017) is charged when tuition fees are paid in two instalments.

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. Scholarship and Bursary Students

Registration is not complete until fees have been paid or a satisfactory arrangement has

been made with the Registrar's Office. Scholarship students should notify the Registrar's Office 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 offices at least two months prior to the date of registration in order to allow time for processing.

3. Interest Charges

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. Outstanding Accounts

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

5. Withdrawal from University: Refund Policy

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 office confirming their withdrawal from university. The effective date of withdrawal is the date on which the Registrar accepts the withdrawal. No refunds will be made after October 28 for the first term, or March 3 for the second term.

C. Residence Fees

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

1. Room and Board

The fees for all university residences for the period September 2016 to April 2017 were as follows and will change for the academic year 2017-2018:

Harrington Hall, Holy Cross House, Vanier Hall	
Double room	$8,091.00 - $8,819.00*
Single room (when available)	$10,066.00 - $10,794.00*
Rigby Hall, Chatham Hall	
Double room	$8,456.00 - $9,184.00*
Single room	$10,431.00 - $11,159.00*

* Fees vary depending on which meal plan a student selects.

2. Room Deposit

A $300 application deposit must accompany a student's residence application form in order for the application to be processed. This is an advance payment on second-semester residence fees, not an additional fee. The full application deposit will be refunded if the application is withdrawn in writing prior to June 15. A refund of $150 of the $300 deposit will be made if the application is withdrawn, in writing, prior to July 15 (December 1 for second term). Failure to withdraw the application by the deadline will result in loss of the deposit. The deposit will also be forfeited if a student withdraws from residence any time during the year.

Space is limited and returning students are encouraged to apply and to pay the $300 residence deposit as early as possible for the upcoming year.

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

3. Other Charges

- Damage deposit: A deposit of $250 is required of new students upon first 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: $25 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.

4. Schedule of Payment

At least 60% of the residence fee must be paid in September. The remainder of the fee is payable not later than January 31.

Note: Residence students must adhere to published deadlines for payment of fees in order to retain their room assignments. Failure to do so may result in the residence students losing their assigned rooms.

5. Overdue Accounts

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.

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

6. Withdrawal from Residence: Refund Policy

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 financially 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 effective 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 reflect residence as follows:

Month of withdrawal:
September: pay 40% of the full year cost

October:	pay 50% of the full year cost
November:	pay 60% of the full year cost
December:	pay 70% of the full year cost
January:	pay 80% of the full year cost
February:	pay 90% of the full year cost
March:	pay 100% of the full year cost
April:	pay 100% of the full year cost

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

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Department of Anthropology

The courses offered by the Department of Anthropology are organized into three different fields: social/cultural anthropology, archaeology, and physical anthropology; and three different levels: introductory, intermediate, and advanced.

Courses at the introductory level, numbered in the 1000 range, are intended for first-year or beginning students of anthropology. Students should note that these courses are prerequisites for all others in their respective fields and levels unless otherwise noted: ANTH 1013 is a prerequisite for all other courses in social/cultural anthropology unless otherwise noted; ANTH 1023 is a prerequisite for all other courses in physical anthropology with the exception of ANTH 2443 and the courses in forensic anthropology.

Courses at the intermediate level, numbered in the 2000 range, are intended for students who wish to pursue their study of anthropology, as well as students in other disciplines with an interest in anthropology.

Courses at the advanced level are intended for students majoring and honouring in anthropology, though other third and fourth-year students with a strong interest in anthropology are welcome. Courses at the 3000 level are for students in their third and fourth years. Courses at the 4000 level are intended for fourth-year students majoring or honouring in anthropology; permission of the instructor is required for admission to these courses.

Division of Courses Into Fields and Levels

Introductory Courses

ANTH 1013	Introduction to Cultural Anthropology
ANTH 1023	Introduction to Physical Anthropology
ANTH 1033	Introduction to Archaeology

Intermediate and Advanced-Level Courses

Social/Cultural Anthropology

ANTH 2513	Cultural Anthropology	
ANTH 2523	Social Anthropology	
ANTH 2533	The Anthropology of Gender	
ANTH 2623	Applied Anthropology	
ANTH 2633	Anthropology of Music and Sound	
ANTH 2013-2153	*Area Ethnography*	
	ANTH 2013	South America
	ANTH 2033	Indigenous Lifeways in Canada
	ANTH 2043	Mexico and Central America
	ANTH 2063	North America
	ANTH 2073	Canada
	ANTH 2083	Eastern North America
	ANTH 2103	Southeast Asia
	ANTH 2153	Australia
ANTH 3323	Hunter-Gatherers in the Modern World	
ANTH 3333	Economic Anthropology: Anthropology of Exchange	
ANTH 3463	Psychological Anthropology (PSYC)	

ANTH 3643	Anthropology of Religion
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	Readings in Anthropological Theory
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

Physical 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

Advanced and Honours Courses

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

Honours in Anthropology

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 Physical Anthropology
- One archaeology course at the 2000 level
- Two area ethnography courses
- ANTH 3806 Readings in Anthropological Theory

- ANTH 3913 Introduction to Qualitative Research Methods
- ANTH 4003 Issues in Anthropology
- ANTH 4666 Honours Thesis

Major in Anthropology

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 Physical Anthropology
- One archaeology course at the 2000 level
- Two area ethnography courses
- ANTH 3806 Readings in Anthropological Theory
- ANTH 3913 Introduction to Qualitative Research Methods
- ANTH 4003 Issues in Anthropology

Minor 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 Physical Anthropology
- One area ethnography course

Minor in Forensic Anthropology

Forensic anthropology intersects with both anthropological and forensic studies. It is a specialty within the subdiscipline of physical 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 Physical 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

ANTH-1013. Introduction to Cultural Anthropology
This is an introduction to the study of contemporary cultures and languages and to the methods of ethnographic fieldwork.

ANTH-1023. Introduction to Physical Anthropology
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.

ANTH-1033. Introduction to Archaeology
This course overviews cultural diversity throughout the archaeological record, emphasizing cultural change. Topics such as adaptation, the development of complex societies, the rise of the state, and the role of archaeology in human history will be discussed. Basic archaeological methods, theory, and techniques will be presented. Multiple case studies, from different parts of the world, will illustrate how archaeologists recover, describe, and analyze the past.

ANTH-2013. Area Ethnography: South America
Ethnographic and ethnological study of the culture of South America.
Prerequisite: ANTH 1013.

ANTH-2033. Area Ethnography: Indigenous Lifeways in Canada
Ethnographic and ethnological study of Indigenous cultures and processes in urban and rural Canada. Prerequisite: None, although ANTH 1013 is desirable.

ANTH-2043. Area Ethnography: Mexico and Central America
Ethnographic and ethnological study of the culture of Mexico and Central America.
Prerequisite: ANTH 1013.

ANTH-2063. Area Ethnography: North America
Ethnographic and ethnological study of the cultures of North America.
Prerequisite: ANTH 1013.

ANTH-2073. Area Ethnography: Canada
Ethnographic and ethnological study of the cultures of Canada. Prerequisite: ANTH 1013.

ANTH-2083. Area Ethnography: Eastern North America
Ethnographic and ethnological study of the cultures of Eastern North America.
Prerequisite: ANTH 1013.

ANTH-2103. Area Ethnography: Southeast Asia
Ethnographic and ethnological study of the cultures of Southeast Asia.
Prerequisite: ANTH 1013.

ANTH-2153. Area Ethnography: Australia
Ethnographic and ethnological study of the cultures of Australia. Prerequisite: ANTH 1013.

ANTH-2303. Issues in Archaeology
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.

ANTH-2323. Archaeology of Early Societies: Eurasia, Africa, Oceania
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.

ANTH-2333. World Archaeology
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.

ANTH-2343. Archaeology of Early Societies: North and Central America
This course will introduce students to past cultural expressions in North and Central America based on archaeological data. The peopling of the region, complex hunter-gatherers and the rise of chiefdoms, and the development of early states will be considered. Past cultural diversity as well as the process that gives rise to it will be examined in different geographical settings. A time span of more that 14,000 years will be covered during the academic term. Prerequisite: None.

ANTH-2353. Archaeology of Early Societies: South America
This course will introduce students to past cultural expressions in South America and the Caribbean region. The human colonization of the region and the adaptation of those early communities will be considered. The development of agriculture and the adoption of a sedentary life as well as the rise and collapse of complex societies will be examined. Past cultural diversity of both regions, as well as the process that gives rise to it will be examined in different geographical settings. A time span of more than 12,000 years will be covered during the term. Prerequisite: None.

ANTH 2363. Archaeology of Early Societies: Mesoamerica
Mesoamerica is an area covering Southern Mexico, Guatemala, Belize, Honduras and Salvador. In this region hunter-gatherers' experimentation with plants gave rise to the cultivars, such as tomatoes and corn. Three thousand years ago urban centers developed there, political organizations arose and writing was invented. Two thousand years ago the first mega city in North America was created there. This course explores, using archaeological concepts and theory, 10,000 years of Mesoamerican cultural diversity and history.

ANTH-2413. Human Biological Variation
The goal of this course is to understand why biological variations exist and how these variations help populations adapt to varying environments. The course will examine visible human adaptations (e.g. differences in skin pigmentation) and invisible adaptations (e.g. thermal acclimatization, blood groups). An important component of the course will be anthropological demography, i.e. the study of population structure and cultural/historical influences on health and mortality. The format of the course will be a combination of in-class lab work/exercises and lectures. Not open to first-year students.

ANTH-2423. Human Evolution: Fact and Theory
This course is a study of the current knowledge and scientific debate regarding the origins and development of the human species. Fossil evidence and evolutionary theory from a

historical and modern perspective are emphasized. Not open to first-year students.

ANTH-2443. Human Skeletal Biology
The focus of this course is the anatomy of the skeletal and skeletal muscular systems of the body. Students will learn the details of both the human and nonhuman skeleton in a concentrated lab format. Not open to first-year students.

ANTH-2513. Cultural Anthropology
This course examines culture both conceptually and in its diverse forms ranging from foraging to peasant and industrial societies. Both non-Western and Western value systems and their social expression in political, economic, and ideological institutions will be studied from cross-cultural and historical perspectives. The study of non-Western societies will also be used in a critical examination of contemporary Western industrial societies. Prerequisite: ANTH 1013.

ANTH-2523. Social Anthropology
This course investigates social forms such as kinship, marriage, descent, age groupings, and interest associations, as well as processes of stratification, change, and social control in society. Ethnographic examples are used to illustrate how social aspects of economy, political order, religion, and language constitute social systems. Prerequisite: ANTH 1013.

ANTH-2533. The Anthropology of Gender
This course examines male and female roles in a number of different 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.

ANTH-2623. Applied Anthropology
This course distinguishes between applied and basic anthropological research and examines new career opportunities for anthropologists in such areas as public health, urban and community development, international development, human rights, education, and social services. Important ethical and policy considerations are reviewed within the context of the profession of applied anthropology.

ANTH-2633. Anthropology of Music and Sound
The aim of this course is to examine a range of key issues in ethnomusicology, from the classic works of the discipline to contemporary theories and approaches, and including aesthetic systems, the representation of music, music and cultural change, and the musical articulation of social identity. The course will not only offer an insight into musical diversity in cultures around the world, but will also develop the fundamental view that music both expresses and actively constructs social and cultural realities. Prerequisite: ANTH 1013.

ANTH-3323. Hunter-Gatherers in the Modern World (ENVS)
This course begins by exploring the definitions of hunter-gatherers and by examining what sets them apart from other peoples. Early evolutionary views of hunter-gatherers are contrasted with current research on the diverse economic foundations of hunter-gatherer societies. The course covers questions of identity, property rights, gender, modes of production, and distribution of resources, drawing upon examples from various geographical areas. Prerequisite: ANTH 1013.

ANTH-3333. Economic Anthropology: Anthropology of Exchange
This course will explore how anthropologists have examined exchange, sharing, and transfers of goods within and between societies. Since Malinowski and Mauss, anthropologists have focused on gift giving and exchange. In this course we will contrast various forms of exchange paying special attention to the differences between gifts and commodities. We will explore what role money plays in subsistence economies and how some societies use levelling mechanisms to maintain egalitarian distribution. Prerequisite: ANTH 1013.

ANTH-3443. Forensic Osteology and Archaeology
The focus of this course is the application of skeletal biology to the medical-legal investigation of deaths, including description and identification, determination of cause and manner of death, and estimation of time of death, and the collection of physical evidence. The course will be taught in a combined lecture/lab format. Prerequisite: ANTH 2443.

ANTH-3453. Medical Anthropology
Medical anthropology is the study of health and disease patterns in human populations under different ecological settings. It takes an holistic approach, viewing humans as multidimensional biological organisms, social persons, and beings who communicate and maintain cultural systems. Each of these dimensions includes aspects of health maintenance that reflect larger cultural patterns. The focus of the course will be to emphasize a multidimensional view of health and disease in various geographical settings. The course will examine the health implications of interactions between human groups and their physical and biological environments, and how human populations adapt to environmental problems, maintain health, and persist over time.

ANTH-3463. Psychological Anthropology (PSYC)
This course introduces students to psychological anthropology, a major sub-field of cultural anthropology. Though similar to cultural and cross-cultural psychology in that it studies how thought, emotion, and experience relate to social and cultural processes, psychological anthropology is distinct from these fields in psychology in its emphasis on the ethnographic method. Though prior basic familiarity with cultural anthropology is an asset, no other previous knowledge is necessary in order to succeed in this course.

ANTH-3643. Anthropology of Religion

This course emphasizes an understanding of religious phenomena by viewing religion in the context of the diversity of cultures. Prerequisite: None.

ANTH-3663. Urban Anthropology
This course emphasizes a cross-cultural approach to the characteristics of urban society. Major themes of the course include the processes and patterns of urbanization in developing and developed countries, and theories of rural-urban migration. The effects of urbanization on work, family, sense of community, housing, health, education, and recreation will also be examined. Anthropological research methods such as holism and participant observation will be examined and students will have an opportunity to be involved in urban ethnographic research projects. Prerequisite: None.

ANTH-3673. Music and Globalization
This course is an examination of music from different parts of the world with the intent of understanding the significance of music in diverse cultural contexts. The course will take as fundamental the idea that music does not merely express underlying cultural realities, but

plays an active role in constructing those cultural realities. More importantly, however, this course analyzes the cultural, political, and economic implications of the process whereby a wide range of the world's musics have been commodified and sold in the global music marketplace through the mediation of the global music industry. Prerequisite: None.

ANTH-3683. The Anthropology of Sport

This course examines the role of sport cross- culturally in both Western and non-Western societies. It will focus on the role of sport in politics, religion, economics and mass media, surveying such issues as socialization, the social construction of identity, class, gender, ethnicity, ideology, power, representation and ritual. These issues will be addressed through in-class activity and fieldwork involving sporting events. Prerequisite: None.

ANTH-3693. Media Anthropology

What role do media play in cultural production and maintenance? Our primary concern will be to analyze the ways people engage with communications media to confer cultural meanings on their surroundings, to forge social relations, and to negotiate power. We will deal with questions of coding and decoding; the manipulation of audiences, audience reception, class relations maintained through media and examine the notion of cultural imperialism among others. We will also address some of the practical and theoretical issues anthropological media research poses looking to media production, circulation and reception in various parts of the world. This course reviews the burgeoning literature in media and new-media anthropology and draws on specific cases throughout the world and across media to highlight methodological and conceptual challenges. The general aim is to promote interest and independent inquiry into this relatively new field of anthropological study.
Prerequisite: ANTH 1013.

ANTH-3723. Human Ecology (ENVS)

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 different conceptual and methodological frames, to explain cultural change, social structure, cultural development, and landscape history, among other topics. The main objective of this course is to explore such different approaches using examples from different biogeographical regions. Prerequisite: None.

ANTH-3803. Reading Ethnography

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.

ANTH-3806. Readings in Anthropological Theory

This course is an intensive reading and seminar discussion on selected recent anthropological theories. Students will read and analyze original works from the second half of the 20th century to the present in an attempt to evaluate their explanatory value and their consequences in the development of anthropology as an academic discipline.
Prerequisite: ANTH 1013 and one area ethnography course. Anthropology majors must take this course in their third year of study.

ANTH-3913. Research Methods: Introduction to Qualitative Research Methods
There are two main goals in this course. The primary one is to familiarize students with some of the basic research methods that anthropologists use to construct ethnographic-case studies. In the course, the student will gain experience in gathering, recording, interpreting, and presenting qualitative research material. At the same time, we will consider the close relationship between data collection and ethnographic writing. In relation to the latter, students will carry out exercises designed to aid them in developing a clear and concise style of both more formal writing and less formal note taking. The overall goal of the class will be to learn to collect, analyze, and clearly present ethnographic data. Prerequisite: ANTH 1013 and one area ethnography course. Anthropology majors must take this course in their third year of study.

ANTH-4003. Issues in Anthropology
This is an advanced course in anthropological theory which focuses on an issue or set of issues that are of particular concern in anthropology today. The course will be oriented around intensive reading and discussion of theoretical materials drawn from anthropology and allied disciplines. Possible issues include the dialectic between structure and agency, the commensurability and translation of cultures, power and knowledge, and the writingof ethnographic texts, among others. Honours students may be required to fulfill separate course requirements from Majors. Prerequisites: ANTH 3806 and ANTH 3913. Anthropology majors must take this course in their final year of study. Register with permission by instructor.

ANTH-4013. Honours Seminar in Anthropology
This course is designed to help you with your Honours thesis requirement. It involves both practical work on your own thesis and a consideration of the written work of various anthropologists. The course will include a consideration of the importance of both macro (large-scale) and micro (small-scale) levels of analysis for contemporary ethnographic production. Special attention will be given to the fit between theory and empirical evidence. Both classic and new experimental styles of writing anthropology will receive consideration. Prerequisites: ANTH 3806 and ANTH 3913.

ANTH-4023. Celtic Musics and Invented Traditions in Atlantic Canada
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 to Atlantic Canada in the 18th and 19th centuries, contact and cross-fertilization with other musics in the region, the development of locally-specific musical traditions (related to, but not the same as, Irish and Scottish musics), folk revivalism in the second half of the 20th century, and contemporary musical genres and practices. This course is intended for fourth-year students. Prerequisite: At least 15 credit hours in ANTH, or permission of the instructor.

ANTH-4443. Applied Forensic Anthropology
The focus of this course is the analysis of specific cases in forensic anthropology, demonstrating how the various components of the law enforcement agencies become involved, and at what stage. The class will analyze the skeletal material associated with each case and do background research as a means of solving the case. The format of the course will be mainly in-class lab work accompanied by extensive research and off-campus visits. Limited enrollment. Prerequisite: ANTH 3443 and permission of the instructor.

ANTH-4453. Seminar on Selected Topics
Directed research and seminar on a topic of current interest.

ANTH-4553. Independent Study
A program of independent study under the direction of a member of the faculty selected by the student. It is designed for students who wish to pursue an area of special interest through reading, research, and writing.

ANTH-4666. Honours Thesis
The Honours thesis is a scholarly essay or research paper on a topic chosen by the student in consultation with a faculty member who agrees to serve as thesis adviser. When completed, the thesis is read and graded by the thesis adviser and two other members of the Department. A minimum grade of B is required on the thesis for an Honours degree. Honours students may also be expected to present their work publicly within the university community. Prerequisites: ANTH 3806 and ANTH 3913.

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

Aquinas Program

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. At that time, the Aquinas sections for 2013-14 will be established.

Aquinas Sections

Great Books

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 Introduction to Western Philosophy I/II
- English 1006 Introduction to Literature

Great Books and Human Rights

Great Books and Human Rights is designed for first year students engaged in questions of social justice and human rights. Students in this section of Aquinas will learn how to critically assess different accounts of justice, seeking to understand the philosophic foundations of human rights and their importance in the contemporary order. Reading texts such as Aristotle's Ethics, Wollstonecraft's Vindication of the Rights of Women, Martin Luther King's Letter from Birmingham Jail, and Atwood's The Handmaid's Tale, students will be engaged in answering questions such as: What is a just law? What is the basis of human equality? What is the nature of human freedom?

Courses:

- English 1006 Introduction to Literature
- Human Rights 1006 Introduction to Human Rights
- Political Science 1006 Introduction to Political Science

Great Books For Journalists

Do you believe a liberal arts education should give you the tools to reflect 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 reflect 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, Political Science, and Philosophy. The Journalism aspect of the section offers students a modern/contemporary historical component and allows students to see how the ideas of the older texts they read can shed light on world events.

Courses:

- Journalism 1013/1023 — The Messenger: Journalism and Storytelling/The Message: Great Stories of Journalism
- Political Science 1006 — Introduction to Political Science
- Philosophy 1006 — Introduction to Western Philosophy

Catholic Studies

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.

Major

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:

Group I – Catholic History (3 credit hours)

CATH 2203	Global Catholicism
HIST 3213	The Early Church

Group II – Catholic Theology (6 credit hours)

CATH 2203	Global Catholicism
RELG 2313	Introduction to the Hebrew Bible
RELG 2333	Introduction to the New Testament
RELG 2613	Basic Issues in Theology
RELG 3323	Book of Isaiah
RELG 3343	Gospel of John
RELG 3353	Christian Liturgy and Sacramental Life
RELG 3363	Jesus of Nazareth - Christ of Faith
RELG 3373	Jesus the Christ as Understood Throughout History
RELG 3623	The God of Christians

Group III – Faith and Reason (6 credit hours)

PHIL 2133	Medieval Philosophy: Augustine, Neoplatonism and Arabic Philosophy
PHIL 2143	Medieval Philosophy: Pre-Modern Modernity and the Rise and Fall of Scholasticism
PHIL 3413	God in Western Thought
PHIL 3523	The Philosophy of Thomas Aquinas
PHIL 3553	Augustine

Group IV – Faith and Values (3 credit hours)

CATH 3213	Catholic School Teaching and Contemporary Issues
PHIL 2213	Introduction to Moral Philosophy
PHIL 3533	Thomas Aquinas: Law, Morality, Society
RELG 2513	Foundations of Christian Ethics

2. Two compulsory 3 credit-hour reading/discussion courses in each of the student's third and fourth years:

CATH 3013	Catholic Studies Seminar I
CATH 3023	Catholic Studies Seminar II

3. Nine credit hours in electives drawn from Groups I - IV above, and Group V Faith, Culture, and the Arts
   Group V - Faith, Culture, and the Arts

ENGL/CATH 2673	Literature and Catholicism I
ENGL/CATH 2683	Literature and Catholicism II
CATH 3823	Special Topics in Catholic Studies II
CATH 3923	Independent Study

Minor

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. Introduction to Catholic Studies
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. The Sacraments: Spirituality & Story
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. Global Catholicism
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. Catholic Studies Seminar I
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. Catholic Studies Seminar 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. Catholic Social Teaching and Contemporary Issues (POLS 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 prin-

ciples 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.

CATH-3813. Special Topics in Catholic Studies 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.

CATH-3823. Special Topics in Catholic Studies 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.

CATH-3833. Catholic Religious Leadership
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.

CATH-3923. Independent Study
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.

Communications and Public Policy

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 influence of communications in the process of a participatory democracy, preparing them to work as communications professionals in the public, private and non-profit sectors.

Communications and Public Policy Major

Students will be required to complete 36 credit hours of Communications and Public Policy (COPP) courses and 24 credit hours of courses in one of five Focus Areas. These Focus Areas are: Politics and Governance; Law and Justice; Social Policy and Social Justice; Science, Technology, and the Environment; and International Relations. The courses to support these Focus Areas are drawn from a variety of disciplines at St. Thomas University, ensuring that students participate in the breadth and depth of the liberal arts experience. Normally, students will choose a Focus Area during the winter semester of the first year in the program and will begin assembling the courses in their Focus Area during the fall semester of second year.

The program encourages as many of its graduates as possible to be able to work in both English and French and will provide opportunities for bilingual students and students graduating from French immersion programs to continue their studies in both languages. All students entering the program will be encouraged to complete the Certificate in French Language Proficiency offered by the St. Thomas University French Department. The two core 4000-level courses – a public policy case studies course and an internship course – will be designed to offer students the opportunity to complete course work (and internships) in English and French.

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.

Part One – Core Courses and Electives

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

Year 1

Semester 1

COPP 1013	Introduction to Communications

Semester 2

COPP 1023	Introduction to Policy Studies

Year 2

Semester 1

COPP 2013	Fundamentals of Writing

Semester 2

COPP 2023	Policy Making in the Information Age

COPP 2033	Research Methods

Year 3

Semester 1

COPP 3013	Rhetoric
COPP 3023	Ethics and Social Responsibility

Semester 2

COPP 3033	Public Policy and the Media

Year 4

Semesters 1 and 2

COPP 4006	Case Studies in Public Policy
COPP 4016	Internship

COPP-1013. Introduction to Communications

This course introduces students to the history and evolution of the communications profession, with particular emphasis on communications in the public policy sphere, from the pioneers who sold ideas on behalf of their clients, to the modern world of two-way communications with the public through the internet and social media tools. The course will explore how this evolution is changing the way governments, politicians, non-governmental organizations, citizens groups and corporations interact with the public.

COPP-1023. Introduction to Policy Studies

This course introduces students to the policy making process, how policies are researched, drafted, legislated, and communicated. The course will also explore how non-governmental organizations, citizens groups and corporations influence public policy.

COPP-2013. Fundamentals of Writing

Communicating public policy requires clear and effective writing at every stage in the process. This is a foundational writing course that will help students learn to express themselves in clear, compelling language. Prerequisites: COPP 1013, COPP 1023

COPP-2023 Policy Making in the Information Age (POLS 2333)

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 influencing public policy and the political process. Prerequisite: COPP 2013

COPP-2033. Research Methods

This course will introduce students to the methods for gathering and analyzing data through interviews, surveys, focus groups, content analysis, and polls and how this information can be applied to public policy initiatives and planning an accompanying communications strategy. Prerequisite: COPP 2013

COPP-3013. Rhetoric

This course builds on the skills developed in the Fundamentals of Writing course and applies them to rhetoric, speech writing and debating. Students will read ancient and modern speeches, historical writings on rhetoric and explore the influence of persuasive writing on

public affairs. Prerequisites: COPP 2013, COPP 2023, COPP 2033.

COPP-3023. Ethics and Social Responsibility
This course explores the ethical challenges that arise while communicating public policy issues for an organization in the public or private sector. The course will allow students to develop a code of ethics for a communications professional. Prerequisites: COPP 2013, COPP 2023, COPP 2033.

COPP-3033. Public Policy and the Media (POLS 3213)
This course will explore how public policies are reported in various forms of media and how communications planning can influence the success or failure of these initiatives. The course will examine communications planning and media relations strategies such as proactive and reactive methods of representing an organization in the media. Prerequisites: COPP 2013, COPP 2023, COPP 2033.

COPP-3043: Business Communications and Marketing
This course explores the role of communications in business settings, including professional writing, the power of narrative, the influence of social media, and the connection between communications and marketing.

COPP-4006. Case Studies in Public Policy
The capstone case study course will require students to spend the fall semester surveying scholarly literature on public policy analysis (regarding policy development, design and implementation) and the winter semester applying this research as they write two case studies that will require students to synthesize the issues encountered in their Focus Areas with their studies in Communications. Course work can be presented in English and French. Prerequisites: COPP 3013, COPP 3023, COPP 3033.

COPP-4016. Internship
Students will complete two supervised professional unpaid internships in a professional communications agency, non-profit organization, or government office 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 office. Prerequisites: COPP 3013, COPP 3023, COPP 3033.

Cross-Listed Courses
JOUR-3163. New Media and Social Change
This course explores how the new media and social media are contributing to political and social change around the world.

POLS-3223. Public Administration
This course will focus on selected public policy issues in contemporary New Brunswick politics. Special attention will be given to the problems of intergovernmental affairs, recent constitutional negotiations, cabinet policy development, and public finance.

POLS-3613. Model United Nations
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 effective conference participation. Fund raising for the trip required: half credit course, but meets first and second terms; limited enrolment.

Part Two – Focus Areas

To complete the Focus Areas requirement, students must complete 24 credit hours in one of the five following areas:

1. Science, Technology, and the Environment
2. Social Policy and Social Justice
3. Politics and Governance
4. Law and Justice
5. International Relations

Suggested Courses

Please note that these lists are subject to change and modifications and that all courses are not offered every academic year. Additional courses not on these lists may be approved by the coordinator of the Communications and Public Policy program upon request from a student.

1. Science, Technology and the Environment

ECON 3323	Environmental Economics
ENVS 1013	Intro to Environmental Problems
ENVS 2023	Intro to Perspectives on the Environment
ENVS 3013	Environmental Policy
ENVS 3023	Environmental Praxis
NATI 2233	Natural Resources and First Nations of the Maritimes
NATI 3223	Native Environmental Ethics and Ecology
SOCI 2213	Society and Ecology
STS 1003	Science, Technology, and Society 1
STS 2103	Science, Technology and Society 2
STS 2123	Food, Science & Sustainability
STS 2303	Natural Disasters
STS 2313	Energy and Society
STS 2403	Science, Technology, and War
STS 2413	Science, Technology and Innovation
STS 2503	History of Disease
STS 2603	Animals: Rights, consciousness and experimentation
STS 2903	The Politics of Science
STS 3803	Space Exploration

2. Social Policy and Social Justice

CRIM 2743	Social Protest in Canada
CRIM 3953	Peacemaking Criminology and Restorative Justice
ECON 2203	Community Economic Development
ECON 2403	Economics of Poverty

ECON 4323	Social Policy: Current Issues and Global Contexts
GERO 2013	Introduction to Gerontology
GERO 2023	Multidisciplinary Issues in Aging
GERO 3023	Aging and Health
GERO 3733	Social Work and Aging
HMRT 1006	Introduction to Human Rights
HMRT 3013	Discrimination and the law in Canada
HMRT 3063	Genocide, War Crimes, and Crimes Against Humanity
HMRT 3113	The Rights Revolution in Canada
HMRT 3123	International Human Rights
HMRT 3133	Activism and Social Justice
HMRT 3543	Human Right and Foreign Policy
HMRT 3803	Human Rights of the Child
NATI 3313	Contemporary Issues in Native/Non-Native Relations
NATI 3623	Native Education and Colonization
NATI 3803	Indigenous Cultures and Immigrant Ethnic Minorities
NATI 3813	Native Cultural Identity and Cultural Survival
NATI 3843	Suicide and Indigenous Peoples
NATI 3853	Alcohol, Drugs, and Indigenous People
NATI 3863	Indian Public Health
SOCI 2106	Canadian Society
SOCI 2416	Inequality in Society
SOCI 2423	Social Problems 1 – Sociological Perspectives
SOCI 2433	Social Problems 2 – Canadian Social Problems
SOCI 2443	Racialization and Ethnicity
SOCI 2523	Sociology of Aging
SOCI 3123	Social Movements
SOCI 3413	Employment Equity Policy and Gender Inequality at Work

3. Politics and Governance

ECON 1006	Introduction to Economics
ECON 2403	Economics of Poverty
ECON 2153	Political Economy
ECON 3433	Economics of Government
ECON 3443	New Brunswick Economy
ECON 3453	Labour Economics
NATI 3703	Indigenous and Western Economics and the Idea of Development
POLS 1103	Canadian Government
POLS 2103	Canadian Constitutional Politics
POLS 2113	Contemporary Issues in Canadian Politics
POLS 3103	Political Parties and Elections in Canada
POLS 3113	Canadian Federalism: Theory and Practice
POLS 3123	The Canadian Constitution: Federalism
POLS 3133	The Canadian Constitution: The Charter of Rights and Freedoms
POLS 3213	Media and Politics in Canada
POLS 3223	Themes and Problems in Contemporary New Brunswick Politics
POLS 4103	Seminar in Canadian Government and Politics
POLS 3333	Introduction to Political Economy

SOCI 2106	Canadian Society
SOCI 2323	Sociology for Cyborgs
SOCI 2513	Communications
SOCI 3123	Social Movements
SOCI 3693	Discourse and Society
SOCI 3413	Employment Equity Policy and Gender Inequality at Work
STS 2903	The Politics of Science

4. Law and Justice

CRIM 1013	Introduction to Criminology
CRIM 1023	Introduction to Criminal Justice
CRIM 2123	Criminal Law
CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 2263	Children and Youth-at-Risk
CRIM 2943	Victimology
CRIM 3123	Contemporary Issues in Criminal Justice
CRIM 3143	Charter of Rights and Criminal Justice
CRIM 3243	Advanced Criminal Law
CRIM 3283	Crime Prevention
CRIM 3803	Child and Youth Rights
CRIM 3843	Corporate Crime and Corporate Regulations
CRIM 4133	International and Comparative Criminal Justice
CRIM 4153	Advanced Studies in Youth Justice Policy
CRIM 4403	Feminist Legal Studies
CRJS 3003	Government and the Criminal Justice System
ECON 2423	Political Economy of Crime
HMRT 1006	Introduction to Human Rights
HMRT 3013	Discrimination and the law in Canada
HMRT 3063	Genocide, War Crimes, and Crimes Against Humanity
HMRT 3113	The Rights Revolution in Canada
HMRT 3123	International Human Rights
HMRT 3133	Activism and Social Justice
HMRT 3543	Human Right and Foreign Policy
HMRT 3803	Child and Youth Rights
NATI 3903	Native People and the Law 1
NATI 3913	Native People and the Law 2
NATI 3923	Aboriginal Rights: The Land Question
SOCI 2313	Deviance
SOCI 2343	Surveillance Society
SOCI 3313	Sociology of Law
SOCI 3323	Sociology of Women and Law

5. International Relations

CRIM 3643	Terrorism
CRIM 4133	International and Comparative Criminal Justice
ECON 3343	Banking and International Finance

HMRT 3123	International Human Rights
HMRT 3543	Human Rights and Foreign Policy
POLS 2303	Comparative Politics of the Developed World
POLS 2313	Comparative Politics of the Developing Areas
POLS 3303	US Government and Politics
POLS 3323	Political Leadership: Local, National, and Global
POLS 3413	The European Union and Europe
POLS 3423	Politics & Society in Russia and Eurasia
POLS 2603	Political and Economic Integration in the Americas
POLS 2613	International Relations I
POLS 2623	International Relations II
POLS 3313	US Foreign Policy
POLS 3503	Human Rights in International Relations and Foreign Policy
POLS 3513	Canadian Perspective on International Law
POLS 3523	International Relations in the Asia Pacific Region
POLS 3533	Canadian Foreign Policy
POLS 3603	The United Nations
POLS 3613	Model United Nations
POLS 4603	Seminar in International Relations
SOCI 3153	Sociology of War

Department of Criminology & Criminal Justice

The Department of Criminology and Criminal Justice offers the following programs: a 36 credit hour Certificate 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 offered by the Criminology Department and will provide students with the opportunity to select other general interest courses in criminology beyond the first-year level. In some cases, students may be allowed to take upper-level Criminology courses with written permission of the instructor.

Minor in Criminology

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

Major in Criminology

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 offered 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.

Honours Program in Criminology

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 (or 1006), CRIM 2013, CRIM 2103, CRIM 2113, CRIM 2253, CRIM 3013, and CRIM 3103 or CRIM 4113, with a cumulative grade point average of 3.3, in the Honours/ Criminology subject.

The following additional courses beyond those listed above are required for the Honours in Criminology:

CRIM 4006 Honours Research 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 first submit a formal application to the Chair of the Criminology and Criminal Justice Department which includes: a completed application form indicating a preliminary course of study, an academic transcript, and a sample of writing which shows the candidate's promise for completing the Honours thesis. Entrance to the Honours program is highly competitive, and the number of spaces available is limited. Not all candidates who meet the minimum requirements will gain acceptance into the Honours program.

Course Streams

Cultural Studies

CRIM 2463 Cultural Criminology
CRIM 2743 Social Protest in Canada
CRIM 3263 Crime and the Media
CRIM 3273 Crime in Popular Film
CRIM 3403 Discourse and Crime
CRIM 3563 Visual Criminology
CRIM 4143 Hate Crime
CRIM 4273 Advanced Studies in Crime in Popular Film
CRIM 4513 Ethnography and Crime

Criminal Justice Studies

CRIM 2243 Corrections
CRIM 2943 Victimology
CRIM 3123 Contemporary Issues in Criminal Justice
CRIM 3153 Criminal Behaviour
CRIM 3283 Crime Prevention
CRIM 3953 Peacemaking Criminology and Restorative Justice
CRIM 4133 International and Comparative Criminal Justice
CRJS 3003 Government and the Criminal Justice System
CRJS 3103 Integrative Seminar: Criminal Justice

Law & Society Studies

CRIM 2123 Criminal Law
CRIM 2253 Crime and Society in Historical Perspective
CRIM 3143 Charter Rights and Criminal Justice
CRIM 3223 Criminal Procedure
CRIM 3243 Advanced Criminal Law
CRIM 3503 Wrongful Conviction!
CRIM 4403 Feminist Legal Studies

Child & Youth Studies

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

Police & Security Studies

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

Theoretical & Methodological Studies

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

CRIM-1013. Introduction to Criminology

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 offenders, police, corrections, and victimology. This introductory course is a prerequisite for all upper-level courses.

CRIM-1023. Introduction to Criminal Justice

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 the state and the creation of policies through the passing of bills, legislation, and statutes pertinent to the interpretation of the Criminal Code. This course also introduces the student to core topics covered in electives in the second year: courts, young offenders, police, corrections, and victimology. This introductory course is a prerequisite for all upper-level courses.

CRIM-2013. Early Criminological Theory

This course will be a survey course of classical theories in criminology. Classical theories will include the influences of work by early criminologists such as Bentham, Beccaria, Lombroso, Quetelet, and Durkheim in the development of theory and the history of theories of punishment. This course will build on the historical roots of crime and criminological theory in pre-20th century criminological theory. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2103. Introduction to Qualitative Research Methods

The purpose of this course is to introduce students to qualitative research methods. Students will learn the theoretical and epistemological foundations of qualitative methods and explore a number of data collection methods inherent to qualitative research, as well as critically evaluate and make appropriate use of secondary information sources. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2113. Introduction to Quantitative Research Methods (POLS 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 scientific 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.

CRIM-2123. Criminal Law
This course provides an introduction to criminal law - what it is, how it came into being, and the various elements of offences and forms of defence within Canada's criminal law system. Possible topics include: sources of criminal law in Canada; duty to act; voluntariness; negligent homicide; causation; strict and absolute liability; attempts; and a variety of criminal defences, including mental disorder, mistake of fact, consent, provocation, and necessity. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2223. Youth Justice (HMRT)
This course will examine theories of juvenile delinquency in historical and contemporary perspectives. A review of Canadian legislation concerning young offenders will be done to illuminate the official response to juvenile delinquency in light of the theories noted above. Special attention will be given to the Young Offenders Act, juvenile justice in Canada, the disposition of young offenders, and the rights of young adults. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2233. Police and the Canadian Community
This course is designed to examine the social and political role of the police and police practices in the contemporary Canadian society. The topics that will be discussed include the functions and objectives of modern policing, police discretion, police powers, and structures of accountability. Particular attention will be given to an examination of the context of police - community relations and crime prevention initiatives. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2243. Corrections
This course will provide a comprehensive review of the theories and history of corrections together with their implementation in Canada. Particular attention will be devoted to contemporary issues such as the trend from incarceration to community-based treatment, the diversion of young offenders, and electronic surveillance. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2253. Crime and Society in Historical Perspective (HMRT)
This course examines how definitions of crime and the criminal have changed over time in Canada, and how the criminal justice system has dealt with crime and criminals. The course will also highlight the role that the State, criminal justice officials, and the media have played in defining crime and the criminal. From arson to zealots, the emphasis is on an examination of class, race, age, and gender as relations of power. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2263. Children and Youth At Risk
This course will provide an analysis of the concept of at-risk children and youth from a theoretical and practical application. Considering the question of risk from an ecological framework as well as a constructionist perspective, individual and social factors which have

an impact on children's and youth ability to cope with threats to their development will be critically evaluated. The literature on resilience in the context of both individual and social justice paradigms will also provide students an opportunity to consider various interventions designed to promote healthy development. Topics may include: youth homelessness, children of incarcerated parents, the impact of poverty on children and families, school drop outs, substance abuse, sport and leisure as crime prevention, bullying. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2443. Human Skeletal Biology
The focus of this course is the anatomy of the skeletal and skeletal muscular systems of the body. Students will learn the details of both the human and nonhuman skeleton in a concentrated lab format. Not open to first-year students.

CRIM-2463. Cultural Criminology
Cultural criminology places deviance and control in the context of culture. Through ethnography and cultural analysis, deviance and control are viewed as cultural products -- creative constructs to be read in terms of the meanings and emotions they embody. Students are challenged to question normative boundaries, and how cultural space is appropriated by power and challenged by transgression. Topics include modern anxiety, visual signifiers and emotion, found in such forms as graffiti, drug subcultures, base-jumping, street-racing or dumpster diving. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-2943. Victimology
This course will examine this specialized field 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. Specific 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.

CRIM-3003. Special Topics in Criminology and Criminal Justice (HMRT)
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-3013. Contemporary Criminological Theory
This course will introduce students to 20th century criminological theories such as the Chicago School, strain theory, differential 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.

CRIM-3103. Advanced Qualitative Research Methods
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 1013 and CRIM 1023.

CRIM-3123. Contemporary Issues in Criminal Justice
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. Specific emphasis will be given to an examination of the influence 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.

CRIM-3143. Charter Rights and Criminal Justice
This course is an advanced look at the Canadian Charter of Rights and Freedoms. Particular attention will be devoted to the effects of the Charter on criminal law making and its enforcement with reference to specific examples such as abortion, obscenity, pornography, capital punishment, unreasonable search and seizure, and pre-trial and detention rights. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3153. Criminal Behaviour
This course examines the antecedents of, and responses to, criminal behaviour in the context of evidence-based practices in the assessment and treatment of at-risk and diverse offender populations within community and institutional contexts. Topics may include: offender risk assessment practices, major correlates of crime, effective correctional programming, best practices in the prediction and treatment of anti-social behaviour, and an understanding of the role of sound empirical strategies in contributing to what works in addressing criminal behaviour. Prerequisite: CRIM 2243.

CRIM-3223. Criminal Procedure
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 1013, CRIM 1023, and CRIM 2123.

CRIM 3253. Pre-Honours Workshop
The goal of this course is the completion of an Honours thesis proposal to be included as part of the Honours application. Topics to be covered include: writing a research question, research methodology and measurement, selecting and using an adequate theory, and writing and submitting a proposal. Completion of this course does not ensure admission into the Honours program. Prerequisites: CRIM 1013 and CRIM 1023, CRIM 2103, CRIM 2113, CRIM 2013, CRIM 3103.

CRIM-3263. Crime and the Media
This course involves the analysis of crime in the media, focusing on such vehicles as television crime shows, newsmagazine documentaries, newspaper reports and the worldwide web. Methodological and theoretical approaches to be used include discourse and content

analysis, triangulation, critical criminology, social constructionism, and critical contextual analysis. Topics include terrorism, gendered violence, hate crime, crime waves, serial homicide, police crime, and youth crime. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3273. Crime in Popular Film

This course will explore popular and primarily American film from a criminological perspective, paying particular attention to how we understand crime through film. Such themes as what is a crime film?, criminology in crime films, police films, court room films, and prison films will be explored. At the conclusion of this course, students should be able to critically evaluate film and the relationships between crime and society portrayed through popular film. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3283. Crime Prevention

This course will explore three approaches to crime prevention - primary, secondary and tertiary, that reduce the likelihood of crime and/or fear of crime in society. Using both academic and policy documents to explore ways in which agents of the criminal justice system and the community embark on strategies to reduce crime, students will evaluate the effectiveness of such strategies as crime prevention through environmental design, crime mapping, target hardening, deterrence, crime prevention through social development and public education. Topics may include: identity theft, cyber bullying, bio-violence. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3403. Discourse and Crime

This seminar course introduces students to the power and impact of discourse in criminology. The discourses of crime will be critically analyzed through such topics as interviews, interrogations, testimony, written accounts, judicial interpretations, and media accounts. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023 or CRIM 1006, or permission of the instructor.

CRIM-3503. Wrongful Conviction!

Wrongful convictions undermine the legitimacy premise that accused persons are innocent until proven guilty under the law. This course focuses on reasons and factors contributing to wrongful convictions: eyewitness identification, jailhouse informants; and looks at outcomes and legislations that have been enacted to prevent and remedy these legal/social injustices. This course explores how police, expert witnesses, prosecutors, defence lawyers, juries, trial judges and defendants contribute to wrongful convictions; and how that can be remedied. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3513. Organized Crime

This course is designed to provide a critical look at the phenomenon of organized crime. The appearance of organized crime in place and time, its various definitions, and the forms it takes, such as Mafias, triads, posses, cartels, and biker gangs, will be examined. Organized crime will be situated in the larger socio-cultural context where its institutional assessment and media portrayal will be analyzed. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3563. Visual Criminology

This course is a pantheonic study of how visuals are used in research, media, evidentiarism, teaching, and artistic representations of crime. Visual technologies study forensic evidence, examine photographs for identification and images for content, and are used to record criminal events. The course re/collects visual data for analysis using visual teaching technologies to create a critical reflection on lived experience. Prerequisites: CRIM 1013 and

CRIM 1023.

CRIM-3643. Terrorism: An Introduction
This course provides a survey of issues related to terrorism and global conflict 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 significant trade-offs that are induced by governments to minimize the impact of terrorism. Prerequisites: CRIM 1013 and CRIM 1023

CRIM-3743. Social Protest in Canada (HMRT)
This course will explore, from an historical and contemporary perspective, social protest in Canada. Some of the topics that will be studied in this course include: Strikes and Riots; The Women's Liberation Movement; The Gay Liberation Movement; The Environmental Movement; the Counter-Culture Movement of the 1960s and 1970s and Student Protests; The Civil Rights Movement; Anti-War Demonstrations; and First Nations Protests. It will explain the reasons for and the nature of social protest and discuss how social protest groups have shaped the law, politics and popular culture in Canada. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3803. Child and Youth Rights
This interdisciplinary course focuses on the implementation of articles of the UN Convention on the Rights of the Child, specifically provision rights (e.g., health care, education), protection rights (e.g., from abuse, neglect, exploitation), and participation rights (e.g., in families, schools) with a particular emphasis on the implementation of these articles in Canada. Prerequisites: CRIM 1013 and CRIM 1023, HMRT 2003.

CRIM-3843. Corporate Crime and Corporate Regulation
This course will provide an overview and critical analysis of corporate crime and its regulation in Canada. The course will examine: the problems of definition of corporate crime; the images, measurement and victims of such crime; the types of corporate crime; theories and perspectives on the etiology of corporate criminality and corporate crime; the origins of the laws against corporate crime and contemporary legislative lawmaking in this field; the effectiveness of policing and regulation of corporate crime; and various reforms proposed to deal with such crimes in the future. Prerequisites: CRIM 1013 and CRIM 1023.

CRIM-3933. Independent Study in Criminology
Students may undertake independent studies under the direction of a member of the criminology faculty with the permission of the Chair. The course is limited to students of proven academic merit. It is expected that students will have a clear idea of their area of study and they will be expected to submit a written proposal about the selected topic including a preliminary bibliography, a clear articulation of the research topic, and an argument justifying the topic as an independent course of study. Determination of the credit value of the proposed course of study will be decided in consultation with the faculty member involved.

CRIM-3936. Independent Study in Criminology
Students may undertake independent studies under the direction of a member of the criminology faculty with the permission of the Chair. The course is limited to students of proven academic merit. It is expected that students will have a clear idea of their area of study and they will be expected to submit a written proposal about the selected topic including a preliminary bibliography, a clear articulation of the research topic, and an argument justifying the topic as an independent course of study. Determination of the credit value of the

proposed course of study will be decided in consultation with the faculty member involved.

CRIM-3953. Peacemaking Criminology and Restorative Justice
This seminar critically examines the philosophical, spiritual, and sociological bases of peacemaking criminology and restorative justice theory and practice. Also discussed will be particular restorative justice initiatives and other alternatives to the current retributive criminal justice model. (Students who have already completed CRIM 4123 are not eligible to take CRIM 3953 for credit.)

CRIM-4003. Special Topics in Criminology and Criminal Justice
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-4006. Honours Research Seminar
This course provides a collaborative work forum for those students who have been formally accepted into the Honours program. The course has two components. The first is a series of special topics taught by faculty on such issues as professional ethics, special topics in theory and methods, writing a research report, and passing ethics review. In addition, a number of thesis related assignments will guide the student through the research process: preparing a formal bibliography, research proposal with research design, and a peer presentation on their proposed research. Prerequisite: CRIM 1013 and CRIM 1023, CRIM 2253, and formal acceptance into the Honours program.

CRIM-4113. Advanced Data Analysis
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. International and Comparative Criminal Justice
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. Hate Crime (HMRT)
This course will encourage students to critically evaluate social and legal positions and theories about hate crime, including research on victimization and offences. Possible topics include how hate crime is conceptualized, the organization and impact of hate movements, victim resistance, and social activism. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4153. Advanced Studies in Youth Justice Policy
The focus of this seminar will be a critical analysis of the interplay between government initiated programming and social policy for children and youth and the ideological foundations upon which they are based. The content of the course will reflect current controversies as well as faculty and student interests. Topics may include: social control theory and juvenile justice; an assessment of theories of rehabilitation; the legal philosophy of the young offenders legislation and its impact on juvenile justice; and an evaluation of zero tolerance policies, anti-bullying campaigns, curfews, school codes of conduct, and other policies which lead to more state intervention in the lives of young people. Students will select a key area of youth policy and programming to conduct an applied research project. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4233. Policing, Security, and Governance
This course is designed to provide a critical look at law enforcement issues beyond traditional police activities. The emphasis will be on contrasting the modest territorial scope and technological needs claimed through the rhetoric of community policing while technological advances push societies toward greater global integration. Law enforcement agencies are compelled to follow suit and come together in highly technological, national, and international partnerships. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4273. Advanced Studies in Crime in Popular Film
This seminar course provides students the opportunity to use and hone concepts and skills introduced in CRIM 3273 through a focused, in depth examination of a specific aspect of crime in popular film. Topics vary from term to term and could include: the development of women in crime films or race in crime films; specific genres such as, the gangster film or cop film; directors, ie: Alfred Hitchcock or Martin Scorsese; the critical importance of film remakes; etc. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4403. Feminist Legal Studies (HMRT)
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, offence patterns, and women in criminology. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4423. Power and Control in Society
This course will introduce students to writings on the nature of power, subjectivity, and governance, with a special focus on order(ing) in modern society. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

CRIM-4513. Ethnography and Crime
This seminar course will examine classical and contemporary ethnographic work in criminology and criminal justice. It will address qualitative research in general and how ethnographic research challenges common perceptions of crime, criminals and criminal behaviour. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023 or CRIM 1006, or permission of the instructor.

CRIM-4906. Honours Research Thesis

This course is the written component of the Honours thesis project. The Honours thesis may be of an empirical, conceptual, or applied nature. The Honours students accepted into the program will have been working closely with a faculty member who has agreed to be a supervisor, and develop an Honours thesis. This course is recommended only for those pursuing graduate school. Prerequisite: Formal acceptance into the Honours program.

Bachelor of Applied Arts – Criminal Justice

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 into 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.

NOTE: The requirements for Years 3 and 4 of the BAA-CJ vary depending on which diploma program was completed in Years 1 and 2, as outlined below.

Requirements for NBCC graduates of the Criminal Justice, Correctional Techniques, or Police Foundations diploma:

Year 3

Students are required to take:

CRIM 2123	Criminal Law
CRJS 3003	Government and the Criminal Justice System
CRIM 3013	Contemporary Criminological Theory

Students must also select 6 credit hours from the following electives in each of year three and year four:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

Students must also select 6 credit hours from the following Humanities subjects:
English, Philosophy, Religious Studies, History, French Literature or Spanish Literature

Students will select an additional 9 credit hours from any Arts courses offered.

Total credit hours for Year 3: 30

Year 4

Students are required to take:

CRJS 3103	Integrative Seminar: Criminal Justice

Students must also select 6 credit hours from the following electives in each of year three and year four:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

Students must select 9 credit hours from criminology course offerings.

Students must also select 6 credit hours from the following Humanities subjects:
English, Philosophy, Religious Studies, History, French Literature or Spanish Literature.

Students will select an additional 6 credit hours from any Arts courses offered.

Total credit hours for Year 4: 30

Requirements for NBCC graduates of the Youth Care Worker Diploma:

Year 3

Students are required to take:

CRIM 1013	Introduction to Criminology and Criminal Justice
CRIM 1023	Introduction to Criminal Justice

3 credit hours from the following options:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

6 credit hours from the Youth Studies stream, which includes the following options:

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

Students must also select 6 credit hours from the following Humanities subjects:
English; Philosophy; Religious Studies; History; French Literature; Spanish Literature.
Students will select an additional 9 credit hours from any Arts courses offered.

Total credit hours for Year 3: 30

Year 4

Students are required to take:

CRIM 2123	Criminal Law
CRJS 3003	Government and the Criminal Justice System
CRIM 3013	Contemporary Criminological Theory
CRJS 3103	Integrative Seminar: Criminal Justice

Students must also select 3 credit hours from the following electives in each of year three and year four:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

Students must select 6 credit hours from Criminology course offerings.

Students must also select 6 credit hours from the following Humanities subjects:
English; Philosophy; Religious Studies; History; French Literature; Spanish Literature.

Students will select an additional 3 credit hours from any Arts courses offered.

Total credit hours for Year 4: 30

Requirements for CCNB graduates of the Techniques d'intervention en délinquance diploma program:

Year 3

CRIM 2943	Victimology
CRIM 2643/ PSYCH 2643	Abnormal Psychology

3ch from:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

6 credit hours from the Youth Studies stream, which includes the following options:

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

Students must also select 6 credit hours from the following Humanities subjects:
English; Philosophy; Religious Studies; History; French Literature; Spanish Literature.

Students will select an additional 9 credit hours from any Arts courses offered.

Total credit hours for Year 3: 30

Year 4

Students are required to take:

CRIM 2123	Criminal Law
CRJS 3003	Government and the Criminal Justice System
CRIM 3013	Contemporary Criminological Theory
CRJS 3103	Integrative Seminar: Criminal Justice

Students must also select 3 credit hours from the following electives in each of year three and year four:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

Students must select 6 credit hours from Criminology course offerings.

Students must also select 6 credit hours from the following Humanities subjects:
English; Philosophy; Religious Studies; History; French Literature; Spanish Literature.

Students will select an additional 3 credit hours from any Arts courses offered.

Total credit hours for Year 4: 30

Requirements for CCNB graduates of the Techniques correctionnelles, Techniques parajudiciaires, or Techniques policières diploma program:

Year 3

CRIM 2943	Victimology
CRIM 2643/ PSYCH 2643	Abnormal Psychology

3ch from:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

6ch from one of the following streams:
Cultural Studies; Criminal Justice Studies; Law & Society Studies; Police & Security Studies; Theoretical & Methodological Studies.

Students must also select 6 credit hours from the following Humanities subjects:
English; Philosophy; Religious Studies; History; French Literature; Spanish Literature.

Students will select an additional 9 credit hours from any Arts courses offered.

Total credit hours for Year 3: 30

Year 4

Students are required to take:

CRIM 2123	Criminal Law
CRJS 3003	Government and the Criminal Justice System
CRIM 3013	Contemporary Criminological Theory
CRJS 3103	Integrative Seminar: Criminal Justice

Students must also select 3 credit hours from the following electives in each of year three and year four:

CRIM 2223	Youth Justice
CRIM 2233	Police and the Canadian Community
CRIM 2243	Corrections
CRIM 3223	Criminal Procedure

Students must select 6 credit hours from Criminology course offerings.

Students must also select 6 credit hours from the following Humanities subjects:
English; Philosophy; Religious Studies; History; French Literature; Spanish Literature.

Students will select an additional 3 credit hours from any Arts courses offered.

Total credit hours for Year 4: 30

CRJS-3003. Government and the Criminal Justice System

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 thwe 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 but is open to students in Criminology. Prerequisities: CRIM 1013 and CRIM 1023. Registration: BAACJ or permission of the instructor.

CRJS-3103. Integrative Seminar: Criminal Justice

This course is designed as an opportunity for students in the BAA (Criminal Justice) to engage in debate, dialogue, and critical analysis. To this end, students in the course will be required to critically evaluate contrasting views, alternative arguments, and policy issues with respect to the various sectors of the criminal justice system. The police, courts, corrections, community agencies, and other non-governmental organizations affiliated with the criminal justice system will form the broad framework for analysis, debate and reflection.

Digital Journalism and New Media

The Major in Digital Journalism and New Media explores the art of storytelling in the digital age. The program offers 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 influence of new media in society. The program is designed for students with an interest in professional journalism and digital content production.

Digital Journalism and New Media Major

Students who major in Digital Journalism and New Media will be required to complete 36 credit hours of Journalism courses. Students majoring in Digital Journalism and New Media will choose courses with the help of faculty advisors based on their interest and aspirations.

JOUR-1113. Fundamentals of Effective Writing
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 effective writing and storytelling. This is a required course for all students pursuing a major in Digital Journalism and New Media.

JOUR-1023. The Message: Great Stories of Journalism
This course will introduce students to a range of works of print and broadcast Journalism to allow them to understand the scope, purpose, and influence of stories in the journalistic tradition. Students will respond to these works in writing and post their responses in an online discussion forum.

JOUR-2033. Local Reporting, Global Media
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.

JOUR-2113. The Toolbox 1: New Media
This course introduces students to multi-media storytelling, including recording and editing sound and video.

JOUR-2123. The Toolbox 2: Mobile Media
This course introduces students to media production and storytelling, publication, podcasting and broadcasting using mobile technology and social media.

JOUR-3013. Through the Lens
This course will explore the use of photography and video in new media, and how stories are told through the lens.

JOUR-3023. Radio and Podcasting
This course explores the enduring power and influence of radio, and will allow students to

produce podcasts and programming for a campus and community radio network.

JOUR-3033. The Power of Narrative
This course explores the use of narrative in various media, and how storytelling remains the primary form of communication in the multi-media world.

JOUR-3143. Documentary
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.

JOUR-3153. Digital Journalism
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.

JOUR-3163. New Media and Social Change (COPP)
This course explores how the new media and social media are contributing to political and social change around the world.

JOUR-3173. Interviewing and the Art of Inquiry
This course explores the art of the interview and the art of inquiry, allowing students to understand how to effectively ask and answer questions.

JOUR-4106. Senior Seminar in Journalism
Students will produce community-based digital journalism projects supervised by faculty and explore the ethics of producing journalism in the public interest.

JOUR-4116. Journalism in the Field
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.

Department of Economics

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 offers (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 offered at three levels: introductory, intermediate, and advanced. The introductory level, ECON 1006, is a general interest course; this is a normal prerequisite for further studies in economics. ECON 1006 is also available in two one-semester courses, ECON 1013 and ECON 1023. Credit will not be granted for both ECON 1013 and/or ECON 1023 and ECON 1006.

The Department of Economics offers a number of courses (including interdisciplinary courses) of general interest, as well as courses in economic analysis for those concentrating in economics. Courses for general interest students include:

ECON 1006	Introduction to Economics
ECON 1013	Introduction to Economics (Micro)
ECON 1023	Introduction to Economics (Macro)
ECON 2173	Economic Geography
ECON 2203	Community Economic Development
ECON 2213	Contemporary Economic Issues
ECON 2223	Political Economy of Women: Selected Topics
ECON 2303	Women in the Third World
ECON 2313	Multinational Corporations and Trade
ECON 2333	Ecological Economics
ECON 2403	Economics of Poverty
ECON 3033	Labour Relations and Collective Bargaining
ECON 2423	Political Economy of Crime
ECON 3233	Marxian Economics
ECON 3323	Environmental Economics
ECON 3333	Perspectives on Underdevelopment

ECON 1006 or ECON 1013 & 1023, or the permission of the instructor, is the only prerequisite for these courses.

At the advanced level, courses in the 3000 series are intended for students with a good background in economics, and courses in the 4000 series are reserved for advanced Majors and Honours students.

Please note that students who enroll in Honours economics, and Majors who opt to take ECON 4013 and ECON 4113, will require first-year university mathematics. These students are strongly encouraged to take MATH 1013 and MATH 1023 in their first or second year. In addition, students planning to pursue graduate studies in economics after their BA are strongly recommended to complete courses in Linear Algebra and Intermediate Mathematics, preferably prior to taking ECON 4013 and ECON 4113.

Minor in Economics

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

Major in Economics

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 must be selected from each of the following subject areas:

- Political Economy
- International Economy
- Canadian Institutions and Policy

See specific listings below.

Students majoring in economics are eligible for the Work-Study Project, ECON 4506, in their fourth year.

Major in Economics with a Business Option

In addition to fulfilling the requirements for a Major in Economics, students selecting the business option are required to complete 18 credit hours in business, including:

BUSI 2013	Introduction to Business
BUSI 2023	Introduction to Financial Accounting

Elective Courses (12 credit hours) Available from STU

BUSI 3013	Personal Financial Planning
BUSI 3023	Nonprofit Management
BUSI 3033	Labour Relations and Collective Bargaining
BUS 3513	Introduction to Industrial and Organizational Psychology (PSYC 3533)

Elective Courses (12 credit hours) Available from UNB

ADM 1313	Principles of Marketing
ADM 2223	Managerial Accounting
ADM 2413	Principles of Finance
ADM 2513	Organizational Behaviour
ADM 3123	Business Law I
ADM 3415	Corporate Finance
ADM 3155	International Business

Students enter this program after completing ECON 1006 or ECON 1013 & 1023. The required courses are to be completed first. UNB Business courses (ADM) are restricted to those in the business option. See below for a description of BUSI and ADM courses.

Honours in Economics

Students planning to attend graduate school, and those interested in advanced undergraduate studies, should enroll in the Honours program. Students wishing to pursue Honours should apply to the Department Chair at the end of their second year. Students need an average GPA of 3.0 in their economics courses to enter the Honours program, and are expected to maintain that average while in the program.

For Honours in Economics, the following courses are required

ECON 1006	Introduction to Economics (or ECON 1013 & 1023)
MATH 1013	Introduction to Calculus I
MATH 1023	Introduction to Calculus II
ECON 2103	Microeconomic Theory I
ECON 3133	Microeconomic Theory II
ECON 2113	Macroeconomic Theory I
ECON 3143	Macroeconomic Theory II
ECON 2123	Quantitative Methods I
ECON 3163	Quantitative Methods II
ECON 4183	Econometrics I
ECON 4193	Econometrics II
ECON 4013	Mathematical Economics I
ECON 4113	Mathematical Economics II
ECON 4546	Honours Thesis (minimum B grade)
or ECON 4533	Honours Research Project

An additional 12 credit hours in economics are required to complete an Honours degree in economics. In addition, Honours students are to present a seminar to senior students and faculty as arranged by the Department. An overall average GPA of 3.0 on the economics courses specified for Honours is required to graduate with Honours. Students who do not fulfill all the requirements for Honours are automatically considered for a Major in Economics.

Honours in Political Economy

The regulations for Honours in Political Economy are the same as for the Honours in Economics program, except for the list of required courses. For Honours in political economy, the following courses are required:

ECON 1006	Introduction to Economics (or ECON 1013 & 1023)
ECON 2103	Microeconomic Theory I
ECON 3133	Microeconomic Theory II
ECON 2113	Macroeconomic Theory I
ECON 3143	Macroeconomic Theory II
ECON 2153	Political Economy I
ECON 2123	Quantitative Methods I
ECON 3153	Political Economy II

ECON 3233 Marxian Economics
ECON 4546 Honours Thesis (minimum B grade)
Three courses selected from: ECON 2203, 2213, 2223, 2303, 2403, 2423, 3323, 3333.

9 additional credit hours in economics, and 9 credit hours in cognate departments, are required to complete the requirements for an Honours degree in political economy.

Subject Areas
Courses in the Economics program are organized into the following subject areas:

Introduction to Economics
ECON 1006 Introduction to Economics
ECON 1013 Introduction to Economics (Micro)
ECON 1023 Introduction to Economics (Macro)

Approaches to Economic Analysis
ECON 2103 Microeconomic Theory I
ECON 2113 Macroeconomic Theory I
ECON 3133 Microeconomic Theory II
ECON 3143 Macroeconomic Theory II
ECON 2153 Political Economy I
ECON 2123 Quantitative Methods I
ECON 3153 Political Economy II
ECON 3163 Quantitative Methods II
ECON 3173 History of Economic Thought
ECON 4183 Econometrics I
ECON 4193 Econometrics II
ECON 4013 Mathematical Economics I
ECON 4113 Mathematical Economics II

Political Economy
ECON 2153 Political Economy I
ECON 2203 Community Economic Development
ECON 2213 Contemporary Economic Issues
ECON 2223 Political Economy of Women: Selected Topics
ECON 2423 Political Economy of Crime
ECON 3233 Marxian Economics

Note: Many courses in International Economy and Canadian Institutions and Policy also include a political economy perspective.

International Economy
ECON 2173 Economic Geography
ECON 2303 Women in the Third World
ECON 2313 Multinational Corporations and Trade
ECON 2333 Ecological Economics
ECON 3323 Environmental Economics
ECON 3333 Perspectives on Underdevelopment

ECON 3343 Banking and International Finance

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

ECON-1006. Introduction to Economics: Justice and the Economy
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.

ECON-1013. Introduction to Economics (Micro)
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.)

ECON-1023. Introduction to Economics (Macro)
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 finance. (Credit will not be given for both ECON 1006 and ECON 1023.)

ECON-2103. Microeconomic Theory I
A theory course which develops the basic techniques of microeconomic analysis. Topics will include theories of consumer demand, production costs, the behaviour of producers under different market conditions, and the functioning of commodity markets.

ECON-2113. Macroeconomic Theory I
A theory course which develops an understanding of the basic techniques of macroeconomic analysis. Elements of the course include aggregate supply, aggregate demand, and the role of money, interest rates, and the price level. The nature of economic growth, business cycles, and the conditions for economic stability are examined.

ECON-2123. Quantitative Methods I
An introduction to basic statistical techniques of estimation and inference. The topics covered include: collection, organization and presentation of data, frequency distributions, parameter estimation, probability, probability distributions, tests of hypotheses, confidence intervals, analysis of variance, and index numbers. (This course may not be taken

for credit by students who already have received credit for an introductory statistics course in another discipline at St. Thomas University or have received credit for an introductory statistics course taken in any discipline from another university.)

ECON-2153. Political Economy I
A theory course analyzing economic activities in their political and social context. Topics include: class and economic power, the labour process and the generation of surplus, economic instability, capitalism on a world scale, and the nature and role of government.

ECON-2173. Economic Geography
The course examines the spatial organization of global economic activity and the social processes which have contributed to and continue to alter that landscape.

ECON-2203. Community Economic Development (ENVS, HMRT)
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.

ECON-2213. Contemporary Issues
This is a course in economic policy analysis. The course will examine selected economic issues and analyze a range of policy responses.

ECON-2223. Political Economy of Women (HMRT) (SOCI 2643) (WSGS)
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.

ECON-2303. Women in the Third World (HMRT 2233) (SOCI 2623) (WSGS)
This course will critically examine the role of women in the Third World. 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.

ECON-2313. Multinational Corporations and Trade
This course deals with the strategies of multinational corporations, the scope and impact of international trade, and the structure of international trade agreements.

ECON-2333. Ecological Economics (ENVS)
Starting from the understanding that the economy is a subsystem of the ecological life-support system, the course utilizes a transdisciplinary approach (ecological, social and economic) to examine the problems of scale, equity, and efficiency in contemporary human social formations. The course will also discuss the distinctive policy implications of ecological economics. No prerequisite required.

ECON-2403. Economics of Poverty
This course examines the extent of economic inequality in Canada and around the world, and analyzes how affluence and poverty are generated in a market economy. Important social programs are investigated and evaluated in terms of their effectiveness in reducing poverty in Canada.

ECON-2423. Political Economy of Crime
This course provides an overview of two theoretical perspectives on crime: the individualistic neoclassical tradition and the more systemic framework of political economy. The first

part of the course introduces the two main conceptual frameworks and is followed by an examination of various case studies using these approaches. Case studies may include the illegal drug trade, money laundering, the tobacco industry, and environmental crimes.

ECON-3006. Justice and Peace: An Economics Perspective (PEAC)
The course will explore the contribution that heterodox economic analysis, including political economy, ecological economics, the moral economy framework and feminist economics, can make to the study of issues of justice and peace.

ECON-3033. Labour Relations and Collective Bargaining (BUSI)
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.

ECON-3133. Microeconomic Theory II
A continuation of the study of microeconomic theory. Topics will include an analysis of factor markets, technological change, partial and general equilibrium, and an analysis of the limitations of neoclassical microeconomic theory. Prerequisite: ECON 2103. It is strongly recommended that MATH 1013 & 1023 be taken prior to this course or concurrently.

ECON-3143. Macroeconomic Theory II
A continuation of the study of macroeconomic theory. This course examines the causes of economic instability and considers appropriate economic policies to deal with inflation and unemployment. Prerequisite: Econ 2113. It is strongly recommended that Math 1013 & 1023 be taken prior to this course or concurrently.

ECON-3153. Political Economy II
The course will examine the political economy of the state in capitalist society, focusing on the theory and practice of individual, organizational, and class power. Prerequisite: Economics 2153 or permission of the instructor.

ECON-3163. Quantitative Methods II
A continuation of Quantitative Methods I. The topics covered include: simple regression analysis, multiple regression analysis, residual analysis, time-series analysis, decision making under uncertainty. Prerequisite: 2123. This course may not be taken for credit by students who already have received credit for a comparable statistics course in another discipline at STU or from another university.

ECON-3173. History of Economic Thought
An introduction to the history of economic thought from the period of Adam Smith to the present. The course will emphasize some of the great economic thinkers, and concentrate on reading parts of their original works rather than textbook summaries. The works of Adam Smith, Ricardo, Malthus, Say, Marx, Jevons, Walras, and Keynes will be included.

ECON-3233. Marxian Economics
An introduction to the theory and method of Marxian economics with the reading and study of Marx's Capital, Volume I. The course will examine the basic elements of Marx's economic theories.

ECON-3323. Environmental Economics (ENVS 3333)
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.

ECON-3333. Perspectives on Underdevelopment
An examination of the economic problems facing underdeveloped countries using a Political Economy approach. Theories of dependence, colonization, unequal exchange, and their Marxist critiques will be examined as well as the limitations of traditional economic development theory.

ECON-3343. Banking and International Finance
This course examines the nature and role of money, prices, interest rates, and international financial flows. It also includes an examination of the structure and activities of financial institutions in Canada and other countries.

ECON-3433. Economics of Government
This course focuses on the nature of public sector choices and decision-making processes. Topics include government expenditure choices, cost-benefit analysis, tax policy issues, and federal-provincial relations.

ECON-3443. New Brunswick Economy
This course will examine the structure of the New Brunswick economy, analyze some of its major problems, and discuss various approaches to economic development.

ECON-3453. Labour Economics
This course examines the organization and function of labour markets in Canada. Topics include the nature of employment relations, factors affecting the supply of labour, the demand for labour, wage determination, the role of unions, and the impact of public policy on employment,wages, and working conditions.

ECON-4013. Mathematical Economics I
A study of mathematical techniques for economic analysis. This course emphasizes the study of fundamental methods of mathematical economics. The topics covered include a detailed study of the techniques of differentiation in the context of single and multiple variables, optimization techniques with and without constraints, a simple treatment of difference and differential equations, matrix algebra, and linear programming. Prerequisites: MATH 1013, MATH 1023, ECON 2103, ECON 2113.

ECON-4113. Mathematical Economics II
This course emphasizes applications of mathematical techniques to selected topics in economic analysis, including topics from microeconomics, macroeconomics and growth theory. Prerequisites: ECON 3133, ECON 3143, and ECON 4103.

ECON-4183. Econometrics I
This course deals with the elementary problems of estimation and inference in single equation models. The topics covered include model specification, multicollinearity, heteroscedasticity, autocorrelation, and dummy variables. An emphasis is placed on applications. Prerequisite: ECON. 3163.

ECON-4193. Econometrics II
This course deals with some advanced problems of estimation and inference in single equation models, problems of identification, estimation and inference in simultaneous equation

models, and the models of time series analysis. Prerequisite: MATH 1013-1023 and ECON 4183.

ECON-4506. Work Study Project
This course, which is open to economics students in their final year, is designed to provide an opportunity to apply knowledge of economics in a workplace setting. Placements may be in the public sector, the private sector, or with non-profit organizations. Enrolment subject to Department approval.

ECON-4513. Independent Study
A program of independent study under the direction of a member of the faculty selected by the student. It is designed for students who wish to pursue an area of special interest through reading, research, and writing.

ECON-4523. Independent Study
A program of independent study under the direction of a member of the faculty selected by the student. It is designed for students who wish to pursue an area of special interest through reading, research, and writing.

ECON-4533. Honours Research Project
This course, open to Honours students, is a directed research project under the supervision of a faculty member. The course involves a major essay or report on a topic chosen by the student in consultation with the faculty member.

ECON-4546. Honours Thesis
The Honours thesis is a scholarly essay or research paper on a topic chosen by the student in consultation with a faculty member who agrees to serve as thesis advisor. When completed, the thesis is read and graded by the thesis adviser and two other members of the Department. A minimum grade of B is required on the thesis for an Honours degree.

Major in Economics with Business Option

BUSI-2013. Introduction to Business
The course introduces a range of business topics with an emphasis on business practices in the Canadian context. Topics include entrepreneurship, financial process, marketing, socially responsible business, management, human resources, and the role of business in the Canadian economy. In addition, broader issues, such as business ethics and relations between employees and employers will be discussed.

BUSI-2023. Introduction to Financial Accounting
The course introduces concepts and techniques used in financial accounting. Topics covered include the preparation of financial statements, recording of accounting events, and the rules and protocol of financial accounting.

BUSI-3013. Personal Financial Planning
The course introduces techniques of personal financial 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 financial plans.

BUSI-3023. Nonprofit Management (ENVS 3033)
The course introduces students to the specific issues that arise in managing nonprofit organizations. Topics covered include strategic planning, accountability, board governance,

financial planning, fund raising, and human resources.

BUSI-3033. Labour Relations and Collective Bargaining (ECON)
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.

BUSI-3513. Introduction to Industrial and Organizational Psychology (PSYC 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, findings, 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.

UNB Courses

ADM-1015. Introduction to Business
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, financial management, marketing, production control, human resources management, and special topics.

ADM-1213. Financial Accounting
Examines the identification, measurement, recording, and communication of financial information for managerial decision-making. Reviews basic principles and concepts to convey the conceptual framework of the accounting discipline. Prerequisite: ADM 1015.

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

ADM-2223. Managerial Accounting
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 flexible budgets, break- even analysis and contribution costing in decision-making.

ADM-2413. Principles of Finance
Analyses the basic tools and concepts of finance and illustrates their application to practical problems faced by managers. Topics include: the time value of money, term structure of interest rates, valuation of financial securities, financial statement analysis, financial planning, working capital management and short-term and long-term sources of financing. Provides an introduction to the techniques of capital budgeting and the concepts of risk and return on options.

ADM-2513. Organizational Behaviour
Introduces the contributions of the applied behavioural sciences to the study of work in organizations. Covers the fundamentals of individual and group behaviour, as well as selected topics in motivation, leadership, communication, conflict, and organizational change.

ADM-3123. Business Law I
Examines the impact of law on business decisions and activities. Includes an introduction to the Canadian legal system, the law of contract and the law of torts. Emphasis given to the identification, evaluation, and management of legal risks in a business context.

ADM-3155. International Business
Examines issues and problems which arise when business operations transcend national boundaries. Topics include the dimensions of the contemporary international economy, theories of trade and foreign direct investment, the strategic and operational character of international firms and the controls adopted to achieve these goals. Prerequisites: ADM 2313, 2413, and 2513.

ADM-3415. Corporate Finance
Examines portfolio theory and valuation capital, capital expenditure decisions, long-term financing decisions, cost of capital, financial structure, dividend policy, and external

expansion. Prerequisites: ADM 2413, and either ADM 2623 or ECON 2123.

ADM-3445. Personal Financial Planning
Based upon the theory of financial decision-making applied to personal finance, covers the financial planning techniques used in professional practice. Topics include: financial goal setting, the life cycle model of financial planning, budgeting, tax planning, cash management, personal credit, investment choices, risk management, and retirement planning.

ADM-3875. Labour Relations
Introduces industrial relations with particular reference to unionized workplaces. Topics include: industrial relations theory; the development, structure, and functions of organized labour in Canada; collective bargaining; strikes and industrial conflict; the grievance and arbitration process.

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

Department of English Language and Literature

The English Department offers courses at three levels: introductory, intermediate, and advanced.

Courses at the introductory level, numbered in the 1000-range, are intended for first-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 first-year students with the instructor's permission).

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 to students who have been accepted into the Honours program (with the exception of ENGL 4213, which is intended for students pursuing the Major with a Concentration in Drama; and ENGL 4196, which is intended for students pursuing the Honours in English with a Concentration in Creative Writing). They are limited in enrolment and foreground active research, writing, and formal oral presentations. Normally, two seminars are offered each year. Majors with a GPA of 3.7 or higher may apply to enrol in an Honours Seminar, space permitting.

Programs

The Department offers the following programs:

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

Requirements

Minor

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

- ENGL 1016 English Literatures in History and Culture
- ENGL 2013 Research Methods in English
- 6 credit hours at the 3000 level

- an additional 3 credit hours at the 2000 or 3000 level

Major

To graduate with a Major in English, a student must have completed at least 36 credit hours (including 18 credit hours at the 3000 level) and fulfilled the following requirements:

- ENGL 1016 English Literatures in History and Culture
- ENGL 2013 Research Methods in English
- 9 credit hours from courses in pre-1800 literature
- 9 credit hours from courses in post-1800 literature
- 6 credit hours from courses in Canadian or American literature

Major in English with a Concentration in Creative Writing

Students must confer with the Department's Creative Writing Advisor before declaring a Major in English with a Concentration in Creative Writing.

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

Major in English with a Concentration in Drama

Students must confer with the Department's Drama Advisor before declaring a Major in English with a Concentration in Drama.

To graduate with a Major in English with a Concentration in Drama, a student must have completed all of the requirements of the Major in English, in addition to the following courses:

- ENGL 1003 Introduction to Theatre (co- and pre-requisite to ENGL 2213)
- ENGL 2213 Acting and Theatre Production I
- ENGL 2233 Acting and Theatre Production II
- ENGL 3216 Advanced Acting and Theatre Production
- ENGL 4213 Seminar in Directing for the Stage

Honours in English

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 3.7 or higher.

To graduate with Honours in English, a student must have completed 60 credit hours (including 30 credit hours at the 3000 level or above), maintained a GPA of at least 3.0 in English, and fulfilled 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
- 18 credit hours from courses in pre-1800 literature
- 18 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
- 12 credit hours of Honours Seminars

Double Honours in English

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 3.7 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 fulfilled 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

Honours in English with a Concentration in Creative Writing

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 3.7 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 fulfilled 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.

Honours in English with a Concentration in Drama

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 3.7 or higher.

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

To graduate with Honours in English with a Concentration in Drama, a student must have fulfilled all of the requirements of the Honours in English, in addition to the following requirements:

- ENGL 1003 Introduction to Theatre (co- and pre-requisite to ENGL 2213)
- ENGL 2213 Acting and Theatre Production I
- ENGL 2233 Acting and Theatre Production II
- ENGL 3216 Advanced Acting and Theatre Production
- ENGL 4213 Seminar in Directing for the Stage

- an additional 9 credit hours of courses in dramatic literature

Introductory Courses

ENGL-1003. Introduction to Theatre
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 reflection. The course is a hybrid lecture/studio course, and open to all students. (co and pre-requisite to ENGL 2213)

ENGL-1013. Introduction to Literature for International Students (ESL)
An introduction for international students to a representative sampling of fiction 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.

ENGL-1016. English Literatures in History and Culture
An introduction to literatures in English including, but not restricted to, the British literary canon. It teaches students to read and write effectively, and to locate texts in history and culture. The course includes a chronological introduction sensitive to the structures and intersections of literary periods.

Intermediate Courses

ENGL-2013. Research Methods in English
An introduction to the discipline and practice of English; specifically, the use of research and scholarly sources in academic writing. Prerequisite: ENGL 1016.

ENGL-2113. Creative Writing: Skills
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 first-year students. Prerequisite: 5-10 page sample of work submitted to the instructor at least a week before registration, or ENGL 2123.

ENGL-2123. Creative Writing: Strategies
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 first-year students. Prerequisite: 5-10 page sample of work submitted to the instructor at least a week before registration, or ENGL 2113.

ENGL-2213. Acting and Theatre Production I
An exploration of the fundamental elements that combine to create theatre. Through improvisations, exercises, monologues, and scenes, students learn the techniques of acting and stagecraft to develop their awareness of the process of performance. Enrolment is restricted to those who have received permission of the instructor. Pre-/Co-requisite: ENGL 1003.

ENGL-2223. The Page and the Stage
Using as focal texts scripts actually produced locally, participants in this course explore

the experience of theatre. Each participant has the opportunity to learn about the ways in which a script relates to a production, about reading plays and imagining productions, about research techniques, about writing for public purposes, and about understanding and appreciating the theatre. (Post-1800.)

ENGL-2233. Acting and Theatre Production II
Continued exploration of the fundamental elements that combine to create theatre. Through improvisations, exercises, monologues, and scenes, students learn the techniques of acting and stagecraft to further their awareness of the process of performance. Enrolment is restricted to those who have received permission of the instructor. Prerequisite: ENGL 2213.

ENGL-2346. Introduction to Anglo-Saxon Language and Literature
An introduction to the basics of Old English language, literature, and culture. We will read several poems including The Wanderer, The Seafarer, Wulf, The Dream of the Rood and selections of Beowulf in Old English. (Pre-1800; Language)

ENGL-2393. Literature, Technology, and Culture
This course will examine various kinds of technological change, from the invention of the printing press to the advent of the Web. We will consider how these changes have shaped our fears, expectations, and understandings of self and culture. The course will emphasize print literature while recognizing and evaluating new media. (Post-1800.)

ENGL-2413. Manga and Graphic Novels
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 fiction, as well as more realistic texts, will be explored. (Post-1800.)

ENGL-2463. Irish Literature
A survey of the major figures 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 film component and features director/auteurs such as Neil Jordan and Jim Sheridan. The impact of the Irish diaspora on the literature and film of America is also considered, with special reference to Eugene O'Neill. (Post-1800.)

ENGL-2493. Atlantic Canadian Literature, Film and Art (excluding New Brunswick)
This course will study the cultural mosaic of Atlantic Canada in fiction, poetry, film, and art. We will begin with settler literature and advance to the present. (Post-1800; Canadian.)

ENGL-2503. Short Story
A survey of the short story genre from its beginnings in the 19th century to its predominance as the traditional narrative literary form of the 20th century. (Post-1800.)

ENGL-2513. Science Fiction I: The Development of Science Fiction
An introduction to the development of this genre from Shelley's Frankenstein through the Golden Age of the 1950s. Attention is paid to the related genres which contributed to the development of this genre. (Post-1800.)

ENGL-2523. Study of Drama - An Introduction
An exploration from Greek theatre to contemporary works of the theatrical conventions, significant trends, playwrights and performers that inform and construct the social practice of theatre. Emphasis is placed both on close textual study of the works and the realities of staging productions.

ENGL-2533. Comedy
An investigation of one or more types of comedy in drama and prose fiction. Attention may be paid to the role of comedy within genre systems, the cultural and historical work of comedy, and/or the comic technique in poetry and film. (Post-1800.)

ENGL-2573. Modern European Novel
This course examines representative literature in translation with a view to broadening the student's awareness of the function of art and the artist in our time. (Post-1800.)

ENGL-2583. Women Writers I (WSGS, PEAC)
An investigation of women's writing in English before 1800, through poetry, (auto)biography, spiritual memoir, fiction, drama, and theory written by women. (Pre-1800)

ENGL-2593. Women Writers II (WSGS, PEAC)
An investigation of women's writing in English after 1800, through poetry, (auto)biography, fiction, drama, film, and theory written by women. (Post-1800)

ENGL-2603. Survey of Children's Literature
An investigation of the variety of literature written for children: picture books, fantasy, junior fiction, poetry, nonfiction, etc., and of the role of children's literature in the classroom and the home. (Post-1800.)

ENGL-2613. History of Children's Literature
An investigation of the history of children's literature, this course uses the resources of UNB's Children's Literature Collection to explore the development of literature for children.

ENGL-2643. Medieval Drama
An introduction to the major examples of Medieval English Drama: Liturgical drama, Cycle drama, Morality plays, and secular drama. We also study Medieval stagecraft, and perform selections from cycle dramas. (Pre-1800.)

ENGL-2653. Literature and Aging (GERO)
An exploration of the way aging is portrayed and constructed in literary texts. (Post-1800.)

ENGL-2663. Literature and Medicine
An investigation of the literature of illness and healing. Poetry, prose fiction, and autobiographical writing are examined to explore the narrative modes that both distinguish and connect patient and physician. (Post-1800.)

ENGL-2673. Literature and Catholicism I
An exploration of literature from the early Middle Ages to the later Renaissance that reflects Catholic teachings, traditions, and attitudes. Readings may include The Dream of the Rood, medieval poetry, mystery and morality plays, mystical and devotional writings, and authors such as Augustine, Chaucer, Langland, Skelton, More, Southwell, and Cranshaw. (Pre-1800.)

ENGL-2693. Reading Popular Culture
Reading Popular Culture familiarizes students with important theoretical trends in the study of culture. Specific emphasis will be placed on key aspects of visual culture—television, film, the graphic novel, YouTube, fashion, and video games will be especially significant. We will also look at the history of leisure and entertainment to help us understand what it means to be both a producer and a consumer of popular culture. (Post-1800.)

ENGL-2713. Shakespeare
A study of a selection of Shakespeare's works and his legacy. (Pre-1800.)

ENGL-2723. Fiction, Drama, and Film: A Study of Narrative I
A study of novels, short fiction, drama, and film as narrative. Students are introduced to, among other things, the major narrative techniques and innovations in the history of cinema. (Post-1800.)

ENGL-2753. Major Canadian Writers
An examination of selected writers who have made a significant contribution to Canadian literature. (Post-1800; Canadian/American literature)

ENGL-2783. Literary Nonfiction: The Art of Fact (JOUR)
An exploration of the development and practice of the literary nonfiction of the twentieth and twenty-first centuries, with attention to the work of such journalists as James Agee, George Orwell, John McPhee, Joan Didion, Tracy Kidder, Lillian Ross, Hunter Thompson, Peter Gzowski, Truman Capote and others. Attention will be paid to the contexts in which literary journalists practice their craft and the extent to which it is a consciously practiced genre. (Post-1800.)

ENGL-2803. Contemporary Theory I: Language and Literature
The primary concern of this course is to familiarize students with the social, political, cultural, and philosophical presuppositions of theoretical inquiry into literary texts. We shall begin by focusing on introductory commentaries and shall proceed from there to examine certain primary theoretical texts in their specific relation to literary examples. (Post-1800; Language.)

ENGL-2813. History of the English Language(s)
This course traces the English language from its Indo-European and Germanic origins to its current world language status. Students will explore contacts with other languages, and the social forces behind those contacts. We will also address the question of whether English constitutes one language or many. (Language)

ENGL-2926. Human Nature and Technology (GRID)
A study of the way in which diverse thinkers have considered the question of human nature. This question is sharpened with a consideration of the way in which human beings considered as natural beings use and are affected by technology. Prerequisite: GRID 2012 or permission of instructors.

ENGL-29XX. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.

Advanced Courses

Unless otherwise noted, courses at the Advanced level, numbered in the 3000 range, are open only to students who have completed ENGL 2013.

ENGL-3103. Advanced Poetry Workshop
This is an advanced course for students who discovered an affinity for poetry in the introductory course(s). This course provides the opportunity for students to generate and rewrite poems. Prerequisite: ENGL 2113 or 2123.

ENGL-3113. Advanced Prose Workshop
This is an advanced course for students who discovered an affinity for creative prose in the introductory course(s). This course will provide the opportunity for students to generate and rewrite work. Prerequisite: ENGL 2113 or 2123.

ENGL-3123. Advanced Script Workshop
This is an advanced course for students who discovered an affinity for writing scripts for stage, screen, or both. It will provide the opportunity for students to generate and rewrite scripts. Prerequisite: ENGL 2113 or 2123.

ENGL-3133. Special Topics in Creative Writing
The content of this course will change to reflect the special strengths of the Department and the particular needs of the students. It will consist of an advanced treatment of a topic or an area in Creative Writing. Prerequisite: ENGL 2113 or 2123.

ENGL-3153. Literary Publishing
This course will provide students with an understanding of the current, evolving state of literary publishing in Canada. Topics can range from proposal and manuscript submission to the production, marketing, and distribution of print and electronic books. The role of publishing within wider literary culture will also be considered. Prerequisite: ENGL 2113, 2123, or permission of the instructor.

ENGL-3213. Art Cinema
An introduction to the development, influence and major trends of art cinema in the 20th century. Prerequisite: either ENGL 2723. (Post-1800.)

ENGL-3216. Advanced Acting and Theatre Production
A course that focuses on the text as a performance vehicle written not only for readers, but more immediately for actors, directors, and designers. The course includes a public production. In-class presentations are also a major component of the course. Enrolment is restricted to those who have received permission from the instructor. Prerequisite: ENGL 2233.

ENGL-3223. Auteur Cinema
A study of the cinema of some of the major auteurs of the 20th century. Among the artists considered are Sergei Eisenstein, Jean Renoir, Howard Hawks, Alfred Hitchcock, Luis Bunuel, Ingmar Bergman, Federico Fellini, Mike Leigh, Jean-Luc Godard, Martin Scorsese, and David Cronenberg. Prerequisite: either ENGL 2723. (Post-1800.)

ENGL-3306. Middle English Literature
An introduction to the literature and language of the 14th-15th centuries. Genres studied include estates satire, fabliau, dream vision, drama, romance, chronicle, travelogue, lyric and beast fable. Major authors may include Chaucer, Gower and the Gawain-poet. (Pre-1800.)

ENGL-3313. Americans and Modernism
A study of the impact of American writers and writing on the transnational Modernism movement, with a twin focus on American modernists in Europe and those who stayed in the U.S. (Post-1800; American.)

ENGL-3316. Shakespeare and the Drama of His Age
A study of plays of Shakespeare, his predecessors, and contemporaries such as Marlowe and Jonson. (Pre-1800.)

ENGL-3323. Major Modernist Texts
The course offers students the time and focus necessary to take on in-depth studies of a few substantial English-language modernist works. These works include some of the "difficult" but influential texts of the 20th century, such as James Joyce's *Ulysses*, H.D.'s *Trilogy*, and T.S. Eliot's *Four Quartets*. In addition, the course will introduce students to discussions about scholarly editions of texts.

ENGL-3326. Seventeenth Century Literature
A study of prose and poetry of Jonson, Donne, Herbert, and Milton, and the minor writers of the age. (Pre-1800)

ENGL-3343. Advanced Old English
This course will continue the study of Old English, focussing on translation of prose and poetry. Prerequisite: ENGL-2346. (Pre-1800; Language.)

ENGL-3356. Arthurian Literature
An exploration of the extensive traditions surrounding King Arthur and his Knights of the Round Table. (Pre-1800.)

ENGL-3363. The Romantic Period I
A study of the writings of William Wordsworth, Samuel Taylor Coleridge, and their contemporaries. (Post-1800.)

ENGL-3373. The Romantic Period II
A study of the writings of William Blake, Percy and Mary Shelley, and their contemporaries. (Post-1800.)

ENGL-3386. 16th-Century Poetry and Prose
An exploration of the non-dramatic literature of the 16th century. A range of poetic genres including romance and the sonnet are examined as well as examples of prose fiction. Authors such as Marlowe, Sidney, Shakespeare, and Greene are included. (Pre-1800.)

ENGL-3393. Victorian Authors and Movements
A study of the works of selected British Victorian authors (such as the Brontë sisters, Eliot, Tennyson, the Brownings, the Rossetti siblings, Morris, etc.) in the context of the movements they initiated (such as the Pre-Raphaelites, Arts and Crafts, Socialism, Aesthetics, etc.). (Post-1800.)

ENGL-3403. Canadian Poetry
A tracing of the development of a uniquely Canadian poetic voice from the eighteenth century beginnings of Canadian poetry, through the Confederation and early modernist periods, to its flowering in Montreal in the 1950s and the west coast in the 1960s. (Post-1800; Canadian.)

ENGL-3416. American Literature
A study of the major authors of nineteenth and twentieth century American Literature. (Post-1800; American.)

ENGL-3423. Modern Irish Drama (IRSH)
A study of selected plays from the major Irish dramatists of the 20th century. (Post-1800.)

ENGL-3433. World Literature in English: West Indies and Africa (HMRT)
An introduction to the range of literary expressions of writers from the non-Western cul-

tures 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. (Post-1800.)

ENGL-3443. World Literature in English: India (HMRT)
An introduction to the range of literary expressions of writers from the Indian Subcontinent. The two major genres studied are the novel and short fiction, 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. (Post-1800.)

ENGL-3453. Roots of Canadian Theatre: Representation and Colonization
An exploration of the emergence of theatre in Canada by examining pre- and post-Confederation plays. This course traces Canadian theatre, from its early appearance at Annapolis Royal in 1606 to the contemporary period, with a thematic emphasis on its colonial and postcolonial roots and their representations on stage and in text. Playwrights considered may include Lescarbot, Ryga, French, Thompson, and Clements. (Post-1800; Canadian.)

ENGL-3463. Contemporary Canadian Theatre: Text, Form, and Performance
An analysis of recent Canadian plays with an emphasis on their cultural contexts, structural forms, and performance receptions. Students examine post-Centennial Canadian theatre with an emphasis on emergent writing styles and dramaturgical structures and their relationship to their cultural context. Playwrights and text creators considered may include Nowlan and Learning, Theatre Passe Murielle, Watson, Clark, Young, Hollingsworth, and Tannehill. (Post-1800; Canadian)

ENGL-3473. Irish Film II (IRSH)
In this course students will study native Irish culture and the culture of the diaspora through the medium of film. The course continues to explore the themes outlined in Irish Film I, but there is a more sustained concentration on films produced from the 1980s to the present. (Post-1800.)

ENGL-3483. Irish Film I (IRSH)
A study of native Irish culture and the culture of the Irish diaspora. Students view films of high realist auteurs as well as adaptations of novels, short stories, and plays to the big screen. (Post-1800.)

ENGL-3493. New Brunswick Literature, Film and Art
This course will study the cultural mosaic of New Brunswick in fiction, poetry, film, music, and art. We will begin with settler literature and advance to the present. This course will also undertake archival research. (Post-1800; Canadian.)

ENGL-3503. The Classical Epic
An introduction to the conventions of the epic and to classical mythology. Texts may include Epic of Gilgamesh, Homer's Iliad, and Vergil's Aeneid. All texts are in translation. (Pre-1800.)

ENGL-3513. Northern Epic
An exploration of several key non-classical epics arising out of post-Roman Europe. (Pre-1800.)

ENGL-3523. From Grub Street to Parnassus: Literature and Journalism of the Early Eighteenth Century
A study of popular writings of the early eighteenth century when literature and journalism

began to differentiate from each other and to be produced and consumed, variously, as aesthetic and commercial products. (Pre-1800.)

ENGL-3533. Boundaries of the Novel and the Borders of Europe
This course explores a selection of major continental European novels in translation chosen for their formal innovations in the genre and their pertinence to critical social, political, and cultural concerns of later twentieth- and early twenty-first century Europe. (Post-1800.)

ENGL-3563. Drama and Its Critics (JOUR)
This course introduces students to the history and practice of theatre reviewing with emphasis on the Canadian context from the nineteenth century to the present. (Post-1800.)

ENGL-3573. Eccentrics at the Centre: Johnson, Boswell, and Literature of the Later Eighteenth Century
A study of the formation of English literary culture in the latter half of the eighteenth century. (Pre-1800.)

ENGL-3583. Modern Theatre: Scandal, War, and Morality
Through critical analysis of influential modern plays, this course explores plays, playwrights, and major aesthetic movements in the theatre from the late-nineteenth century to the mid-twentieth century. The emergence of modern theatre is considered in its many forms, with emphasis on public scandal and morality, religion, nationalism, war, the individual, and the structured articulation of these through language and performance. (Post-1800)

ENGL-3593. Contemporary Theatre: Gender, Power, Performance
Through critical analysis and interpretation of dramatic texts, this course explores plays, playwrights, and major aesthetic movements in the theatre from the mid-twentieth century to the present. Gender, feminism, and queer theory; the avant-garde and experimental performance; violence, nationalism, and monarchy; and "race," postcoloniality, and contemporary life are examined in dramatic texts and performances (Post-1800)

ENGL-3623. The Literature of Politics
A survey of the literary treatment of political themes, from classical times to the present, in fiction, drama, poetry, essays, and film. The various themes explored include the conflict between the family and the state, nationalism, imperialism, totalitarianism, the postcolonial world, and the relationship between artist and politics. (Post-1800.)

ENGL-3643. Fantasy
An exploration of the origins and development of fantasy literature, as well as recurrent themes and contemporary issues which appear in modern fantasy.

ENGL-3656. Love and Friendship (GRID)
An exploration of the interrelated themes of friendship, love and beauty. Each theme is examined separately and as connected to the others. Ancient and modern texts are used to examine the ways that different ages have addressed these fundamentally personal and yet common human experiences. Texts 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,* Woolfs *Orlando*, and Bellows *Ravelstein*. Prerequisite: GRID 3006 or permission of the instructors. (Pre-1800).

ENGL-3673. The Film of Politics
This course surveys the portrayal of political themes in selected narrative fiction films from the beginnings of cinema to the present day. Students will study the cinema of major auteurs, the movie of Hollywood and the critically acclaimed films of Art House and World Cinema. (Post-1800.)

ENGL-3706. Shakespeare and Politics (GRID)
An exploration of the works of Shakespeare in the context of Renaissance political thought as reflected 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 film adaptations. (Pre-1800.)

ENGL-3723. Jane Austen
An examination of the novels of Jane Austen set against the cultural contexts that produced and popularized them. (Post-1800.)

ENGL-3793. Advanced Old English: Literature and Landscape
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.)

ENGL-3813. Contemporary Theory III: Gender and Sexuality
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.)

ENGL-3823. The History of Literary Theory
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.)

ENGL-3833. Contemporary Theory II: Politics and Culture
An introduction to key thinkers of the 20th 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. (Post-1800.)

ENGL-3863. Early Dramatic Theory
This course examines influential 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.)

ENGL-3906. Freedom (GRID)
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: GRID 2006. (Pre-1800.)

ENGL-3993. Radical British Novels of the 1790s
A study of novels inspired by the ideals of the American and French revolutions and published in England in the 1790s. (Pre-1800.)

ENGL-39XX. Special Topics
The content of this course changes from year to year to reflect 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.

ENGL-4153. Senior Project in Creative Writing
The Senior Project gives a student the opportunity to work on an extended project as author, translator or chief editor. Beginning with a proposal including a description of the project and a survey of similar works, students will create or compile an extended text. It is recommended that students take ENGL 4153 in their final year of study. The prerequisites are one of the following courses: ENGL 3103, 3113, 3123 or 3133, and permission of the instructor.

ENGL-4196. Honours Thesis in Creative Writing
Advanced creative writing students will choose from among the genres which they studied in their second and third year creative writing courses, to propose and then create a long project that will develop their writing habits, their depth of understanding of the genre, and their publishability. Depending on the proposal, this course may partially fulfill the post-1800 requirement. Prerequisites: Acceptance into Honours English, and one of the following courses: ENGL 3103, 3113, 3123, or 3133.

ENGL-4213. Seminar in Directing for the Stage
In this capstone course in the Drama Concentration, students further explore script analysis and the practical aspects of staging theatre by reading plays and secondary sources, and engaging in exercises that explore stage composition. The course culminates in a public performance of a short play or scene directed by each student. Enrolment is restricted to those who have received permission from the instructor. Prerequisite: ENGL 3216.

ENGL-4736. Special Topics
The content of this course changes from year to year to reflect 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.

ENGL-4786. Special Topics
The content of this course changes from year to year to reflect 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.

ENGL 4886 Honours Seminar
Sound and Form in English Poetry. A study of the sounds and forms of English poetry, from the 5th to the 21st century. (Pre-1800; Language).

ENGL 4896 Honours Seminar
The Occult in 20th Century Literature. An investigation into literary engagement with the occult in the 20th century. (Post-1800).

ENGL-4996. Honours Thesis
The supervised writing of an Honours thesis by an Honours student.

ENGL-4XX6. Honours Seminar I and II
These courses vary from year to year, and normally treat only major writers from major periods. Required for Honours students. Majors with a GPA of 3.7 or higher may apply to enrol in an Honours Seminar, space permitting.

ENGL-4XXX. Independent Study
A course of independent study under the supervision of a member of the English Department arranged with the consent of the Chair of the Department and in consultation with the professor. Enrolment is restricted to excellent students.

English as a Second Language (ESL)

Within the Bachelor of Arts, St. Thomas offers a unique English as a Second Language (ESL) program for students whose level of English proficiency is not high enough to pursue regular studies at an English-language university. These students are provided the opportunity to begin university studies for credit while they continue to improve their language skills in a planned, individualized program of study.

To be eligible for this program, ESL students must have TOEFL (computer-based) scores of between 173 and 230 or the equivalent on other tests. A combination of ESL courses and adapted courses in other disciplines enables students to achieve the level of proficiency in English necessary to be successful in regular university studies. All of the courses that students take in the ESL program carry academic credit.

A personal approach guides the ESL curriculum. Every student who has not yet fully mastered English is tested through an oral interview, a vocabulary and grammar test, and an essay assignment. Based on the results of these tests, an individualized curriculum is developed for each student suitable for his or her level. The curriculum will be challenging, but not overwhelming. It will be based on four options:

ESL Courses for Academic Credit

These required courses focus on the major skills needed for success in academic studies: listening, speaking, reading, and writing. The ESL program has a graduated sequence of courses that eligible students must complete from their entry level. Students admitted to ESL 1013 upon their arrival will usually take six ESL courses over two years, while students admitted to ESL 2213 will take two courses in one year.

Integrated Courses

These are sections of regular St. Thomas University courses (such as Introduction to Psychology and Literature) reserved for ESL students. They are taught by professors who meet with the class for an extra hour each week so that they can present the material more slowly and take extra care to ensure that the students understand the material.

Assisted Courses

These regular St. Thomas University courses are open to all students but ESL students are provided with a tutor who meets with them to review the material presented in class, to help understand the readings, and to assist with assignments and exam preparations.

Regular Courses

These are the regular course offerings for all St. Thomas University students. Hundreds of courses in more than 25 different academic fields of study are available for first-year students each semester.

The first-year curriculum for students who attain an intermediate level in their English language skills evaluation includes:

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)

Intersession and Summer Session

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.

Admission Requirements

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.

Regulations

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 arrival will usually take six ESL courses over two years, while students admitted to ESL 2213 will take two courses in one year.
2. Students who want to leave the program before they have completed it must convince the Director that they have the required English language skills by achieving a grade of A- on their last ESL course and one of the following scores on an external test: 60 on CAEL; 230 on TOEFL (computer-based) or 88 on TOEFL:BT. The CAEL test is available at Saint John College at UNB-Saint John, NB and TOEFL tests are available in Sackville, NB and Halifax, NS. Students must arrange and pay for these tests themselves.
3. Students must successfully pass the first-year courses before moving on. A student who fails the first-year courses twice is excluded from the ESL program. These students would be eligible to reapply to St. Thomas University when they can demonstrate that their English language skills are stronger.
4. Students taking courses in the ESL program are restricted to a total of 15 credit hours per semester. In exceptional cases, the Director may permit a student to exceed this course load.

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 justifiable reason will be dismissed from the program.

ESL Courses

ESL-1013. English for Academic Purposes: Reading and Writing I
This course helps students whose first 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.

ESL-1023. English for Academic Purposes: Reading and Writing II
This course will help students whose first 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 effect, 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.

ESL-1033. English for Academic Purposes: Speaking and Listening I
This course helps students whose first 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.

ESL-1043. English for Academic Purposes: Speaking and Listening II
This course helps students whose first 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.

ESL-2213. Advanced English for Academic Purposes 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 first language is not English and whose TOEFL scores are between 550 and 599 (or a recognized equivalent). Prerequisite: ESL 1023 or Director's permission.

ESL-2223. Advanced English for Academic Purposes II
This course is designed to assist ESL students in further developing their ability to meet the language-related expectations of university courses. The emphasis will be on refining writing skills. Attention will also be devoted to listening, speaking, reading, grammar, and vocabulary acquisition. Students will explore how the various language skills are interconnected in the university context. The course is intended for students whose first language is not English and whose TOEFL scores are between 550 and 599 (or a recognized equivalent). Prerequisite: ESL 2213 or Director's permission.

Integrated Courses

ENGL-1013. Introduction to Literature for International Students (ESL)
An introduction for international students to a representative sampling of fiction 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.

ESL-1053. Topics in Canadian Studies for ESL Students: Maritime Society
Students will learn the salient points of the geography, history, government, economics and social makeup of the Maritimes. The contributions and struggles of diverse groups living in the region will be examined, including First Nations, Acadians, English, Irish, Scottish and multicultural communities. In this interdisciplinary course, students will gain insight into the issues, problems and debates that inform Maritime society. They will also analyze the perceived status of the Maritimes within Canada and trends in the migration of Maritimers across the country.

ESL-1063. Topics in Canadian Studies for ESL Students: Maritime Arts and Culture
Students will read a representative selection, in the original English or in translation, of short stories, poems and excerpts from novels and plays from major voices of the Maritimes, including First Nations, Acadians, Anglophones and multicultural communities. Challenges posed by writing and translating regional dialects and the languages of other groups will be examined. Students will also study films, visual art and music. They will investigate the category of identity and the tensions between regional/national and inclusion/exclusion within the production of Maritime culture.

ESL-1073. Academic Coursework
This course adopts an integrated-skills approach to English for Academic Purposes (EAP), and addresses elements of EAP across all four major skill areas – reading, writing, listening and speaking. The course is designed to provide additional support and augment instruction for students who require re-enforcement of key EAP subject areas.

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

Environment and Society

Over the past few decades, the injurious effects of human behaviour on Earth's natural systems have become increasingly obvious. There can be little question that ecological changes leading to extinction of species and loss of habitat pose a threat not only to our health, our prosperity and even our existence, but to the biosphere as a whole. Our failure to change our ways must be acknowledged and confronted. With its expertise in many domains of human endeavour, St. Thomas University is well prepared to help students interrogate the social processes that promote both our degradation of Earth and our persistence in such destructive behaviour.

Students completing the Major in Environment and Society are required to complete a second Major as well. This second Major may be in any field of their choice. ENVS electives taken from other departments may be counted both for the ENVS Major and for the Major in that Department.

The Major in Environment and Society will consist of 36 credit hours distributed as follows:

A. Required Environment and Society Courses

ENVS 1013	Introduction to Environmental Problems
ENVS 2023	Introduction to Perspectives on the Environment
ENVS 3013	Environmental Policy
ENVS 3023	Environmental Praxis
ENVS 4003	Capstone Seminar in Environment and Society

B. Natural Science (Students are required to take 3 credit hours in an approved natural science course). Recommended courses are:

BIOL 2113	Ecology
PHYS 2543	Environmental Physics

Other courses may be substituted for either of these with the approval of the Program Director.

C. Electives (18 credit hours from the following):

ENVS 2123	Food, Science and Sustainability (STS)
ENVS 2133	Religions and Ecology (RELG)
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 (STS)
ENVS 2333	Ecological Economics (ECON)
ENVS 2443	Environmental Psychology (PSYC)
ENVS 3033	Nonprofit Management (BUSI 3023)
ENVS 3053	Campus Sustainability
ENVS 3103	Political Parties and Elections in Canada (POLS)
ENVS 3123	The Canadian Constitution: Federalism (POLS)

ENVS 3203	Science, Technology and Nature (STS)
ENVS 3213	Media and Politics in Canada (POLS)
ENVS 3323	Hunter-Gathers in the Modern World (ANTH)
ENVS 3333	Environmental Economics (ECON 3323)
ENVS 3523	Environmental Ethics (RELG)
ENVS 3723	Human Ecology (ANTH)
ENVS 4006	Work-Study Project
NATI 3223	Native Environmental Ethics and Ecology
NATI 3923	Aboriginal Rights: The Land Question

Electives Available from UNB

HIST 3925	Technology and Western Society
PHIL 3221-19	Selected Topics in Philosophy of the Environment
POLS 1603	Politics of Globalization

ENVS-1013. Introduction to Environmental Problems
This course introduces students to the nature of ecological problems and the relationships between human activities and environmental deterioration. The course examines the nature of the biosphere: how living plant, animal and microbial communities and their supporting air, water and soil cycles function.

ENVS-2023. Introduction to Perspectives on the Environment (HMRT 2243)
This course explores how society has attempted to understand the social origins of environmental degradation and the changes necessary in society to end human disruption of the environment. This involves a review of the different perspectives within the environmental movement, and of the attempts by the social sciences and the humanities to understand the social origins of environmental degradation. Prerequisite: ENVS 1013, or permission of the instructor.

ENVS-2123. Food, Science & Sustainability (STS)
This course explores the relationships in our society among science, technology, and food by examining the ways that technology and scientific 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.

ENVS-2133. Religion and Ecology (RELG)
Many religious traditions display a variety of stances towards the environmental crisis, ranging from indifference 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.

ENVS-2203. Community Economic Development (HMRT) (ECON)
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.

ENVS-2213. Society and Ecology (SOCI)
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.

ENVS-2253. The Ethics of Sustainability: Thinking, Acting Green (HMRT, PHIL)
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.

ENVS-2313. Energy and Society (STS)
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.

ENVS-2333. Ecological Economics (ECON)
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 efficiency in contemporary human social formations. The course will also discuss the distinctive policy implications of ecological economics. No prerequisite required.

ENVS-2443. Environmental Psychology (PSYCH)
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.

ENVS-3013. Environmental Policy (HMRT 3213)
Building upon familiarity with the major perspectives within the environmental movement, the course will examine various approaches to resolving environmental problems such as: bioregionalism, sustainable growth, deep ecology, rightsizing economic activity, etc. Students will explore how alternate visions of the future would translate into public policy. Prerequisites: ENVS 1013 and ENVS 2023, or permission of the instructor.

ENVS-3023. Environmental Praxis (HMRT 3223)
This course explores how alternative visions of the future translate into political action at the international, national, provincial, community, and personal levels. This involves an analysis of alternative theories of the nature of social change. A component of this course may be service learning. Prerequisites: ENVS 1013 and ENVS 2023, or permission of the instructor.

ENVS-3033. Nonprofit Management (BUSI 3023)
The course introduces students to the specific issues that arise in managing nonprofit organizations. Topics covered include strategic planning, accountability, board governance, financial planning, fund raising, and human resources.

ENVS- 3053. Campus Sustainability
The course examines the practices of environmental auditing as they apply to a university campus. Topics include alternative audit designs, the role of audits in changing institutional and individual behaviour, and the contributions of social sciences to university audits. Students' projects will involve carrying out components of a university wide environmental audit.

ENVS-3103. Political Parties and Elections in Canada (POLS)
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.

ENVS-3123. The Canadian Constitution: Federalism (POLS)
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.

ENVS-3203. Science, Technology and Nature (STS)
In this seminar, students will be asked to question the boundary between culture and nature. Although we will explore how humans have made and remade the "natural" world, often with technologies of almost unimaginable power, we will also consider how natural forces - the sun, the soil, horses, rivers, germs, insects, even gravity - shape our built environments.

ENVS-3213. Media and Politics in Canada (COPP 3033, POLS)
This course will examine the role of media in Canadian politics and government. It will examine the effect of media on policy agenda setting and public opinion, and how political elites seek to use media to advance political goals. Prerequisite: POLS 1013, or permission of the instructor.

ENVS-3323. Hunter-Gatherers in the Modern World (ANTH)
This course begins by exploring the definitions of hunter-gatherers and by examining what sets them apart from other peoples. Early evolutionary views of hunter-gatherers are contrasted with current research on the diverse economic foundations of hunter-gatherer societies. The course covers questions of identity, property rights, gender, modes of production, and distribution of resources, drawing upon examples from various geographical areas. Prerequisite: ANTH 1013.

ENVS-3333. Environmental Economics (ECON 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.

ENVS-3523. Environmental Ethics (RELG)
This course considers uses and abuses of the environment that are raising religious and ethical issues of importance to its integrity. Subjects to be covered include concepts and assumptions about the environment, the rights of nature, anthropocentrism and biocentrism as bases of conflicting values about nature and environment, developing an ethic of respect regarding the environment, and reflection upon the formulation of policy, laws, and regulations.

ENVS-3723. Human Ecology (ANTH)
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 different conceptual and methodological frames, to explain cultural change, social structure, cultural development, and landscape history, among other topics. The main objective of this course is to explore such different approaches using examples from different biogeographical regions. Prerequisite: None.

ENVS-4003. Capstone Seminar
This is a required course for the Major in Environment & Society which is designed to integrate the entire program of study. The seminar will focus on developing a multidisciplinary understanding of a selection of environmental issues as determined by student and faculty interests. Issues considered will include ecological damage, social origins, and alternative approaches to addressing problems. Prerequisites: ENVS 3013 and ENVS 3023 or permission of the instructor.

ENVS-4006. Work-Study Project
This is a course in experiential learning for students in the final year of their Major in ENVS. Students will work with a non-profit organization which is actively involved in addressing environmental problems. Each student's activities will be designed under the direction of a faculty supervisor in consultation with the student and the work-place mentor. Enrolment is subject to the approval of the Coordinator of the Environment and Society program.

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

Fine Arts

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 practical challenges of art- and music-making, as well as reflect and analytically elaborate on the consequences that these creative and perceptual processes have on the individual and on society. Each artistic discipline uses particular materials and processes, and the artist uses the significant properties of language, matter, and sound to produce and express meaning. Likewise, the receiver of the work of art must also possess knowledge of the materials and processes of art in order to experience aesthetic emotion and understand, analyze, and ultimately appreciate art.

As individuals may have different degrees of experience in the Fine Arts, courses have been selected for their accessibility to students with a wide variety of experience.

Interdisciplinary Minor or Major with a Concentration in Fine Arts; Interdisciplinary Honours with a Concentration in Fine Arts

Upon the approval of the Interdisciplinary Studies Committee, students may also define their own interdisciplinary Minor, Major, or Honours with a concentration in Music, Musical Theatre, the Visual Arts, or Fine Arts. Students interested in exploring this option should consult first with Professor Robin Peck for the Visual Arts, Professor Martín Kutnowski for Music, or Professor Leigh Rivenbark for Musical Theatre.

FNAR-1013. Understanding Music
This course is a selective chronological survey of Western Art Music. After exploring basic concepts, terms, and principles of design in music, this course examines the styles from the Middle Ages to the present, providing the tools for understanding and appreciating selected works of composers of all eras. 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. The course hopes to instill intelligent listening habits and the ability to recognize different forms and styles. Please note: this is not a music theory or music notation course; no previous musical experience is necessary.

FNAR-1021. Guitar Performance I
This course explores classical guitar technique and interpretation across a wide range of styles, with an emphasis on 20th- and 21st-century repertoire and performance practices. The course is designed to improve student performance both within and beyond the classical tradition; to foster a deeper understanding and mastery of the technical, interpretive and pedagogical challenges underlying successful guitar performance; and to expand students' knowledge of the repertoire available to the contemporary guitarist. The course earns one credit per semester. A series of sequential courses follow this course and the prerequisite for each is the preceding course in the sequence.

FNAR-1023. Introduction to Music Theory and Performance

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 performance. Assignments include recognizing notes and rhythms on the staff, singing, and playing instruments. Please note that previous music experience is welcome but not required for this course.

FNAR-1031. Ear Training & Sight Singing I

Ear Training and Sight Singing I and II are one-semester introductory courses to music notation and performance. As music is sound, it is notated and read from notes on a page. Sight singing deals with how to translate notes into sound, and ear training, the reverse process, with how to write down the sounds that we hear. Singing in tune is an absolute requirement to pass this class; aural and/or sight singing activities occur in each and every meeting. Aural skills' development include dictation of intervals, chords, scales, rhythmic exercises, single line melodic exercises and two-part diatonic exercises. Sight singing activities include both group and individual performances of melodies and rhythms. There is limited practice time in class, so students are expected to extensively practice these components outside of class time. The class meets three hours a week, but the course earns only one credit per semester. This class is eligible to earn performance credits towards the Minor in Music. Please note: Whereas helpful, no previous musical experience is necessary; it is suggested to take FNAR 1031 simultaneously with FNAR 1023 Music Theory and Performance.

FNAR-1041. Ear Training & Sight Singing II

Ear Training and Sight Singing II is the continuation of Ear Training & Sight Singing I, which is one of its prerequisites. In special situations, a student may be authorized to register for this course without having passed FNAR-1031, but only with the permission of the instructor. As FNAR-1031, FNAR-1041 meets three hours a week, but the course earns only one credit per semester. This class is eligible to earn performance credits towards the Minor in Music. Prerequisites: FNAR 1031 ,FNAR 1023.

FNAR-1051. STU Singers I

The St. Thomas Singers is a no-audition choir, open to students and the academic community at large. Rehearsals take place once a week; with at least two concert performances per year towards the end of each term. The course earns one credit per year. A course fee may be required for the purchase of scores and other performance expenses. No previous knowledge of music is necessary.

FNAR-1073. Exploring Musics of the World

Exploring Musics of the World is an interdisciplinary global survey of contemporary folk and traditional musics, specifically designed for entering (first-year) students who have no previous training in music. After exploring basic concepts, terms, and principles of design in music, this course examines samples of musics from diverse regions of the world, oftentimes borrowing critical perspectives from the humanities and social sciences. Emphasis is placed on attentive listening, responses to real-time lectures and performances, case studies, and formally written responses to secondary sources. The course hopes to instill intelligent listening habits and the ability to recognize and critique the structure and function of music in different cultures. This is not a music theory or music notation course; whereas helpful, no previous musical experience is necessary.

FNAR-1083. Voice Technique
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/Corequisites: None.

FNAR-1113. Practical Introduction to Art Fundamentals
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, film screenings and trips to art galleries.

FNAR-1121. Guitar Performance II
For a course description, see FNAR 1021. Prerequisite: FNAR 1021, or permission by the instructor.

FNAR-1203. Introduction to Choral Singing
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 final grade. The course concludes with a concert. Please note that previous music experience is welcome but not required for this course.

FNAR 1231 Dance Technique I
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 significant 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.

FNAR-1303. The Guitar in Western Music
This course offers 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 particularly notable. No previous guitar-playing ability is required, but at least a basic practical knowledge will be encouraged.

FNAR-1333. Drawing and Sketching I
A practical course in the fundamentals of two-dimensional art practice with an emphasis on outdoor drawing and sketching. Students are introduced to a variety of drawing media including the use of pencil, charcoal, and ink. Landscape, figure and non-representational drawing practice are addressed. No prior experience is necessary. Prerequisite: FNAR 1113.

FNAR-1433. Made in Canada - An Architectural Adventure
This course will expose students to the breadth and scope of over 500 years of Canadian architecture, with a concentration on New Brunswick and the Atlantic provinces. The course will entail illustrated, interactive lectures as well as guided site visits to buildings in the Fredericton region, presenting a hands-on context in which to understand the built legacy we see around us. This course has no prerequisites.

FNAR-1633. Drawing and Sketching II
A practical course in the fundamentals of two-dimensional art practice with an emphasis on outdoor drawing and sketching in various media. Prerequisites: FNAR 1333,or FNAR 1113.

FNAR-2001. Piano Class I
Piano Master Class meets three hours a week to explore issues of piano technique and interpretation. Students are required to actively participate by regularly performing for the group and by developing and refining collaborative performance projects outside of class time. The course earns one credit per semester. A course fee may be required, and enrolment is limited to 18 participants. A series of sequential courses follow this course.

FNAR-2016. Music in Western Civilization
Introduction to Music Literacy is a year-long selective chronological survey of Western Art Music. After exploring basic concepts, terms, and principles of design in music, this course examines the styles from the Middle Ages to the present, providing the tools for understanding and appreciating selected works of composers of all eras. Emphasis is placed on attentive listening, responses to real-time lectures and performances, analysis of representative works of the literature, study travel, and formally written responses to secondary sources. The course, which is offered every other year, hopes to instill intelligent listening habits and the ability to recognize different forms and styles. The course earns 6 ch. Please note: this is not a music theory or music notation course; whereas helpful, no previous musical experience is necessary.

FNAR-2021. Guitar Performance III
For a course description, see FNAR-1021. Prerequisite: FNAR 1121, or permission by the instructor.

FNAR-2023. Music and Drama
Music and Drama surveys the intersection in representation and meaning between music and drama in a variety of genres and art forms since the beginning of the seventeenth century to the present. Areas on inquiry include song, opera, ballet, musical theatre, music for the theatre, absolute music, program music, background music for film or TV, and background music for other multimedia delivery and interactive systems, including electronic games and the internet. This course has no prerequisites.

FNAR-2043. “Hot 100”: Songwriting and Arranging
This course is a practical survey of the song as a genre, from John Dowland to Franz

Schubert to The Beatles to Lady Ga-Ga to OneRepublic, with a particular focus on text setting, harmony, and arranging. Practical assignments include analysis, composition, and performance, both in group and individually. The final project comprises the composition, MIDI recording, and performance of an original song. Prerequisite: FNAR 1023, or permission by the instructor.

FNAR-2051. STU Singers II

The St. Thomas Singers is a no-audition choir, open to students and the academic community at large. Rehearsals take place once a week; with at least two concert performances per year towards the end of each term. The course earns one credit per year. A course fee may be required for the purchase of scores and other performance expenses. No previous knowledge of music is necessary.

FNAR-2053. Tonal Music: Harmony and Counterpoint I

Offered in the Fall, Music Harmony and Counterpoint I is the first part of a year-long, hands-on study of the grammar of tonal music, with a particular focus on harmony and counterpoint. 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. Students are required to sing and/or play their assignments in class. Prerequisites: FNAR 1023 with a grade of B or better, FNAR 1002 with a grade of B or better, FNAR 1203 with a grade of B or better, or permission by the instructor. Recommended co-requisite: FNAR 1031.

FNAR-2063. Tonal Music: Harmony and Counterpoint II

Offered in the Spring, Music: Harmony and Counterpoint II is the continuation of Music: Harmony and Counterpoint I. These two courses, which should be taken back-to-back, comprise a year-long, hands-on study of the grammar of tonal music, with a particular focus on harmony and counterpoint. 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. Students are required to sing and/or play their 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. Pop Ballad (1970-2000): Songwriting and Arranging

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. Ancient Musics in the Modern World: Asia, the Middle East and Sub-Saharan Africa

In this course, the areas of South Asia, Southeast Asia, East Asia, the Middle East and Sub Saharan Africa will be studied. No other region of the world matches these areas in terms of

size, population and cultural diversity. Naturally, this area of the world incorporates not just the nations of India and China, but also North and South Korea, Japan, Tibet and Mongolia, as well as Russia. The course will consider cultural differences that influence the music, such as religion and spiritual dimension. The music of each country is distinct in overall sound, timbre, character and process, yet all share certain traits that bind them together, especially the attitudes toward tradition, preservation, and change.

FNAR-2101. Piano Class II
For a course description, see FNAR 2001. Prerequisite: FNAR 2001 Piano Class I, or permission by the instructor.

FNAR-2113. Visual Art and Aesthetic Literacy
To better understand the impact of art on everyday life, this course investigates the nature and meaning of aesthetic experience. Students explore the history of mark making, philosophical approaches to art and beauty, and forms and uses of imagery from ancient to modern times. The language of art and the elements and principles of design are applied to critical analysis of art history iconography. Prerequisite: FNAR 1113.

FNAR-2121. Guitar Performance IV
For a course description, see FNAR 1021. Prerequisite: FNAR 2021, or permission by the instructor.

FNAR-2123. Introduction to History of 20th Century 3-D Art and Architecture
This course is a survey of significant developments in the history of 20th century (1876-1996) sculpture, architecture and three-dimensional design through a series of slide lectures and directed readings. Sculpture is presented as a distinct practice as well as in relationship to contemporary architecture and three-dimensional design. Manifesto, expository and narrative texts are represented with an emphasis on the writings of practicing sculptors, architects, and industrial designers. Prerequisite: FNAR 1113.

FNAR-2136. Musical Theatre 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-ong 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. Acting, Singing, Dancing 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. Watercolour Painting
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. Ideas in Art
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. Concepts in Painting
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. Music of the Church
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. Dance Technique 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 significant 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.

FNAR-2263. Images of Women in Art
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 defined the concept of "woman." Prerequisite: FNAR 1113.

FNAR-2273. Figure Modeling I: Modeling and Casting
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 specific 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.

FNAR-2283. Brancusi and the Essence of Things
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 influence of Rodin through various well-known series, including

Bird in Space, The Kiss, and Endless Column and Brancusi's lasting influence on contemporary art. Prerequisite: FNAR 1113.

FNAR-2293. Earthworks: Sculpture and Geology
This course will introduce the influence 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.

FNAR-2313. Introductory Painting
This course offers 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.

FNAR-2333. History of Jazz
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 influential jazz composers and jazz performers. Please note: this is not a music theory or music notation course; no previous musical experience is necessary.

FNAR-2413. The Motorcycle and Art
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 film 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.

FNAR-2423. METROPIA: Architectural Scale Model Proposal
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 financially prohibitive and the technically unknown. The emphasis will be on planning, creating and presenting proposals for entirely hypothetical works. Prerequisite: FNAR 1113.

FNAR-2433. Stop-Motion Animation
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.

FNAR-2443. Mixed Media and Fibre Arts
Mixed Media and Fibre Arts explores a variety of fibre, print making, paper and assemblage techniques in a creative studio experience. Consideration is given to both conventional and experimental concepts and the language of two and three-dimensional art. Students will also trace the exciting development of this field of art in 21rst century art making practices. Prerequisites: FNAR 1113.

FNAR-2763. Film Production
In this course, students will produce and direct a short film. To this end, students will explore the three stages of filmmaking: pre-production, production, and post-production.

Topics will include script breakdowns, storyboards, shot lists, call sheets, staff and crew roles, and direction. In addition, students will learn theories and techniques of cinematography (camera and lighting), sound, and editing. The course culminates in a screening of their short films for a public audience. Prerequisite: Instructor's consent.

FNAR-2963. Acting for Film and TV
This course teaches students the basics of acting for film and TV. Topics will include adjusting acting for shot size, hitting marks, matching eyelines, and maintaining continuity. Students will also practice the core concepts of scene study, including breaking a scene into beats, pursuing objectives, playing actions, and working to overcome obstacles. The course culminates in a screening of scenes for a public audience.

FNAR-2993. Encounter with Canadian Art History
This course offers an opportunity to discover, discuss and encounter first hand key works of Canadian art history. The core lectures establish the foundations to understand the history of Canadian visual art: its key artists, stylistic developments and themes. Students will also view firsthand and interact with outstanding art works from the collections of the Beaverbrook Art Gallery. (58)

FNAR-3001. Piano Class III
For a course description, see FNAR 2001. Prerequisites: FNAR 2101, or permission by the instructor.

FNAR-3003. Independent Study: Painting
Students interested in advanced concepts of painting, both theoretical and practical, may register for a three-credit independent study. The course will focus on the contemporary practice of painting with a variety of assignments, written and practical, as well as gallery visits and video screenings. Meetings will be held weekly and will include critiques, discussions and presentations of student work. Prerequisites: FNAR 1633, 2183, 2193 & permission of the instructor.

FNAR-3013. Music and Meaning
Is music a language? Do musical works have meaning? Is there universality in the semantics of music? Are there universal ways to represent love, anger, or sadness? This course explores various types of music (folk, classical, film, TV) and helps the student develop a critical aural and analytical habit. Prerequisites: FNAR 1303 or any 2000-level course in music with a grade of B or better (possible courses include FNAR 1013, FNAR 2213, FNAR 2016, FNAR 2133, FNAR 2053,FNAR 2063, or any 3000-level course in music (possible courses include FNAR 3033, FNAR 3213, or permission by the instructor.

FNAR-3021. Guitar Performance V
For a course description, see FNAR 1021. Prerequisite: FNAR 2121, or permission by the instructor.

FNAR-3051. STU Singers III
The St. Thomas Singers is a no-audition choir, open to students and the academic community at large. Rehearsals take place once a week; with at least two concert performances per year towards the end of each term. The course earns one credit per year. A course fee may be required for the purchase of scores and other performance expenses. No previous knowledge of music is necessary.

FNAR-3053. Analysis and Composition I
Analysis and Composition I is the continuation of FNAR 2063-Music Harmony and Counterpoint II. The course, ideally taken back-to-back with FNAR 3063, 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 2063, or permission by the instructor.

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. 20th C. Composition Seminar 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. 20th C. Composition Seminar 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. Piano Class IV
For a course description, see FNAR 2001. Prerequisite: FNAR 3001, or permission by the instructor.

FNAR-3113. Reading and Writing 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. Guitar Performance VI
For a course description, see FNAR 1021. Prerequisite: FNAR 3021, or permission by the instructor.

FNAR-3123. Critical Theory in Contemporary Visual 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. Musical Theatre 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. Acting, Singing, Dancing II
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 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. Choral Conducting I
This introduction to choral conducting includes such topics as gesture and communication, beat patterns, metrical problems, score preparation and analysis, effective rehearsal techniques, developing good diction and choral tone, and the differences between choral and instrumental idioms. In addition the course will outline stylistic periods in choral music. Prerequisites: FNAR 2051, FNAR 2063.

FNAR-3211. Choral Conducting II
For a description, see FNAR 3201. Prerequisites: FNAR 2051, FNAR 2063.

FNAR-3213. Music History I: Baroque Through Romanticism
This course is designed as an introductory survey of the significant 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 music and its composers, performers, and listeners. The listening component of the class will consist of listening to excerpts in class with use of listening guides to focus attention on the formal features, instrumentation, etc. of these musical works. Resources will be available for the students' further exploration of the music. An additional theme will be the social context in which we listen to and respond to music that has come down to us from various periods in the past and how they have shaped what we hear nowadays. Prerequisites: FNAR 1013, FNAR 1303, FNAR 2213, FNAR 2016, FNAR 2133, FNAR 2053 and FNAR 2063, or permission by the instructor.

FNAR-3231. Dance Technique III
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 significant 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 2231.

FNAR-3313. Figure Modeling II: The Portrait Bust
Artists have created portraits of people for thousands of years. In sculpture, a portrait of a person's face often includes the neck and part of the shoulders and chest. These works of sculpture are portrait busts. Students will model life-size three-dimensional portrait busts in clay from a live model. Students are introduced to various forms of realism and abstraction. It is not necessary to have "artistic talent" to do well in this course. Prerequisites: FNAR 1113 and FNAR 2273.

FNAR-3323. Entropy and the New Monuments, the Writings of Robert Smithson.
This course is a study of the writings of American artist Robert Smithson (1938-1973). Smithson provides students with an historical role model for the important link between visual art and critical writing. Smithson's art and writing had a profound impact on art and art theory for over thirty years and continues to do so today. His ideas took root in many forms: drawings, projects and proposals, sculpture, earthworks, films and critical writings. Prerequisite: FNAR 1113.

FNAR-3613. Music in Film and TV
This course will explore the ways in which music contributes to the overall audio visual message. Films will be analyzed with a special focus on the relationship between the narrative, image, and sound; film will be understood both as a text and as an interpretive argument, with a special focus on the role that music, and sound in general, play in these discursive/rhetorical functions. The ultimate goal of the course is to develop an understanding of the technical and aesthetic issues involved in music-image synchronization and a critical aural and analytical habit for the soundtrack of films. Prerequisites: FNAR 1013 and FNAR 1023.

FNAR-3713. Applied Music Pedagogy
This course will cover the practical aspects of teaching private and group music lessons from the beginner level to intermediate. The teaching of repertoire, technique, and musicianship will be examined, along with some exploration of basic psychology, studio/classroom management, and professional development. Assessment will be through written and practical assignments including peer-to-peer lesson observations, teaching demonstrations, personal narratives, and presentations of repertoire. This course is designed for students pursuing a concentration in music. Prerequisites: FNAR 2063 and FNAR 1051.

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

FNAR-4013. Music History Research Seminar: Brahms
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 portions of his symphonic and chamber music repertoire, as well as an examination of the critical reception of these works, up to the present time. Students will develop an intimate analytical and stylistic knowledge of the repertoire, and produce an original piece of musicological research. Prerequisites: FNAR 2063, or permission of the instructor.

FNAR-4021. Guitar Performance VII
For a course description, see FNAR 1021. Prerequisite: FNAR 3121, or permission by the instructor.

FNAR-4051. STU Singers IV
The St. Thomas Singers is a no-audition choir, open to students and the academic community at large. Rehearsals take place once a week; with at least two concert performances per year towards the end of each term. The course earns one credit per year. A course fee may be required for the purchase of scores and other performance expenses. No previous knowledge of music is necessary.

FNAR-4101. Piano Class VI
For a course description, see FNAR 2001. Prerequisite: FNAR 4001, or permission by the instructor.

FNAR-4121. Guitar Performance VIII
For a course description, see FNAR 1021. Prerequisite: FNAR 4021, or permission by the instructor.

FNAR-4136. Musical Theatre III
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 III is a year-long course to be taken with Acting, Singing, Dancing III. Prerequisites: Instructor's consent and FNAR 3136. Co-requisites: FNAR 4153 (Acting, Singing, Dancing III).

FNAR-4153. Acting, Singing, Dancing III
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 III is a year-long course to be taken with Musical Theatre III. Prerequisites: FNAR 3153. Co-requisites: FNAR 4136 (Musical Theatre III).

Independent Study

FNAR-1001. Independent Study: Piano Private Lessons I
Piano Master Class meets three hours a week to explore issues of piano technique and interpretation. Students are required to actively participate by regularly performing for the group and by developing and refining collaborative performance projects outside of class time. The course earns one credit per semester. A course fee may be required, and enrolment is limited to 18 participants. A series of sequential courses follow this course.

FNAR-1101. Independent Study: Piano Private Lessons II
FNAR-1201. Independent Study: Piano Private Piano Lessons III
FNAR-1301. Independent Study: Piano Private Lessons IV

FNAR-1011. Special Projects
Students with a creative or scholarly interest in a particular area of Fine Arts may pursue a 1 credit-hour Special Projects course, renewable each semester. Such course may be focused on music history, performance, analysis, or composition; or art history, sculpture practice, or art criticism. Permission of the instructor is required.

FNAR-1111. Special Projects
FNAR-2011. Special Projects
FNAR-2111. Special Projects
FNAR-3011. Special Projects
FNAR-3011. Special Projects
FNAR-3111. Special Projects
FNAR-4011. Special Projects
FNAR-4111. Special Projects
FNAR-2383. Special Projects
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.
FNAR-2393. Special Projects
FNAR-3383. Special Projects
FNAR-3393. Special Projects
FNAR-4383. Special Projects
FNAR-4393. Special Projects

FNAR-1511. Ensemble Practice I/II
Ensemble Practice is offered 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.
FNAR-2511. Ensemble Practice III/IV
FNAR-3511. Ensemble Practice V/VI
FNAR-4511. Ensemble Practice VII/VIII

FNAR-2813. Chamber Music I
This class, which can be taken sequentially for up to six semesters and would normally be taken together with FNAR 1511/4511 Ensemble Practice I/VIII, is an in-depth exploration of chamber music. Students perform, arrange, and/or compose music, and develop an intimate analytical and stylistic knowledge of the repertoire. The music is selected from different time periods and musical styles, or composed and adapted to the skills of the individual students. Assignments include reading and rehearsing scores, creating ad-hoc arrangements to adapt the music to the available instruments, composing new pieces, and researching analytical and historical aspects of the music and composers studied. The course concludes with a public concert of chamber music. Suggested Co-requisite: FNAR 1511/4511 Ensemble Practice I/VIII; Prerequisites: STU 1051 and FNAR 1023, or permission from the instructor.

FNAR-2823. Chamber Music II
FNAR-3813. Chamber Music III
FNAR-3823. Chamber Music IV
FNAR-4813. Chamber Music V
FNAR-4823. Chamber Music VI

FNAR-3003. Independent Study: Painting
Students interested in advanced concepts of painting, both theoretical and practical, may register for a three-credit independent study. The course will focus on the contemporary practice of painting with a variety of assignments, written and practical, as well as gallery visits and video screenings. Meetings will be held weekly and will include critiques, discussions and presentations of student work. Prerequisites: FNAR 1633, 2183, 2193, and permission of the instructor.

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

French

Students from New Brunswick

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. take a summer course in a French-speaking area (for which government bursaries are available).

These options are designed to bring the students' knowledge of French to the required level for a Major in the shortest possible time.

Students from Outside New Brunswick

For further information, students from outside New Brunswick are advised to contact the Chair of the Romance Languages Department or the appropriate faculty adviser. Francophone students are encouraged to consult with the French section prior to selecting courses and shall not normally be admitted to the 1st year program.

Note that students who take French courses in programs other than the ones offered at St. Thomas may be assessed upon their return to St. Thomas University.

For further information, please contact the Chair of the Romance Languages Department or the appropriate faculty adviser.

Minor Program in French

Students wishing to complete a Minor Program in French must complete at least 18 credit hours with an overall average of B in those 18 credit hours. At least 6 credit hours must be at the 2000 level or higher. Note that some courses may have prerequisites.

Major Program in French

Students wishing to complete a Major program in French must complete at least 36 credit 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.

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

Double Major in French and Spanish

Please refer to the Romance Languages section of the Calendar.

Honours Program in French

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.

Junior Year Abroad

Students who wish to spend their junior year abroad or at another Canadian university will be required to take courses which correspond to those offered 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 proficiency when they enroll or re-enroll at St. Thomas.

Certificate in French Language Proficiency

The Certificate in French Language Proficiency is available to any student studying French at St. Thomas University. At the beginning of their 4th year students must make application for the Certificate to the Chair of the Romance Languages Department. The Certificate 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+.

French Curriculum

Beginning French

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.

FREN-1006. Le français pour débutants
The aims of this course are listening comprehension, basic oral expression, elementary reading, writing, and grammar. *This course is not open to students who have previously studied French*.

FREN-1016. Langue française 1
This course is designed for students entering university who achieved a score of Basic or Basic+ or Intermediate in French in high school. The aims of this course are listening compréhension, basic oral expression, elementary reading, writing and grammar.

FREN-1026. Langue française 2
This course is designed for students entering university who achieved a score of Intermediate+ or Advanced in French in high school. The course has a strong reading component with material drawn from a variety of sources in the Francophone world. It emphasizes the four skills: oral practice, reading, writing and listening compréhension.

Module 1: Langue française

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. Note also, that since not all these courses are offered every year, the student's program should be planned and approved well in advance.

FREN-1016. Langue française 1
This course is designed for students entering university who achieved a score of Basic, Basic+ or Intermediate in French in high school. The aims of this course are listening comprehension, basic oral expression, elementary reading, writing and grammar.

FREN-1026. Langue française 2
This course is designed for New Brunswick students entering university who have achieved a score of Intermediate+ or above in French in high school. The course has a strong reading component with material drawn from a variety of sources in the francophone world. It emphasizes the four skills: oral practice, reading, writing and listening comprehension.

FREN-2306. Textes 2: la Francophonie
Ce cours cherche à approfondir et à étendre les connaissances de base acquises. Par un choix de lectures variées, le cours vise à améliorer la compréhension de textes écrits, à faciliter l'apprentissage du vocabulaire, et à familiariser les étudiants avec le monde et les cultures de la Francophonie.

FREN-2316. Grammaire du français
Révision et approfondissement des règles de base de la grammaire française: la conjugaison du verbe, les modes et temps du verbe, les accords, les compléments, les pronoms personnels et relatifs. Étude de la forme de la phrase, de la syntaxe et de la fonction des mots. Préalable: FREN 1016 et/ou FREN 1026 ou la permission du professeur.

FREN-2326. La Composition
Destiné aux étudiants ayant une bonne connaissance des rudiments de la grammaire française, ce cours vise à développer des compétences dans le domaine de la rédaction et de la révision de textes et de travaux écrits. L'étudiant apprendra à structurer et à nuancer

sa pensée à l'aide de modalités rhétoriques et de stratégies argumentatives mises en application. Seront privilégiées les pratiques discursives suivantes: le portrait, la description, la narration, l'essai, l'article journalistique, la dissertation classique, l'explication de texte, le compte rendu et la correspondance. Il est fortement recommandé aux étudiants de suivre en même temps le cours FREN 2316. Cours préalable: FREN 1016 ou FREN 1026.

FREN-2333. Conversational French
This course is designed for students who wish to improve their abilities in spoken French and listening comprehension. It will focus on developing skills and lexical flexibility for participating actively in a normal conversation with native interlocutors, presenting and defending opinions on a variety of subjects in social and professional situations. Prerequisite: FREN 2333 is open to students with Intermediate+, or Advanced level of oral proficiency.

FREN-2336. Communication orale
Ce cours de niveau intermédiaire a pour but d'améliorer la comprehension auditive et l'expression orale de l'étudiant : travaux pratiques, documents authentiques sonores et vidéo, phonétique et activités communicatives. Le cours est fermé aux étudiants francophones. Cours préalable: FREN 1016 ou FREN 1026 ou la permission du professeur.

FREN 3233: Traduction
Ce cours se veut une initiation à la traduction. Un choix de notions linguistiques faisant partie de la traduction d'unités de langue, de phrases et de textes fournira le cadre méthodologique aux travaux appliqués. Des exercices pratiques porteront sur la traduction des extraits provenant des genres tels la nouvelle, le roman, la correspondance, l'essai, l'écrit journalistique et l'écrit technique. L'étude comparative fournira l'occasion d'effectuer des traductions dans deux sens (de l'anglais au français et du français à l'anglais). Les étudiants prendront connaissance d'un certain nombre d'outils informatisés de traduction. Cours préalables : FREN 2316 : Grammaire du français.

FREN 3413. Grammaire avancée
Ce cours s'adresse à ceux qui sont soucieux de la pureté de la langue française, dont les très nombreux pièges et subtilités suscitent souvent l'embarras du locuteur. Il s'agit en l'occurrence d'un point de vue normatif qui, identifiant les tours fautifs et les constructions incorrectes aboutissant à quelque impropriété, consacre le "bon usage" tout en permettant de saisir le subtil. On y fera la synthèse des recommandations des meilleurs grammairiens contemporains en vue d'aboutir à l'usage d'une langue claire. Cours préalable: FREN 2316 ou l'approbation du professeur.

FREN 3423. Rédaction
Dans ce cours il s'agira d'amener l'étudiant à parfaire ses compétences au plan de l'écrit. À partir d'un choix de textes modèles tirés d'un corpus francophone, on invitera l'étudiant à produire des travaux écrits. Un souci particulier sera accordé à la révision et à la maitrise des aspects linguistiques du discours écrit, à savoir la phrase complexe, l'usage idiomatique de la langue, et les niveaux de langue. Cours préalable: FREN 2326 ou l'approbation du professeur.

FREN 3433. De l'oral à l'écrit
Ce cours est consacré au perfectionnement des competences orales et rédactionnelles. Cours préalable: 12 heures de credits en français au niveau 2000 ou l'approbation du professeur.

FREN 3443 Textes 3: Lecture avancée
Ce cours a pour but d'approfondir les connaissances linguistiques et grammaticales déjà acquises. À travers un choix de textes variés et de vidéos et films du monde françophone, l'étudiant apprendra à approcher le texte littéraire de façon plus analytique. Cours préalable: FREN 2306 ou FREN 2113/2123.

FREN-3543. Le théâtre
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 fixèrent 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. Cours préalables : FREN 2123, FREN 2306.

ROML 3913. Contemporary Literary Analysis
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.

Module 2: Civilisation du monde francophone

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 different genres and/or French topics reflecting the availability and research areas of faculty, and the interests of both students and faculty. Prerequisite: FREN 1026 or permission of the instructor.

FREN-2113. Decouverte de la prose et du cinema
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.

FREN-2123. Decouverte de la poésie et du théâtre
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.

FREN-3603. Civilisation francophone 1: Europe française
Ce cours se propose de mieux faire connaître la production culturelle des pays européens francophones, notamment la France, la Suisse et la Belgique. A travers le roman, le film, la nouvelle, la poésie et la chanson nous explorerons divers grands thèmes tels que la mort, l'exil, l'aliénation, l'amour et la réconciliation. Cours préalable: FREN 2306 ou FREN 2113/2123 ou la permission du professeur.

FREN-3613. Civilisation francophone 2: Amérique française
Ce cours présente un survol de la production culturelle d'expression française en Amérique du Nord. Par le biais de films, de romans, de pièces de théâtre, de nouvelles, de chansons, d'essais et de poésie du Canada français (Québec, Acadie, Ontario, l'Ouest canadien, etc.) et de la Louisiane nous examinerons la diversité de cette population pour qui la langue française demeure une composante essentielle de l'identité. Cours préalable: FREN 2306 ou FREN 2113/2123 ou la permission du professeur.

FREN-3623. Civilisation francophone 3: Maghreb
Dans ce cours, il s'agira de se familiariser avec le Maghreb par la lecture d'un choix de textes (roman, nouvelle, poésie, etc.) représentatifs d'une littérature née dans le contexte de la colonisation. L'imaginaire de cette littérature porte les traces d'une culture orale, pré-islamique, de la rencontre des peuples berbères avec les peuples arabomusulmans, et de ceux-ci avec l'Occident. En adoptant une approche culturelle, on examinera l'esthétique et des principaux thèmes qui font l'originalité de la littérature des pays du Maghreb. Cours préalable: FREN 2306 ou FREN 2113/2123 ou la permission du professeur.

FREN-3633. Civilisation francophone 4: Afrique subsaharienne et Caräibes
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: FREN 2306 ou FREN 2113/2123 ou la permission du professeur.

FREN-3643. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.

FREN-4603. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.

Theme Courses

FREN-4503. L étranger parmi nous
Étude de divers ouvrages d'auteurs francophones immigrants, exilés, expatriés, aliénés face à leur pays d'accueil. Le sentiment d'aliénation étant du reste exprimé par des personnages marginaux, on s'intéressera également à l'idée du « dépaysement chez soi », i.e. dans son propre pays et parmi les siens.

FREN-4513. La crème du crime
Une exploration à travers le texte, le film et la télévision du crime, du criminel, de la (in) justice, et des justiciers.

FREN-4523. Les meilleures nouvelles du 20e siècle
La découverte du genre de la nouvelle de langue française.

FREN-4533. Une affaire de famille
Un examen de la représentation de la famille (traditionnelle, monoparentale, reconstituée, adoptive, dysfonctionnelle, etc.), dans une sélection de romans, de nouvelles, de pièces de

théâtre et de films.

FREN-4543. Tout feu tout flamme
De l'amour à la haine en passant par la jalousie, l'ambition, la culpabilité, la vengeance et la folie, les passions inspirent depuis tout temps le geste créateur. Un examen de la représentation de passions dans une sélection d'oeuvres contemporaines et classiques (romans, poèmes, pièces de théâtre et films.)

FREN-4553. Souvenirs d'enfance
L'enfance est un sujet de préoccupation pour nombreux écrivains et cinéastes francophones, car c'est dans le passé que se trouve les racines de l'identité. Ce cours se veut une exploration de la mémoire et de l'enfance.

FREN-4563. La guerre et la paix
Une interrogation menée sur le sens et le non-sens du phénomène de conflit (politique, social, culturel, religieux, etc.) et ses résolutions possibles, à partir d'un choix de romans, de nouvelles, d'oeuvres dramatiques et de films.

FREN-4573. Un gars et une fille
A travers le roman, le cinéma, la nouvelle et autres documents choisis de la francophonie, ce cours propose l'étude de la vie de couple et comment les liaisons se nouent et se dénouent au fil du temps.

FREN-4583. Défense de la langue française: du latin au français
Ce cours se propose de retracer, notamment aux 15e-17e siècles, l'émergence et l'évolution de la langue française, et d'examiner les efforts consentis en vue de la création des premiers chefs-d'oeuvre littéraires.

FREN-4593. Écrits des femmes, écrits sur les femmes
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.

Module 3: French Honours

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 sufficient number of credits required within their diploma and make allowances if certain courses would not be offered 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.

Études indépendantes

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 differ from those courses regularly offered during the academic year in question.

FREN-4996. Thèse de spécialisation

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.

Department of Gerontology

Major in Gerontology

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
GERO-1023. Multidisciplinary Issues in Aging

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

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

GERO-2273. Death and Dying
GERO-3033. Aging and Spirituality
GERO-3043. Recreation, Leisure and Aging
GERO-3063. Aging and Biography
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 Tai Chi: Theory, Research, and Practice
GERO-3743. Critical Approaches to Nursing Homes
GERO-4003. Mental Health and Aging
GERO-4033. Independent Study
GERO-4036. Independent Study

Minor in Gerontology

Students wishing to pursue a Minor in Gerontology must complete 18 credit hours, composed of any courses which they have the required prerequisites.

Subject to the approval of the Chair and the University registrar, students may be able to substitute other courses at St. Thomas University or the University of New Brunswick for the electives listed above.

Gerontology is a multidisciplinary field that studies the process of aging across the lifes-

pan. Gerontologists draw on research from a variety of fields 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 define 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.

GERO-1013. Introduction to Gerontology

This introductory course is multidisciplinary in nature and considers selected basic information about aging and older persons that derives from biology, psychology, sociology, demography, and the humanities. In addition to relating this information and scientific findings about aging, an attempt will be made to discuss the difficulties involved in establishing facts about aging and older persons.

GERO-1023. Multidisciplinary Issues in Aging

This course will consider the complexity and interrelatedness of various dimensions of adult development and aging, and what this state of affairs suggests for research and practice. Topics of discussion will include selected theories of adult intelligence, personality, and social aging. Further, the multidisciplinary nature of intervention will also be considered in relation to such areas as health care, death and dying, and work and retirement.

GERO-2113. Sociology of Aging (SOCI 2523)

This course will explore the comparative situation of older women and men in different cultures and different historical periods within western societies. The cultural and social-structural determinants of their changing status will be examined through alternative theoretical perspectives within sociology. The social construction of 'elderly' as a status will be explored through how older people are perceived, described, talked about, and interacted with within everyday behaviour, and how these relations may be 'negotiated' by the elderly themselves. The political economy of aging focuses upon disparities of income, and the determinants and effects of poverty on the lives of older people. Prerequisite: GERO 1013 or SOCI 1003.

GERO-2273. Death and Dying

This course explores a wide range of topics in the area of death and dying. As a fundamental issue for human beings, these phenomena require investigation from a variety of perspectives. The course considers aspects of death and dying that are religious, philosophical, psychological, and sociological in nature. Further, the course is concerned with both practical and theoretical issues that arise from the relationship between aging, and death and dying.

GERO-2643. Adult Psychopathology

This course examines issues in the diagnosis and treatment of the most common psychological disorders in adulthood. Students are introduced to the history of psychopathology, from primitive to modern times, which traces the development of biological, psychodynamic, behavioural, cognitive, and sociocultural models of abnormality. Possible topics include: anxiety disorders, mood disorders, schizophrenia, and personality disorders.

GERO-2673. Adult Development and Aging (PSYC)
The course provides an introduction to psychological aspects of aging faced by middle and older aged persons as they adapt to life events. Topics of study include: demographical studies, theories and models of aging, psychological assessment of older persons, personality in adulthood, changes in vision and audition, memory processing, learning, and intellectual functioning. Prerequisite: GERO 1013/ PSYC 1023.

GERO-3023. Aging and Health
Various aspects of aging and health will be addressed in this course. Important topics to be considered are: normal vs. pathological changes with age, principles of survival and the preservation of quality of life, and antecedents to physical, mental, social and spiritual health. The course will also analyze current conceptions of health and health care in an aging population, including ethical implications of these approaches. Prerequisite: GERO 1013 + 1023.

GERO-3033. Aging and Spirituality
This lecture-seminar course examines the process of aging and human development from a spiritual perspective. This objective is carried out by means of an exploration of: (a) an emerging theoretical and empirical literature which focuses on spiritual aspects of aging and which originates in diverse traditions, (b) the practical and ethical issues that arise from an explicit acknowledgement of human spirituality in research and practice in gerontology, and (c) the importance of considering one's personal images and stereotypes of both aging and spirituality. In this regard, the course includes an experiential, dialogical dimension.

GERO-3043. Recreation, Leisure and Aging
This lecture-seminar course will explore the meaning of leisure and the role it plays in the lives of older adults. It is designed to 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, while the practical aspects of recreation program development, delivery, and facilitation for both community-based and institutional-based older persons will also be examined. Prerequisite: GERO 1013.

GERO-3053. Qualitative Research Methods (HMRT) (SOCI) (RELG)
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 + 1023 or permission of the instructor.

GERO-3063. Aging and Biography
This lecture-seminar course explores theoretical, methodological, and intervention issues centering on the use of life stories or biographical materials in gerontology. The course considers selected research from the humanities and social sciences that deals with the significance of biography for understanding human aging. In addition, students engage in an autobiographical exercise, which provides a personal dimension to the course.

GERO-3073. Narrative Gerontology
This seminar-style course considers the theoretical and practical implications for gerontology of the narrative root metaphor, or life as story. Against the background of the narrative turn in the human sciences generally, and of specific practices in geriatric care like life review and reminiscence, the course will use basic story elements such as plot, character, point of view, genre, and style to explore the dynamics of continuity and change in the course of autobiographical aging. Through assignments and classroom activities, students will be encouraged to apply such elements to understanding their own development and to their involvement in the storytelling-storylistening exchange that is part of their work as caregivers to older adults.

GERO-3083. Gender and Aging (GEND)
This course examines issues involving how one's gender affects one's experience of aging. It looks at how the field of gerontology has traditionally dealt with the concept of gender as well as the feminization of old age, and how this has affected both women's and men's experiences of aging.

GERO-3093. Images of Aging in Film (GEND)
This course explores popular views of the elderly using motion pictures. It looks at the impact of stereotypes on older people's expectations for later life. As a result of this course, students should be able to look at films more critically and identify images communicated through the media. Prerequisite: GERO 1013.

GERO-3103. Special Topics
Topic chosen by the Visiting Chair. No Prerequisites.

GERO-3123. Counselling Older Adults
This course considers several important aspects of counselling as they impact specifically on work with older adults. Topics include an overview of counselling and a review of counselling theories. These theories are then applied to contemporary issues in aging such as: changing adult lifestyles and societal expectations, stress factors in modern society, and living longer and healthier. This course involves extensive student participation and is most relevant to educators and professionals in the field of aging. Limited enrolment. Prerequisite: GERO 1013 + 1023.

GERO-3213. Older Adults as Learners
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. Family Ties and Aging (GEND)
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-3233. Aging and Tai Chi: Theory, Research, and Practice
Tai Chi is a mind-body-spirit intervention that contributes to the maximization of quality of life for both frail and well adults. This course explores the philosophy and principles that form the basis of the art of Tai Chi. The course will also review research that demonstrates a range of health benefits of Tai Chi to adults of all ages, physical and psychological. Participants in the course will learn basic Tai Chi movements, and be introduced to guidelines for designing a program based on Tai Chi, for implementation in a variety of settings. The course will be of interest to students contemplating a career in gerontology, recreation, social work, education, or fine arts. The course is introductory and does not assume any experience on the part of the students.

GERO-3673. Challenges to Adult Development and Aging
The course investigates both normal and abnormal influences 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 pathological changes such as depression, substance abuse, terminal illness, and dementia. Emphasis is placed on changes in response to these influences and on the individual's coping strategies. Prerequisite: GERO/PSYC 2673.

GERO-3743. Critical Approaches to Nursing Homes
This seminar course will examine the phenomenon of nursing homes from an ethnographic and critical point of view and will include both sociological and anthropological perspectives. Prerequisite: GERO 1013.

GERO-3973. Introduction to Narrative
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.

GERO-4003. Mental Health and Aging
This course explores the range of factors affecting mental health in the elderly, from age-related organic brain disease, depression, and the other functional psychiatric disorders, to failure of adjustment induced by psychological, social, and environmental factors. Issues covered include the recognition of mental-health problems, their prevalence and dynamics; the cost to individual older people, their families, the health and community-care systems, and society; and the adequacy of current provisions and interventions. Prerequisites: GERO 1013, GERO 1023 and GERO 2673.

GERO-4013. Seminar in Gerontology
This seminar course consists of an in-depth analysis of a specific problem or issue in the field of aging. Students have their chosen topic area approved and supervised by the course instructor. The purpose of this course is to integrate a student's theoretical and practical understanding of a specific area by way of a combination of a major paper, presentations, and/or other research. Prerequisites: GERO 1013 + 1023.

GERO-4023. Advanced Seminar in Gerontology
This course is intended for students in the final semester of the programme. It will consist of a multidisciplinary lecture-seminar format. Selected topics in aging research and intervention will be discussed. The purpose of this course is to ensure that students have a comprehensive background in the field of aging, including an understanding of ethics. Prerequisites: GERO 1013, 1023 and 4013.

GERO-4033. Independent Study
A course of independent study, under supervision of the Chair in Gerontology, which affords the student the opportunity to pursue an in-depth study of an area of interest through special reading or research projects. Arrangements may be made by agreement with members of the staff, and approval of the Chair. Prerequisite: GERO 1013 + 1023.

GERO-4036. Independent Study
A course of independent study, under supervision of the Chair in Gerontology, which affords the student the opportunity to pursue an in-depth study of an area of interest through special reading or research projects. Arrangements may be made by agreement with members of the staff, and approval of the Chair. Prerequisite: GERO 1013 + 1023.

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

Great Books

The Great Books Program is an interdisciplinary liberal arts program. It is designed to provide students with the opportunity to explore some of the perennial questions of human existence through the reading and discussion of original works by men and women from across the ages. All courses are team-taught by a minimum of two instructors to ensure an interdisciplinary perspective. All students planning on completing the Major or Honours program in Great Books are required to complete a second Major.

Honours

An Honours Bachelor of Arts in Great Books requires 54 credit hours, including GRID 2006, one of 2106 or 2206, four of 3106, 3306, 3406, 3506 or 3606, 3903, 4903, 4906, 4913; and an approved 3 credit-hour course at the 3000/4000 level in another discipline. Students interested in an Honours degree in Great Books should preferably apply to the Great Books Steering Committee by the beginning of their third year. Students should indicate when applying for the Honours BA in Great Books which courses they propose to count for these credits. Students are also strongly encouraged to take 6 credit hours of a language, particularly one that will be connected to their thesis. Students must take GRID 3903 in the second half of their third year. Application forms are available from the Director of Great Books. Entrance to the Great Books Honours Program requires a 3.7 GPA in Great Books courses and a 3.3 GPA in all other courses.

Major

To complete the Great Books Major, students are required to complete the following thematic courses:

Second year:	12 credit hours (GRID 2006 and one other 2000 level course)
Third year:	12 credit hours in upper-level Great Books courses (GRID 3106, 3306, 3406, 3506, 3606)
Fourth year:	12 credit hours in upper-level Great Books courses (GRID 3106, 3306, 3406, 3506, 3606)

Great Books Courses Cross-listed in Other Departments

GRID 2006	Quest for the Good Life is cross-listed with Political Science (3 credits only)
GRID 3106	Love and Friendship is cross-listed with both English and Philosophy
GRID 3306	Justice is cross-listed with Political Science (3 credits only)
GRID 3506	Freedom is cross-listed with Political Science (3 credits only) and with ENGL 3903

Note:

GRID 2206	Human Nature and Technology counts towards the Group C requirement
GRID 3406	Philosophy and Art counts towards the Group D requirement

GRID-1006. Introduction to Great Books
This course, open to all students, is an opportunity to read and discuss books from a variety of disciplines as an introduction to the study of significant ideas, ancient and modern. Themes will include ideas of the good life, freedom, justice, friendship and others. Typically studied will be texts such as Plato's *Republic*, Malory's *Le Morte d' Arthur*, Shakespeare's *Hamlet*, and Austen's *Emma*. This course is not a required course for the Great Books Major and will not count towards the Major.

GRID-2006. The Quest for the Good Life (HMRT 2206)
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*.

GRID-2106. The Quest for the Good Life II
Building on the themes developed in GRID 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 will 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 Homer's *Odyssey,* Dante's *Divine Comedy*, Austen's *Pride and Prejudice*, and Wollstonecraft's *Vindication of the Rights of Women*. Prerequisite: GRID 2006, or permission of the instructors.

GRID-2206. Human Nature and Technology (HMRT 2216)
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 affected 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*.

GRID-2306. War and Peace
This course will investigate the causes and consequences of conflict through a close study of literature, philosophy, history, and political theory. The course will examine the political failures that lead to wars, the ways that human drives and interests manifest themselves within war, as well as the material, psychological, and spiritual costs of war. Texts may include Thucydides' *History of the Peloponnesian War*, Shakespeare's *Henry V*, Arendt's *On Violence*, and Woolf's *Mrs. Dalloway*.

GRID-3106. Love and Friendship
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: GRID 2006, or permission of the instructors.

GRID-3206. Nations and Borders
This course will explore how humans use geographic, racial, and cultural categories to understand themselves and others. It is particularly concerned with how individuals define themselves as belonging to, distinct from, or in conflict with particular nations, cultures, or peoples. Students will explore themes such as nationalism, colonialism, exile, racism, slavery, and globalization. Texts may include *Exodus*, Shakespeare's *Othello,* Behn's *Oroonoko*, Kant's *Perpetual Peace*, Sears' *Harlem Duet*, and Fanon's *The Wretched of the Earth*.

GRID-3306. Justice (HMRT 3206) (POLS)
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 fulfilled 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: GRID 2006, or permission of the instructors.

GRID-3406. Philosophy and Art
This course will explore the relationship between philosophy, or the search for wisdom, and art. In particular, it will examine the relationship of human reason and imagination and the degree to which art can serve as a vehicle for truth. Texts may include Euripides' *Bacchant*, Plato's *Protagoras*, Aristotle's *Poetics*, Book of Revelation, Sidney's *Defence of Poetry*, and Hegel's *Aesthetics*. Prerequisites: GRID 2006 and GRID 2106.

GRID-3506. Freedom (HMRT 3216)
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? Texts may include Sophocles' *Oedipus Rex*, Plato's *Crito*, Aquinas' *On Free Will*, Shakespeare's *Coriolanus* and Hegel's *The Philosophy of Right.* Prerequisite: GRID 2006.

GRID-3606. Faith and Reason
This course will explore faith and reason as two ways by which human beings apprehend the truth, the fundamental object of our understanding. The nature and capacity of faith and reason as well as their relationship to one another will be explored through literary and philosophic texts that posit either one or both of these modes as the path to knowledge. Texts may vary from year to year, but normally the course will include works such as Aeschylus' *Oresteia*, *The Gospel of John*, Descartes' *Discourse on Method*, selections from Luther, and Kant's *Critique of Pure Reason*. Prerequisite: GRID 2006.

GRID-3706. Shakespeare and Politics (ENGL)
This course will explore the works of Shakespeare in the context of Renaissance political thought as reflected 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 film adaptations. Prerequisite: ENGL 1006, or permission of instructor.

GRID-3903. Honours Thesis Proposal
The purpose of this course is to afford students interested in writing an Honours thesis the opportunity to develop a thorough proposal, including a substantial annotated bibliography. Students will work closely with their thesis director in developing and writing the

thesis proposal. Classes will meet throughout the term to assess progress. Students will be required to present and defend their proposal before their classmates and the faculty of the Great Books Program. Students must complete this course to be eligible for GRID 4906.

GRID-4003. Independent Study
Students undertake an independent study under the direction of a member of the Great Books faculty, with the permission of the Great Books Director. This course is limited to students of proven academic merit.

GRID-4006. Independent Study
Students undertake an independent study under the direction of a member of the Great Books faculty, with the permission of the Great Books Director. This course is limited to students of proven academic merit.

GRID-4806. Special Topics Course
This course involves the in-depth study of a particular text or set of texts related thematically. The course will be organized around the particular interests and expertise of the available faculty member teaching it, so as to capitalize on the research and theoretical interests of faculty participants in Great Books. Its content will also take into account the particular needs of students in any given academic year.

GRID-4903. Honours Seminar
This seminar will be centred on the intensive study of the text(s) of a thinker who has greatly influenced the shape of the western world. The texts may be ancient or modern, and may be literary, historical, philosophic, and/or political in nature.

GRID-4906. Honours Thesis
The Honours thesis is an extended scholarly paper on a topic written under the supervision of a faculty member who agrees to serve as thesis director. When completed, the students will be required to present and defend the thesis before their classmates and the faculty of the Great Books Program. Students must complete GRID 3903 to be eligible for GRID 4906.

GRID-4913. Capstone Seminar
The capstone seminar in Great Books will be an author/work specific course in which students spend an extensive period of time studying the text(s) of a thinker who has greatly influenced the shape of the western world. The author or texts may be ancient or modern, and may be literary, historical, philosophic and/or political in nature.

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

Department of History

The History Department at St. Thomas University guides students in the critical study and analysis of the societies and peoples of the past, and the various ways that "the past" is explained in "the present". Students learn historical content, and discuss the methodological and philosophical issues that inform the exploration of history in our own time, including the difficulties in saying what exactly "history" is or should be.

As with our general approach to the study of history, the History Department is creative and dynamic. Chronologically, we offer courses from the first complex societies more than 5,000 years ago up to the present, though we are strongest in the period from circa 1000 C.E. onward. Geographically, we cover everything from small local communities to cities, nation-states, regions such as the Atlantic world, Africa, Europe, Asia or Latin America, and the globe. We have been developing a global history curriculum that includes our World History survey and a growing range of courses that explore thematic and transnational histories (such as social movements, revolutions, citizenship, cities and water) on a global scale.

Our innovative global history initiative and expanding selection of stimulating courses challenge historical conventions and common assumptions about the past. The History program may cause you to re-examine your world view and lead you to ask fundamental questions about yourself, your society and your world. In fact, this is one of our goals. We hope that both the content and presentation of our courses will help produce thoughtful and informed global citizens who appreciate the fascinating and diverse character of the world, past and present.

We are also committed to developing your critical, analytical and communication skills. We do not pretend that we can teach you the answers, but we can help you learn how to ask and frame good questions. Whether you take one class with us or study for a History Major or Honours degree, and whether you pursue a career in History or not, you will benefit from the skills and content we offer.

Minor in History

Students who select history as a Minor field must complete 18 credit hours in history.

Major in History

Students who select history as a Major field must take a minimum of 36 credit hours of history courses. To obtain the Major designation students must take 6 credit hours (and not more than 6 credit hours) of 1000-level world history courses and HIST 2003 Exploring History. As well, students are required to take at least 3 credit hours from each of the major categories of history courses: 1) world, 2) regions, 3) state, nation, and locality.

Honours in History

In addition to the requirements for a history Major, an Honours degree requires a minimum of 48 credit hours of history courses, at least 12 credit hours of which must be 4000-level seminars. Students seeking an Honours degree must consult the History Honours Director for approval of their program of studies.

Course Numbering

- 1000-level world history courses serve as an introduction to the discipline of history and its expectations at the university level.
- 2000-numbered courses indicate an intermediate level of historical investigation taught from several different perspectives; at this level students will be expected to learn basic skills of conducting historical research and constructing written historical arguments.
- 3000-numbered courses indicate a more advanced and more concentrated level of historical investigation. 4000-numbered courses designate seminars and are taught at an advanced level of historical investigation, presentation, and criticism.

NOTE: Since third- and fourth-year history courses build on the skills acquired in 1000-level world courses and HIST 2003, the department recommends that these courses be taken in the first two years of the degree.

World

HIST-1006. World History

This course provides an overview of world history, from earliest times to the present. Major themes include human relationships with the environment, cultural exchanges between peoples, and the interconnectedness of the human experience.

HIST-1013. World History I: "Pre-History" to c. 1500 CE

This 3-credit course is the first half of the world history survey. It will provide an overview of world history topics, issues, themes and approaches from the earliest times ("pre-history") about 1500 of the Common Era (CE). It will cover topics such as the origins of the universe (Big Bang), hunter-gatherer societies, the beginnings of agricultural societies, classical states and empires, and "post-classical" or "high agrarian" states, empires and networks to circa 1500 CE.

HIST-1023. World History II: the World since c. 1400

This 3-credit course is the second half of the world history survey. It will provide an overview of world history topics, issues, themes and approaches from roughly the end of the Mongol era to the present. It will cover topics such as the emergence of long-distance exploration, cross-cultural interaction, the "early modern" world, the Columbian Exchange, the industrial era, modern imperialism, "late agrarian" states, empires and networks from circa 1400 onward.

HIST-2023. World History: 20th Century to World War II

This course will provide students with an overview of the history of the 20th century up until the conclusion of the Second World War. Major events and themes include the two world wars; the Russian revolution; imperialism and nationalism in Asia, Africa and Latin America; the emergence of the United States as the world's pre-eminent power; and struggles for political participation by workers and women. Prerequisite: At least 6 credit hours in History courses at St. Thomas University.

HIST-2053. World History Since the Second World War

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.

HIST-2103. The Material World: History Through Things
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.

HIST-2123. Introduction to Food in World History
This course explores how food was made, consumed and understood in the past. What were the social and cultural meanings of food and eating in human societies? How did foods travel from place to place? What impacts did man-made and natural disasters have on eating habits and food supplies, and how did the presence and absence of food influence behaviour? This course connects local and global interactions, past events and the present day through food.

HIST-2453. History of the United Nations (PEAC)
The United Nations represents the first serious effort toward an international government. History of the United Nations examines the evolution of this unique international body from its creation in 1945 to the present. It seeks to understand how the United Nations has shaped world history, what its low and high points have been, and what its challenges and potential are in the twenty-first century.

HIST-2553. History of the Islamic World to the Ottoman Empire
This course provides a basic introduction to Islamic societies in their formative centuries. We will explore how the Muslim umma first emerged, developed and ultimately established itself as a unifying yet far from monolithic ideal, linking different 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.

HIST-3053. Disability in History
This course treats disability as a historical subject. It explores questions such as what it means to be disabled in various times and places, how people with disability lived their lives, how society at large conceptualized differences in physical ability and mental capacity, when and how disability intersected with other identity constructs, and the roles myth and religion played in all this.

HIST-3173. The Global History of the Automobile
This discussion-based course will introduce students to a global perspective on the history of the automobile, the technology that has arguably shaped the planet more than any other in the past century. The emphasis will be on the car's social and cultural history, rather than its technical evolution. Specific course themes will include automobile production and labour, car culture and the rise of global consumerism, the environmental impacts of automobile use and road building, and the implications of driving for modern citizenship. Prerequisites: 6 ch of history or permission of the instructor.

HIST-3383. Slavery in World History, 1500-Present
This course is designed to provide a comprehensive and comparative overview of slavery in Asia, Europe, the Middle East, Africa and the Americas from 1500 to the present. Upon completion of the course, students should have an understanding of the important events in world slave systems, the changes in the practice of historical forms of slavery, the similarities and differences between different slave systems, and an understanding of the historical background of modern-day slavery.

HIST-3393. Gender and Empire
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-3403. Water and World History
This course examines the significance of water to human history, beginning with early agricultural societies and the development of hydraulic empires in Africa and Asia. It explores how humans have sought to manage water for agriculture, urban consumption, industry, and other purposes, and it considers the social, cultural, political, and environmental consequences of these developments. It gives particular attention to the extraordinary developments of the 20th century and the significance they hold for environmental change, human welfare, and international conflict. Prerequisite: HIST 1006 or permission of the Instructor.

HIST-3413. Citizens and Citizenship in World History
This course will explore concepts, practices and themes related to citizenship and nationalism on a selective global scale since c. 1780. The majority of the course will focus on the period from 1780 to 1940, though classes in the latter part of the course will examine conceptions of citizenship since c. 1940. Themes to be explored include citizenship and the tension between duties and rights; the struggle for recognition and rights; the regulation of new social classes and groups; attempts to control the exuberance of youth; the body and physical health; gender and citizenship; race, ethnicity and "otherness"; nationalism and imperialism; human rights; and the "rights revolution".

HIST-3423. Agriculture in World History
This course examines the significance of agriculture to world history from the early domestication of crops and animals to the present. It explores the different locales in which agriculture emerged, and the impact of agriculture on human lifestyles and on the environment over time. As well, it considers the growth of human reliance on a relatively narrow array of foodstuffs and the consequences of the application of industrial techniques to the production of food. Prerequisite: HIST 1006 or permission of the Instructor.

HIST-3463. Rivers in World History
This course explores the significance of rivers in world history. It examines rivers as geological agents and the biological habitats rivers create. It investigates the role of rivers in sustaining trade networks and explores changing transportation technologies. It considers the role of rivers in the development of early agricultural societies and hydraulic empires. It also studies the fit between rivers and urban growth and sanitization; colonial cartography and exploration; industrial development; nationalism; tourism; and environmentalism.

HIST-3473. Frontiers in World History
This course examines how societies have imagined, represented, and interacted around so-called "frontiers" in world history. It explores places where trade, migration, conquest, and other cultural exchanges have had a profound impact on societies and even produced new cultural configurations. No prerequisites.

HIST-3503. Social Movements That Have Changed the Modern World
This course examines social movements of the post World War II period, such as struggles of national liberation, movements against racism, militarism, and the proliferation of nuclear weapons, the emergence of a youth counter-culture, struggles for women's rights, indigenous people's rights, grassroots democracy, on behalf of the poor and disempowered, in defence of the environment, and against neo-liberal globalization. The course considers the historical roots of various movements as well as the context of their emergence, their scope, the continuities and discontinuities among them, and their impact on today's world.

HIST-3563. History of Western Feminism (HMRT)
This course will examine the development of "feminism" and movements for women's rights and/or liberation in western countries from the 19th century to the present. The course will compare feminism in the United States with movements in Canada, Britain, and western continental Europe, and will question why feminism has taken on different characteristics in different nations and regions, and among different races and classes. Students who have taken HIST 3566 are excluded from this course.

HIST-3643. Race and Racism in Modern History
Differences in skin color and physical characteristics took on a new significance in modern times. The newly invented concept of race classified human beings into several distinct categories with corresponding intellectual and behavioral traits. Race and Racism in Modern History studies the evolution of race thinking during the eighteenth and nineteenth centuries, as well as the extent to which such thoughts have since shaped the trajectory of world history.

HIST-3763. Modern Sport in World History
This discussion-based course explores the global impact of modern sport from c. 1850 to the present. It focuses upon the diffusion of sports such as soccer, cricket, and baseball and the manner in which such sports were resisted or appropriated by communities throughout the world. The course examines the political, social, and cultural significance of modern sport rather than the intricate details of individual athletes or teams. Prerequisite: At least 9 credit hours in History courses at STU or permission of the instructor.

HIST-3783. Film and History
Explores the relationship between film and history, paying close attention to film as an historical artifact and film as a means of historical interpretation. In studying films produced primarily in North America, Latin America, and Europe, students in this course will be asked to develop a vocabulary of film, and to try to analyse the meaning and significance of film, both as artifact and interpretation. Writing will require that students make their own arguments about how we should understand the complicated relationship between visual media and history.

HIST-3863. Modern Tourism in World History
This discussion-based course examines the global impact of tourism from c. 1850 to the present. Sample topics include imperialism and travel narratives, the age of the Grand Tour,

the development of a tourism infrastructure (roads, advertising initiatives, travel agencies), the rise of theme parks such as Disneyland, and ecotourism. Our chief concern will be to contextualize and evaluate the positive and negative effects (economic, cultural, social, environmental, etc.) that the tourism industry has had on a variety of local communities throughout the world. Prerequisite: At least 9 credit hours in History courses at STU or permission of the instructor.

HIST-3943. Genocide in Twentieth-Century History
The twentieth century remains the most violent period in history. Its global ramifications not-withstanding, genocide research continues to focus on the experience of particular nations and nationalities. By juxtaposing and examining such disjointed narratives across continents, this course hopes to bolster a critical understanding of what is no doubt the crudest aspect of human nature.

HIST-3953. Portrayals of Jihad and Crusade: History, Memory and Film
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.

HIST-3983. Topics in Pre-Modern World History
This course will explore specific topics in pre-modern world history. For information regarding course content students should contact the Chair of the History Department. Pre-requisite: 9 credit hours in History, or permission of the instructor.

HIST-4026. Food in World History
Food keeps us alive, serves as a marker of social status, a stimulator of exploration and trade, and a cause of conflict and war. This seminar is about the history of food production, consumption and culture world-wide. Participants explore the roles food plays in human societies, the social and cultural meanings of food and the ways foods travel from place to place. Equally, we consider food's presence, its absence and the impact of man-made and natural disasters on eating habits and food supplies. Prerequisite: Permission of the instructor.

HIST-4106. Research Seminar in Material History
This research seminar course examines the practices and products of doing history through things in a comparative and global perspective. Until recently, historians have relied heavily on written documents for evidence, and this course challenges that approach. This course will consider some of the methods used to write history using physical things, as well as the varied literature produced by the study of material culture. Participants will produce a historical research paper based on significant use of material objects.

HIST-4126. Topics in Global History
This course will examine specific themes in global history. The topics will change from year to year, but might include issues such as the role of cities in history, the rise and fall of peasantries, patterns of migration, the emergence of global institutions, cultural and material exchanges, and the possibilities of a global environmental history.

HIST-4136. Historians and World History
This seminar course examines the writing of world history. It considers the growth of the field, some of the main scholars who have written world histories, and the conceptualiza-

tions which have informed their writing. Prerequisite: HIST 1006.

HIST-4826. Popular Culture and Postcolonial Legacies in Canada, Australia and New Zealand

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. Prerequisite: Permission of the instructor.

HIST-4866. Tourism in History

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. Prerequisite: Permission of the instructor.

HIST-4903. Independent Study

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.

HIST-4946. Genocide in World History

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.

Regions (Africa)

HIST-2113. Famine and War in the Horn of Africa

This is a course on the history of Northeast 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.

HIST-2133. Precolonial Africa

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 effects on development. The objective is to challenge stereotypic notions about precolonial African societies, to contribute to students' understanding of Africa's place in early world history, and to introduce students to some of the key historiographical debates on precolonial African history. Students cannot receive credit for both HIST 2136 and HIST 2133.

HIST-2143. Modern Africa

Modern Africa surveys the history of Africa from the nineteenth century to the present. The course focuses on three major topics: the scramble for Africa and the partition, European colonial rules, and the assessment of the post-independence era. Subtopics include missionaries and explorers, occupation and forms of resistance, settler colonies versus non-settler colonies, nationals and war for independence, post-independence successes and challenges, the Cold War and the War on Terror, and globalization and the fading significance of the nation state. The objectives for this course are to challenge stereotypic notions about contemporary Africa, to contribute to students' understanding of Africa's place in the modern world, and to introduce students to some of the major historiographical debates on modern African history. Students cannot receive credit for both HIST 2136 and HIST 2143.

HIST-3193. Northeast Africa Since the 19th Century

Northeastern Africa, commonly known as the Horn of Africa, consists of Somalia, Djibouti, Eritrea, Ethiopia, and Sudan. As the most populous country in the region, Ethiopia will provide the natural focal point for the course. Designed with history and non-history Majors in mind, the course will focus on the history of the various twentieth-century socio-political crises in the Horn: famine, civil war, secession, irredentism, genocide, etc. Lecture and discussion will dominate class format.

Regions (Oceans)

HIST-3153. The Sahara World

This course is designed to introduce students to the main events and themes that unite the societies and cultures of the Sahara, North Africa, and the Sudan/Sahel, from the earliest times to the present with a particular focus on the 15th-19th centuries. Upon completion of the course, students should have an understanding of the cultures of the Sahara, the important events of Saharan history, and the role of the Sahara in world history.

HIST-3203. The British Atlantic World (1500-1800)

This course explores the social, political, and economic parameters of the Atlantic World from roughly 1500 to 1800. The course centres on the British experience of the Atlantic through a comparative and trans-national approach. Particular attention will be drawn to the role of Atlantic Canada and its connection to the larger Atlantic World.

Regions (The Americas)

HIST-2433. Comparative History of North America

This course is designed to acquaint students with broad developments in the history of North America. In the course of studying the North American continent, we will examine the experiences of contact between indigenous and immigrant cultures; the transmission of European ideas and institutions to the American hemisphere; the influence of the Atlantic system of commerce on regional economies; and the struggles of various peoples in the Americas to define themselves and others. Students will be asked to draw connections between major events and occurrences, and to try and find coherence in distance, contemporaneous events.

HIST-2613. Latin America: Colonial Period
This course surveys three centuries of Latin American history from first contacts between the Spanish and Native American civilizations to Latin American revolutions for Independence. Major themes include various types of relations between the founding peoples and the development of colonial social, political, economic, and religious institutions.

HIST-2623. Latin America: Modern Period
This course surveys the history of Latin America from post-Independence to the recent past. Major themes include the struggles of early nationhood, modernization, imperialism, twentieth-century social change, and social revolutions.

HIST-3613. Gender and Power in Latin American History
Why did the Cuban revolution set out to create a 'new man'? How did Eva Perón become the world's most powerful first lady? Why have women led most human rights movements in Latin America? These are some of the questions to be explored in this course which examines historical relationships between men and women and ideas about masculinity and femininity in Latin America.

HIST-3773. Urban North America
Addresses developments within and among North American cities and explores changes in the conception of cities in North American thought and culture. We will study the lives of urban dwellers and chart shifts in the way people organized their lives in cities. Major themes for this course include the changing physical structure and form of cities over time, processes of urbanization and suburbanization, city planing and reform movements, the economics of cities, urban institutions, urban populations, and city politics. In our investigation of Urban North America, we will ask: does the border make a difference?

HIST-3823. History of Here: From the Pleistocene to The Present
This course examines the history of the Gulf of St. Lawrence region, broadly conceived, from 15,000 BCE to the present. It considers the ways that people have organized their lives in this region, in global contexts, and the consequences of the choices they have made.

HIST-4606. Twentieth-Century Latin America (Honours Seminar)
A study of political and social developments in Latin American republics during this century. Topics to be discussed will include the social revolutions and political leaders of this part of the Third World.

Regions (Asia)

HIST-2173. Modern Asia
This course surveys the history of Asia from c. 1500 to the present, though it may focus on one part of Asia (East Asia, South Asia, Southeast Asia, etc.) more than another. It examines the richness and complexity of Asian societies and Asian engagement in the making of the modern world.

HIST-3123. Student Movements in East Asia
This course will delve into the world of the student movements in Korea, Japan and China during the twentieth century, examining the social, economic and political environment in which student rebellion flourished, and how it affected student dissidence. It will address the key issues student activists struggled with, such as democracy, nationalism, colonialism, human rights, and corruption, within their distinct contexts. It will also discuss the

accomplishments of these student movements: to what extent have they had an impact - positive or negative - on China, Korea and Japan? Prerequisite: HIST 2173 or HIST 1006 or permission of the instructor.

HIST-3163. Gandhi, India and the World, c. 1850 to Present (PEAC)
Mohandas K. "Mahatma" Gandhi (1869-1948) is a towering figure in the history of India, but he is curiously global too. He lived on three continents, his ideas and practices combined influences and experiences that he gathered from different parts of the world via global networks, and his impact has long extended beyond the subcontinent's borders. Studying Gandhi's life and legend will allow the class to investigate themes relating to nationalism, colonialism, pacifism, non-violence, 'alternative modernity' and other topics or issues. The course will also explore Gandhi's fascinating legacy in postcolonial India and around the globe. It is recommended that students have at least 6 credit hours of history courses before taking this course.

HIST-4146. Gandhi/ism
This seminar course focuses on Mohandas K. "Mahatma" Gandhi (1869-1948). Gandhi was an important figure in the history of modern India and South Asia, but he was also a significant global or "world history" figure who lived in India, Britain and South Africa. Moreover, Gandhi drew on ideas from around the world, and since about 1920 movements and ideas associated with Gandhi have had considerable global influence. Studying Gandhi's life and legend will allow the class to investigate themes of nationalism, colonialism and imperialism in India and the British empire, but it is also possible to look at topics such as Gandhi's connections to global peace networks, social movements, environmental movements and the American civil rights movement.

Regions (Europe)

HIST-2033. Early Modern Europe
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 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.

HIST-2043. Modern Europe
An introduction to modern European civilization from the era of the French Revolution to the twentieth century. The course follows History 2033 chronologically but has no prerequisite. This course requires written assignments and emphasizes acceptable methods of historical research and writing.

HIST-2206. History of the Middle Ages
A survey of the imagined historical period between the fall of the classical Roman/Persian Empires and the emergence of an early modern state system. This course will range widely in its coverage, including glimpses of experience in parts of Africa and Asia as well as Europe. Special emphasis will be placed on social history and the use of primary sources to probe beyond simplified political narratives.

HIST-3033. Gender in Early-Modern Europe
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-3223. The Medieval Church
This course deals with the history of the Church from the time of Gregory the Great in the sixth century to the end of the fifteenth century. For the most part we will deal with the Western Church, although there will be some treatment of the relations that existed with the East. The theme that will run throughout the course is that of the interaction between the Church and the society of this period. Among the topics that will be covered will be the Merovingian and Carolingian Church and the role of such leaders as Charlemagne, the Gregorian Reform Movement and the clash with the Emperor, the development and contribution to medieval society, the emergence of the pilgrimage and the crusade, the religious unrest of the later Middle Ages, and the growth of the medieval papacy.

HIST-3263. Helping the Poor and Unlucky: Social Policies in Europe and North America
Widows, orphans, veterans and prostitutes were among the first groups to be recognized as needing help from their fellow citizens. This course traces how individuals and states began to develop social policies to help people in need. Focusing on Europe and North America since the late 19th century, it examines growing government involvement not only in assuring citizens' defense and freedom, but also their overall well-being through programs such as maternity and child benefits, unemployment insurance and old-age pensions.

HIST-3343. Europe Since 1945
An analysis of Europe from the close of World War II to the collapse of the communist bloc. The course will focus on Europe's recovery, its role in the Cold War, the evolving and competing power blocs, and the end of the European schism.

HIST-3433. Eighteenth Century Europe At Play
This course examines the social history of leisure in Europe during the long eighteenth century (c. 1680-1820). With the rise of global trade in luxury goods, a new era of prosperity and wealth coincided with a richly-supplied market in beautiful non-essentials. This course will trace the social and cultural changes that went hand in glove with the entertainment fashions of the eighteenth century, and the encoded priorities and ideals of the people who enjoyed them.

HIST-4206. Topics in Medieval History
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.

State, Nation, and Locality (The Americas)

HIST-2733. United States: Colonial Settlement to Civil War
An introductory survey that explores and examines some major developments in what becomes the United States, from early European colonization up to the Civil War of the

mid-19th century. Major issues include relations with Native peoples, slavery, the African-American experience, revolution and independence, economic development, political and intellectual traditions, and social change.

HIST-2743. United States: Reconstruction to 21st Century
The continuation of the introductory survey HIST 2733. This course explores and examines some major developments in the United States, from the conclusion of the Civil War up to the present. Major issues include the legacy of the end of slavery in the United States, the expanded economic and military role of the US in the world, the emergence of transforming social movements, the changing role of the state, and American popular culture.

HIST-2913. Historical Roots of Contemporary Canada (HMRT)
This course examines the historical roots of many of the key issues in contemporary Canadian society. In addition to providing students with a narrative framework of Canadian history since the mid-19th century, the course will emphasize the historical dimensions of many of the most controversial issues facing Canada today, such as Quebec separatism, Aboriginal Land Claims, Western Alienation, Canada-US relations, etc. Students who have taken HIST 2806 (1806) or HIST 2823 (1823) are excluded from this course.

HIST-3043. US Women's History
This course will explore the history of American women from colonization through to the end of the 20th century, with particular emphasis on the 19th and 20th centuries. Major themes will include: race, ethnicity, and class; women and work (paid and unpaid); women and politics (both before and after suffrage in 1920); cultural assumptions about women's proper roles and their portrayal in popular culture; and women's activism.

HIST-3713. Making a Living in the United States
Making a Living in the United States examines the daily struggles of Americans to earn their daily bread over the last couple of centuries. This course will use such themes as work and workplaces, labour and capital relations, as well as the roles of gender, race, class, ethnicity and region in shaping how people made a living in the USA. There are no prerequisites for this course, however 3 credit hours in history is recommended.

HIST-3723. NYC, Colony to World Capital
This course examines the development of New York City from its establishment by the Dutch as New Amsterdam in the 1600s through its development as one of the "world cities" whose influence extends around the globe today. It is designed to use New York City itself as a workshop. The course will consider such historical themes as urban form and architecture, city people and populations, culture and recreation, city politics and social movements, the environment, and economies of cities.

HIST-3743. United States Since 1945
This course examines the changing place in the world of the United States, the superpower of the 20th century, and analyses its character as a society. The course surveys political, social, and cultural trends from the role of the US in the 1940s as a military and economic colossus to its decline in the present postmodern, post-industrial world. It deals with such topics as the Cold War, Civil Rights, Vietnam, women's liberation, suburban life, consumerism, the corporations and unions, popular culture, the 1960s counter culture, and the Internet. Prerequisite: 3 credit hours in History.

HIST-3753. The Harlem Renaissance
This course will survey some of the major themes, controversies, and personalities in

African American cultural and political history between 1876 and 1919 in an attempt to contextualize the 1920s surge of African American cultural production known as the Harlem Renaissance. The course will study the racial, class, gender, and cultural politics of the era, with much time devoted to studying artifacts of the Renaissance.

HIST-3873. Immigrants in Canada 1870 to Present
This course examines the position of immigrants in Canadian society from the arrival of the railway workers after Confederation to the present. The conditions that led immigrants to leave their homeland and the economic and social policies that led to their arrival in Canada will be considered, as well as the nature of immigrant communities and their contribution and adaptation to Canada.

HIST-3883. Women and Gender in Modern Canada
This discussion-based course examines gender and women's history in Canada from c. 1850 to c. 1980. It addresses traditional historical topics in the field (industrialization, the Great Depression, World War Two, etc.) as well as emerging topics such as sport, consumerism, and student culture. Our approach will be both chronological and thematic. Prerequisite: HIST 2913 or permission of the instructor.

HIST-3963. Modernity and the Rise of Consumerism in Canada, 1880-1980
This course offers a thematic examination of the impact of modernity and consumerism on 20th century Canada. Through a combination of lectures and seminars the course examines topics such as honeymoons, films, university student initiations, tourism, and advertising campaigns in order to explore and evaluate the impact of capitalism and consumerism on Canadian life. Prerequisite: HIST 2806 (1806) or HIST 2913 or HIST 2823 (1823).

HIST-3973. Canadian North: Image and Reality Since the First World War
This course focuses on the period since the First World War and examines the development of Native Nations in the area, the interaction between them and non-Native Canadians, and the economic and political significance of northern development. No prerequisite, but an introductory course in Canadian History Since Confederation or a course in recent Canadian history will be useful.

State, Nation, and Locality (Asia)

HIST-2183. History of Modern India
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.

HIST-3113. Modern and Revolutionary China
This is a survey of the final century of dynastic rule in China, and the rise to power of the Nationalist and Communist parties, examining social and cultural developments, the impact of Western imperialism, and the evolution of revolutionary ideologies, up to Mao's death. Prerequisite: HIST 2173 or HIST 1006 or permission of the instructor.

HIST-4196. People's History of Korea
This seminar proposes an in-depth study of the modern history of Korea from the perspective of its least acknowledged, yet determinant, agent: the people. It examines major social movements which shaped Korean history and democratisation, e.g. the college student and labour movements. It also addresses Korea's geopolitical predicament from the viewpoint of some of its victims, such as the Korean sex slaves under Japanese colonial rule and Ko-

rea's political and economic prisoners of the Cold War. Prerequisite: HIST 2173 or HIST 1006 or permission of the instructor.

State, Nation, and Locality (Europe)

HIST-3303. Art and Culture in 19th Century France

This course examines the visual arts (painting, sculpture, architecture) of nineteenth-century France. It will focus on the historical, political, social, technological and artistic context in which French culture developed in the aftermath of the French Revolution. Four major themes will be addressed: art as a political and social tool, industrialization, art as a mirror of modern life, and art and nature.

HIST-3363. Germany: 1871-1945

In 1871, the newly-unified Germany looked forward to a future that seemed to promise greatness. By 1945, after two world wars, the country was in ruins. How did this come about? In this course, students study social, cultural, political and economic developments in order to understand better Germany's complex history from the late nineteenth to the mid-twentieth century.

HIST-3373. The Germanies Since 1945

The defeat of Nazi Germany and the falling-out of the victors led to the enforced division of Germany. By 1949, two separate German states had come into existence: the Federal Republic of Germany (West Germany) and the German Democratic Republic (East Germany). This course examines the history of Germany from the end of the Second World War to the present.

Special

HIST-2003. Exploring History: Critical Approaches to Historical Methods and Theories

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.

HIST-3553 The History Workshop

The Workshop provides students with the opportunity to enhance their skills of historical analysis, writing and oral communication through close engagement with an important historical "event" or issue. The Workshop is recommended for students planning to take 4000-level seminars, as well as students considering an application to graduate programs or professional schools. Please consult the History Department Handbook, Chair or web page for upcoming Workshop topics. Prerequisite: Permission of the instructor.

HIST-3993. Topics in Global History

This course will examine specific topics in world history. The topics will change from year to year. For information regarding course content students should contact the Chair of the History Department. Prerequisite: At least 9 credit hours in History courses at STU or permission of the instructor.

HIST-4006. History Honours Thesis

The History Honours thesis is a scholarly essay or research paper. The topic of the thesis

is determined by the student in consultation with a faculty committee. The committee is composed of the Thesis Supervisor (or supervisors) and another faculty member, typically from the History Department, who acts as the Second Reader. Students normally must submit a thesis proposal to the members of their faculty committee by 30 September of the academic year in which the thesis shall be written.

HIST-4116. The World at War
This year-long seminar examines the two world wars of the twentieth century. Students will explore various causes, aspects and outcomes of these conflicts through readings about home fronts and war fronts across the world. They will also do independent research and write a major paper based on a topic related to the course material. At least one previous course on the history of the twentieth century is strongly recommended.

HIST-4123. Seminar in Global History
This course will examine specific themes in global history. The topics will change from year to year, but might include issues such as the role of cities in history, the rise and fall of peasantries, patterns of migration, the emergence of global institutions, cultural and material exchanges, and the possibilities of global environmental history.

HIST-4906. Independent Study
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.

HIST-4996. Independent Study - Work Option
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 specific area of interest, a statement of research topic, and a preliminary bibliography.

University of New Brunswick Courses

St. Thomas students are advised that upper-level history courses offered at UNB, which are not offered 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 offered each year. Please consult with the Department Chair for more information about current and planned course offerings.

Human Rights

Major in Human Rights

The requirements for the Major are 36 credit hours in human rights, including the following 21 credit hours.

HMRT-1006. Introduction to Human Rights
HMRT 2013. Research Methods
HMRT-3033. Philosophy of Human Rights or HMRT– 3043 Human Rights in Theory and Practice
HMRT-3113. The Rights Revolution or HMRT- 3013. Discrimination and the law in Canada
HMRT-3123. International Human Rights or HMRT 3063. Crimes Against Humanity
HMRT-4013. Capstone Seminar

Students must also complete a minimum of 12 credit hours in elective courses from the following human rights courses:

HMRT-2023. Human Rights and Literature
HMRT-2103. Non-Western Perspectives on Human Rights
HMRT-3013. Discrimination and the Law in Canada
HMRT-3033. Philosophy of Human Rights
HMRT-3043. Human Rights in Theory and Practice
HMRT-3063. Genocide, War Crimes, and Crimes Against Humanity
HMRT-3073. Human Rights Internship
HMRT-3113. The Rights Revolution in Canada
HMRT-3123. International Human Rights
HMRT-3133. Activism and Social Justice
HMRT-3203. Human Rights Advocacy through Social Media
HMRT-3503. Moot Court
HMRT-3543. Human Rights and Foreign Policy
HMRT-3633. Gender Expression, Sexual Orientation and Human Rights
HMRT 3803. Human Rights of the Child
HMRT-3903. Corporate Social Responsibility
HMRT-4023. Human Rights Independent Study HMRT-4043. Special Topics in Human Rights
HMRT-4053. Human Rights Leadership

In addition, students must complete 3 credit hours from the following list of cross-listed courses:

ANTH-2533. The Anthropology of Gender
CRIM-2253. Crime and Society in Historical Perspective
CRIM-2743. Social Protest in Canada
CRIM-2123. Criminal Law
CRIM-2223. Youth Justice
CRIM-3003. Government and the Criminal Justice System
CRIM-4143. Hate Crime
CRIM-4403. Feminist Legal Studies
ECON-2203. Community Economic Development

ECON-2223. Political Economy of Women
ECON-2303. Women in the Third World
ENVS-3013. Environmental Policy
ENVS-3023. Environmental Praxis
ENGL-3443. World Literature. India
ENVS-2023. Introduction to Perspectives on the Environment
GRID-2006. The Quest for the Good Life
GRID-2206. Human Nature and Technology
GRID-3306. Justice
GRID-3506. Freedom
HIST-2913. Historical Roots of Contemporary Canada
HIST-3563. History of Western Feminism
HIST-3873. Immigrants in Canada 1870 – Present
NATI-3223. Native Environmental Ethics and Ecology
NATI-3813. Native Cultural Identity
NATI 3823. Native Peoples and Racism
NATI-3903. Native People and the Law I
NATI-3913. Native People and the Law II
NATI-3923. Aboriginal Rights. The Land Question
NATI-3933. Aboriginal Peoples and International Law
PHIL-2213. Introduction to Moral Philosophy
PHIL-2233. Contemporary Moral Philosophy
PHIL-2243. Current Issues in Ethics
PHIL-2253. Ethics of Sustainability
POLS-1603. Global Politics
POLS-2803. Western Tradition of Political Philosophy I
POLS-2813. Western Tradition of Political Philosophy II
POLS-3503. Human Rights and International Relations
POLS-3613. Model United Nations
SOCI-2416. Inequality in Society
SOCI-2443. Race and Ethnic Relations
SOCI-2613. Sociology of Gender
SOCI-3043. Qualitative Research Methods (HMRT, RELG, SOCI)
SOCI-3313. Sociology of Law
SOCI-3323. Sociology of Women and Law
SPAN-4923. Collective Memory, Culture and Texts in Argentina
STS-2403. Science, Technology and War
STS-3303. Sex, Science, and Gender
STS-3503. Feminism and Technoscience

Students should consult with the Director of the Human Rights Program to ensure that their program meets all requirements.

Honours in Human Rights

Please note you need to be accepted into the honours program. Please send an email to Dr. Amanda DiPaolo (dipaolo@stu.ca) for permission before enrolling in the thesis proposal course.

Candidates will be expected to maintain a 3.3 GPA in the Honours subject.

Completion Requirements

Students completing an Honours in Human Rights require a total of 54 credit hours in human rights, including the following required 39 credit hours of courses:

HMRT-1006. Introduction to Human Rights
HMRT-2003. Research Methods
HMRT-3033. Philosophy of Human Rights
HMRT-3043. Human Rights in Theory and Practice
HMRT-3113. The Rights Revolution in Canada
HMRT-3013. Discrimination and the Law in Canada
HMRT-3123. International Human Rights
HMRT-3063. Crimes Against Humanity
HMRT-3133. Activism and Social Justice
HMRT-3603. Thesis Proposal
HMRT-4013. Capstone Seminar
HMRT-4063. Honours Thesis

Students must also complete a minimum of 15 credit hours in elective courses from the following human rights courses. Students should consult the program director if substitution of cross-listed courses is requested.

HMRT-2023. Human Rights and Literature
HMRT-3073. Human Rights Internship
HMRT-3133. Activism and Social Justice
HMRT-3203. Human Rights Advocacy through Social Media
HMRT-3503. Moot Court
HMRT-3543. Human Rights and Foreign Policy
HMRT-3633. Gender Expression, Sexual Orientation and Human Rights
HMRT 3803. Human Rights of the Child
HMRT-3903. Corporate Social Responsibility
HMRT-4023. Human Rights Independent Study
HMRT-4043. Special Topics in Human Rights
HMRT-4053. Human Rights Leadership

HMRT-1006. Introduction to Human Rights

This course will introduce students to the study of human rights by investigating the question what is a human right? The course will proceed primarily through a number of examples and case studies. Students will also be given an overview of the basic instruments, institutions, and ideas relevant to human rights.

HMRT-1203. Global Politics (POLS 1603)

This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political conflict. 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.

HMRT-2013. Research Methods

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.

HMRT-2023. Human Rights and Literature
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.

HMRT-2033. Human Rights in Theory and Practice
This course critically analyzes different theories concerning the practice of human rights as a framework for social justice. A variety of texts from thinkers such as Rawls, Grant, Locke, Marx, DuBois, and De Tocqueville will be used to analyze theories of justice, liberty, equality, solidarity, and legal certainty. This course will also examine the critiques of rights and the limitations of the international human rights movement and framework.

HMRT-2043. Non-Western Perspectives on Human Rights
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.

HMRT-2203. Community Economic Development (ECON)
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.

HMRT-2206. The Quest for the Good Life (GRID 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*.

HMRT-2216. Human Nature and Technology (GRID 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 affected 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*.

HMRT-2223. Political Economy of Women (ECON)
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.

HMRT-2233. Women in the Third World (ECON 2303)
This course will critically examine the role of women in the Third World. 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.

HMRT-2243. Introduction to Perspectives on the Environment (ENVS 2023)
This course explores how society has attempted to understand the social origins of environmental degradation and the changes necessary in society to end human disruption of the environment. This involves a review of the different perspectives within the environmental movement, and of the attempts by the social sciences and the humanities to understand the social origins of environmental degradation. Prerequisite: ENVS 1013, or permission of the instructor.

HMRT-2253. Introduction to Moral Philosophy (PHIL 2213)
An examination, through readings, lectures, and discussion, of some important attempts to ground ethical judgments. Themes: relativism, egoism, values, and sentiment; values and consequences; the determination of duty.

HMRT-2263. Contemporary Moral Philosophy (PHIL 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, the logic and meaning of ethical discourse. Prerequisite: PHIL 2213, or permission of the instructor.

HMRT-2273. Current Issues in Ethics (PHIL 2243)
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.

HMRT-2283. Science, Technology, and War (STS 2403)
This course explores the development of modern techniques, technologies, and social systems for the purposes of making war. It also explores how wars change societies, technologically, socially, and structurally. Note: Students who have taken STS-1403 will not receive credit for STS-2403.

HMRT-3013. Discrimination and the Law in Canada
This course will focus on domestic human rights codes and human rights commissions. Special attention will be given to the New Brunswick Human Rights Code and the New Brunswick Human Rights Commission.

HMRT-3033. Philosophy of Human Rights
This course will introduce students to philosophical questions concerning the foundations of human rights. What are human rights based on? What makes something a human right? Are human rights universally and permanently valid or is the notion of human rights merely a construct of modern Western culture? The course will familiarize students with alternative

theoretical answers to these and other related questions.

HMRT-3063. Genocide, War Crimes, and Crimes Against Humanity
This course will examine strategies to prevent, investigate and punish genocide, war crimes and crimes against humanity. Students will explore the protection of victims and their fundamental rights in emergency situations, the rights and duties of relevant stakeholders, and the role of international law in addressing grievous human rights violations.

HMRT-3073. Human Rights Internship
This course will provide students with exposure to the practice of human rights by completing a supervised internship with a local nongovernmental organization. Students will be required to complete a detailed exit report and research paper that encourages them to reflect on the relationship between that experience and their formal human rights studies.

HMRT-3113. The Rights Revolution in Canada
This course will examine the impact of the Charter on rights and freedoms in Canada. After an introductory discussion of the Bill of Rights and the development of the Charter, instruction will focus on a large number of Supreme Court decisions interpreting the meaning of the Charter's provisions.

HMRT-3123. International Human Rights
This course explicates the principal international and regional systems in place for the protection and promotion of human rights, including the Inter-American, European, African, and United Nations systems. Students will study the most important human rights instruments, such as the International Bill of Rights, the European Convention on Human Rights, and the American Convention on Human Rights.

HMRT-3133. Activism and Social Justice
This course will identify and explore the operations of the main non-governmental organizations at the international and domestic levels in the field of human rights. Theoretical consideration shall be given to the role of these organizations in the practice of freedom. The practical work of various human rights groups will be considered. Students will be expected to participate in the work of a given human rights group during the course.

HMRT-3203. Human Rights Advocacy through Social Media (COPP)
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 difficult for state or business interests to shield human rights abuses from public scrutiny. Topics will be examined through a number of case studies Prerequisites. There are no prerequisites for this course.

HMRT-3206. Justice (GRID 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 fulfilled 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: GRID 2006, or permission of the instructors.

HMRT-3213. Environmental Policy (ENVS 3013)
Building upon familiarity with the major perspectives within the environmental movement, the course will examine various approaches to resolving environmental problems such as: bioregionalism, sustainable growth, deep ecology, rightsizing economic activity, etc. Students will explore how alternate visions of the future would translate into public policy. Prerequisites: ENVS 1013 and ENVS 2023, or permission of the instructor.

HMRT-3216. Freedom (GRID 3506)
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? Texts may include Sophocles' *Oedipus Rex*, Plato's *Crito*, Aquinas' *On Free Will*, Shakespeare's *Coriolanus* and Hegel's *The Philosophy of Right.* Prerequisite: GRID 2006.

HMRT-3223. Environmental Praxis (ENVS 3023)
This course explores how alternative visions of the future translate into political action at the international, national, provincial, community, and personal levels. This involves an analysis of alternative theories of the nature of social change. A component of this course may be service learning. Prerequisites: ENVS 1013 and ENVS 2023, or permission of the instructor.

HMRT-3243. Human Rights in International Relations and Foreign Policy (POLS 3503)
This course considers human rights in international relations. It focuses on how the emerging human rights regime is affecting the practice of traditional state sovereignty. Special attention will be paid to the political and philosophical arguments around such issues as universal human rights versus cultural relativism, and the problems associated with humanitarian intervention.

HMRT-3253. Model United Nations (POLS 3613)
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 effective conference participation. Fund raising for the trip required: half credit course, but meets first and second terms; limited enrolment.

HMRT-3263. Sex, Science & Gender (STS 3303)
This course examines how scientific research, in the late 19th and 20th centuries, has shaped common conceptions of sex behaviour and how this scientific knowledge has also been shaped by cultural conceptions of gender roles and "normal" behaviour.

HMRT-3273. Feminism and Techno-Science (STS 3503)
Examines a variety of feminist perspectives on science and technology which suggest that scientific authority (particularly in the biological and life sciences) rationalizes and normalizes gender stereotypes and inequalities, and also marginalizes women from its institutions. The content and positions of various perspectives (as well as counter-arguments) are studied for their political, philosophical, and epistemic assumptions. Prerequisite: at least 9 credit hours in STS or permission of the instructor.

HMRT-3283. Science, Religion, and Galileo's Trial (STS 3063)
Examines the complex interactions between Western science and the Judeo-Christian religious tradition in the ancient, medieval, and early modern periods culminating with a close study of Galileo's trial by the Inquisition in 1632 to reveal how variable and complex interactions between science and religion have been characterized at different times by conflict, cooperation, separation, understanding, misunderstanding, dialogue, and alienation. Prerequisite: STS 2243 or permission of the instructor.

HMRT-3433. World Literature in English: West Indies and Africa (ENGL)
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).

HMRT-3503. Moot Court (POLS 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 different issues each year. Students are required to have permission of instructor to register for the course. No other prerequisites are required.

HMRT-3513. Moot Court
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 different issues each year. Students are required to have permission of instructor to register for the course. No other prerequisites are required.

HMRT-3523. Moot Court
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 different issues each year. Students are required to have permission of instructor to register for the course. No other prerequisites are required.

HMRT-3543. Human Rights and Foreign Policy
This course considers human rights in international relations and foreign policy from the point of view of constraints on sovereignty. With background from the nineteenth and twentieth centuries up to WWII, it concentrates on the promotion and protection of human rights in the post-war period. Topics covered include: the UN system of human rights and the international and domestic politics of human rights as evidenced in foreign policy, Canadian in particular.

HMRT-3633. Gender Expression, Sexual Orientation, and Human Rights (GEND)
This course explores the socially constructed customs and structures of society that enable the legal regulation of gender identity and sexual orientation. Topics such as gender

expression, access to health care and legal protections for sexual minorities will be approached through a variety of material and media, such as academic works, case studies, historical and legal texts, literary works, and film.

HMRT-3803. Human Rights of the Child
This course examines the legal human rights structures in Canada and internationally, as they apply to children and adolescents in unique and rapidly evolving ways. The primary focus is on domestic human rights legislation under provincial and federal human rights Acts. Various legal regimes, both local and international, related to immigration/refugee law, privacy law, health law, criminal law, education law, Aboriginal law, child welfare law, and other areas will be surveyed.

HMRT-3903. Corporate Social Responsibility
This course looks at the social responsibility of corporations. Students will explore equitable employment practices, the right to a healthy work environment, equal pay for equal work, protection from discrimination, harassment, and exploitation, and the right to form and join trade unions. This course explores strategies for preventing such violations, the extent to which businesses are legally obligated to respect human rights, and the type of recourse and remedies available when rights are violated.

HMRT-4013. Capstone Seminar
This course will consist of an in-depth investigation of one or more human rights problems. The specific topic will change from year to year. Students will be expected to examine the issue(s) in light of their knowledge of the basic instruments, institutions, and ideas relevant to human rights as well as their understanding of the fundamental questions of value that surround contemporary social issues. The course is normally reserved for students in their final year of the human rights Major.

HMRT-4023. Independent Study
Students may undertake studies under the direction of a member or members of the program with the permission of the Director. The course is limited to students with a proven academic record.

HMRT-4043. Special Topics in Human Rights
The content of this course changes from year to year reflecting the strengths of faculty or the scholar occupying the Chair in Canadian Citizenship and Human Rights.

HMRT-4053. Human Rights Leadership
This course will provide students with exposure to the practice of human rights, encouraging them to reflect on the relationship between that experience and their formal human rights studies. Students must obtain approval from the Director of the Human Rights Programme for their participation in this course.

HMRT-4923. Collective Memory, Culture and Texts in Argentina (SPAN)
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 Reorganization (1976-1983) through essays, fiction, and film. These texts and films reconstruct not only history but also those identities denied by official history. We will define concepts such as official history, Other History, and collective memory in order to understand the discursive fields from which history and memory are reconstructed.

HMRT-5503. Teaching for and About Human Rights

This course is offered during the human rights summer institute designed for pre-service 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 base in the human rights field.

Interdisciplinary Studies

For information on the Interdisciplinary Studies Program, please contact the Program Director at id@stu.ca

Interdisciplinary Major

An Interdisciplinary Major is a course of study which consists of 36 credit hours of course work beyond the 1000 level cutting across disciplinary lines but related by a clear theme or unifying principle.

Students who plan to graduate with an interdisciplinary Major degree must meet with the Coordinator of Interdisciplinary Majors and Honours to identify learning goals and then compose a preliminary course of study with which to approach a potential Program Director. With their Program Directors, students will refine their course of study – their program – in a written proposal. 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 committee, and
3. the proposed program, identified 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 end of the third year. The Coordinator with the Program Director will monitor the student's interdisciplinary 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 Dean of Faculty and the Registrar at the end of the student's third year and at the end of the first and second semesters of the last year.

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

Interdisciplinary Honours

Interdisciplinary Honours is a program consisting of a 57 credit hour course of study, as follows:

1. 48 credit hours of course work beyond the 1000 level cutting across disciplinary lines but related by a clear theme or unifying principle, and of which 6 credit hours must be in theory or methods;
2. completion of a 3 credit hour Honours thesis seminar or workshop; and
3. successful completion of a 6 credit hour interdisciplinary Honours thesis.

Students who plan to graduate with an Interdisciplinary Honours degree must meet with the Coordinator of Interdisciplinary Majors and Honours to identify learning goals and then compose a preliminary course of study with which to approach a potential Program Direc-

tor. With their Program Directors, students will refine their course of study – their program – in a written proposal.

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 identified 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 final year of study.

Applications will not be considered after the beginning of the student's final 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 report in writing 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 first 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.

Interdisciplinary Minor

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	Nonprofit 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 different disciplines, from the following list:

CRIM 3273	Crime in Popular Film
CRIM 4273	Advanced Studies in Crime in Popular Film
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
GERO 3093	Images of Aging in Film
HIST 3783	Film and History

Irish Studies

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

IRSH 2006	Introduction to Irish Studies
IRSH 2113	Visualizing Irish Culture through the Arts
IRSH 2173	Irish Language 1
IRSH 2183	Irish Language 2
IRSH 2193	Themes in the Cultural History of Ireland
IRSH 3213	Lines of Vision - Landscape, Art and Irish Writing
ENGL 2463	Irish Literature
ENGL 3423	Modern Irish Drama
ENGL 3483	Irish Film 1
ENGL 3473	Irish Film 2

Latin American Studies

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

ECON 3333	Perspectives on Underdevelopment
HIST 2613	Latin America: Colonial Period
HIST 2623	Latin America: Modern Period
HIST 3613	Gender and Power in Latin American History
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

Media Studies

Please see page 283.

Medieval Studies

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

ENGL 2643	Medieval Drama
ENGL 3306	Middle English Literature
ENGL 3396	Introduction to Anglo-Saxon Language and Literature
HIST 3213	The Early Church
HIST 3223	The Medieval Church
HIST 3543	Religion and the Church in Early Russia
HIST 4206	Medieval Institutions
PHIL 2133	Medieval Philosophy I
PHIL 2143	Medieval Philosophy II
PHIL 3523	The Philosophy of Thomas Aquinas
PHIL 3533	Thomas Aquinas: Law, Morality and Society

Interdisciplinary Studies Committee Membership

The Interdisciplinary Studies Committee will be made up of four members of the University community:

- the Coordinator of Interdisciplinary Studies
- two faculty members named by the Nominating Committee
- a member named by the Registrar

INTR-2003. Preparing for International Living and Work Experience

This course is intended to provide academic preparation for students who will be participating in an international work/study program during the coming summer. To ready themselves for living and working in another country, students will read and respond to academic texts about their destination countries and discuss issues of cultural difference. Winter semester.

INTR-2016. Reflecting on International Living and Work Experience

This course is intended to provide the opportunity for students to reflect critically on their

recent living and work experiences abroad as participant in international programs. Besides reading and responding to academic texts, participants will be expected to respond to journal excerpts and photographs created by individuals during their time in another country. Fall semester.

INTR-4003. Interdisciplinary Honours Workshop
This course provides both interdisciplinary and discipline-based Honours students with the opportunity to share thesis chapter drafts in a research writing workshop context. Participants will reflect on questions, themes and issues arising during the process of researching and writing the thesis.

INTR-4016. Interdisciplinary Honours Thesis
The student, in consultation with her or his Advisory Committee, will submit a thesis proposal to the Interdisciplinary Studies Committee by the end of the third year of studies. The honours thesis is written in the fourth year of studies with guidance from the student's Program Director.

International Relations

The program in International Relations allows students to develop specific 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 languages, and can include electives from Criminology, Human Rights, and History.

Honours

Students who wish to do an Honours degree in International Relations must complete 48 credit hours for their degree, including:

IREL-4003	Independent Study
IREL-4013	Honours Thesis in International Relations
POLS-3913	Honours Thesis Proposal
POLS-4903	Capstone Seminar - Problems in Political Inquiry
POLS-4603	Seminar in International Relations

Major

Students majoring in International Relations are required to complete a minimum of 36 credit hours in courses specified by the program. It is suggested that they do 3 credit hours in their first year of study, 12 in their second, and a total of 21 credit hours in their third and fourth years. In addition, students are required to complete either a Minor in Economics (18 credit hours) or 12 credit hours in a foreign language. Students are encouraged to do both.

Year 1

POLS-1603	Global Politics
ECON-1013/1023	Introduction to Economics (Micro) and Introduction to Economics (Macro) or 6 credit hours in a foreign language

Year 2

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

Years 3 and 4

15 credit hours in designated advanced courses in International Relations

6 credit hours in designated advanced courses in Area Studies

In Years 2-4, students will also complete the requirement of 12 credit hours in a second language or a Minor in Economics.

Minor

The requirements for a Minor in International Relations are:

POLS-2613	International Relations I

POLS-2623 International Relations II

An additional 12 credits from the list of "advanced international relations courses" approved for the Major

Double Major with Political Science

The Major in International Relations and the Major in Political Science both require the completion of the following POLS courses: 1603, 2303, 2313, 2613, and 2623. Students who have completed those six courses in order to meet the requirements for the Major in International Relations may count them toward the Major in Political Science as well. No other courses taken for the Major in International Relations may be counted toward a second Major in Political Science.

Courses

Year 1

POLS-1603. Global Politics

This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political conflict. 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.

ECON-1013. Introduction to Economics (Micro)

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.)

ECON-1023. Introduction to Economics (Macro)

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 finance. (Credit will not be given for both ECON 1006 and ECON 1023.)

Introductory-level courses in Spanish, French, and Japanese are available at St. Thomas University. Introductory-level courses in German and Russian are available at the University of New Brunswick.

Year 2

A.) International Relations Core (6 credit hours)

POLS-2613. International Relations I

This course introduces students to International Relations theory, with a focus on the mainstream theories in the field, namely realism and its variants, 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 1603, or permission of the instructor.

POLS-2623. International Relations II

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)

POLS-2303. Comparative Politics of the Developed World

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.

POLS-2313. Comparative Politics of the Developing Areas

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.

Years 3 and 4

A.) Advanced International Relations (15 credit hours)

POLS-2603. Political and Economic Integration in the Americas

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.

POLS-3313. US Foreign Policy

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 an investigation of the relationship of the US to other major powers and to international institutions.

POLS-3333. Introduction to Political Economy

The purpose of this course is to introduce students to the study of political economy as a subfield of political science. The first 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. Prerequisite: ECON 2153, or POLS 1603, and permission of the instructor.

POLS-3503. Human Rights in International Relations and Foreign Policy

This course considers human rights in International Relations. It focuses on how the emerging human rights regime is affecting the practice of traditional state sovereignty. Special attention will be paid to the political and philosophical arguments around such issues as universal human rights versus cultural relativism, and the problems associated with humanitarian intervention.

POLS-3513. Canadian Perspectives on International Law
The course covers the major topics of international law: the law creation process, the law application process, participants in international law, territory and resources, and international dispute settlement. The lectures on each topic focus on particular Canadian economic, political, or geographic characteristics that raise legal questions, and discuss how Canada has interpreted and tried to influence the law in question.

POLS-3523. International Relations in the Asia Pacific Region
This course will focus on how the relations of the regional powers (China, Japan, and the United States) intersect and affect the shape of Asia Pacific's politics and economics. The course will also provide an overview of the interactions between the other regional states and the various efforts to build Asia Pacific-wide economic and security institutions.

POLS-3533. Canadian Foreign Policy
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 significant 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. Prerequisites: POLS 2613, or 2623, or permission of the instructor.

POLS-3603. The United Nations
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.

POLS-3613. Model United Nations
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 effective conference participation. Fund raising for the trip required; half-credit course, but meets first and second terms; limited enrolment.

POLS-4603. Seminar in International Relations
This is a seminar directed primarily at senior Political Science Majors and Honours students. The specific topic of the seminar will change from year to year, but will consider, in depth, an issue or issues in international relations. Students will be expected to do advanced research and to present and defend their work in class. Prerequisite: POLS 2613, POLS 2623, or permission of the instructor.

SOCI-3153. Sociology of War
Competing theories about the origin and nature of war from different disciplines are introduced, and a sociological approach to war as an intersocietal political institution of long-standing and extending across the evolution of many social systems is developed. The effects of the institution of war on contemporary societies are examined, the utility of war in the age of nuclear weapons is questioned, and the social movements that have arisen to challenge the institution of war are scrutinized.

The University of New Brunswick offers courses that may be counted towards the 15 credits required in Advanced International Relations courses. Please consult the Chair of the Department of Political Science for a current listing.

B.) Area Studies (6 credit hours)

POLS-3306. US Government and Politics
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.

POLS-3413. The European Union and "Europe"
This course examines the formation and present politics of the European Union, 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 European Union, and ongoing debates about European identity, European Union enlargement, and economic developments in the Euro zone.

POLS-3423. Politics and Society in Russia and Eurasia
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.

POLS-4303. Seminar in Comparative Politics
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 POLS 2313, or permission of the instructor.

Special

POLS-3003. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

IREL-4003. Independent Study
This course is an independent study course that is designed to encourage students enrolled in the International Relations Program to seek international experience for credit. The course is flexible with respect to what international experiences will count as part of the course. It is geared towards promoting student exchanges between St. Thomas students and STU-affiliated institutions around the world, but summer internships, student working-abroad programs, and similar endeavors may be considered acceptable examples of international exposure. The final determination of the acceptability of a program will be made by the International Relations Program Director. The course is also designed to allow students to do a separate writing project for credit, if that is their preference. The IR Program Director or another, suitable member of the faculty, will supervise any written projects. Prerequisite: Course is restricted to students who are enrolled in the International Relations Program.

IREL-4013. Honours Thesis

The Honours Thesis is an extended scholarly paper on a topic related to international relations, written under the supervision of a faculty member who agrees to serve as thesis Director. A booklet entitled Guidelines for the Honours Thesis, produced by the International Relations Program, will serve to provide answers to the technical questions involved in writing the thesis. Prerequisite: Course is restricted to students who are enrolled in the International Relations Program.

The University of New Brunswick offers courses that may be counted towards the 6 credits required in the Areas Studies requirement. Please consult the Chair of the Department of Political Science for a current listing.

Irish Studies

Founded by Irish Diocesan priests in the early part of the 20th century, in Chatham, New Brunswick, St. Thomas University has had a long standing spiritual, intellectual and emotional connection with a vital, unique and living Irish cultural tradition. Settled by pre-Famine Irish, the province of New Brunswick boasts one of the oldest indigenous Irish populations in North America. Furthermore, only the province of Quebec accepted more Irish Famine refugees during the Great Hunger of the 1840's, when over 30 000 immigrants passed through the ports of Saint John, Saint Andrews and the Miramichi. Today, St. Thomas University both acknowledges and honours the sacrifice and contribution of these early Irish migrants through many of its university programs; not least among these are: Catholic Studies, Human Rights, Religious Studies, Social Work, Education, English, Criminology, History, Philosophy and Political Science. Most of these programs highlight the social justice concerns of the Catholic Church and the legacy of Irish priests, nuns and laypeople who historically made up the faculty, administration, student body, and alumni of St. Thomas. The Irish Studies program seeks to complement the concerns of these programs while, at the same time, it acknowledges the voices, past and present, of the Irish who first sought to bring this education to their own displaced people as well as to the citizens of the wider world.

The Irish Studies program is an interdisciplinary liberal arts program. It is designed to provide students with the opportunity to explore the heritage, culture, history, religion, politics, literature, fine art, and film of both the people of Ireland, and the communities of its Diaspora.

IRSH-2003. Art of the Golden Age: the Book of Kells (FNAR)
In this course students will study the artistic and cultural legacy of the Irish illuminated manuscript the Book of Kells. A Fine Art component of the course includes studio instruction in Celtic design, drawing, and illumination.

IRSH-2006. Introduction to Irish Studies
A general introduction to Irish society and culture. This course will provide an overview of the unique characteristics of the island and its people. Students will have the opportunity to familiarize themselves with aspects of Ireland's land, cultural development, economy, politics, and literature.

IRSH-2113. Visualizing Irish Culture Through the Arts
This course will examine the broad influence of the arts on Ireland through the history of Irish poetry, painting, drama, music, architecture, religion, fiction, and film. Prerequisite: IRSH 2006 or permission of the instructor.

IRSH-2173. Introduction to the Irish Language I
Students will study the Irish Language, learning through exercises the four language learning skills: speaking, reading, writing and listening. There will an emphasis on the Irish spoken currently in Ireland today, supplemented by insights into modern Irish society and culture. Students will also learn about the linguistic composition of Ireland as a bilingual nation and how the Irish-speaking community has survived and continues to survive amidst a large dominant Irish-Anglophone majority. No previous knowledge of Irish is required.

IRSH-2183. Introduction to the Irish Language II
A continuation of IRSH 2173. This course will follow on from the first semester, building on students' knowledge of the Irish language. The course will focus on topics practical to students to practise their Irish and also if they find themselves in a real-life situation in Irish-speaking Ireland (e.g. making enquiries, interests, sport, food and drink, asking directions). The course will focus on the four skills of speaking, writing, reading and listening. Students will develop their speaking ability, as well as their ability to converse. Students will continue to learn more about Irish culture on this topic-by-topic basis throughout. Prerequisite: IRSH-2173.

IRSH-2193. Themes in the Cultural History of Ireland
This course is an introduction to specific topics in Irish Cultural History. Topics will vary from year to year and may include immigration, women in Irish society, popular culture, consumerism, the diaspora, music and the arts, etc.

IRSH-2463. Irish Literature (ENGL)
This course is a survey of the major figures 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 film component and features director/auteurs such as Neil Jordan and Jim Sheridan. The impact of the Irish diaspora on the literature and film of America is also considered, with special reference to Eugene O'Neill.

IRSH-3213. Lines Of Vision: Landscape, Art, and Irish Writing
By studying the great Irish sagas, this course examines Irish Identity with reference to "physical" Ireland (the physical island and 'image' productions thereof). It will highlight specific and emblematic examples of the interdependence and cross-fertilization of Irish Culture by comparing great mythic texts with landscape, theatre, painting, and musical arts. This focus on Irish sagas, mythology, and folklore, and their relationship with location and space, landscape and place, deepens the understanding of Ireland/Irish Culture. Prerequisite: IRSH-2006 or permission of the instructor.

IRSH-3423. Modern Irish Drama (ENGL)
In this course students will study selected plays from the major Irish dramatists of the 20th century.

IRSH-3483. Irish Film (ENGL)
This course will study native Irish culture and the culture of the Irish diaspora. Students will view films of high realist auteurs as well as adaptations of novels, short stories, and plays to the big screen.

IRSH-3693 Irish Film II (ENGL)
In this course students will study native Irish culture and the culture of the diaspora through the medium of film. The course continues to explore the themes outlined in Irish Film I, but there is a more sustained concentration on films produced from the 1980s to the present.

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

Japanese

JPNS-1013. Introductory Japanese 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.

JPNS-1023. Introductory Japanese II
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.

JPNS-2013. Japanese II, Part 1
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.

JPNS-2023. Japanese II, Part 2
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 Proficiency Test offered by the Government of Japan. Prerequisite: JPNS 2013.

Mathematics

First-Year Program

Students who seek the intellectual formation or stimulation which mathematics can provide, or who wish to become better acquainted with classical mathematics, or who intend to pursue certain types of theoretical studies in the social sciences or the humanities, should choose MATH 1013. Students who wish to have sufficient mathematical background to pursue studies in the sciences (such as chemistry, computer science, engineering, forestry, mathematics, physics, or statistics) should choose MATH 1013. Since the usual prerequisites to this course are high school algebra, analytic geometry and some trigonometry, students should have grade 12 mathematics.

MATH 1033 is directed principally to students intending to Major in any of the social sciences, elementary education, or business administration. Students should have grade 12 mathematics.

MATH 1103 is designed to introduce students to many different branches and topics of mathematics and to make students more mathematically literate. Students wishing to add breadth to their knowledge of mathematics, particularly those whose areas of interest employ a wide range of mathematical methods, should choose MATH 1103.

MATH-1013. Introduction to Calculus I

A review of analytic geometry and functions; derivatives of algebraic functions; mean value theorem; fundamental theorem of calculus; applications of differentiation, including extreme values and related rates; integration; differentials. Three hours of lecture and one tutorial per week. Prerequisite: grade 12 mathematics or equivalent.

MATH-1023. Introduction to Calculus II

Conic sections; transcendental functions and their derivatives; techniques of integration; areas and volumes; Taylor's theorem. Prerequisite: a grade of C or higher in MATH 1013.

MATH-1033. Finite Mathematics for the Social Sciences

Functions, matrices, linear programming, permutations and combinations, probability and statistics, interest and annuities. Prerequisite: Grade 12 mathematics or its equivalent. Three lecture hours and one tutorial hour per week.

MATH-1103. Introduction to Mathematical Reasoning

This course is a historical survey of most of the major branches of modern mathematics, including number theory, cryptology, logic, function theory, calculus, geometry, lattice theory, symmetry groups, tiling theory, topology, and knot theory. A recurring theme is the concept of proof and the axiomatic method in mathematics. Students learn how to choose appropriate mathematical models, how mathematicians prove their results, and how a single branch of mathematics can be applied to problems arising across a spectrum of different fields.

MATH-2213. Linear Algebra

Matrices and determinants; vectors in R2 and R3; real finite-dimensional vector spaces and linear transformations; eigenvalues and eigenvectors; complex vector spaces and inner product spaces; unitary and Hermitian matrices. Prerequisite: MATH 1023 or MATH 1033 or consent of the instructor.

MATH-2513. Introduction to Logic (PHIL)
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 identification 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.

MATH-2613. Elementary Differential Equations
This is a study of basic solution techniques and applications of differential equations with attention to concepts and computational efficiency. Topics include equations of the first order and first degree, Bernoulli's equations, orthogonal trajectories, linear differential equations, linear equations with constant coefficients, and nonhomogeneous equations. Prerequisite: a grade of C or higher in MATH 1023. Three hours per week.

MATH-3613. Partial Differential Equations
This is a study of basic solution techniques and applications of partial differential equations with attention to concepts and computational efficiency. Topics include first order equations, geometric theory, second order equations, classification, 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.

Math-3813. Introduction to Logic (PHIL 3813)
This is a course in first-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 benefit 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.

MATH-3913. Statistics with Applications
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.

Independent Study

MATH-4013. Independent Study
Special courses in topics not normally covered in regular course offerings in Mathemtics. 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 offered each year. Please consult with the Program Director for more information about current and planned course offerings.

Media Studies

The interdisciplinary Major in Media Studies is open to students enrolled in the Bachelor of Arts program. It consists of 36 credit hours beyond the first-year level in courses designated as Media Studies.

The following faculty advisors are available to serve as Program Directors for students who wish to pursue a BA in Media Studies:

Stewart Donovan, English
Philip Lee, Journalism

The following courses have been identified as suitable for the interdisciplinary Major in Media Studies. Please note that some of these courses have prerequisites, information about which can be found in listings for respective departments:

CRIM 3263	Crime and the Media
ENGL 2113	Creative Writing: Skills
ENGL 2123	Creative Writing: Strategies
ENGL 2213	Acting and Theatre Production I
ENGL 2233	Acting and Theatre Production II
ENGL 2223	The Page and the Stage
ENGL 2523	The Study of Drama: An Introduction
ENGL 2693	Reading Popular Culture
ENGL 2393	Literature, Technology, and Culture
ENGL 3213	Art Cinema
ENGL 3223	Auteur Cinema
ENGL 3216	Advanced Acting and Theatre Production
ENGL 2723	Fiction, Drama, and Film: A Study of Narrative I
ENLG 3483	Irish Film
GERO 3093	Images of Aging in Film
HIST 3783	Film and History
RELG 3583	Media and Ethics
SOCI 2513	Sociology of Communications
SOCI 3573	Sociology of Art and Culture

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

Native Studies

Native Studies is an academic discipline designed to provide both Native and non-Native students with an opportunity to explore the cultural, historical, and contemporary situation of Native people of North America. The Native Studies program offers students core courses in Native Studies with interdisciplinary course offerings.

Major in Native Studies

Students majoring in Native Studies are required to complete a minimum of 36 credit hours in Native Studies, including the following courses:

NATI 1006	Introduction to Native Studies
NATI 2503	Research Strategies in Native Studies
NATI 3203	Native Philosophy
NATI 3603	Native People and the Colonial Experience
NATI 3903	Native People and the Law I

In addition to the number of courses offered by Native Studies, courses may also be drawn from the cross-listed course offerings and the University of New Brunswick with permission from the Chair of Native Studies.

Courses without formal prerequisites and numbered in the 2000 or 3000-range are intended for students who have completed 30 credit hours of courses at the 1000-level. While not always a formal prerequisite, students are strongly encouraged to take NATI-1006 prior to taking a course at the 2000- or 3000-level. Assistance in planning a course of studies for the Major in Native Studies is available through the Chair of Native Studies.

Any 18 credit hours in Native Studies is sufficient to constitute a Minor in Native Studies.

Honours in Native Studies

Students interested in an honours degree in Native Studies should inform the Chair of the Native Studies Department by the beginning of their third year and, in consultation with their thesis supervisor, submit a thesis proposal by the end of their third year. Entrance to the Native Studies Honours Program normally requires a 3.3 GPA in Native Studies courses and a 3.0 GPA in all other courses. Students who do not meet the GPA requirements can appeal and have a departmental evaluation. The department would consider extenuating circumstances as well as substantial improvement in student performance.

Completion Requirements

Completion of an honours degree in Native Studies requires students to complete 54 credit hours in Native Studies or cross-listed courses. In addition to completing the required courses for a Major in Native Studies (with a minimum of 36 credit hours), students are required to complete the Advanced Research Methods course (NATI 3503) and the 6 credit Honours thesis, and at least one course from each of the three subsections below (for a total minimum of 54 credit hours):

Advanced Course on Aboriginal History

NATI 3603 Native People and the Colonial Experience
NATI 3633 Maliseet/Passamaquoddy History
NATI 3643 Mi'kmaq History
NATI 3943 Métis Issues
NATI 4623 The Archaeology of First Nations History in Canada: Theory

Advanced Course on Law and Regulation

NATI 3713 Are Aboriginal People Human? 'Human' and 'Aboriginal' Rights
NATI 3913 Native People and the Law II
NATI 3923 Aboriginal Rights: The Land Question
NATI 3933 Aboriginal Peoples and International Law

Advanced Course on Social and Health Sciences

NATI 3623 Native Education and Colonization
NATI 3843 Suicide and Indigenous Peoples
NATI 3853 Alcohol, Drugs, and Indigenous Peoples
NATI 3863 Indian Public Health
NATI 3873 Introduction to Indigenous/Cultural Psychology

In exceptional circumstances, NATI 4503, a three-credit independent study course can be taken in place of one of the above required courses.

NATI-4503. Independent Study

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.

NATI-4996. Honours Thesis

Students are required to complete a thesis proposal preferably by the end of their third year. By the beginning of the second semester of their third year, students should choose a member of the NATI faculty to be their advisor for writing the honours proposals. Advisors will guide the students through the process of developing a workable thesis and building annotated bibliographies on the relevant topics. Students will be asked to formally present their thesis to the Native Studies faculty for discussion and feedback.

Courses

NATI-1006. Introduction to Native Studies

A survey course that introduces students to the discipline of Native Studies. Its purpose is to increase the student's understanding and sensitivity towards the past and present experience of Native peoples. Using both oral and written records, the course will examine pre-contact history and culture, the influences of colonialism in the post-contact era, and contemporary issues.

NATI-1103. Beginning Mi'kmaq

This course is designed for students with little or no knowledge of the language. The aims are listening comprehension and basic oral expression.

NATI-1113. Beginning Maliseet/Passamaquoddy I

This course is designed for students with little or no knowledge of the language. The aims are listening comprehension and basic oral expression.

NATI-1123. Beginning Maliseet/Passamaquoddy II
This course is intended to follow Beginning Maliseet/Passamaquoddy I (NATI 1113) in an intensive language program. Taught primarily without the use of English or writing, it will build on grammatical patterns learned in Part I of this course through drill, practical applications and the introduction of new verbs and nouns. The goal of the course is to enhance listening comprehension and basic oral expression. Prerequisite: NATI 1113 Beginning Maliseet/ Passamaquoddy I.

NATI-1133. Maliseet/Passamaquoddy for Early Childhood
This course is designed for non-fluent parents of infants and young children in an intensive language learning program. It will focus on basic conversation in speaking about infants and to toddlers to age five. Pre-requisite: NATI 1113 Beginning Maliseet/ Passamaquoddy I.

NATI-1123. Beginning Maliseet/Passamaquoddy II
This course is intended to follow NATI-1113 Beginning Maliseet/Passamaquoddy I in an intensive language program. Taught primarily without the use of English or writing, it will build on grammatical patterns learned in Part I of this course through drill, practical applications and the introduction of new verbs and nouns. The goal of the course is to enhance listening comprehension and basic oral expression. Prerequisite: NATI-1113 Beginning Maliseet/ Passamaquoddy I. (Intended for students at St. Mary's, and is not eligible as elective for students doing a Minor, Major, or Honours in Native Studies.)

NATI-1133. Maliseet/Passamaquoddy for Early Childhood
This course is designed for non-fluent parents of infants and young children in an intensive language learning program. It will focus on basic conversation in speaking about infants and to toddlers to age five. Pre-requisite: NATI-1113 Beginning Maliseet/ Passamaquoddy I.

NATI-1143. Maliseet/Passamaquoddy for the Pre-School Classroom
This course is designed for parents and teachers of pre-schoolers. It will focus on vocabulary for the pre-school classroom. Pre-requisite: Fluency in Maliseet/Passamaquoddy, or NATI-1133. Maliseet/Passamaquoddy for Early Childhood,

NATI-2103. Intermediate Mi'kmaq
This course is designed to facilitate communication in Mi'kmaq at a functional level. It focuses on listening and speaking skills through basic conversation, and the study of grammar, phonics, structure, vocabulary, and word formation. Prerequisite NATI 1103, Beginning Mi'kmaq.

NATI-2113. Intermediate Maliseet I
This course is designed to facilitate communication in Maliseet at a functional level. It focuses on listening and speaking skills through basic conversation, and the study of grammar, phonics, structure, vocabulary, and word formation. Prerequisite NATI 1113, Beginning Maliseet.

NATI-2123. Intermediate Maliseet II
This course is intended primarily for students in an intensive language learning program. Whereas Intermediate Maliseet I focuses on Dual subjects in Transitive and Intransitive forms, this class will provide practice with those dual forms and introduce "I-you" and "You-me" verbs plus Past Tense and Future Tense in Dual forms. Pre-requisite NATI-2113, Intermediate Maliseet I.

NATI-2203. First Nations Arts and Sciences
This course focuses on the relationship between science, art, environment, and material forms of life as practiced by various First Nations. It will examine especially the science involved in the arts of stone, wood, and leather-work for the production of tools, food, clothing, shelter, and canoes. Prerequisite Introduction to Native Studies, NATI 1006.

NATI-2213. Native Literature
This course introduces students to a broad range of Native literature and Native oral traditions written and translated into English. Works by Native people of diverse First Nations will be carefully studied and critically evaluated. By focusing on a variety of approaches to creative expression, students will be able to develop an informed understanding of, and appreciation for, the intrinsic value of Native oral and literary traditions.

NATI-2233. Natural Resources and First Nations of The Maritimes
This course will survey archaeological and historical records for traditional economic activities, and focus on the practices and philosophies integral to First Nations forms of life in the Maritimes. It will address the historical political and social factors that have impacted on those practices, including colonialism, immigration, education, industrialization, capitalism, regulation, and environmental degradation. It will also consider the struggles of First Nations in this region to maintain and/or reclaim access to traditional lands and resources. Prerequisite: NATI 1006, Introduction to Native Studies.

NATI-2303. Science, Ethics and Native People
This course is designed to introduce students to ethical issues that arise between the sciences (both social and physical) and indigenous peoples. Anthropology, education, psychology, archaeology, medicine, biology, and other disciplines follow lines of inquiry that impact indigenous peoples, and their theories, methods, interpretations, and interests are examined in relation to ethical considerations. We emphasize the concerns and point of view of Native people. The course may include issues of exhumation and public display of skeletal remains and sacred objects, control over access to information, the political relevance of research and its role in land claims, the ethics of assessment and drawing conclusions about the “nature” of indigenous peoples, and other topics.

NATI-2503. Research Strategies in Native Studies
Surveys various research strategies from Anthropology and Sociology and assesses their applicability to, and compatibility with, Native Studies. Considers special protocol and ethical questions in research on Native peoples. Prerequisite: NATI 1006 or by special permission of instructor.

NATI-2603. Roles of Native Women
This course looks at the traditional role of Native women within Native societies, and how that role has changed over time. It will examine the oppression that Native women have experienced, their responses to it, and the political, economic, social, and spiritual roles they have played both in their own struggles for liberation and in the struggles of their people. Will also look at the lives and voices of prominent Native women, and consider the development of Native women’s organizations and the influences of feminism.

NATI-3103. Conversational Mi’kmaq
This course emphasizes fluency 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 fluency in Mi’kmaq.

NATI-3113. Conversational Maliseet/Passamaquoddy
This course emphasizes fluency 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 Maliseet NATI 2113 or basic fluency in Maliseet.

NATI-3203. Native Philosophy
This course examines Native cosmologies (world views) and ways of thinking, feeling, and knowing as the foundation of indigenous spiritual, political, social, and economic systems. Defines the continuing existence and vitality of traditional Native philosophy and traces its influence on Western knowledge. Prerequisite: NATI 1006 or by permission of instructor.

NATI-3223. Native Environmental Ethics and Ecology (HMRT)
Examines traditional and contemporary environmental values and practices of Indigenous peoples in North America. Considers the impact of Western values, practices, and ecological theories on Indigenous peoples and their environments. Particular attention will be given to the ways in which traditional environmental ethics remain viable in contemporary societies.

NATI-3313. Contemporary Issues in Native/Non-Native Relations
The course will examine social, political, and legal issues in the relations between Aboriginal and Immigrant societies in North America. Discussion will include theoretical approaches and the conflict between theory and reality.

NATI-3403. Special Topics
This course is directed primarily at upper-level students majoring in Native Studies, and other students seeking to understand and work with Native communities. The specific topic of the course will vary from year to year. Topics such as Native Systems of Law, Oral Traditions, Racism, and Native Health Care may be the focus in any particular year. Students will be expected to do library and/or field research, and to present and defend the results of their study in class.

NATI-3416. Topics in Native Studies
This course is directed primarily at upper-level students majoring in Native Studies, and other students seeking to understand and work with Native communities. The specific topic of the course will vary from year to year. Topics such as Native Systems of Law, Oral Traditions, Racism, and Native Health Care may be the focus in any particular year. Students will be expected to do library and/or field research, and to present and defend the results of their study in class.

NATI-3446. Topics in Native Studies
This course is directed primarily at upper-level students majoring in Native Studies, and other students seeking to understand and work with Native communities. The specific topic of the course will vary from year to year. Topics such as Native Systems of Law, Oral Traditions, Racism, and Native Health Care may be the focus in any particular year. Students will be expected to do library and/or field research, and to present and defend the results of their study in class.

NATI-3503. Advanced Research Strategies in Native Studies
This course will examine advanced research methods of particular use in research with indigenous populations. Both qualitative and quantitative methods will be covered, although one or the other may be emphasized in any particular semester. Prerequisite: NATI 2503 Research Strategies in Native Studies.

NATI-3603. Native People and the Colonial Experience
This course will look at colonialism as a strategy of imperialism and as a model for understanding North American Native history. Different types of colonialism will be explored, i.e. classic, internal, and neocolonialism, and an emphasis will be placed on the history and continuing impact of colonialism on Indigenous peoples and cultures of North America. The course will also analyze Christian missions, the fur trade, and colonial government policies, as well as exploitation, racism, war, indoctrination, genocide, and cultural appropriation as manifestations of colonialism. Responses to colonialism, including resistance and decolonization, will also be considered. Prerequisite: NATI 1006.

NATI-3613. Native Resistance and Liberation
Focuses on the many historical and contemporary forms of Native resistance to colonization, including violent and non-violent resistance, revitalization movements, and self-determination. Explores liberation theory and its roots in colonial oppression. Analyzes historical and contemporary resistance movements such as the Ghost Dance Movement, the Riel Rebellion, the fish-ins, the confrontations at Wounded Knee and Oka, and the movement for decolonization through self-determination. Prerequisite: NATI 3603 or by special permission of the instructor.

NATI-3623. Native Education and Colonization
This course will examine traditional forms and philosophies of education in Native societies, and the changes that have occurred since contact and colonization. It will also examine the formal education of Natives by the immigrant society as indoctrination for civilization and assimilation. It will look closely at residential and day schools in Canada and the United States and the effect they have had on contemporary Native societies and cultures. Special attention will be given to the relationship between education and cultural survival, and the importance for Native people to reclaim and control the education of their children. Prerequisite: NATI 3603 or permission of the instructor.

NATI-3633. Maliseet/Passamaquoddy History
This course will explore the cultural, social, and political past of the Maliseet/Passamaquoddy People through archaeological, oral, visual, and material documentation, as well as primary and secondary written sources. Particular emphasis will be placed on understanding the Maliseet form of life and how it has been affected by colonization. Class will also study how the perspective of different writers influences what gets recorded and taught as history. An important theme of the course will be the relevance of the past to the present. Class will consist of lectures and discussions with occasional films and special speakers. Prerequisite: NATI 1006, Introduction to Native Studies.

NATI-3643. Mi'kmaq History
This course will explore the cultural, social, and political past of the Mi?kmaq People through archaeological, oral, visual, and material documentation, as well as primary and secondary written sources. Particular emphasis will be placed on understanding the Mi?kmaq form of life and how it has been affected by colonization. Class will also study how the perspective of different writers influences what gets recorded and taught as history. An important theme of the course will be the relevance of the past to the present. Class will consist of lectures and discussions with occasional films and speakers. Prerequisite: NATI 1006, Introduction to Native Studies.

NATI-3703. Indigenous and Western Economics and the Idea of Development
Examines indigenous economic cultures and the impact of western economic culture on traditional social organization and values. Looks closely at the fur trade, capitalism, industry, technology, and their effects on environment and indigenous cultures. Analyzes the development of dependency and the idea of economic development. Alternatives in which Native economic values provide the basis for viable economic endeavours will be considered.

NATI-3713.Are Aboriginal People Human? Are Aboriginal People Human? Human and aboriginal Rights
The goal of this course is to conceptualize the fundamental justifications for human rights and contrast those with Aboriginal rights. Some relevant questions that this course will explore are: Why do Aboriginal peoples need a different class of rights? Are Aboriginal rights theorized in an equitable manner? What processes are served by conceiving and executing Aboriginal rights as we see them today? What attributes do Aboriginal peoples lack which makes them not fully human?

NATI-3803. Indigenous Cultures and Immigrant Ethnic Minorities
This course examines the different situations and conditions of Indigenous cultures and immigrant ethnic minorities in Canada and the treatment of each by different levels of government. Special attention is given to attitudes, perceptions, and the idea of multiculturalism. Emphasizes the importance of power variables in the examination of immigrant and Indigenous relations in Canadian society. Also examines how immigrant ethnic minorities often form coalitions becoming the dominant culture subordinating Indigenous cultures. Prerequisite: NATI 1006 or SOCI 1006.

NATI-3813. Native Cultural Identity and Cultural Survival (HMRT)
Considers cultural identity and survival within the context of inequality (power, wealth and status). Focuses on the ways in which Native language, group solidarity and community offer cultural completeness, acting as barriers to assimilation. Historic and contemporary Native cultures are presented as dynamic and flexible. Prerequisite NATI 1006 or SOCI 1006.

NATI-3823. Native Peoples and the Canadian Form of Racism (HMRT)
The indigenous peoples of Canada are often included as an afterthought in academic works on racism, which tend to focus on Black-White relations. However, rather than being marginal to understanding the issues of race and racism, the early encounters between European and Native Americans are central to its proper understanding. The issues which arose from Columbus' explorations remain as central to understanding modern racism as they were to the creation of racist ideology in the first place, and the treatment of indigenous peoples in Canada today is shown to be a direct intellectual descendent of the material need to deny the humanity of other human beings.

NATI-3843. Suicide and Indigenous Peoples
Suicide is, and has been for nobody knows how long, rampant in indigenous populations in Canada. Despite well-publicized projects targeting specific communities, none of the interventions have been able to demonstrate any positive effect; if anything, the problem continues to worsen. We examine critically the field of Suicidology as it applies to the Native Peoples of Canada and suggest reasons why efforts to prevent suicide have not paid off. We also explore different kinds of interventions that may be more successful.

NATI-3853. Alcohol, Drugs, and Indigenous Peoples
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.

NATI-3863. Indian Public Health
Health statistics show Native Peoples in Canada as public health disasters: high rates of diabetes, tuberculosis, cancer, suicide, AIDS, etc. are regularly reported. Standard accounts typically find a way of attributing the problems to Indians themselves (e.g., genetic explanations or lifestyle choices). We critically examine the methodologically-individualistic biases of standard accounts of Indian ill-heath and place Native public health issues in an historical and materialist framework instead. Alternative forms of interventions are also considered.

NATI-3873. Introduction to Indigenous/Cultural Psychology
While psychology has an important place in examining and understanding issues of the modern world, it has long been shown to be founded upon certain ideological presumptions that make it inapplicable to and inappropriate for work with indigenous peoples. A different formulation of psychology, which predated the current form but which was abandoned for no substantial reason, has in recent years been offered as a replacement, or at least an alternative, for the current model. We examine this formulation and apply it to psychology issues arising in indigenous peoples/communities of Canada, and show how this re-conceptualization gives rise to substantively different approaches to addressing those issues.

NATI-3903. Native People and the Law I
The Evolution of the Indian Act - a legal history of the legal-political relationship between Native peoples and Europeans from early contact times to the British North America Act. An analysis of the Indian Act as a document of protection/assimilation in Canadian Government policy.

NATI-3913. Native People and the Law II
An analysis of court decisions affecting questions of the status of Native peoples, Aboriginal rights, family law, treaty rights, and social relations in Canada and the United States. Prerequisite: NATI 3903.

NATI-3923. Aboriginal Rights: The Land Question
This course will examine the concept of Aboriginal rights pertaining to land entitlement in Canada and the United States. It will include case studies focusing on the Maritimes, Quebec, MacKenzie Valley, British Columbia, Alaska, and Maine.

NATI-3933. Aboriginal Peoples and International Law (HMRT)
The goal of this course is to familiarize the student with international legal norms and instruments as they relate to Aboriginal peoples. 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.

NATI-3943. Métis Issues
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 benefits and drawbacks that the Métis have experienced in their interaction with the Canadian state.

NATI-4006. Structure of Native Languages
This course examines the structure of Mi'kmaq and Maliseet from a linguistic and literary perspective. What are the significant features of these languages, and how do they determine the unique cultural outlook of those who speak them? Students explore the structure of Mi'kmaq and Maliseet and examine the differences between these languages and English. The course will also look at problems of translation, and the criteria and methods for the production of texts and other materials in Native language. Prerequisite: permission of the instructor. Consideration will be given to the student's level of competence in speaking and understanding the Mi'kmaq or Maliseet language.

NATI-4173. Methods in Immersion Teaching II
This course focuses on approaches to teaching in an immersion setting for adults and students over the age of 9. It will address goals of comprehension, speaking, reading and writing in classrooms or outdoor programs and consider appropriate measurement tools. A particular focus of this course will be strategies for maintaining the target language as the medium of instruction in major subject areas. Pre-requisite: NATI-4123 Methods in Immersion Teaching I or by special permission.

NATI-4253. Advanced Maliseet/Passamaquoddy
This course focuses on the grammatical patterns and processes in the Maliseet/Passamaquoddy language, and how they are put into use in comprehension and conversation. Pitch accent and advanced verb forms such as relative, subordinative, inverse, indefinite subject, conjunct and obviation will be considered. Prerequisites: Either NATI 2113 Intermediate Maliseet/Passamaquoddy, or NATI 3113 Conversational Maliseet, or the equivalent.

NATI-4273.Advanced Maliseet II
This course is intended for students in an intensive language learning program, but fluent 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.

NATI-4323. Phonology in the Target Language II
This course is intended primarily for students in an intensive language learning program. It will provide practical experience with elements of Phonology in the Target Language I, with special emphasis on reading and writing. Pre-requisite: NATI-4223 Phonology in the Target Language I.

NATI-4506. Independent Study
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.

NATI-4623. The Archaeology of First Nations History In Canada: Theory
This course is intended to examine First Nations historiography in early historical periods to Confederation and compare standard accounts with facts and perspectives that have been kept out of mainstream sources. The contributions of archaeology, cartography, oral history, and ethnohistory will be considered along with the issues of context, perspective and ethics, in researching and writing First Nations history. Prerequisite: NATI 1006.

NATI-4633. The Archaeology of First Nations History In Canada: Practice
This course is intended to follow NATI 4623 and focus on the period 1900 to the present. Students will be expected to research a particular topic within the context of Canadian history, identify what has been left out, and explicate why this is likely the case. Students will also learn to access and evaluate a broad variety of sources including archives, oral traditions, and internet sources. The goal will be to develop the capacity for evaluating and reinterpreting standard accounts, and for articulating new understandings. Prerequisite: NATI 4623.

NATI-4996. Honours Thesis
Students are required to complete a thesis proposal preferably by the end of their third year. By the beginning of the second semester of their third year, students should choose a member of the NATI faculty to be their advisor for writing the honours proposals. Advisors will guide the students through the process of developing a workable thesis and building annotated bibliographies on the relevant topics. Students will be asked to formally present their thesis to the Native Studies faculty for discussion and feedback.

Native Language Immersion Teaching Certificate Program

Introductory and Foundation Courses

NATI-3473. Theory and Practice in Native Language Immersion Education
This course analyzes the research of Drs. Tove Skutnabb-Kangas, Jim Cummins and others in language loss, first and second language learning, and immersion education. It focuses also on the strategies, experiences, and educational results of existing Native Language Immersion programs, particularly those of the Hawaiians, Maoris, Navajos, Mohawks, Okanagans, and Inuit. Fluency in Maliseet or Mi'kmaq is not required. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

NATI-4123. Introduction to Native Language Immersion Immersion Teaching I
This introductory course in immersion teaching focuses on training fluent speakers of Mi'kmaq or Maliseet/Passamaquoddy to teach using their own language as the language of instruction. The course surveys research and practice in Native language immersion education and focuses on the development of culturally relevant curriculum and teaching materials for Mi'kmaq and Maliseet/ Passamaquoddy immersion classrooms. Includes also a linguistic component focusing on structures and concepts in each language. Fluency in Mi'kmaq or Maliseet/Passamaquoddy.

Skills Development Courses

NATI-3453. Teaching Adult Immersion
Using research in second-language acquisition, this course identifies specific immersion methods for teaching a Native language as a second language to adults. It emphasizes the oral approach for developing conversational fluency and considers means for assessing

students, establishing appropriate goals, and evaluating learning in basic conversation. Fluency in Maliseet or Mi'kmaq is required. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

NATI-3463. Immersion for Kindergarten
This course focuses on strategies for teaching all subject areas in the mother-tongue, particularly to children who come from English-speaking homes. It pays particular attention to methods for achieving fluency, with special attention to teaching pre-primary literacy and numeracy skills. The course will also consider culturally appropriate teaching styles and curriculum planning, in relation to the physical, social, and emotional development of the kindergarten child. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

NATI-4133. Accelerated Methods for Teaching the Target Language in Core Programs (Immersion)
This course, conducted entirely in the target language, is designed to provide language teachers with teaching methods designed for accelerated language acquisition in an immersion classroom. Its goal is teaching beginners to think and achieve proficiency in the language in a short time. Working with a small number of representative nouns and verbs, this teaching technique moves quickly from simple present indicative forms to complex conjunct forms. Prerequisite: NATI 3103. Conversational Mi'kmaq, or NATI 3113 Conversational Maliseet/ Passamaquoddy, or the equivalent, or fluency in the target language.

NATI-4143. Methods in Immersion Teaching I
This course focuses on approaches to teaching in a full immersion setting for the daycare, nursery, and kindergarten levels, as well as the primary grades (Ages 2-8). It surveys standard teaching philosophies and methodologies for their relevance to the cultural, social, physical, and cognitive learning needs of young Aboriginal children. Considers goals and strategies for teaching both basic subject matter and Native language skills in comprehension, speaking, reading, and writing. Prerequisite: NATI 4123 Native Language Immersion Teaching, or by special permission.

NATI-4173. Methods in Immersion Teaching II
This course focuses on approaches to teaching in an immersion setting for adults and students over the age of 9. It will address goals of comprehension, speaking, reading and writing in classrooms or outdoor programs and consider appropriate measurement tools. A particular focus of this course will be strategies for maintaining the target language as the medium of instruction in major subject areas. Pre-requisite: NATI 4123, Methods in Immersion Teaching I or by special permission.

NATI-4153. Curriculum Planning for the Immersion Classroom
The focus of this course is curriculum design for classrooms using Mi'kmaq or Maliseet as the medium of instruction. Special attention will be given to principles in child development, first and second language learning, and current theory in curriculum development as it relates to the Native language immersion classroom. Students will gain experience using their own languages to build units and long-range plans that are both developmentally sound and culturally relevant. Prerequisite: Fluency in Maliseet or Mi'kmaq and NATI 4123 Native Language Immersion Teaching I or II, or by special permission.

NATI-4433. Practicum in Early Childhood or Adult Immersion
This practicum in either an early childhood, kindergarten, or adult immersion classroom will

allow the student to develop and practice skills learned in the immersion methods courses. Fluency in Maliseet or Mi'kmaq is essential. Prerequisite: Completion of twelve half-credit courses in the Native Language Immersion Teacher Training.

Linguistics Courses

NATI-4213. Morphology in the Target Language

Morphology is the description of grammatical forms in a language. As such this course studies the internal structure of words. It looks especially at the smallest units which have the ability to change meaning in a word, and defines the grammatical rules that apply. Prerequisite: NATI 2103, Intermediate Mi'kmaq, or NATI 2113, Intermediate Maliseet/Passamaquoddy, or the equivalent, or fluency in the language.

NATI-4223. Phonology in the Target Language I

Phonology is the study of general phonetics in relation to the sound system of a language. Focusing on the target First Nation language it will consider the reproduction of sounds, particularly consonants and vowels, and study the various orthographies (writing systems) of the language. Prerequisite: NATI 2103, Intermediate Mi'kmaq, or NATI 2113, Intermediate Maliseet/Passamaquoddy or the equivalent, or fluency in the language.

NATI-4233. Verbs in the Target Language I

This course will analyze verb stems, animate and inanimate, transitive and intransitive verbs, and additional structural elements including person, tense, singular, plural, negative and affirmative, in indicative, conjunct and imperative forms. Prerequisite: NATI 1103, Beginning Mi'kmaq, or NATI 1113, Beginning Maliseet/Passamaquoddy, or the equivalent, or fluency in the language.

NATI-4243. Phonology in the Target Language II

This course is intended primarily for students in an intensive language learning program. It will provide practical experience with elements of Phonology in the Target Language I, with special emphasis on reading and writing. Pre-requisites are NATI 4223 Phonology in the Target Language I.

NATI-4263. Verbs in The Target Language 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, indefinite 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.

Immersion Courses

NATI-4163. Language Arts in Preschool (Immersion)

This course is designed to introduce teachers to methods for teaching non-fluent preschoolers in the medium of the target language. Using an activity centered orientation it focuses on fluency for children ages one to five 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 fluency in the target language.

NATI-4243. Literature and Writing in the Target Language (Immersion)

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 contem-

porary 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 fluency in the target language.

NATI-4443. History in the Target Language (Immersion)
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 fluency in the target language.

Cross-Listed Courses

ANTH 2313	Archaeology of Early Societies – The Americas
ANTH 2013-2153	Area Ethnography
HMRT 1006	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
SOCI 2023	Introduction to Statistics

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

Department of Philosophy

"The unexamined life is not worth living." These words of Socrates, spoken 2400 years ago, have inspired and shaped not only all subsequent lines of philosophical inquiry, but also all critical and scientific discourse through the course of Western history. Our Department embraces this maxim, both in the research work of our faculty members and in our teaching: we strive to familiarize our students with the various ways philosophers throughout history have affirmed and responded, concretely, to Socrates' claim; and we also strive to help our students engage these various philosophical positions and approaches critically and rigorously, on their own terms.

Courses offered by the Department are intended to acquaint students with both the historical development of philosophical questions and problems and with the ways these are taken up in contemporary philosophical discourse. The Honours Program is designed and recommended for those students contemplating graduate study in philosophy.

The Department's offerings may, with appropriate permission, be complemented by the resources of the Department of Philosophy of the University of New Brunswick.

Honours

Honours in Philosophy may be taken in accordance with general university and departmental regulations. Students honouring in philosophy must include a minimum of 54 credit hours in philosophy in their program of studies. These 54 credit hours must include:

1. the equivalent of *six (6) credit hours* of introductory courses* from among:
   PHIL 1013 Introduction to Philosophy I: Ancient and Medieval
   PHIL 1023 Introduction to Philosophy II: Modern and Contemporary
   PHIL 1033 Atheism: An Introduction to Philosophy
   PHIL 1043 Free Will: An Introduction to Philosophy
   PHIL 1053 Life and Death: An Introduction to Philosophy
   PHIL 1063 Myth and Reason: An Introduction to Philosophy
   ** Students may take no more than two of the six introductory courses in philosophy. These two courses will count toward the honours degree and fulfill the prerequisites for upper-level courses.*

2. the equivalent of *six (6) credit hours* from among:
   PHIL 2213 Introduction to Moral Philosophy
   PHIL 2233 Contemporary Moral Philosophy
   PHIL 2243 Current Issues in Ethics
   PHIL 2253 The Ethics of Sustainability: Thinking, Acting Green
   PHIL 2263 The Art of Living: Ancient Greek Strategies for Happiness in the XXIst Century

3. the equivalent of *twelve (12) credit hours* from among:
   PHIL 2113 Ancient Philosophy: The Presocratics and Plato
   PHIL 2123 Ancient Philosophy: Aristotle and Hellenistic Philosophy
   PHIL 2133 Medieval Philosophy: Augustine, Neoplatonism and Arabic Philosophy (RELG 2143)
   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:
   PHIL 3663 Analytic Philosophy: Metaphysics and the Linguistic Turn
   PHIL 3673 Analytic Philosophy: Theories of Knowledge and Justification
   PHIL 3683 Epistemology

6. the equivalent of *three (3) credit hours* from among:
   PHIL 3543 Existential Philosophy
   PHIL 3653 Contemporary Continental Philosophy
   PHIL 3763 Martin Heidegger

7. *six (6) credit hours* from between:
   PHIL 4886 Honours Seminar
   PHIL 4996 Honours Thesis

Major

Students majoring in philosophy must include a minimum of 36 credit hours in philosophy in their program of studies. These 36 credit hours must include:

1. the equivalent of *six (6) credit hours* of introductory courses* from among:
   PHIL 1013 Introduction to Philosophy I: Ancient and Medieval
   PHIL 1023 Introduction to Philosophy II: Modern and Contemporary
   PHIL 1033 Atheism: An Introduction to Philosophy
   PHIL 1043 Free Will: An Introduction to Philosophy
   PHIL 1053 Life and Death: An Introduction to Philosophy
   PHIL 1063 Myth and Reason: An Introduction to Philosophy
   ** Students may take no more than two of the six introductory courses in philosophy. These two courses will count toward the major degree and fulfill the prerequisites for upper-level courses.*

2. the equivalent of *six (6) credit hours* from among:
   PHIL 2213 Introduction to Moral Philosophy
   PHIL 2233 Contemporary Moral Philosophy
   PHIL 2243 Current Issues in Ethics
   PHIL 2253 The Ethics of Sustainability: Thinking, Acting Green
   PHIL 2263 The Art of Living: Ancient Greek Strategies for Happiness in the XXIst Century

3. the equivalent of *twelve (12) credit hours* from among:
   PHIL 2113 Ancient Philosophy: The Presocratics and Plato
   PHIL 2123 Ancient Philosophy: Aristotle and Hellenistic Philosophy
   PHIL 2133 Medieval Philosophy: Augustine, Neoplatonism and Arabic Philosophy (RELG 2143)
   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:
   PHIL 3663 Analytic Philosophy: Metaphysics and the Linguistic Turn
   PHIL 3673 Analytic Philosophy: Theories of Knowledge and Justification
   PHIL 3683 Epistemology

6. the equivalent of *three (3) credit hours* from among:
   PHIL 3543 Existential Philosophy
   PHIL 3653 Contemporary Continental Philosophy
   PHIL 3763 Martin Heidegger

Any *18 credit hours* in philosophy suffice to constitute a Minor in Philosophy.

Each student honouring or majoring in philosophy is required to choose a member of the Department as program Adviser.

The Department's course offerings are listed according to areas within the discipline as follows:

I. Introductory Courses
II. History of Philosophy
III. Moral Philosophy
IV. Legal and Political Philosophy
V. Themes and Authors
VI. Tutorials and Independent Studies

I. Introductory Courses

PHIL-1006. Introduction to Philosophy
An introduction, through lecture, reading of original sources, and discussion, to the origins and development of Western philosophy. The first part of the course studies this tradition from its beginnings in ancient Greece through the Christian Middle Ages. Authors read include Plato, Aristotle, St. Augustine, and St. Thomas Aquinas. Themes include the nature of reality; the nature of human being and human knowledge; moral and political philosophy; the existence and nature of God. The latter part of the course continues the survey of developments in Western philosophy, from the early modern period to contemporary discussion. The focus is on rationalism, empiricism, idealism, and the reactions these provoked. For the purposes of prerequisite and degree requirements, this course is the equivalent of PHIL 1013 and 1023.

PHIL-1013. Introduction to Philosophy I: Ancient and Medieval
An introduction, through lecture, reading of original sources, and discussion, to the origins and development of Western philosophy from its beginnings in ancient Greece through the Middle Ages. Authors read include Plato, Aristotle, Augustine, and Aquinas. Themes: the nature of reality; the nature of human being and human knowledge; moral and political philosophy; the existence and nature of God. This course has no prerequisite.

PHIL-1023. Introduction to Philosophy II: Modern and Contemporary
A continuation of the survey of developments in Western philosophy, through lecture, reading of original sources, and discussion, from the early modern period to contemporary discussion. Focus: rationalism, empiricism, idealism, and the reactions these provoked. This course has no prerequisite.

PHIL-1033. Atheism: An Introduction to Philosophy
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.

PHIL-1043. Free Will: An Introduction to Philosophy
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.

PHIL-1053. Myth and Reason: An Introduction to Philosophy
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.

PHIL-1063. Life and Death: An Introduction to Philosophy
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.

II. History of Philosophy

PHIL-2113. Ancient Philosophy: The Presocratics and Plato
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.

PHIL-2123. Ancient Philosophy: Aristotle and Hellenistic Philosophy
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.

PHIL-2133. Medieval Philosophy: Augustine, Neoplatonism and Arabic Philosophy (RELG 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.

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

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

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

PHIL-2213. Introduction to Moral Philosophy (HMRT 2253)
An examination, through readings, lectures, and discussion, of some important attempts to ground ethical judgments. Themes: relativism, egoism, values, and sentiment; values and consequences; the determination of duty. Prerequisite: This course has no prerequisite.

PHIL-2233. Contemporary Moral Philosophy (HMRT 2263)
A lecture course examining a specific 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. Current Issues in Ethics (HMRT 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. The Ethics of Sustainability: Thinking, Acting Green (ENVS, HMRT)
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. The Art of Living: Ancient Greek Strategies for Happiness in the XXIst Century
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.

IV. Legal and Political Philosophy

PHIL-2313. Western Tradition of Political Philosophy II (POLS 2806)
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*, Hegel's *Introduction to the Philosophy of History*. Prerequisite: POLS 2803.

PHIL-3313. Philosophy of Human Rights
This course will introduce students to philosophical questions concerning the foundation of human rights. What are human rights based on? What makes something a human right? Are human rights universally and permanently valid, or is the notion of human rights merely a construct of modern Western culture? The course will familiarize students with alternative theoretical answers to these and other related questions. Prerequisite: HMRT 2003, or permission of the instructor.

PHIL-3343. Human Nature, Society, Justice and Law I: Classical and Christian Theories
A lecture course concentrating on philosophies of human nature in relation to civil society, justice, and law. Principal question: Is human nature good or bad? pro-social or sociopathic? Applications: competing theories of justice, law, and sanction, including issues of enforcement and correction. Philosophers: Sophists, Plato, Aristotle, Stoics, St. Augustine, St. Thomas Aquinas, Machiavelli, Hobbes, Locke. Prerequisite: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3353. Human Nature, Society, Justice and Law II: Modern Secular Theories
A lecture course concentrating on the main contemporary views of human nature, in relation to civil society, justice, and law. Principal issue: Is human nature good or bad? pro-social or sociopathic? Applications: competing theories of justice, law, and sanction, including issues of enforcement and correction. Philosophers: Hume, Rousseau, Hegel, Bentham, Mill, Green, Kierkegaard, Nietzsche, Freud, Dewey, Sartre.

V. Themes and Authors

PHIL-2513. Introduction to Logic (MATH)
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 identification 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.

PHIL-2523. Introduction to Aesthetics
In this course, we will investigate and critically assess some of the most influential 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.

PHIL-2533. Minds and Brains
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.

PHIL-2543. Moral Psychology

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.

PHIL-3106. Love and Friendship

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 and Lysis*, Rousseau's *Emile*, Descartes' *Passions of the Mind*. Prerequisite: GRID 2006 or GRID 2106, or permission of the instructor.

PHIL-3206. Human Nature and Technology

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 affected by technology. Texts will vary from year to year, but may include works such as: Aeschylus' *Prometheus Bound*, Bacon's *New Atlantis*, Grant's *Technology and Empire*, Heidegger's *The Question Concerning Technology*, Fukuyama's *The Posthuman Future*. Prerequisite: GRID 2006 or GRID 2106, or permission of the instructor.

PHIL-3413. God in Western Thought

A survey, through lectures, readings, and discussion, of Western philosophical speculation regarding the divine. Themes: theism and atheism in classical antiquity; demonstrations of God's existence in medieval philosophy; the effect on religious belief of empiricism, idealism, Marxism, and existentialism. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3443. Hegel's Philosophy of Religion

This course will involve a consideration of G.W.F. Hegel's philosophy of religion. The primary text will be Hegel's *Lectures on the Philosophy of Religion*, although consideration may be given to other relevant material from the *Phenomenology of Spirit* and the *Encyclopedia of the Philosophical Sciences*. Prerequisites: PHIL 2153 and 2163, or PHIL 3623, or permission of the instructor.

PHIL-3503. Seminar on Plato's Philosophy

This seminar brings together two questions central to the study of Plato: What is philosophy? and what can it achieve? Through an analysis of primary sources and secondary literature, the seminar assesses various answers provided by Plato. Texts covered may include selections from the dialogues of definition (*Apology, Euthyphro, Gorgias*), from the metaphysical dialogues (*Phaedo, Republic*), and from the dialogues on language (*Theaete-*

tus, Parmenides, Sophist). Prerequisite: Any six (6) credit hours in the History of Philosophy (PHIL 2113, 2123, 2133, 2143, 2153, and 2163), or permission of the instructor.

PHIL-3513. Seminar on Aristotle's Philosophy
This seminar examines key topics in Aristotle's logic, physics and metaphysics. More specifically, through a systematic reading of passages in foundational texts such as (for example) the *Posterior Analytics*, the *Categories*, *De interpretatione*, the *Topics*, the *De anima*, the *Physics*, and the *Metaphysics*, the seminar examines and assesses Aristotle's philosophy and its contribution to central debates in the history of philosophy. Prerequisite: Any six (6) credit hours in the History of Philosophy (PHIL 2113, 2123, 2133, 2143, 2153, and 2163), or permission of the instructor.

PHIL-3523. The Philosophy of Thomas Aquinas
A seminar course covering the philosophy of Aquinas and its relation to the previous history of philosophy, and to the historical context of St. Thomas' own time. Thematic focus: philosophy of knowledge, of being, and of human nature. Prerequisite: PHIL 1013 or PHIL 1023 or permission of instructor.

PHIL-3533. Thomas Aquinas: Law, Morality, Society
A lecture course covering the fundamentals of the legal, moral, and political philosophy of Aquinas and its relation to the previous history of philosophy and to the historical and cultural context of the high middle ages. Prerequisite: PHIL 3523, or permission of the instructor.

PHIL-3543. Existential Philosophy
A study of existential thinking, its fundamental structure, and its importance for a contemporary understanding of the human situation. Prerequisite: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3553. Augustine
This course will involve a close reading of the major works of St. Augustine, among which will be *The Confessions*, *The Trinity*, and *The City of God*. Prerequisite: PHIL 1013, or permission of the instructor.

PHIL-3563. Philosophy of Science
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.

PHIL-3573. Dante's *Divine Comedy* and the Medieval Aristotelian Tradition
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.

PHIL-3613. Kant
In this course, we will focus primarily on Kant's Critique of Pure Reason as we work through the implications his position has for both theoretical and moral philosophy. Prerequisite: PHIL 2153 or 2163, or permission of the instructor.

PHIL-3623. Hegel
This course will involve a careful study of Hegel's *Phenomenology of Spirit*, focusing primarily on the relationships between theory and practice, and truth and history. Prerequisite: PHIL 2153 or 2163, or permission of the instructor.

PHIL-3633. Marx
This lecture course will involve a close reading of some of Karl Marx's most influential work. As we read through portions of *The German Ideology*, the *Grundrisse*, *The Holy Family* and *Capital*, we will consider: 1) Marx's relationship with and response to his predecessors, and 2) his critical reassessment of philosophical and political practice, human nature, history, and economic theory. Prerequisite: 9 credit hours in philosophy, or permission of the instructor.

PHIL-3643. Kierkegaard and Nietzsche
This course will engage and critically assess the views of the two leading figures in 19th century existentialism, Søren Kierkegaard and Friedrich Nietzsche. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3653. Contemporary Continental Philosophy
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: PHIL 3543, or permission of the instructor.

PHIL-3663. Analytic Philosophy: Metaphysics and the Linguistic Turn
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 world since the beginning of the 20th century. Topics will vary and will normally be drawn from one or more of the following sub-disciplines: epistemology, metaphysics, philosophy of language, philosophy of mind, philosophy of science. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3673. Analytic Philosophy: Theories of Knowledge and Justification
This course is meant to complement PHIL 3663, but it may be taken independently. It 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 world since the beginning of the 20th century. Topics will vary and will normally be drawn from one or more of the following sub-disciplines: epistemology, metaphysics, philosophy of language, philosophy of mind, philosophy of science. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3763. Martin Heidegger
In this course, we will engage in a close reading of selected works by Martin Heidegger. We will consider Heidegger's attempt to raise anew the urgent "question of being", specifically, how his development of this question demands a radical assessment of many of our most dearly-held assumptions about truth, human nature, knowledge and reality, freedom and responsibility, history and time. Prerequisite: PHIL 3543, or permission of instructor.

PHIL-3683. Epistemology
This course is devoted to a topic of current interest in contemporary epistemology. The topic for any particular year may be selected from: skepticism, *a priori* justification, internalism and externalism, epistemic duty, epistemic justification, the definition and conditions of knowledge, sources of knowledge, explanation, knowledge and natural science, naturalized epistemology, analyticity. The text for the course will be either a recent monograph or a collection of articles. Prerequisites: Any two of PHIL 1013, 1023, 1033, 1043, 1053, 1063, or permission of the instructor.

PHIL-3813. Introduction to Logic II (MATH 3813)
This is a course in first-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 benefit 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.

VI. Tutorials and Independent Studies

NOTE: The courses listed in this section are normally intended for students capable of independent work at an advanced level.

PHIL-4886. Honours Seminar
Directed by a Department member on a topic approved by the Department, this seminar for Philosophy Honours students in their final year will involve, among other requirements, the preparation and presentation of a major essay. Normally, this option will not be available when PHIL 4996 Honours Thesis is offered.

PHIL-4983. Independent Studies
Special courses in philosophical reading and writing under the direction of members of the Department of Philosophy may be permitted by the Chair of the Department.

PHIL-4996. Honours Thesis
Students honouring in philosophy will submit, normally in the final semester of their Bachelor of Arts Program, an extended paper resulting from independent research, and written under the guidance of a director chosen from among the members of the Department.

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

Department of Political Science

General Interest Courses

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 and 6 credit hours in each of the four fields of Political Science offered at St. Thomas.

i) For **Canadian Government and Politics**, 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 and Politics**, the 6-credit requirement is satisfied by completing POLS 2303 and 2313.
iii) For **International Relations and Foreign Policy**, the 6-credit requirement is satisfied by completing two of the following: POLS 2613, 2623, 3313, 3513, 3523, 3533, and/or 4603.
iv) For **Political Philosophy**, 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 3 credit hours at the introductory level and 15 additional credit hours from at least two different fields of Political Science.

Honours in Political Science

An Honours BA in Political Science consists of 54 credit hours in Political Science including a 1000-level POLS course, 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 Philisophy
POLS 2913	Quantitative Methods in Social Science (CRIM 2113)
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.

Candidates are 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 will be counted. Students must achieve at least a B in each of Political Science 3913 and 4923.

Students who wish to take the Honours BA in Political Science are strongly encouraged to consult with the Chair of the Department before the end of their second year. Students are expected to take Political Science 3913 during their third year.

Students in Political Science may count the following Great Books courses toward their Major or Honours programs: GRID 2006/2106, 2206, 2306, 3206, 3306, and 3506. However, each of these courses counts for only 3 credits in their Political Science programs.

Students who have taken POLS 1006 and GRID 2006/2106 will have satisfied the POLS 2803 and 2813 (or 2806) requirement for the Honours and Majors programs. Students must, however, satisfy the minimum credit requirements in those programs.

Introductory Courses

POLS-1003. Great Books on Politics and Modern Democracy
The purpose of this course is to introduce students to the problem of power and the principles of liberty and equality in modern government through the reading of several great books on the topic. It will draw on texts by authors such as Aristotle, Shakespeare, Locke, Melville, Mill, Marx, Tocqueville, Jack London, Robert Penn Warren, Chinua Achebe, and Virginia Woolf. We may also study a small number of films in the course.

POLS-1006. Introduction to Political Science
This course is normally taught as part of the Aquinas Program. Through the study of a small number of core texts, it provides an introduction to some of the key questions at the centre of political life. The course provides students with a solid foundation in the history of political thought. It also concentrates on the development of the skills in logical analysis, writing, and political argument necessary for upper-level courses in the discipline.

POLS-1013. Law, Power, and Politics
This course is an introduction to the study of politics. It has two objectives. The first is to give students a sense of the meaning and importance of politics. The second is to study a number of the concepts essential to the study of contemporary politics: the state, sovereignty, legitimacy and authority, law, power, equality, democracy, nationality, freedom, and citizenship are typically covered. The specific content and readings used vary from section to section.

POLS-1103. Canadian Government
This course provides an introduction to the concepts of the regime, authority, the rule of law, citizenship, and political obligation. It does so through a consideration of the institutions of Canadian government and covers the following topics: the framing of the constitution, federalism, parliamentary government, the Charter of Rights, the judiciary, political parties, public opinion, interest groups, and constitutional reform.

POLS-1603. Global Politics (HMRT 1203)
This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political conflict. 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.

Canadian Government and Politics

POLS-2103. Canadian Constitutional Politics
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 conflicting conceptions of individual, provincial, ethno-linguistic, and multi-national equality.

POLS-2113. Contemporary Issues in Canadian Politics
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.

POLS-3103. Political Parties and Elections in Canada (ENVS)
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.

POLS-3113. Canadian Federalism: Theory and Practice
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.

POLS-3123. The Canadian Constitution: Federalism (ENVS)
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.

POLS-3133. The Canadian Constitution: The Charter of Rights and Freedoms (HMRT 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.

POLS-3203. Canadian Provincial Government and Politics
The course offers 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.

POLS-3213. Media and Politics in Canada (COPP 3033, ENVS))
This course will examine the role of media in Canadian politics and government. It will examine the effect of media on policy agenda setting and public opinion, and how political elites seek to use media to advance political goals. Prerequisite: POLS 1013, or permission of the instructor.

POLS-3223. Public Administration
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.

POLS-4103. Seminar in Canadian Government and Politics
This is a seminar directed primarily at Political Science Majors and Honours students. The specific 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.

Comparative Government and Politics

POLS-2303. Comparative Politics of the Developed World
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.

POLS-2313. Comparative Politics of the Developing Areas
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.

POLS-2323. Religion and Politics
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.

POLS-2333. Policy Making in the Information Age (COPP 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 influencing public policy and the political process. Prerequisite: COPP 2013

POLS-3306. US Government and Politics
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.

POLS-3323. Political Leadership: Local, National, and Global
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 significance of individual leaders' personali-

ties, styles, and ideas in relation to their institutional and cultural contexts.

POLS-3333. Introduction to Political Economy
The purpose of this course is to introduce students to the study of political economy as a subfield of political science. The first 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.

POLS-3413. The European Union and Europe
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.

POLS-3423. Politics & Society in Russia and Eurasia
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.

POLS-4303. Seminar in Comparative Politics
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.

International Relations and Foreign Policy

POLS-1603. Global Politics
This course provides an introduction to the concepts of nation and state, sovereignty, forms of government, and political conflict. 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.

POLS-2603. Political and Economic Integration in the Americas
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.

POLS-2613. International Relations I
This course introduces students to International Relations (IR) theory, with a focus on the mainstream theories in the field, 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.

POLS-2623. International Relations 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.

POLS-3313. US Foreign Policy
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 an investigation of the relationship of the US to other major powers and to international institutions.

POLS-3503. Human Rights in International Relations and Foreign Policy (HMRT 3243)
This course considers human rights in international relations. It focuses on how the emerging human rights regime is affecting the practice of traditional state sovereignty. Special attention will be paid to the political and philosophical arguments around such issues as universal human rights versus cultural relativism, and the problems associated with humanitarian intervention.

POLS-3513. Canadian Perspectives on International Law
The course covers the major topics of international law: the law creation process, the law application process, participants in international law, territory and resources, and international dispute settlement. The lectures on each topic focus on particular Canadian economic, political, or geographic characteristics that raise legal questions, and discuss how Canada has interpreted and tried to influence the law in question.

POLS-3523. International Relations in the Asia Pacific Region
This course will focus on how the relations of the regional powers (China, Japan, and the United States) intersect and affect the shape of the Asia Pacific's politics and economics. The course will also provide an overview of the interactions between the other regional states and the various efforts to build Asia Pacific-wide economic and security institutions.

POLS-3533. Canadian Foreign Policy
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 significant 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.

POLS-3603. The United Nations
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.

POLS-3613. Model United Nations (HMRT 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 effective conference participation. Fund raising for the trip required: half credit course, but meets first and second terms; limited enrolment.

POLS-4603. Seminar in International Relations
This is a seminar directed primarily at senior Political Science Majors and Honours students. The specific topic of the seminar will change from year to year, but will consider, in depth, an issue or issues in international relations. Students will be expected to do advanced research and to present and defend their work in class. Prerequisite: POLS 2613 or 2623, or permission of the instructor.

Political Philosophy

POLS-2703. Philosophy of Human Rights
This course will introduce to students philosophical questions concerning the foundations of human rights. On what are human rights based? What makes something a human right? Are human rights universally and permanently valid or is the notion of human rights merely a construct of Western culture? The course will familiarize students with alternative theoretical answers to these and other related questions.

POLS-2803. Western Tradition of Political Philosophy (HMRT)
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*.

POLS-2806. The Western Tradition of Political Philosophy (HMRT 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.

POLS-2813. The Western Tradition of Political Philosophy II (HMRT)
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.

POLS-3706. Shakespeare and Politics
This course will explore the works of Shakespeare in the context of Renaissance political thought as reflected 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 film adaptations. Prerequisite: ENGL 1006 or permission of instructor.

POLS-3813. Classical Political Philosophy
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.

POLS-3823. Modern Political Philosophy
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, Jefferson, Nietzsche, and Heidegger. Prerequisites: POLS 2803 and 2813 (or 2806), or permission of the instructor.

POLS-3833. Women in Western Political Thought
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*.

POLS-3843. Catholic Social Teaching and Contemporary Issues (CATH)
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.

POLS-4803. Seminar in Political Philosophy
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.

Honours

POLS-3913. Honours Thesis Proposal
The purpose of this course is to afford students who seek to write the Honours thesis an opportunity to develop a thorough thesis proposal, including a substantial annotated bibliography. A small number of classes will be held at the beginning of the course in order to show students how to prepare the proposal. Thereafter, the class will meet only occasionally.

POLS-4903. Capstone Seminar - Problems in Political Inquiry
This course is intended to serve as a capstone seminar for Majors and Honours students in Political Science. The course is an investigation of the perennial issues involved in the study of politics. We shall examine critically the dominant approaches in Political Science with the aim of understanding how the method utilized affects the substance of any account of political phenomena.

POLS-4923. Honours Thesis

The Honours Thesis is an extended scholarly paper on a topic written under the supervision of a faculty member who agrees to serve as thesis Director. Students will be expected to follow the Guidelines for the Honours Thesis published by the Department of Political Science. Students must have completed POLS 3913, Honours Thesis Proposal, with a minimum grade of B to be eligible for POLS 4923.

Independent Study

POLS-4013. Independent Study

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.

Department of Psychology

Note: PSYC 1013 and 1023 Introduction to Psychology are normally prerequisites for all other psychology courses.

Minor in Psychology

Students who wish to obtain a Minor in psychology are required to complete PSYC 1013 & 1023 Introduction to Psychology, and 12 additional credit hours in psychology.

Major in Psychology

1. Specific requirements:
   1. A minimum of 36 credit hours in psychology is required for a major
   2. PSYC 1013 and 1023
   3. PSYC 2013 and 2023 - both must be taken in 2nd year
   4. at least two 3 credit-hour psychology courses at the 3000 level
   5. at least one 4000 level seminar course in Psychology

2. at least 6 credit hours from the following division:

   FUNDAMENTALS Division:

   2013 Introduction to Statistics
   2023 Introduction to Research Methods
   3053 Qualitative Research in Psychology
   3933 Advanced Statistics
   3943 Advanced Research
   3953 Quantitative Methods
   3963 History of Psychology
   4963 Seminar in the History of Psychology

3. at least 3 credit hours from each of the following divisions:

   BIOLOGICAL Division:

   2113 Sensation
   2123 Perception
   2153 Biological Psychology
   2163 Drugs and Behaviour
   3113 Hearing
   3123 Visual Perception
   3153 Advanced Biological Bases of Psychology
   3423 Motivation and Emotion

   CLINICAL Division:

   2253 Psychology of Personal Growth
   2643 Abnormal Psychology (CRIM 2643; GERO 2643 Adult Psychopathology)
   2653 Abnormal Child Psychology
   2663 Dangerous Offenders: 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 (GEND 4433)
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
3633 Children, Adolescents, and the Media
3733 Developmental Psycholinguistics
4623 Seminar in Developmental Psychology

LEARNING & COGNITION Division:
2143 Introduction to Linguistics I (ROML 2013)
2213 Principles of Learning
2233 Introduction to Psychology and the Law
2243 Introduction to Linguistics II (ROML 2023)
2263 Cognitive Psychology
2683 Psychology of Music
3213 Behaviour Modification
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 (GEND)
3413 Advanced Social Psychology
3433 Psychology of Social Influence
3523 Psychology of Gender and Gender Relations
3533 Introduction to Industrial and Organizational Psychology
4253 Seminar in Psychology, the Internet, and the Digital World
4313 Seminar in Personality
4323 Seminar in Romantic Relationships
4413 Seminar in Prejudice and Discrimination
4423 Seminar in Social Psychology
4443 Seminar in Environmental Psychology
4483 Seminar in the Psychology of Women
4493 Seminar in the Psychology of Men and Masculinity
4533 Seminar in Industrial and Organizational Psychology

4. The remaining credits can be taken from any of the courses offered 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

Honours in Psychology

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. Admission to Honours

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. Sequence of Activities for Perspective Honours Students

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 that two or more full-time faculty members in the Psychology Department have expressed interest in supervising you in a thesis project, and c) a summer contact address and telephone number.

iii. Pre-registration in PSYC 4996 (at the end of the academic year in which you applied to the Honours Program).

iv. Notification of acceptance into the Honours Program will occur in the late Spring or early Summer. This notification will include the name of your Thesis Supervisor. On receiving the notification, students should contact their supervisor as soon as possible.

Important note: It is recommended that students write the GRE (General Test) in April (registration deadline February) of their third or second-last academic year and the subject GRE (if necessary) in the Fall of their last academic year.

3. Thesis

Students admitted to the Honours program are required to complete an Honours Thesis. Honours Thesis is an independent research project undertaken in collaboration with a full-time Faculty Member who serves as Thesis Supervisor. Topic for Honours Thesis is developed in consultation with the Faculty Supervisor, and the research may employ quantitative and/or qualitative methods. Honours students are required to present orally their completed thesis in Thesis Departmental colloquium. Thesis colloquium is typically held in April (exact dates vary from year to year).

4. Program Requirements

A. Specific requirements:

i. a minimum of 54 credit hours in Psychology

ii. PSYC 1013 and PYSC 1023

iii. PSYC 2013 and 2023 (must both be taken before PSYC 3933 and PSYC 3943 and it is strongly recommended to be taken in 2nd year)

iv. PSYC 3933 (Advanced Statistics)

v. PSYC 3943 (Advanced Research)

vi. PSYC 3963 (History of Psychology)

vii. PSYC 4996 (Honours Thesis)

viii. at least one additional 3 credit hour Psychology course at the 3000 level

ix. at least one additional 3 credit hour Psychology course at the 4000 level (in addition to the Honours Thesis)

B. At least 15 credit hours from the FUNDAMENTALS Division

C. At least 3 credit hours from each of the following divisions as outlined in the Major section:

BIOLOGICAL Division
CLINICAL Division
DEVELOPMENTAL Division
LEARNING & COGNITION Division
SOCIAL & PERSONALITY Division

Note: See the Major section for list of courses under each division

D. The remaining credits can be taken from any of the courses offered 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. Degree Requirements
To be awarded the Honours degree in Psychology upon graduation, students must meet the following requirements:

i. The program must include 54 credit hours in Psychology, and normally not more than 60 credit hours, including those specific course requirements outlined above.
ii. In addition to grade requirements for admission to the Honours Program (students usually have a GPA of 3.7 or higher), students must obtain a cumulative grade point average of at least 3.00 (B) in all Psychology courses taken, normally with no grade lower than C+ in any Psychology course.

PSYC-1013. Introduction to Psychology I
This course will introduce a variety of topics within psychology. Topics to be covered include research methods, history of psychology, brain and behaviour, sensation and perception, learning, memory, and cognition.

PSYC-1023. Introduction to Psychology II
This course will introduce a variety of topics within psychology. Topics to be covered include research methods, developmental psychology, intelligence and creativity, personality, abnormal behaviour and therapy, social psychology, and applied topics.

PSYC-2013. Introduction to Statistics
This course focuses on statistics used by psychologists to describe and analyze research data. Course content will include a comprehensive coverage of descriptive statistics and an introduction to inferential statistics and hypothesis testing procedures. Students must take 2013 in their second year.

PSYC-2023. Introduction to Research Methods
This course focuses on methods used by psychologists to conduct research. Course content will include comprehensive coverage of the scientific method, the logic of experimental design, ethics, and report writing. In addition, students will be required to write research papers and may be asked to design and/or conduct their own research projects. Students must take 2023 in their second year.

PSYC-2113. Sensation
An introduction to the study of sensation. The emphasis will be on vision and hearing. The course will begin with an examination of the stimuli and the structure and function of the receptors. Other topics will include the psychophysical methods, sensory scaling, and a survey of data on several senses. These topics can be varied to suit the interests of the students.

PSYC-2123. Perception
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.

PSYC-2143. Introduction to Linguistics I (ROML 2013)
Introduction to the scientific study of language and particularly to the terminology, theory and practice of linguistic analysis in phonetics (the study of the sounds of human language) and phonology (the study of sound patterns of human languages).

PSYC-2153. Biological Psychology
This course provides a general introduction to the physiological processes that underlie selected behaviours. Understanding of these biological processes is fundamental to many areas of psychology, including addictive behaviours and the relationship between stress and health.

PSYC-2163. Drugs and Behaviour
This course will examine the measurable effects of drugs on naturally occurring and experimentally-controlled behaviour. Drug action will be evaluated based on its effects 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 effects, will also be reviewed.

PSYC-2183. Human Sexuality
The course surveys topics in human sexuality that have attracted the attention of researchers and theorists from many different areas of psychology. Fundamental questions concerning the nature, development, and expression of human sexuality will be addressed along with specific issues of contemporary concern.

PSYC-2213. Principles of Learning
An introduction to the principles of respondent and operant conditioning. In addition to the basic learning paradigms, various conditioning phenomena such as reinforcement schedules, generalization, discrimination, stimulus control, positive reinforcement, and aversive control will be studied with reference to human and animal research.

PSYC-2223. Psychology of Religion (RELG 2223)
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.

PSYC-2233. Introduction to Psychology and the Law
Psychology has a bearing on most aspects of the legal process. Increasingly, psychologists are being asked to share their knowledge with those in the judicial system. Topics may include: the reliability of eyewitness testimony, police interview techniques, the use of mug shots, and the use of line-up procedures.

PSYC-2243. Introduction to Linguistics II (ROML 2023)
Introduction to the scientific study of language and particularly to the terminology, theory and practice of linguistic analysis in morphology (the study of word structure), syntax (the study of phrase structure), and semantics (the study of meaning).

PSYC-2253. Psychology of Personal Growth
This course is concerned with the growth and development of a healthy person. Topics to be covered may include concepts of identity, authenticity, self-awareness, and happiness. Students will be encouraged to use psychological theory to develop a deeper understanding of themselves as healthy persons.

PSYC-2263. Cognitive Psychology
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.

PSYC-2313. Personality Psychology
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.

PSYC-2413. Social Psychology (CRIM 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.

PSYC-2443. Environmental Psychology (ENVS)
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.

PSYC-2613. Physical and Emotional Development
This course will cover various aspects of development including prenatal development, physical development from birth through puberty, motor development, emotional development, and the development of a sense of self and identity.

PSYC-2623. Cognitive and Social Development
This course will cover age-related changes in language and cognition as well as the development of gender roles and schemas, moral development, peer relations, and the influence of such factors as families and the media.

PSYC-2643. Abnormal Psychology (CRIM 2643 / GERO 2643 Adult Psychopathology)
This course examines issues in the diagnosis and treatment of the most common psychological disorders in adulthood. Students are introduced to the history of psychopathology, from primitive to modern times, which traces the development of biological, psychodynamic, behavioural, cognitive, and sociocultural models of abnormality. Possible topics include: anxiety disorders, mood disorders, schizophrenia, and personality disorders.

PSYC-2653. Abnormal Child Psychology
This course examines issues in the diagnosis and treatment of the most common psycho-

logical disorders of childhood and adolescence, with a primary focus on children. Following a consideration of different psychological approaches to etiology and treatment, the course examines a broad range of psychological problems. Topics may include mental retardation, pervasive developmental disorders, attention deficit/hyperactivity disorder, learning disorders, conduct problems, and child abuse and neglect.

PSYC-2663. Dangerous Offenders: Assessment and Intervention (CRIM 2663)
The course will examine the psychology of criminal behaviour. Topics covered include theories of criminal behaviour, assessment and classification of offenders, prediction of criminal behaviour, and rehabilitation and treatment of offenders.

PSYC-2673. Adult Development and Aging (GERO 2673)
The course provides an introduction to psychological aspects of aging faced by middle- and old-aged persons as they adapt to life events. Topics of study include: demographical studies, theories and models of aging, psychological assessment of elderly persons, personality in adulthood, changes in vision and audition, memory processing, learning, and intellectual functioning.

PSYC-2683. Psychology of Music
This course is an introduction to the study of music from the perspective of psychology. Emphasis will be on how people experience, understand, and create music. Possible topics include: meaning and emotion in music; music and the brain; music and language; listening to, performing, and learning music; musical exceptionalities. Prerequisites: PSYC 1013 and PSYC 1023.

PSYC-2823/2833/2843. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.

PSYC-3053. Qualitative Research in Psychology
This course is intended for students wishing to do a qualitative honours thesis in their senior year, as well as those interested in exploring qualitative approaches to research in psychology. We will begin with a brief exploration of the theoretical underpinnings of qualitative work, contrasting these to the assumptions supporting quantitative methods. Students will have hands-on training in asking research questions, developing interview guides, conducting research interviews, and analysis according to three traditions: thematic analysis, grounded theory and discourse analysis.

PSYC-3113. Hearing
This course will examine the many facets of hearing. The purpose is to expand upon some of the topics covered in PSYC 2113 (Sensation). Topics may include mapping the auditory cortical fields, the coding of sound, and plasticity, learning, and cognition. Prerequisites: PSYC 2023 & 2113, or permission of the instructor.

PSYC-3123. Visual Perception
This course will examine the many facets of visual perception. The purpose is to expand upon some of the topics covered in Sensation and Perception. Topics may include approaches to perception, perceptual organization and the computation of image and motion. Prerequisites: PSYCH 2023, 2113 or permission of the instructor.

PSYC-3153. Advanced Biological Bases of Psychology
This course continues the exploration of the biological basis of behaviour. The material

covered in this course is relevant to many areas of psychology. The course content will build directly from PSYC 2153 and cover biological bases of language, and sensation and perception, learning and memory, psychological disorders, and sleep and consciousness. Prerequisite: PSYC 2153.

PSYC-3183. Sexuality and Diversity (GEND)
This course will encourage students to critically examine the diverse factors that contribute to how sexuality is conceptualised and represented. Multiple perspectives, including cultural, psychosocial, and biological, will be considered. Possible topics include sexual orientation, varieties in sexual development and expression, attraction, and psychological perspectives on sex as a commodity. Prerequisites: PSYC 2183

PSYC-3213. Behaviour Modification
A survey of the application of principles of respondent and operant conditioning derived from laboratory and clinical settings. Behavioural and cognitive-behavioural research on the use of these principles in various settings (e.g., home, schools, institutions) will be discussed. Prerequisite: PSYC 2213.

PSYC-3223. Health Psychology
This course will review a variety of topics within health psychology, including stress, coping and health, pain, chronic illness, the physician-patient relationship, and health care, as well as the impact of various behaviours such as smoking, drinking, and exercise on health status.

PSYC-3273. Human Memory
This course will examine theories of human memory and information processing with emphasis on contemporary research in the field. Topics to be covered include short-term memory and long-term memory, encoding and retrieval processes, forgetting, implicit memory, amnesia, autobiographical memory, and memory across the lifespan. Prerequisite: PSYC 2263 or permission of the instructor.

PSYC-3413. Advanced Social Psychology
This course provides exposure to major current issues in the study of social behaviour. Prerequisite: PSYC 2413

PSYC-3423. Motivation and Emotion
This course is intended as a general introduction to the properties and determinants of motivated behaviours and emotional states. Topics include physiology of motivational systems (e.g. hunger, thirst), the role of cognition in emotion, and the structure and mechanisms of emotion. Prerequisite: PSYC 2023.

PSYC-3433. Psychology of Social Influence
This course presents a review of psychological theory and research relating to the interplay between personal and social factors in the context of social influence. Fundamental theories and processes related to social influence, such as compliance, obedience, and the role of cognitive processes in social influence, will be covered. Specific topics, such as social norms, authority, media, cults, the role of moods in influence, and resisting social influence, may be considered. Prerequisite: PSYC 2413.

PSYC-3523. Psychology of Gender and Gender Relations
An introduction to contemporary issues related to differences in the experience and behaviour of females and males. Prerequisite: PSYC 2023 or permission of the instructor.

PSYC-3533. Introduction to Industrial and Organizational Psychology (BUSI 3513)
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, findings, 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.

PSYC-3613. Models of Psychotherapy with Adults
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.

PSYC-3623. Adolescent Development
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 affecting assumptions of sex roles will be considered. Prerequisites: PSYC 2613 and 2623, or permission of the instructor.

PSYC-3633. Children, Adolescents, and the Media
Canadian children and adolescents spend on average two to three hours per day in front of some kind of screen (including computers, video games, and televisions). This course critically examines how media use affects children and adolescents' mental health as well as their cognitive, emotional, and social development. Topics may include the media's effects on children and adolescents' violent behaviour, substance abuse, gender stereotyping, sexuality, body image, consumerism, and the potential benefits of the media. Prerequisites: PSYC 2613 and PSYC 2623.

PSYC-3673. Challenges to Adult Development and Aging (GERO 3673)
The course investigates both normal and abnormal influences 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 influences and on the individual's coping strategies. Prerequisite: PSYC 2673.

PSYC-3713. Madness and Medicine
This course examines the medicalization of madness and its social, scientific, and political significance. The basic tenets of the biomedical approach to abnormality will be reviewed along with the psychiatric classification system of mental disorders. In addition to considering the therapeutic efficacy and scientific 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.

PSYC-3733. Developmental Psycholinguistics
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 develop-

ment, the development of different 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.

PSYC-3813. Psychological Testing and Assessment
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 their development. Special attention will be given to evaluating the strengths and weaknesses of assessment procedures. Consideration will be given to ethical questions involved in testing, as well as technical issues in test construction. Prerequisite: PSYC 2013 and 2023.

PSYC-3823/3833/3843. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students.

PSYC-3933. Advanced Statistics
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.

PSYC-3943. Advanced Research
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.

PSYC-3953. Quantitative Methods
This course elaborates and extends the statistical procedures covered in PSYC 3933. Topics may include univariate and multivariate analyses of variance for different research designs, single and multiple correlations, as well as various regression procedures. Prerequisites: PSYC 2013 and 3933, or a full-credit course in statistics.

PSYC-3963. History of Psychology
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 affect us even today. Prerequisites: PSYC 2013 and 2023 or permission of the instructor.

PSYC-3973. Introduction to Narrative and Narrative Analysis (SCWK)
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.

PSYC-4213. Seminar in Behaviour Management
This course deals with the application of behavioural and cognitive-behavioural principles to areas of self-management and client management. The focus will be on applications of behavioural and cognitive- behavioural techniques to improve the quality of life and to manage behaviour. Prerequisites: PSYC 2013, 2023, and 2213, or permission of the instructor.

PSYC-4223. Seminar in Psychology and the Law
Psychological science impacts on most aspects of the legal process and psychologists are increasingly being asked to participate by providing knowledge to this system. This seminar course examines the application of psychological science to the justice system. Topics may include reliability of eyewitness testimony, repressed memories and the courts, children as eyewitnesses, psychological disorders and their effects on witness reliability. Prerequisites: PSYC 2013, 2023 and 2233, or permission of the instructor.

PSYC-4243. Seminar in Behaviour Psychology
A detailed examination of the assumptions, theory, and research in behavioural and cognitive-behavioural psychology. Prerequisite: PSYC 2013, 2023 and 2213, or permission of the instructor.

PSYC-4253. Psychology, the Internet, and the Digital World
This course examines the psychological interface between the individual and the Internet. This course may explore such issues as online relationship development and cybersex, self-presentation and impression formation, cyberbullying, Internet addiction, virtual reality and virtual societies, website design and effect, Big Data, health informatics, tele-health, and online technology in education. The emphasis will be on a broad understanding of how people understand, experience, and use the Internet while being affected by it. Pre-requisites: Psychology 2013, 2023, or permission of the instructor.

PSYC-4263. Seminar in Cognitive Psychology
Advanced exploration of theoretical and empirical work in one or more areas of cognitive psychology. Prerequisites: PSYC 2013, 2023 and 2263, or permission of the instructor.

PSYC-4313. Seminar in Personality
Advanced exploration of theoretical and empirical work in one or more areas of personality psychology. Topics of discussion may include: personality across the lifespan, normal versus abnormal personality traits, biological approaches to the study of personality, prediction of stress, and the use of personality in the workplace. Prerequisite: PSYC 2313, or permission of the instructor.

PSYC-4323. Seminar in Romantic Relationships
This course focuses on the lifecycle of romantic relationships – from initial attraction and the development of an attachment, to growth and maintenance of the relationship, to conflict and even dissolution. A social psychology perspective will be adopted, with an emphasis on understanding the basic processes involved in interpersonal relations. Classes will be heavily oriented toward discussing, presenting, and evaluating research in the field. Prerequisites: PSYC 2023 and 2413, or permission of the instructor.

PSYC-4413. Seminar in Prejudice and Discrimination
A seminar course dealing with some of the dynamics of prejudice and discrimination. The topics include the development of prejudice, the prejudiced personality, and societal efforts to cope with the problems of prejudice. While the main focus will be on North America,

some consideration will be given to material derived from other societies. Prerequisites: PSYC 2013, 2023, 2413 and 2423, or permission of the instructor.

PSYC-4423. Seminar in Social Psychology
Exploration of theoretical and empirical work in one or more areas of social psychology. Prerequisites: PSYC 2013, 2023 and 2413, or permission of the instructor.

PSYC-4433. Seminar in Women and Mental Health (GEND 4433)
This course will review and critically examine the theory and research in the area of women's mental health. Developed from a feminist perspective, this course will explore women's and girls' experiences of mental health and distress, and the ways in which these experiences have been conceptualized in clinical psychology. Topics include gender and the social determinants of health, problems prevalent among women (e.g., depression, eating disorders, personality disorders), and feminist approaches to intervention. Prerequisite: PSYC 2643, or permission of the instructor.

PSYC-4443. Seminar in Environmental Psychology
Building upon PSYC 2443 Environmental Psychology, this seminar explores in greater detail the contributions psychology can make to the resolution of a broad range of environmental crises. The course will examine key values, attitudes, and behaviours that would support a sustainable future, and the contributions that psychology can make to the promotion of a sustainable future. Prerequisite: PSYC 2013, 2023, and 2443, or permission of the instructor.

PSYC-4453. Seminar in Stress and Health
This seminar focuses on an advanced understanding of stress and health. Students will be exposed to the theories, research methods, and findings related to stress, as well as the relationship of stress to health and health behaviour, and coping. Topics may include the measurement of stress and health, as well as academic, workplace, and relationship stress. Other topics may be explored. This course will focus on the biopsychosocial aspects of stress and health. Prerequisites: Psychology 2013, 2023, or permission of the instructor.

PSYC-4483. Seminar in the Psychology of Women
This course is designed to examine women's experiences and the treatment of women in psychological research, theory, and applied practice from a feminist perspective. This will involve analyzing psychological concepts of women and gender, examining the impact of our culture on our understanding of womanhood and femininity, reflecting on our own experiences, developing critical thinking skills, and understanding the diversity of women. Topics may include feminist approaches to research, stereotypes, sexuality, childhood, violence against women, and women and health. Prerequisite: PSYC 2013 and 2023, or permission of the instructor.

PSYC-4493. Seminar in the Psychology of Men and Masculinity
This course critically explores the contemporary male and masculine roles in 21st century society. The course is designed to acquaint students with current understandings of men from the psychological perspective and to help students better understand themselves or a male in their lives. Topics may include father-son relationships, mother-son relationships, fathering, relationships with men, relationships with women, husbanding, emotional expressiveness, aggression and war, sexuality, gender differences, work, solitude, sports, and rites of passage. No prerequisite.

PSYC-4513. Seminar in Popular Psychology
This course examines the development and contemporary significance of popular psychology. Topics may include the social origins of popular psychology; such 18th and 19th century psychological movements as mesmerism, phrenology, and spiritualism; and such contemporary forms of popular psychology as self-help books, talk shows, and support groups. Students will be encouraged to evaluate critically the current popularization of psychology and to explore the relationship between popular and academic psychology. Prerequisite: PSYC 3963 is recommended prior to taking this course.

PSYC-4533. Seminar in Industrial and Organizational Psychology
This course is intended for students who wish to engage in an advanced exploration of one or more issues in Industrial/Organizational (I/O) Psychology. The focus of this course will be on exposing students to the research and applied practices of I/O Psychologists. The specific topics that will be covered in the course will be decided in consultation with the instructor. Prerequisite: 3533 or permission of the instructor.

PSYC-4623. Seminar in Developmental Psychology
A critical examination of methods used by psychology in its search for the laws which mark human development. A study of topics and issues being investigated in developmental psychology in the cognitive, affective, social, and linguistic domains. Examination of the current views on the construction of gender concepts and roles. Prerequisites: PSYC 2013, 2023, 2613, and 2623, or permission of the instructor.

PSYC-4823/4833/4843. Special Topics: Seminar
The content of this course changes from year to year to reflect the special strengths of faculty and the particular needs of students. Prerequisites: PSYC 2013 and 2023, or permission of the instructor.

PSYC-4873. Identification and Remediation of Learning Disabilities
Attention will be given to familiarization with methods of assessment, theories of origin, and remedial programs for learning-disabled children. Prerequisites: PSYC 2013 and PSYC 2023, or permission of the instructor.

PSYC-4883. Independent Study
A course of independent study under supervision of the Psychology Department which affords the student the opportunity to pursue an in-depth study of an area of interest through special reading or research projects. Arrangements may be made by agreements with members of the staff and approval of the Chair. 6 or 3 credit hours, depending upon the project. Prerequisites: PSYC 2013 and 2023, or permission of the instructor.

PSYC-4963. Seminar in the History of Psychology
In this course we will explore in some depth specific problems in the history of psychology. After surveying key issues in doing and writing historical research, students will examine particular aspects of the history of the discipline. Possible topics include the development of investigative practices, professionalism, and boundary disputes with other disciplines. Prerequisite: PSYC 3963.

PSYC-4996. Honours Thesis
The student will conduct an individual research project with guidance from the Department. Some classes will be held to acquaint Honours candidates with problems in research design. PSYC 2013, 2023, 3933, and 3943 are prerequisites. A minimum grade of B is required

in each of these courses.

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

University of New Brunswick Courses

Courses offered at the University of New Brunswick are also open to students at St. Thomas University when permission of both Departments has been given. Students are cautioned that such permission is only given if (a) the course offered at UNB is not offered in a given year at St. Thomas, or (b) the students' schedules cannot be reorganized to allow them to take the course offered at St. Thomas. Students should be aware that some UNB courses (e.g. 2203 Child Development or 2403 Social Psychology) may cover topics in one 3 credit hour course that are covered in greater detail in two 3 credit hour courses at STU. Students should enroll in these UNB courses only if they will not be enrolled in any 2000, 3000, or 4000 level courses at STU on these topics.

Department of Religious Studies

The Department of Religious Studies offers 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 offers courses at the introductory (1000), intermediate and advanced (2000-3000) as well as seminar (4000) levels which are either tradition-specific or multi-religious in scope.

Minor in Religious Studies

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

Major in Religious 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

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 Office 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.

Honours in Religious Studies

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 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

as well as one of the following Research Methodology Courses:

RELG 2003 Exploring History (HIST)
RELG 2013 Research Design (SOCI)
RELG 3053 Qualitative Research Methods (GERO, HMRT, SOCI)

as well as one of the following from the Multidisciplinary Courses:

RELG 2223 Psychology of Religion (PSYC)
RELG 2543 Sociology of Religion (SOCI)
RELG 3423 Reason and Religion (PHIL)
RELG 3643 Anthropology of Religion (ANTH)

In addition, the Honours degree requires

RELG 4023 Religious Studies: Scope and Methods

and

RELG 4033 Honours Thesis Proposal Seminar

and

RELG 4066 Honours Thesis

Before the end of their second year, students will want to consult with a member of the Religious Studies Department in planning their Honours program. Students must declare their Honours subject to the Registrar's Office and the Department Chair by the beginning of their third year.

To qualify for the Honours program, students must have a minimum grade point average of 3.3 (B+) in their first two years of study. To earn an Honours degree, students must obtain a cumulative grade point average of at least 3.00 (B) in all Religious Studies courses and equivalents taken in the Honours subject.

RELG 4023 Religious Studies: Scope and Methods and RELG 4033 Honours Thesis Proposal Seminar must be taken in the third year of the Honours program of study as prerequisites for RELG 4066 Honours Thesis.

Given the interdisciplinarity of Religious Studies research, it is recommended that Honours students serious about maintaining the full range of options open for graduate studies take a second major in another discipline of their choice.

Introductory Course

RELG-1006. Introduction to Religious Studies

A thematic, issues-oriented introduction to the study of religions. While each section of the course is different because it is taught by a different 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 suffering, 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 identification 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.

Intermediate and Advanced Courses

1. Multi-Religious Courses

Intermediate and Advanced Courses at the 2000-3000 level are organized into Multi-Religious courses which are more comparative in scope, and Tradition-Specific 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 offered at the 2000-3000 level.

RELG-2133. Religion and Ecology (ENVS)
Many religious traditions display a variety of stances towards the environmental crisis, ranging from indifference 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.

RELG-2163. Contemporary Perspectives on Science and Religion
This course examines the recent debates over the relation between science and religion. The last five 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.

RELG-2173. Religion, Conflict and Peacebuilding
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 conflict-prone settings. Topics may be related to identity-based conflict, genocide, post-conflict reform and reconciliation.

RELG-2183. Religion and Politics
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-2193. New Religious Movements: Cults in the New Age
New religious movements often challenge the values and vision of mainstream religious traditions. This course is a collaborative inquiry into the historical and cultural contexts, self-understanding and practices of such new religious movements as the Church of

Scientology, the Branch Davidians, the International Society for Krisha Consciousness, Euro-Indians, and the Vineyard Renewal.

RELG-2233. Women and Religion
The course aims to study how 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 will examine feminist critiques to classical, medieval, and current texts and thinkers. We will closely look at the assumptions that guide both classical texts and modern critiques.

RELG-2263. Human Growth - Christian Spiritual Development
All world religions offer a spirituality to their followers. This course will use categories developed by modern psychology (Erickson, Kohlberg, Fowler, Jung, Keen, and Keegan) to understand the stages in the spiritual life tradition in Christianity. It will then attempt to develop an appreciation of the various schools as well as modern holistic spirituality.

RELG-2273. Death and Dying
This course explores a wide range of topics in the area of death and dying. As a fundamental issue for human beings, these phenomena require investigation from a variety of perspectives. The course considers aspects of death and dying that are religious, philosophical, psychological, and sociological in nature. Further, the course is concerned with both practical and theoretical issues that arise from the relationship between aging, and death and dying.

RELG-2283. Religion and Art
Focusing primarily on the Western religious traditions, this course will examine the art and architecture of Judaism, Christianity, and Islam in historical context. Themes to be studied may include: the image of the Divine, iconoclasm, shrines and pilgrimages, patronage, the appropriation of sacred space, sacred music, performance art, and food.

RELG-2293. Religion and Sexuality
An examination of the understanding of the nature of human sexuality with specific reference to religious and theological frameworks. Issues studied may include sexuality as foundational in personal dignity and integrity, marriage, relationality, communication, the commodification of sexuality, systematic abuses and neglect of sexuality.

RELG-2683. Special Topics
The content of this course will reflect the strengths of the faculty and the particular needs of students. It will identify and explore a general interest topic that is multi-religious or tradition-specific in scope.

RELG-3513. Bioethics
This course explores the basic approaches and issues related to the field of bioethics. A specific emphasis on contemporary medical practice will provide the context for ethical reflection.

RELG-3523. Environmental Ethics (ENVS)
This course considers uses and abuses of the environment that are raising religious and ethical issues of importance to its integrity. Subjects to be covered include concepts and assumptions about the environment, the rights of nature, anthropocentrism and biocentrism as bases of conflicting values about nature and environment, developing an ethic of respect regarding the environment, and reflection upon the formulation of policy, laws, and

regulations.

RELG-3573. Religion and Social 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 and 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. Portrayals of Jihad and Crusade: History, Memory and Film (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. Moral Development
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. Independent Study
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. Special Topics
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. Tradition-Specific Courses

RELG-2253. Islam in an Age of Globalization
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-2313. Introduction to the Hebrew Bible
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.

RELG-2333. Introduction to the New Testament
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.

RELG-2353. Introduction to the Qur'an
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.

RELG-2433. Christianity and 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. Foundations of Christian Ethics
An examination of the theoretical base and the significance 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. History of the Islamic World to the Ottoman Empire (HIST)
This course provides a basic introduction to Islamic societies in their formative centuries. We will explore how the Muslim umma first emerged, developed and ultimately established itself as a unifying yet far from monolithic ideal, linking different 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. Basic Issues in Theology
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. Islam 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 others.

RELG-3113. Issues in Christian Diversity I
Grounded in the politics of solidarity, liberation theologies represent a new paradigm of experiencing, building and analyzing community in the Americas and elsewhere. This course explores the development of liberation theologies, with possible reference to Latin American, feminist, indigenous, gay/lesbian and Canadian voices, among others.

RELG-3223. The Medieval Church (HIST)
This course deals with the history of the Church from the time of Gregory the Great in the sixth century to the end of the fifteenth century. For the most part, we will deal with the Western Church, although there will be some treatment of the relations that existed with the East. The theme that will run throughout the course is that of the interaction between the Church and the society of this period.

RELG-3323. Book of Isaiah
This course will study the book of Isaiah as an example of prophetic literature. It will treat such questions as the authorship, dating, unity, background, and theology of the book. Particular passages will be singled out for more detailed study.

RELG-3343. Gospel of John
This course will study the gospel of John as one of the four canonical gospels. It will treat such questions as authorship, dating, background, sources, and theology of the gospel. Particular passages will be singled out for more detailed study.

RELG-3363. Jesus of Nazareth - Christ of Faith
Biblical commentators of the nineteenth and twentieth centuries focused their attention on what can be historically verified about Jesus in the New Testament, and contrasted this understanding of Jesus with that of the first-century Church's faith in Jesus. This course will give particular attention to distinguishing between the Historical Jesus and the Christ of Faith as expressed in the New Testament. It will also address the development of the New Testament itself.

RELG-3413. God in Western Thought (PHIL)
A survey, through lectures, readings, and discussion, of Western philosophical speculation regarding the divine. Themes: theism and atheism in classical antiquity; demonstrations of God's existence in medieval philosophy; the effect on religious belief of empiricism, idealism, Marxism, and existentialism. Prerequisite: PHIL 1013 and 1023, or permission of the instructor.

RELG-3433. Religious Traditions of China and Japan
We shall investigate what scholars are saying about the religious traditions of China and Japan: Buddhism, Confucianism, Taoism, Shinto, and the popular religions.

RELG-3453. Religious Traditions of India I
An inquiry into the religious traditions of India, including Hinduism in its many varieties, early Buddhism, and Jainism.

RELG-3473. Native American Religions
An inquiry into the issues in the study of Native American religions, and the results of that study. The focus will be on some of the diverse religions of First Nations people in what is now Canada and the United States.

RELG-3533. Islam in the West (Art and Architecture in New York City)
This course examines the physical presence of Islam in New York City. Students will tour the mosques of New York, visit collections of Islamic art and manuscripts, observe ritual music and dance, and taste food from around the Muslim world. Themes will include spiritual Islamic art, Islam in the West, and North American Muslims today. The goal of the course is to provide students with material objects that will enrich their understanding of culture.

RELG-3553. Islamic Ethics and Spirituality
This course will look at the various forms of Islamic spirituality, as expressed by individuals and organized orders. It will explore the symbolic path of the mystic and how it coalesced with popular piety and sainthood. It will also look at the ethical systems of rational mystics who combined theology, philosophy, and mysticism.

RELG-3653. Women and Christianity
Women's rights, gender sensitivities, and feminist movements both inside and outside the churches have inspired lively and complex debates within contemporary Christian theologies. By deconstructing, revising and rebuilding basic issues in theology on the basis of women's experiences and gender analysis, a substantial range of feminist theologies has emerged. This course will explore theological themes and interests central to the diversity of feminist theologies.

RELG-3833. Human Rights and the Church (HMRT)
This course will focus on the role of the People of God in the practice of human rights. The rights of all in the Church will be examined in the light of Ecclesiastical Law. The action of the Church in the protection and promotion of human rights will be explored in terms of the Church as community for witness, hope, and liberation. Selected human rights initiatives of Church organizations will be considered.

RELG-4173. Independent Study
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.

Specialized Courses

The Department of Religious Studies offers special interest courses at the 2000, 3000, and 4000 level.

At the 2000 level, the purpose of the Tools courses is to build skills and resources for the critical study of religious traditions. These courses are required for a Minor, Major or Honours in Religious Studies.

At the 2000 and 3000 level, the purpose of the Research Methodology and Multidisciplinary courses is to expand the range of critical intellectual skills for the study of religious traditions. Students seeking an Honours degree in Religious Studies are required to obtain 3 credit hours from the Research Methodology courses and a further 3 credit hours from the Multidisciplinary courses. Students seeking a Major in Religious Studies are encouraged but not required to obtain 3 credit hours in either of these if not both.

At the 4000 level, the purpose of these seminars is to provide a measure of integration at the 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. Tools Courses

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.

RELG-2243. Texts and Contexts
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.

RELG-2413. Ritual Studies
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. Research Methodology Courses

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.

RELG-2003. Exploring History: Critical Approaches to Historical Methods and Theories (HIST)
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.

SOCI 2013 Research Design (NATI)
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.

RELG-3053. Qualitative Research Methods (GERO) (HMRT) (SOCI)
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. Multidisciplinary Courses

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.

RELG-2223. Psychology of Religion (PSYC)
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.

RELG-2543. Sociology of Religion (SOCI)
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?

RELG 3423. Reason and Religion (PHIL)
A survey of issues and authors, both classical and contemporary, in the philosophy of religion. Consideration will be given to the following: defining 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. Anthropology of Religion (ANTH)
This course emphasizes an understanding of religious phenomena by viewing religion in the context of the diversity of cultures. Prerequisite: None.

4. Majors and Honours Required Seminars

RELG-4023. Religious Studies: Scope and Methods
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 reflection 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. Honours Thesis Proposal Seminar
Designed for students who are considering advanced study, this course will consider a variety of research strategies in the field of Religious Studies. The final project will be an Honours thesis proposal. Normally taken in the second semester of a student's next to final year, this course is required for continuation into the Honours Program.

RELG-4066. Honours Thesis
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 offered each year. Please consult with the Department Chair for more information about current and planned course offerings.

Romance Languages

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).

Double Major in French and Spanish and Latin American Studies

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 proficiency 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 affairs, journalism, law, management, public relations and international development.

Double Major in French and Spanish and Latin American Studies Requirements

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 fulfill this requirement, students must seek approval from the Romance Languages Department.

The completion of the following courses is required for the Double Major:

French

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.

Spanish and Latin American Studies

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.

Arabic

ARAB-1013. Beginning Arabic 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 proficiency in speaking, reading, writing and understanding the language.

ARAB-1023. Beginning Arabic 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 influence since many other tongues have adopted its script, including Persian, Urdu, Malay, and (until the 1920s) Turkish.

Italian

ITAL-1006. Introduction to Italian
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.

ITAL-2013. Intermediate Italian 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.

ITAL-2023. Introduction to Italian Literature
This course provides an outline of Italian literature from its origins to the present day. It examines literary movements and their background, with a study of some of the field's major representatives. Emphasis is placed on reading, understanding, and analysing selections from Italian literary texts.

ITAL 2033. Travel-Study: Introduction to Italian Literature & Civilization
This study tour of Italy offers a harmonious blend of language, culture and countryside. It presents an overview of Italian civilization from its origins to the present day. Topics to be examined include major Italian literary and artistic movements with a study of some major representatives. Highlights encompass visiting various Italian cities and experiencing a unique immersion into Italian art, architecture, cuisine, literature, history, religion, music, fashion, and current events.

ITAL-2043. Intermediate Italian II
This course is the continuation of Intermediate Italian I. Written assignments will improve the accuracy of grammatical structures. Conversation and oral exercises will enhance the student's ability to interact in a communicative environment.

ITAL-3043. Italian Cinema
This course uses film as a starting point for the refinement of students' reading, writing and speaking skills in Italian. Students will enrich their vocabulary and strengthen their use of more complex grammatical structures and idiomatic expressions, as well as learn to recognize regional differences in spoken Italian in cinematic contexts. The aim of the course is also to examine the Cinema of Italy as an instrument for observing Italian society. It will include showing snippets of films; and a screening, close study, and an analysis of a few masterpieces of Italian cinema, fostering a deeper understanding of both Italian language and culture. All screened films will be in Italian with English subtitles.

Latin

LATI-1013. Introduction to Latin I
This is an intensive introduction to classical Latin for students with no previous background in the language and provides them with an introduction to the basic rules of grammar, vocabulary, and reading skills.

LATI-1023. Introduction to Latin II
This course continues the introduction to classical Latin. Prerequisite: LATI 1013 with a minimum grade of C.

LATI-2103. Latin III (Intermediate)
This course is designed for students who wish to continue the study of Latin beyond the beginner level. Prerequisite: LATI 1023, or permission of the instructor.

LATI-3103. Latin IV (Intermediate)
LATI 3103 continues at an intermediate level to develop the student's ability to function in basic Latin and is a prerequisite for students who plan to study Latin at an advanced level. Prerequisite: LATI 2103, or permission by the instructor.

Romance Languages

ROML-2013. Introduction to Linguistics I
Introduction to the scientific study of language and particularly to the terminology, theory, and practice of linguistic analysis in phonetics, the study of the sounds of human language and phonology, the study of the sound patterns of human languages.

ROML-2023. Introduction to Linguistics II
Introduction to the scientific study of language and particularly to the terminology, theory, and practice of linguistic analysis in morphology (the study of word structure), syntax (the study of phrase structure), and semantics (the study of meaning).

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

Science and Technology Studies (STS)

Science and technology are among the most powerful forces transforming our world today. They have changed social institutions like work and the family, produced new medicines and foods, influenced economies and international affairs, and have the capacity to alter and destroy human life as well as the natural environment itself. These forces come with a vast and complicated array of ethical and social dilemmas that affect both our daily lives and our world. An individual cannot be considered well educated nor can they participate in civil society as an informed citizen without substantial knowledge of what science and technology are and how they interact with society.

From the perspective of the humanities and social sciences, STS uses a critical, balanced, and interdisciplinary approach, and promotes neither unbridled enthusiasm for, nor an activist rejection of science and technology. While science and technology can be appreciated for their valuable contributions, it is also important to acknowledge the range of negative and unintended consequences that often follow in their wake.

Students with a background in STS will bring a unique social and ethical perspective to pivotal debates in the 21st century including the relations between science and gender, science and religion, technology and social values, the politics of technological innovation, the impacts of disease and natural disasters on society, or whether nano-technologies will change the very nature of what it means to be human.

Students may obtain a Minor, Major or Honours in Science and Technology Studies. The Minor, Major and Honours requirements are stated below.

Honours

In addition to the requirements for a Major in STS, an Honours degree in STS requires a total of 57 credit hours (21 credit hours beyond the requirements for a Major in STS). The details for an Honours in STS are as follows:

(i) all of the requirements for a Major in STS

(ii) the following seminars:
STS 3433 Writing Workshop
any 6 credit hour courses beyond the 2000-level that complement the student's focus of study (as approved by the Director of STS)

(iii) 6 credit hours in either Methods or Theory

(iv) STS 4006 Honours Thesis

Major

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 include no more than 6 credit hours electives from ENG 2313, ENG 2393, ENVS 2023, SOC 2323, GRID 2206)

(iv) a total of 15 credit hours selected from any 3000-level STS course (and which may include no more than 6 credit hours electives selected from ECON 3323, ENVS 3013, HIST 3403, HIST 3423, POLS 3213, RELS 3513, RELS 3523, SOC 3523, SOC 3693)

Minor

18 credits hours are required for a Minor in STS. These must include:

(i) STS 1003. Science, Technology & Society I, and

(ii) an additional 15 credit hours in STS courses at the 2000-3000 level (which may include no more than 6 credit hours from courses in other disciplines, recognized as STS electives. See list of non-STS courses under sections (iii) and (iv) of the requirements for Majors.)

Program Approval

All students contemplating either a Major or an Honours in Science and Technology Studies must obtain the approval of the Program Director for their proposed course of studies before the end of their second year. Any and all subsequent changes to their course of studies must also have the approval of the Program Director.

Course Offerings

STS-1003. Science, Technology and Society I

Science and technology are among the most powerful forces in our world today and come with a vast and complicated array of social, ethical, political, legal, and economic implications. This course introduces students to the core theories and various branches of the dynamic field of Science and Technology Studies (STS) in order to facilitate thoughtful analysis of the intertwined relations among science, technology, and society.

STS-2103. Science, Technology and Society II

This course provides an intermediate-level study of the core theories and various branches of the dynamic field of Science and Technology Studies (STS) in order to facilitate thoughtful analysis and discussion of relevant topics which may include: science and public policy, STS and the environment, science and the media, the public understanding of science, gender and science, and/or expertise and scientific knowledge production. Prerequisite: STS 1003.

STS-2123. Food, Science & Sustainability (ENVS)

This course explores the relationships in our society among science, technology, and food by examining the ways that technology and scientific 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.

STS-2243. Science and Technology in World History: From Pre-History to 1543
Examines the transformation of civilizations around the world by technologies such as stone tools, catapults, hydraulic engineering, metallurgy, and gunpowder. Also examines the growth of the abstract, theoretical sciences of astronomy, mathematics, and medicine in various regions including China, the Americas, Egypt and Greece. Aims to understand the social, political, economic, and religious consequences of science and technology from the Paleolithic Era to the mid-16th century.

STS-2253. Science and Technology in World History: From 1543 to the Present
Examines the transformation of civilizations around the world by technologies such as steam engines, electricity, airplanes, and nuclear bombs. Also examines the development and impact of new scientific theories of universal gravitation, evolution, genetics, and bio-engineering. Aims to understand the social, political, economic, and religious consequences of science and technology from the mid-16th century to the present.

STS-2313. Energy and Society (ENVS)
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.

STS-2403. Science, Technology, and War (HMRT 2283)
This course explores the development of modern techniques, technologies, and social systems for the purposes of making war. It also explores how wars change societies, technologically, socially, and structurally. Note: Students who have taken STS-1403 will not receive credit for STS-2403.

STS-2413. Science, Technology, and Innovation
This course examines the field of science and technology studies (STS) with a focus on science and technological-based innovation, historically and in the contemporary world. The course will offer students an opportunity to critically evaluate theories of technological change, and science and technology in globalization, and the post-modern economy. Students will also be expected to critically discuss implications for public policies in the areas of research and development, science and technology, and innovation. No pre-requisites required.

STS-2503. Plagues and Peoples
This course studies the impact of disease epidemics on human populations and on economic, social, intellectual, religious, and political aspects of life from ancient times to the present.

STS-2603. Animals: Rights, Consciousness, and Experimentation
This course is an introduction to the scientific, legal, philosophical, and political debates over animal rights, animal consciousness, and animal experimentation.

STS-2623. Human Anatomy (BIOL)
This course will provide students with an examination of human anatomy with emphasis on the structure and function of the skeletal, muscular and nervous systems. This course is clinically oriented, in that it uses case studies to emphasize the

importance of fundamental knowledge of anatomy for clinical work. The emphasis in this class is on learning and understanding rather than on memorizing; the class is structured to foster the retention of workable knowledge. Prerequisites: None.

STS-2703. History of Life Sciences
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.

STS-2903. The Politics of Science
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.

STS-2913. Communicating Science In Democracy
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.

STS 3003 - Scientific Reasoning
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 prediction, testing, theoretical models, and scientific change over time, as well as the basic elements of alternative theoretical frameworks. Some mathematical content. Prerequisite: at least 9 credit hours in STS or permission of the instructor.

STS-3013. Controversies in Science and Technology
This course explores controversial issues involving science and technology in order to investigate the underlying dynamics of science and technology themselves since it is during controversies that the normally hidden social dimensions of techno-science become more explicit. Various controversies, such as climate change, transgenic foods, biofuels, and chemical additives in food are studied to reveal the rhetorical tools, underlying assumptions, and social, political, economic, and philosophical struggles embedded within science and technology. Prerequisite: STS 1003.

STS-3043. Heaven and Earth: Astronomy and Matter Theories from the Ancient World to the Scientific Revolution
This course explores theories explaining the structure and material makeup of the universe from ancient times to the Scientific Revolution. Technical details of astronomy and matter theories are examined in philosophical, theological, and medical contexts. Topics include: the shift from an earth-centered to a sun-centered astronomy, medical astrology, the shift from ancient atomism to mechanistic theories of matter, and the implications of postulating empty space in the macro and micro universe.

STS-3063. Science, Religion, and Galileo's Trial (HMRT 3283)
Examines the complex interactions between Western science and the Judeo-Christian religious tradition in the ancient, medieval, and early modern periods culminating with a close study of Galileo's trial by the Inquisition in 1632 to reveal how variable and complex interactions between science and religion have been characterized at different times by conflict, cooperation, separation, understanding, misunderstanding, dialogue, and alienation. Prerequisite: STS 2243 or permission of the instructor.

STS 3103 - Science, Technology & Society III
This course further develops an integrative understanding of the core theories and various branches of the dynamic field of Science and Technology Studies (STS) through an advanced study of the theoretical roots and current trends in the discipline. Students will develop skills in critical thinking, research, as well as written and oral presentations by applying theoretical perspectives to different case studies. Prerequisite: STS 2103.

STS-3163. Contemporary Perspectives on Science and Religion
This course examines the recent debates over the relation between science and religion. A resurgence of interest in these debates 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. Prerequisite: STS 2253 or permission of the instructor.

STS-3203. Science, Technology and Nature (ENVS)
In this seminar, students will be asked to question the boundary between culture and nature. Although we will explore how humans have made and remade the "natural" world, often with technologies of almost unimaginable power, we will also consider how natural forces - the sun, the soil, horses, rivers, germs, insects, even gravity - shape our built environments.

STS-3303. Sex, Science & Gender (HMRT 3263)
This course examines how scientific research, in the late 19th and 20th centuries, has shaped common conceptions of sex behaviour and how this scientific knowledge has also been shaped by cultural conceptions of gender roles and "normal" behaviour.

STS-3413. God, Nature, and Charles Darwin
This course examines the complex interactions between theories of biological evolution and Christianity. Beginning with ancient Greek theories of how species arise, the course will focus primarily on the social, political, economic, techno-scientific, and religion contexts of the 19th century when ideas of species transmutation or evolution were discussed. Prerequisite: a minimum of 9 credit hours beyond the 1000-level.

STS-3433.Writing Workshop
This course enhances skills in writing and oral presentations within the context of major themes in the discipline of STS. It is recommended for students planning to undertake honours studies in STS and 4000-level seminars as well as for students wishing to pursue graduate studies or careers requiring accomplished written and oral presentation skills. Pre-requisite: permission of the instructor.

STS-3503. Feminism and Techno-Science (GEND) (HMRT 3273)
Examines a variety of feminist perspectives on science and technology which suggest that

scientific authority (particularly in the biological and life sciences) rationalizes and normalizes gender stereotypes and inequalities, and also marginalizes women from its institutions. The content and positions of various perspectives (as well as counter-arguments) are studied for their political, philosophical, and epistemic assumptions. Prerequisite: at least 9 credit hours in STS or permission of the instructor.

STS-3533. Science and Scientific Knowledge
This course examines the study of science and scientific knowledge from a sociological perspective. It focuses on the effort of the Edinburgh School to provide a materialist resolution to the debate between positivist and relativist epistemologies.

STS-3563. Philosophy of Science (PHIL)
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. Prerequisite: at least 9 credit hours in STS or permission of the instructor.

STS-4006. Honours Thesis
Students in their fourth year of the Honours program in Science and Technology Studies will register for this course and receive credit for it upon successful completion of their Honours thesis.

STS-4103. Independent Study
Special courses in topics not normally covered in regular course offerings in Science and Technology Studies. Students work closely with a faculty member on a project involving independent research. Approval must be given by the Director.

Science Courses

St. Thomas offers courses in the Sciences. These courses can be taken either as science courses or as courses in Science and Technology Studies. Students ought to note that these courses are not deemed to be suitable prerequisites for upper level science courses at UNB.

BIOL/STS-1503. Principles of Biology I
This course introduces students to the study of life. Topics include the scientific method, biological molecules, cell structure and function, energy flow, respiration, and photosynthesis.

BIOL/STS-1513. Principles of Biology II
This course examines mitosis, meiosis, and genetics. Surveys the structure, function, and evolution of the kingdoms of life. Discusses the basics of ecology, culminating in ecological interactions and the impact of humans on the planet.

In addition to the courses listed immediately above, students may use any courses in the Sciences to count toward the Minor, Major and Honours in Science and Technology Studies. Students may apply more than one methods course toward their Major or Honours only with the approval of the Program Director.

Courses at the University of New Brunswick

The University of New Brunswick offers a number of courses in the Sciences and courses that fall under the description of Science and Technology Studies but are offered 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 Office.

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

Social Work

Post-Degree courses offered 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 offered 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.

Undergraduate Courses

SCWK-2013. Introduction to Social Welfare (S)
An examination of the history, philosophy, and development of social welfare as a social institution in New Brunswick and elsewhere. Analysis of the institution and its relationship to the history, philosophy, and values of the profession of social work.

SCWK-2033. Introduction to Social Work Fields of Practice (F)
This is a survey course for all students interested in social work, curious about the relevance of arts and social science disciplines to social work fields of practice, and/or who wish to explore the profession as a potential career choice. Students will be introduced to the values, ethics, history and requirements of professional social work practice, with particular emphasis on social justice issues. Students will also have an opportunity to explore the various social work fields of practice.

SCWK-2503. Research Strategies in Native Studies (NATI)
Surveys various research strategies from Anthropology and Sociology and assesses their applicability to, and compatibility with, Native Studies. Considers special protocol and ethical questions in research on Native Peoples. Prerequisite: NATI 1006 or by special permission of instructor.

SCWK-3603. Native People and the Colonial Experience (NATI)
This course will look at colonialism as a strategy of imperialism and as a model for understanding North American Native history. Different types of colonialism will be explored, i.e. classic, internal, and neocolonialism, and an emphasis will be placed on the history and continuing impact of colonialism on Indigenous peoples and cultures of North America. The course will also analyze Christian missions, the fur trade, and colonial government policies, as well as exploitation, racism, war, indoctrination, genocide, and cultural appropriation as manifestations of colonialism. Responses to colonialism, including resistance and decolonization, will also be considered. Prerequisite: NATI 1006.

SCWK-3813. Native Cultural Identity and Cultural Survival (NATI)
Considers cultural identity and survival within the context of inequality (power, wealth and status). Focuses on the ways in which Native language, group solidarity and community offer cultural completeness, acting as barriers to assimilation. Historic and contemporary Native cultures are presented as dynamic and flexible. Prerequisite NATI 1006 or SOCI 1006.

SCWK-3843. Suicide and Indigenous Peoples (NATI)
Suicide is, and has been for nobody knows how long, rampant in indigenous populations

in Canada. Despite well-publicized projects targeting specific communities, none of the interventions have been able to demonstrate any positive effect; if anything, the problem continues to worsen. We examine critically the field of Suicidology as it applies to the Native Peoples of Canada and suggest reasons why efforts to prevent suicide have not paid off. We also explore different kinds of interventions that may be more successful.

SCWK-3853. Alcohol, Drugs, and Indigenous Peoples (NATI)
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.

SCWK-3973. Introduction to Narrative and Narrative Analysis (SOCI, GERO, PSYC, ENGL)
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.

Department of Sociology

General Interest Courses

Students with a general interest in sociology are invited to enroll in one or more of the courses offered. Students should plan to take SOCI 1006 first, since this is normally a prerequisite for other sociology courses.

Minor in Sociology

Any 18-credit hours in sociology courses constitutes a Minor in Sociology.

Major in Sociology

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
SOCI 2033 Classical Sociological Theory
SOCI 3023 Contemporary Sociological Theory
SOCI 4013 Senior Seminar

Honours in Sociology

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
SOCI 2023 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).

Course Numbers

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 and 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.

SOCI-1006. Introduction to Sociology

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.

SOCI-2013. Research Design (NATI)

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.

SOCI-2023. Introduction to Statistics (NATI)

An introduction to descriptive and inferential statistics. The main emphasis will be on the use and meaning of the principal statistics used in sociology and social work. Note: This course may not be taken for credit by students who already have received credit for an introductory statistics course in another discipline at STU or from another university.

SOCI-2033. Classical Sociological Theory

A study of the classical tradition in sociological thought focussing on those theorists whose ideas constitute the foundation of contemporary sociological analysis. This will include a consideration of the work of Marx, Weber, Durkheim, among others.

SOCI-2106. Canadian Society

The purpose of this course is to give the student an understanding of the operation and functioning of the society in which we live. The configuration of Canadian institutions is analyzed in terms of their historical patterns of development.

SOCI-2116. Sociology of Atlantic Canada

This course is designed as an introduction to the sociological study of Atlantic Canada. The first term focuses on the development of the Maritimes and Newfoundland from mercantile societies to under-developed regions within the centralized Canadian economy. The second term focuses on the contemporary structure, problems, and issues of Atlantic Canadian society.

SOCI-2123. Introduction to Sociology of Globalization
Introduction to Sociology of Globalization explores social conditions characterized by global economic, political, cultural, and environmental interconnections and flows that cross existing political borders. Therefore, it challenges our existing conceptualization of an international world of borders and nation states. The course explores the concept of globalization and its relevance to our lives. Types of empirical topics covered include contemporary global inequalities; environmental problems; transnational communities and families; transnational migration; the effect of globalization on gender, race, ethnicity, and religion; transnational social movements; and the women's movement. Prerequisites: SOCI-1006. Introduction to Sociology or instructor's permission.

SOCI-2213. Society and Ecology (ENVS)
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.'

SOCI-2313. Deviance (WSGS) (CRIM)
This course reviews theory and research with a focus on the social basis of deviance, deviance construction, and the consequences of social reactions to selected forms of deviance.

SOCI-2323. Sociology for Cyborgs: The Social Organization of the Internet
This course is a critical introduction to the social, political, economic, and cultural organization of the Internet. The purpose is to provide media literacy tools to penetrate beneath its commonly experienced surfaces. The focus is on "who organizes the Web": its commercialization and the potential for democratization of its "users." An important goal is discovering "the academic Web" as a resource for both Liberal Arts education and lifetime learning.

SOCI-2333. The Sociology of Chinese Women in Literature and Film
This course explores the sociology of women and China in recent literature and film, particularly in recent work by women in China and of those Chinese origins in Western countries. Topics include 20th century migration, settlement and early family experiences. The novels focus on three generations of families and illustrate the traditional expectations for women within China and in North America. The films include recent works by Chinese filmmakers that comment on women's place in pre-revolutionary and modern society.

SOCI-2416. Inequality in Society (WSGS)
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 of globalization. Throughout, we develop our understanding of how different forms of inequality - particularly social class, gender and race - intersect. One section of the course may have a service learning requirement, where students engage in volunteer work in the community, and then reflect upon their experiences through reading, writing, and discussion.

SOCI-2423. Social Problems I - Sociological Perspectives (WSGS)
The various perspectives used by sociologists to examine social problems will be described and evaluated. Concrete social problems will be used as examples of these perspectives.

SOCI-2433. Social Problems II - Canadian Social Problems (WSGS)
Several current Canadian social problems will be examined from the perspectives used in SOCI 2423. These problems include: poverty, minorities, Canadian identity, the effects of

urbanization, and technology, etc. Prerequisite: SOCI 2423.

SOCI-2443. Racialization and Ethnicity (PEAC)
This course examines theories and descriptions of race and ethnic relations, focusing on the general concepts of the role of race and ethnicity in social organization and stratification. Concrete situations in contemporary social systems are discussed.

SOCI-2513. Sociology of Communication
This course considers the mass media (principally print and electronic), its place in, and impact upon Canadian society. Various perspectives and related research are considered with respect to the control and ownership of the media, the social organization of the production of news, facts, statistics, and other messages; and the themes expressed in popular culture as conveyed by the media. Underlying concerns are the social construction of what-is-taken-to-be reality and the language that is used in the conveying of messages.

SOCI-2523. Sociology of Aging (WSGS) (GERO 2113)
This course will explore the comparative situation of older women and men in different cultures and different historical periods within Western societies. The cultural and social-structural determinants of their changing status will be examined through alternative theoretical perspectives within sociology. The social construction of 'elderly' as a status will be explored through how older people are perceived, described, talked about, and interacted with, in everyday behaviour and how these relations may be 'negotiated' by the elderly themselves. The political economy of aging focuses upon disparities of income, and the determinants and effects of poverty on the lives of older people.

SOCI-2543. Sociology of Religion
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?

SOCI-2563. Sociology of Sport
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.

SOCI-2613. Sociology of Gender (WSGS)
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.

SOCI-2623. Women in the Third World (ECON 2303) (WSGS)
This course will critically examine the role of women in the Third World. 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.

SOCI-2633. Sociology of the Family (WSGS)
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.

SOCI-2643. Selected Topics on the Political Economy of Women (ECON 2223) (WSGS)
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.

SOCI-2653. Sociology of Health
This course provides an introduction to sociology of health and illness. We will analyze the social construction of medical knowledge, the dominant mode of understanding health and illness in our society; experiences of health and illness; the social foundations of health inequalities—how and why patterns of health, illness and mortality reflect class, gender, sexuality, racial and ethnic divisions; the formal institutions that define and manage health and health care; and the consequences of medicalization. Prerequisite: SOCI-1006. Introduction to Sociology.

SOCI-2733. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

SOCI-3023. Contemporary Sociological Theory
A study of modern developments in sociological theory, focussing on major trends and their interrelationships, and on contemporary theoretical issues and controversies. Prerequisite: SOCI 2033.

SOCI-3033. Seminar in Research Strategies
This course helps students learn what original research entails from its initial conception to its completion. It highlights the techniques and strategies successful researchers use to develop their research questions; select an appropriate research design and data collection method(s); meet university research ethics requirements; ensure the research is socially relevant and completed in a timely manner. Students are expected to design a research project and write a proposal outlining their plans. This exercise allows students to gain an appreciation of the research design process and the components of research. For some students the proposal will be the initial work towards an honours thesis; for others it will be a model for the preparation and planning of research in other courses or outside academia. After taking the course students should feel prepared to undertake research projects in any academic, government, research, or policy setting.

SOCI-3043. Qualitative Research Methods (HMRT) (RELG) (GERO)
This course is intended for 3rd-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.

SOCI-3113. Political Sociology
The focus of this course is on the type of political system known as liberal democracy. Par-

ticular emphasis is placed on the historical genesis of liberal democracy, on its structural dynamics, and on the role of the working class within the system. The examination includes an analysis of the sources of stability and cleavage governing the development of liberal democracies. Finally, the functioning of liberal democracies is contrasted with that of communist political systems.

SOCI-3123. Social Movements

The emphasis of this course is on one specific type of social movement - movements of political protest. Two sorts of questions are emphasized: (1) the structural conditions conducive to the development of movements of political protest and (2) the factors conditioning the actual mobilization of protest. Although the social movements examined are diverse, ranging from the Rumanian rebellion in 1907 to the rebellion of 1837 in Upper Canada, special emphasis is placed on the almost simultaneous appearance of both left and right wing populist protest in Western Canada.

SOCI-3133. Sociology of Work

The sociology of work studies the changing nature of work from pre-industrial to contemporary times. It is concerned with how our work activities and occupations shape our everyday lives, how work is gendered and the implication of technological innovation on individual workers and societal processes. Different forms of work, occupational hierarchies and social relations of production are key themes explored within this course.

SOCI-3153. Sociology of War

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 conflicts, and impose dominant justifications onto the conduct of war.

SOCI-3173. Women and Education

With the rise of neo-conservative governments in Canada, we see changes in schooling and higher education due to the restructuring of government finances 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.

SOCI-3183. The Relation to the Other

What if society was not a thing or a being, but instead consisted of the relation to the other? The course examines the relation to the other in selected writings of some of the following: George Herbert Mead, Alfred Schutz, Erving Goffman, Edmund Husserl, Emmanuel Levinas and Jacques Derrida. We also look to film, literature, popular culture and everyday life for instances of the relation to the other.

SOCI-3223. Globalization and Gender (GEND)

Globalization and Gender will examine how definitions of gender and sexuality are reproduced, negotiated and deployed in the context of globalization and transnational flows. 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 flows, 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. Prerequisite:

SOCI-1006 Introduction to Sociology or instructor's permission.

SOCI-3243. Sociology of Men and Masculinities (GEND)
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 fathering, the social construction of men's bodies, the ways the media (re)produces notions of masculinity, and sports masculinities.

SOCI-3263. Capitalism and Modern Culture
The course explores how the emergence of new forms of commerce and production gave rise to new cultural ideas and social formations in the 19th and 20th centuries. Emphasis is placed on the historical emergence of taken for granted themes in modern culture. This will enable students to better appreciate current developments in culture and in our economic system. Students who have completed Sociology 3193 in Fall 2011 or Fall 2012 cannot enrol.

SOCI-3313. Sociology of Law (CRIM)
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. Prerequisite: SOCI 2313.

SOCI-3323. Sociology of Women and Law (WSGS)
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.

SOCI-3413. Employment Equity Policy and Gender Inequality at Work (WSGS)
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

SOCI-3513. Sociology of Education
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.

SOCI-3523. Sociology of Knowledge
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, and professions, and the implications of the nature and distribution of print and electronic information. This course combines discussion of major theorists with an examination of current issues.

SOCI-3553. Sociology of the Body
This course explores the interaction between society and the body. It begins with an examination of classical and contemporary theories of the body, and then explores special issues with regard to the development of the civilized body, as well as gender, sexuality, marginalization, deviancy, chronic illness and disability.

SOCI-3563. Sociology of Music (FNAR)
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. Prerequisite: permission of the course instructor or the Director of the Centre for Musical Arts, UNB.

SOCI-3573. Sociology of Art and Culture (FNAR)
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, film, photography, literature, and music) to expose the interplay between art and society. The relationship between the fine arts and popular culture are examined, as well as the role of technology in the various arts.

SOCI-3583. Research for Social Change (WSGS)
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, 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 offers students the opportunity to engage in debates around these methodologies as they consider how to do research for social change.

SOCI-3693. Discourse and Society
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.

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

SOCI-3733. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

SOCI-3913. Sociology of Disease
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. Prerequisite: SOCI-1006 Introduction to Sociology.

SOCI-3973. Introduction to Narrative and Narrative Analysis (SCWK)
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.

SOCI-4006. Honours Thesis
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 advisor. When completed, the thesis is read and graded by this thesis committee. A minimum grade of B is required.

SOCI-4013. Senior Seminar
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.

SOCI-4023. Honours Workshop
This is a required course for Honours students in their final year. Enrolment is restricted to Honours students. The course is organized around two sets of activities: 1) workshops oriented to the development of knowledge and skills directly applicable to the process of thesis research, covering such topics as ethical decision-making in social research, practical problems in collecting and analyzing research material, writing in social research and 2)

student presentations of thesis proposals, progress reports, and final results. Entry of non-Sociology students is with permission of instructor.

SOCI-4033. Advanced Sociological Theory
A critical examination of selected orientations from contemporary sociological theory. The implications of these perspectives for both the nature of sociological inquiry and the prevailing models of society are considered. Prerequisite: SOCI 2033, 3023.

SOCI-4043. Independent Study
A program on independent study under the direction of a member of the faculty selected by the student. It is designed for students who wish to pursue an area of special interest through reading, research, and writing.

SOCI-4053. Independent Study
A program on independent study under the direction of a member of the faculty selected by the student. It is designed for students who wish to pursue an area of special interest through reading, research, and writing.

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

Spanish and Latin American Studies

Minor in Spanish and Latin American Studies

A Minor in Spanish and Latin American Studies usually consists of: SPAN 1006 Beginning Spanish, SPAN 2013-2023 Intermediate Grammar, and 6 more credit hours from the second or third-year offerings. Students with advanced standing entering directly into second year or beyond would achieve a Minor with 18 credit hours of courses at the higher levels of Spanish appropriate to their standing. The structure for the Minor program encourages students to complete a Minor in two years.

Major in Spanish and Latin American Studies

The Major program in Spanish and Latin American Studies consists of 36 credit hours in Spanish and Latin American Studies, 12 of which should be at the third-year level and 6 at the fourth-year level taken at St. Thomas University. Students entering the Major program in Spanish and Latin American Studies will structure their chosen program consulting with a faculty adviser from the Spanish and Latin American Studies Program.

Double Major in French and Spanish and Latin American Studies

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 proficiency 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 affairs, journalism, law, management, public relations and international development.

Honours in Spanish and Latin American Studies

Students wishing to complete an Honours program in Spanish and Latin American Studies must meet the general norms of the University for an Honours degree, as set forth in St. Thomas University's Calendar, Section Two: Programs.

Honours students must also meet the requirements set forth by the Romance Languages Department (RLD). The Honours degree in Spanish and Latin American Studies consists of 48 credit hours in Spanish. Twelve credit hours of Spanish will normally be taken at the third-year level and a minimum of 12 credit hours will come from the fourth-year offerings taken at St. Thomas University. Students wishing to complete the Honours program in Spanish and Latin American Studies shall make application to the Chair of the Romance Languages Department (RLD). 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, and 3) a written sample from a second-year Spanish course. Application must be made by the end of the student's second year of study (April 30).

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.

Advanced Standing in Spanish

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.

Honours Thesis

An Honours thesis is recommended for any student planning to attend graduate school in Spanish. This Honours thesis will comprise six credit hours of the mandatory twelve credit hours at the fourth-year level. Therefore, students who choose to write an Honours Thesis will only take 6 more credit hours in the 4th year level in order to complete the 48 credit hours required for Honours in Spanish.

Accelerated Program in Spanish

Students can accelerate their program in Spanish by taking university courses in a Spanish-speaking environment, with Departmental approval. Such courses have been recognized by the Department at St. Thomas University since 1973 and include such options as the ICUSTA Exchange Program and the Avila Experience, as well as other approved methods of foreign travel and study. Students are encouraged to take such programs after completing their second year in Spanish and they should consult the appropriate departmental advisor for more details.

Certificate of Competency in Spanish

Diploma de español lengua estranjera (DELE)

A student wishing to obtain an internationally recognized Certificate of Competency in Spanish would take and pass the DELE (Diploma de Español Lengua Extranjera), initially at the basic level. Examinations for the DELE are in November and May. St. Thomas University is the official testing site for the DELE for New Brunswick and Prince Edward Island. The DELE has respected and objective international standing; it is the official certificate of the Instituto Cervantes, sponsored by the Spanish Government, and operates from the Universidad de Salamanca in Spain.

Spanish and Latin American Studies Curriculum

SPAN-1006. Beginning Spanish

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.

SPAN-2013. Intermediate Spanish 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 Spanish 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. Culture and Composition 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. Culture and Composition 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.

SPAN 2213 Travel-Study: Introduction to Cuban History and Culture.

This study tour of the Western region of Cuba offers a harmonious blend of language, history, and culture. It presents an overview of Cuban history from its origins to the present day. Highlights encompass visiting various historical and cultural sites in the Western part of Cuba and experiencing a unique immersion into art, architecture, cuisine, literature, history, religion, music, fashion, and current events as well as a forty-hour history course at the University of Holguín.

SPAN-2413. Oral Intense I

This innovative course will provide intense oral practice in Spanish. In addition to traditional

oral practices (film, radio, video, discussions, oral presentations, debates), there will be small discussion groups and regular access to sound and video files on the WWW. News items, current newspapers, radio and television news will be accessed regularly on the WWW and specific news items will be followed in some detail. Prerequisite: At least 12 credit hours in Spanish or the equivalent. 6 hours class per week.

SPAN-2423. Oral Intense II
This course is designed as a follow up to SPAN 2413 and will provide intense oral practice in Spanish. In addition to traditional oral practices, there will be small discussion groups and regular access to sound and video files on the WWW. News items, current newspapers, radio and television news will be accessed regularly on the WWW and specific news items will be followed in some detail. Prerequisite: SPAN 2413 or equivalent.

SPAN-3313. Advanced Reading I
Students will develop their reading and analyses skills by an in-depth reading of selected Peninsular Spanish texts and in addition, they will improve their oral fluency studying the rhythms of Peninsular Spanish poetry. Oral and written expositions on specific topics which arise from their textual analyses will reinforce the accuracy of the use of Spanish language in all its forms.

SPAN-3323. Advanced Reading II
Students will develop their reading and analyses skills by on in-depth reading of selected Latin American texts and in addition, they will improve their oral fluency studying the rhythms of Latin American poetry. Oral and written expositions on specific topics which arise from their textual analyses will reinforce the accuracy of the use of Spanish language in all its forms.

SPAN-3513. Advanced Grammar I
This course aims to build on the knowledge and communicative skills that students have previously acquired, in a limited form, with regards to the subjunctive tense. During the course of the semester, in-class activities will emphasize the practice of the present subjunctive tense. Some structural exercises and reading activities will be used; however, the course is based on communicative activities and projects that will reinforce grammar acquisition.

SPAN-3523. Advanced Grammar II
This course is a continuation of Advanced Grammar I. As in the first course, this one also aims to build on the knowledge and communicative skills that students have previously acquired with regards to the subjunctive tense. During the course of the semester, in-class activities will emphasize the practice of the past subjunctive tenses. Some structural exercises and reading activities will be used; however, the course is based on communicative activities and projects that will reinforce grammar acquisition.

SPAN-4013. Medieval Spanish Literature
Medieval Spanish Literature will be considered from two different points of view. (1) Prose: the development of the medieval novel; and (2) Poetry: the evolution of poetry from epic to lyric. Students will research at least one major text in each area in addition to preparing selected readings from important works. 3 hours per week.

SPAN-4023. Spanish Golden Age Culture and Texts
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.

SPAN-4033. Nineteenth Century Spanish Culture and Texts
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 specific 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.

SPAN-4043. Twentieth Century Spanish Culture and Texts
This course will examine the evolution of Spanish Culture and Texts in five 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 specific topics.

SPAN-4123. Introduction to Latino Literature and Culture in the United States
This course will provide students with a survey of the major literary works and themes characterizing Latino literary production in the United States. Particular attention will be given to the historical, social, and cultural context of this literature. Theoretical concepts such as linguistic assimilation, location, acculturation/transculturation, alienation, silence, authority and memory as they inform Latino literary texts will be explored throughout this course.

SPAN-4663. Don Quijote
SPAN 4663 offers a close reading in Spanish of Cervantes' modern novel *Don Quijote de la Mancha.* During the semester students will become familiar with the historical, literary and political contexts of the novel, explore the connections between the novel's author and its main character, study the influence of *Don Quijote* on other literary works, examine the concept of the 'modern novel', and reflect on the relativity of madness. Classes will involve both lectures and discussions in the target language.

SPAN-4713. Twentieth Century Spanish American Short Story
This course offers 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 evolution of the short story as a literary genre from its first manifestations in Latin America towards the end of the nineteenth century until the present, paying particular attention to the themes, stylistic and technical features, and literary and historical contexts that help give life to each text.

SPAN-4723. Latin American Women's Literature
This course offers an overview of the contribution made by women writers to the corpus of Spanish American literature. Through the reading and analysis of some of the most representative literary texts of the narrative, poetic and dramatic genres, and taking into consideration the contexts of their times, we will examine the topics of feminism, history, politics, sexuality, national identity and society as expressed by these women authors.

SPAN-4813. Colonial Spanish American Culture and Texts
This course will focus on the culture of the Conquest and the Colonial periods as reflected in selected Spanish American texts. The culture and texts of 16th and 17th centuries Spain

will be compared with the culture and texts of 16th and 17th centuries Spanish America, with particular emphasis on the Spanish American Baroque period.

SPAN-4823. Spanish-American Literature - From Modernism to the Present
This course will focus on Spanish-American literature from Modernism to the present, beginning with the literature of the Mexican Revolution Period and progressing through the literature of the Boom and post-Boom eras.

SPAN-4833. Nineteenth Century Spanish American Culture and Texts
In this course we will study 1) the Independence period with its emphasis on Literature and Nationalism; 2) Romanticism and its relationship to nature; and 3) social changes as seen through the culture and texts of 19th century Spanish America. Emphasis will be placed on modernismo, perhaps the first Spanish American cultural movement to be exported back to Spain.

SPAN-4843. Twentieth Century Spanish American Culture and Texts
The many stories of 20th century Spanish America will be told through the study of 20th-century drama, beginning with the period of Social Realism and followed by in-depth study of some of the most representative works that characterize the political drama movement in Spanish America.

SPAN-4923. Collective Memory, Culture and Texts in Argentina (HMRT)
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 Reorganization (1976-1983) through essays, fiction, and film. These texts and films reconstruct not only history but also those identities denied by official history. We will define concepts such as official history, Other History, and collective memory in order to understand the discursive fields from which history and memory are reconstructed.

SPAN-4996. Honours Thesis
In this course, one or more faculty member(s) of the Spanish Section will supervise the writing of an Honours thesis by an Honours student. This course is recommended for students who wish to proceed to a Masters Degree in Spanish. It offers an additional 6 ch in Spanish to the traditional 48ch Honours program. It is recommended, but not compulsory.

Independent Studies

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 differ from those courses regularly offered during the academic year in question. 6 or 3 credit hours.

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

Women's Studies and Gender Studies

Major, Minor and Honours

The university offers an interdisciplinary Major, Minor and Honours program in the area of Women's Studies and Gender Studies. The Gender Studies Committee has identified faculty advisors (listed below) who are available to serve as Program Directors for students who wish to pursue such a course of studies. The Program Coordinator is Marilee Reimer, 452-0479.

Women's Studies and Gender Studies Faculty

Kristi Allain, PhD, Sociology
Alexandra Bain, PhD, Religious Studies
Linda Caissie, PhD, Gerontology
Gül Çalışkan, PhD, Sociology
Dawne Clarke, PhD, Sociology
Csilla Dallos, PhD, Anthropology
Dennis Desroches, PhD, English
Amanda DiPaolo, PhD, Human Rights
Stewart Donovan, PhD, English
Suzanne Dudziak, PhD, Social Work
Cécilia Francis, PhD, French
Erin Fredericks, PhD, Sociology
Jeannette Gaudet, PhD, French
Sylvia Hale, PhD, Sociology
Nancy Higgins, PhD, Psychology
Jane Jenkins, PhD, Science and Technology Studies
Colm Kelly, PhD, Sociology
Laurel Lewey, MSW, Social Work
Moira MacLaughlin, MA, Anthropology
Susan Machum, PhD, Sociology
Kathleen McConnell, PhD, English
Joan McFarland, PhD, Economics
Karla O'Regan, PhD, Criminology
Suzanne Prior, PhD, Psychology
Marilee Reimer, PhD, Sociology, Program Coordinator
Karen Robert, PhD, History
Josephine Savarese, PhD, Criminology
Derek Simon, PhD, Religious Studies
Hester Vair, PhD, Sociology
Peter Weeks, PhD, Sociology

Major in Women's Studies and Gender Studies

A Major in Women's Studies and Gender Studies consists of 36 credit hours of course work beyond the 1000 level. These consist mostly of the cross-listed courses below.

Honours in Women's Studies and Gender Studies

An Honours in Women's Studies and Gender Studies consists of 48 credit hours of courses beyond the 1000 level, of which 6 credit hours must be in theory or methods. In addition, an Honours thesis valued at 6 credit hours is required. These courses should include an Honours thesis seminar or workshop of 3 or 6 credit hours, depending on the discipline offering the course.

Minor in Women's Studies and Gender Studies

A Minor in Women's Studies and Gender Studies requires completion of 18 credit hours in cross-listed courses, in two different fields. Introduction to Women's Studies and Gender Studies (GEND 2016) is recommended. Although students must devise their own plans, the University has designated the following courses as appropriate for Women's Studies and Gender Studies. The notation (GEND) appears after the titles of these courses as they appear in the description of courses for respective departments. To confirm the Minor, students are to email the courses they are registered for to registrar@stu.ca.

GEND-2016. Introduction to Women's Studies and Gender Studies
This is the introductory course to the interdisciplinary field of Women's Studies and Gender Studies. The basis of femininity, masculinity and women's inequality are examined in the context of wider social relations, including the historical subject, literary voice and the women's movement.

GEND-3013. Women's Studies and Gender Studies Methods
This is a foundational course in Gender Studies methodology. It examines the feminist critique of positivism, the development of feminist research methodologies and the use of these methods in a range of disciplines.

ANTH-2533. Women in Cross-cultural Perspective
This course examines male and female roles in a number of different 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.

CRIM-4403. Feminist Legal Studies (HMRT) (WS/GS)
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, offence patterns, and women in criminology. Prerequisite: A minimum of 75 credit hours, which includes CRIM 1013 and 1023, or permission of the instructor.

ECON-2303. Women in the Third World (SOCI 2623)
This course will critically examine the role of women in the Third World. 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.

ECON-2223. The Political Economy of Women (SOCI 2643)
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.

ENGL-2583. Women Writers I
An investigation of women's writing in English before 1800, through poetry, (auto)biography, spiritual memoir, fiction, drama, and theory written by women. (Pre-1800)

ENGL-2593. Women Writers II
An investigation of women's writing in English after 1800, through poetry, (auto)biography, fiction, drama, film, and theory written by women. (Post-1800)

GERO-3083. Gender and Aging
This course examines issues involving how one's gender affects one's experience of aging. It looks at how the field of gerontology has traditionally dealt with the concept of gender as well as the feminization of old age, and how this has affected both women's and men's experiences of aging.

GERO-3093. Images of Aging in Film
This course explores popular views of the elderly using motion pictures. It looks at the impact of stereotypes on older people's expectations for later life. As a result of this course, students should be able to look at films more critically and identify images communicated through the media. Prerequisite: GERO-2013.

GERO-3223. Family Ties and Aging
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.

HIST-3883. Women in Canadian History
This course looks at the history of Canada from pre-colonial times to the present day from the perspectives of women of the time. Discussion and independent study on topics of interest to the students will be encouraged. Previous courses in Canadian history will be useful but are not essential.

HIST-3613. Gender and Power in Latin American History
Why did the Cuban revolution set out to create a 'new man'? How did Eva Perón become the world's most powerful first lady? Why have women led most human rights movements in Latin America? These are some of the questions to be explored in this course which examines historical relationships between men and women and ideas about masculinity and femininity in Latin America.

HMRT-3633. Gender Expression, Sexual Orientation, and Human Rights
This course explores the socially constructed customs and structures of society that enables the legal regulation of gender identity and human sexuality by exploring the history, policies and norms that shapes government action. Basic theories of gender and sexuality studies will be explored before critically examining the same theories in practice

through case studies. This course will also explore a variety of other identity issues such as race, age, disability, and class intertwine with gender and sexuality identities. We will also examine how experiences and identities shape the ways in which people resist inequality and lobby for change. This course will enable students to critically evaluate legislative and judicial responses to human sexuality and gender expression.

PSYC-3183. Sexuality and Diversity
This course will encourage students to critically examine the diverse factors that contribute to how sexuality is conceptualised and represented. Multiple perspectives, including cultural, psychosocial, and biological, will be considered. Possible topics include sexual orientation, varieties in sexual development and expression, attraction, and psychological perspectives on sex as a commodity. Prerequisites: PSYC 2183

PSYC-3523. Psychology of Gender and Gender Relations
An introduction to contemporary issues related to differences in the experience and behaviour of females and males. Prerequisite: PSYC 2023 or permission of the instructor.

PSYC-4433. Seminar in Women and Mental Health
This course will review and critically examine the theory and research in the area of women's mental health. Developed from a feminist perspective, this course will explore women's and girls' experiences of mental health and distress, and the ways in which these experiences have been conceptualized in clinical psychology. Topics include gender and the social determinants of health, problems prevalent among women (e.g., depression, eating disorders, personality disorders), and feminist approaches to intervention. Prerequisites: PSYC 2643 or permission of the instructor.

PSYC-4483. Seminar in the Psychology of Women
This course is designed to examine women's experiences and the treatment of women in psychological research, theory, and applied practice from a feminist perspective. This will involve analyzing psychological concepts of women and gender, examining the impact of our culture on our understanding of womanhood and femininity, reflecting on our own experiences, developing critical thinking skills, and understanding the diversity of women. Topics may include feminist approaches to research, stereotypes, sexuality, childhood, violence against women, and women and health. Prerequisite: PSYC 2013 and 2023, or permission of the instructor.

RELG-2233. Women and Religion
This course aims to study how 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 ascetism and sexuality are utilized as liberating and prescriptive modes. It will examine feminist critiques to classical, medieval, and current texts and thinkers. We will closely look at the assumptions that guide both classical texts and modern critiques.

RELG-3653. Women and Christianity
Women's rights, gender sensitivities, and feminist movements both inside and outside the churches have inspired lively and complex debates within contemporary Christian theologies. By deconstructing, revising and rebuilding basic issues in theology on the basis of women's experiences and gender analysis, a substantial range of feminist theologies has emerged. This course will explore theological themes and interests central to the diversity of feminist theologies.

SCWK-3213. Women and Social Work*

This course is designed to enable students to examine critically first, the oppression of women in our society, in particular as consumers of social services; second, the developing literature, theory, and practice of "feminist counselling" as a significant new approach to working with women; and third, the position and status of women within the social work profession. *Please check with professor for prerequisites.

SCWK-3713. Fields of Practice

This course involves an in-depth examination of a particular field of practice, (e.g., mental health, corrections, child welfare) based on student and instructor interest. The focus of the course will be examination and analysis of unmet needs in the field, and professional response to them.

SCWK-4713. Feminist Counselling

This course will provide an in-depth critique of traditional approaches to helping women; will explore the theory, ethics, and practice of feminist counselling, and will provide students with the opportunity to learn the skills and techniques of feminist counselling. Prerequisites: Scwk 3213 and Scwk 3123.

SOCI-2013. Research Design (NATI)

An introduction to the main research techniques used in sociology. The course will include practical experience in research design, methods of data collection, sampling procedures, and analysis of data.

SOCI-2313. Deviance

Review of theory and research, with a focus on the social basis of deviance, deviance construction, and the consequences of social reactions to selected forms of deviance.

SOCI-2333. The Sociology of Chinese Women in Literature and Film.

This course explores the sociology of women and China in recent literature and film, particularly in recent work by women in China and of Chinese origins in Western countries. The novels focus on three generations of families and illustrate the traditional expectations for women within China and in North America. The films include recent works by Chinese filmmakers that comment on women's place in pre-revolutionary and modern society.

SOCI-2416. Inequality in Society

This course explores existing patterns of social inequality and debates concerning the possibility and desirability of greater equality. Taking a theoretical and historical focus, we examine the changing nature of inequality in contemporary Canadian society in the context of globalization. Throughout, we develop our understanding of how different forms of inequality - particularly social class, gender and race - intersect. One section of the course may have a service learning requirement, where students engage in volunteer work in the community, and then reflect upon their experiences through reading, writing, and discussion.

SOCI-2423. Social Problems I — Sociological Perspectives

The various perspectives used by sociologists to examine social problems will be described and evaluated. Concrete social problems will be examined to illustrate the use of these perspectives.

SOCI-2433. Social Problems II — Canadian Social Problems

Several current Canadian social problems will be examined from the above perspectives. Problems include poverty, minorities, Canadian identity, the effects of urbanization and

technology, etc. Prerequisite: SOCI 2423.

SOCI-2523. The Sociology of Aging (GERO 2113) (HMRT) (RELG) (PSYC)
This course will explore the comparative situation of older women and men in different cultures and different historical periods within Western societies. The cultural and social-structural determinants of their changing status will be examined through alternative theoretical perspectives within sociology. The social construction of 'elderly' as a status will be explored through how older people are perceived, described, talked about, and interacted with, in everyday behaviour and how these relations may be 'negotiated' by the elderly themselves. The political-economy of aging focuses upon disparities of income, and the determinants and effects of poverty on the lives of older people.

SOCI-2613. Sociology of Gender
This course will focus, in depth, on particular aspects of the social processes shaping, and shaped by, female and male roles such as gender and power, gender and social structure of work, and feminist social movements.

SOCI-2623. Women in the Third World (ECON 2303)
This course will critically examine the role of women in the Third World. 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.

SOCI-2633. Sociology of the Family
A critical analysis of various conceptual frameworks in family research, and a cross-cultural analysis of marriage and the family, both past and present. Particular attention will be 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.

SOCI-2643. The Political Economy of Women (ECON 2223)
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.

SOCI-3173. The Sociology of Women and Education.
With the rise of neo-conservative governments in Canada, we see changes in schooling and higher education due to the restructuring of government finances 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.

SOCI-3223. Globalization and Gender (GEND)
Globalization and Gender will examine how definitions of gender and sexuality are reproduced, negotiated and deployed in the context of globalization and transnational flows. 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 flows, 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. Prerequisite: SOCI-1006 Introduction to Sociology or instructor's permission.

SOCI-3243. Sociology of Men and Masculinities (GEND)
Description: In this course, students will 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 will be introduced to theoretical perspectives used to understand the lives of men and boys, while examining topics such as fathering, the social construction of men's bodies, the ways the media (re)produces notions of masculinity, and sports masculinities.

SOCI-3323. Sociology of Women & Law
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.

SOCI-3413. Employment Equity Policy and Gender Inequality at Work
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.

SOCI-3583. Research for Social Change
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, 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 offers students the opportunity to engage in debates around these methodologies as they consider how to do research for social change.

STS-3303. Sex, Science & Gender (HMRT)
This course examines how scientific research, in the late 19th and 20th centuries, has shaped common conceptions of sex behaviour and how this scientific knowledge has also been shaped by cultural conceptions of gender roles and "normal" behaviour.

STS-3503. Feminism and Techno-Science (GEND) (HMRT 3273)
Examines a variety of feminist perspectives on science and technology which suggest that scientific authority (particularly in the biological and life sciences) rationalizes and normalizes gender stereotypes and inequalities, and also marginalizes women from its institutions. The content and positions of various perspectives (as well as counter-arguments) are studied for their political, philosophical, and epistemic assumptions. Prerequisite: at least 9 credit hours in STS or permission of the instructor.

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

Section Seven: Regulations

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A. Course Regulations

All academic decisions affecting a student's work in course shall be made by the individual faculty member teaching that course, subject to the concurrence of the Vice-President (Academic).

The following general regulations apply with regard to class attendance, withdrawal from course, dismissal from course, and repeating a course.

Class Attendance and Class Cancellation

1. Class Attendance

Regular attendance is expected of students at all classes. The responsibility for meeting this obligation rests with the student. It is the responsibility of students to notify their instructors when they expect to be, or have been, absent from class for any justifiable reason. Students should consult the written course outline provided by the instructor at the beginning of each course for the specific details of the attendance requirements in the course. It is the prerogative of the instructor to determine when a student's scholastic standing in any course is being affected adversely by repeated absences. The Registrar's Office may, in exceptional circumstances, issue a notice to instructors on behalf of a student if that office is informed by the student, student's parent, physician, counsellor or someone with knowledge of the student's health or emotional status that the student's attendance and/or ability to focus on academic work has been compromised. In such cases the appropriate documentation is held at the Registrar's Office.

Students may use laptops and related electronic note takers responsibly within the classroom for taking notes. Laptops and other electronic devices are not to be used in class for activities unrelated to the class.

Students whose use of electronic devices distracts other students and/or the instructor may be required by the instructor to discontinue use of those devices.

2. Class Cancellation

Courses at St. Thomas University are scheduled to provide students with approximately 150 minutes of instructional time per week Instructional time includes, but is not limited to, the following: lectures, discussions, seminars, tutorials, laboratory sessions, library instruction, field trips, audiovisual and multimedia presentations, computer-assisted learning, and any other organized learning activity with the instructor available.

As students have a right to expect that full instructional time will be provided, scheduled class meetings will be maintained throughout the academic year. Class cancellations or shortened classroom periods should only result from legitimate personal or professional reasons.

The decision to cancel classes for inclement weather will be made by the University. The University administration will undertake to notify faculty and students of this decision.

If a class must be cancelled because of an unexpected occurrence such as the illness of the instructor, the instructor will notify the Vice-President (Academic)'s secretary who will attempt to notify the students by posting the class cancellation on www.stu.ca. The instructor will also notify the Department Chair.

If an instructor may reasonably foresee his or her absence from a scheduled class, the

prior approval of the Vice-President (Academic) is required. These requests will be in writing, with a copy to the Department Chair, and should include the dates of the instructor's planned absence, the reasons for the instructor's absence, the alternative activities which will take place during the absence or, if a class or classes are to be cancelled, the make-up activities which have been planned for the students. It is the instructor's responsibility to inform the students of these class cancellations and the alternative and/or make-up instructional activities which have been planned.

In the event that the sum of all class cancellations for a particular course exceeds five hours in one semester, it is expected that the Department Chair will meet with the instructor involved to review the situation and to plan alternative and/or make up instructional activities for the students enrolled in the course.

3. Written Assignments
Written assignments that have not been returned during regular class periods will normally be kept by the professor for one semester following the completion of a course. Students who wish to pick up their written work should arrange to come for it during a professor's regular office hours.

Exit from Aquinas Program
Students who wish to exit from the Aquinas program at Christmas may petition the instructors to have credit awarded for the work done in Semester 1. The petition must be received by December 21.

The instructors will make a decision to award 0, 3, 6, or 9 credit hours for the work performed to that point. The decision shall be communicated to the student by the first day of classes in Semester 2.

In the case of 3 credit-hour courses, students will receive credit for any courses passed and a final grade will be assigned by the instructor. In the case of 6 credit-hour courses, any credits conferred shall appear on the transcript either as general credit in the designated discipline (with no grade) or as "unassigned arts" credit (with no grade).

A student who wishes to appeal a decision as to the number of credit hours to be awarded shall lodge that appeal with the Vice-President (Academic) by March 1. The appeal will be heard by the Aquinas program Committee.

Withdrawal from Course
A student may withdraw from a course, with no academic penalty, by withdrawing before the deadline as outlined by the Registrar's Office. In order to withdraw from a first or second-semester course without academic penalty, such withdrawal must be completed within eight weeks after the first day of lectures in each semester. In order to withdraw from a full-year course without academic penalty, such withdrawal must be completed within two weeks of the beginning of second semester courses.

The academic penalty for withdrawal after these dates, except for substantial medical or compassionate reasons, will be to have WF (valued at 0 grade points) recorded on the student's transcript of marks.

Dismissal from Course
A student may be required to withdraw from a course for repeated absences. No action to dismiss may be taken without due warning. A letter of warning is to be issued by the

instructor with a copy to the Registrar's Office.

No final decision to dismiss may be taken without consultation with the Vice-President (Academic). Notice of dismissal from a course must be in writing.

Repeating Courses

Students require the permission of the Department Chair in order to register for a course already taken. 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 Academic Standing (see H. Appeal Procedures).

B. Evaluation and Grading

The method of evaluation of students in a course and the actual grading of a student's performance are essentially the responsibility of the course instructor, subject to the following regulations.

Evaluation of Students' Performance

1. *Method of Evaluation*

For every course offered at St. Thomas the professor is to provide to the students at the beginning of the course the following written information: (1) method of evaluation; 2) course requirements and value towards the final grade. Because competent, sensitive, and accurate use of language has always been, and continues to be, the hallmark of an educated person, it is St. Thomas University's policy that in the evaluation of any piece of writing, submitted in any course in the University, form as well as content (insofar as they can be separated) will be considered. Students should expect to do a substantial amount of writing in any course, and expect as well to have papers which are clearly below acceptable levels of literacy returned for revision.

2. *Scheduling Essays and Class Tests*

A minimum notice of six weeks on the part of the professor is required for any major essay or term paper. No class test or examination (oral, written or "take-home") is to be held during the last fifteen days prior to the first day of regular examinations without the permission of the Registrar's Office. The petition for any such test shall be given in writing to the Registrar.

3. *Final Examinations*

The value assigned to the final examination will normally not exceed sixty percent of the final grade. A professor may change this percentage for a given course with the approval of the Chair of the Department.

4. *Scheduling Final Examinations*

Examinations are held each year in December and April. The examination schedule is determined by formula and announced in advance of the start of classes. In December, Christmas examinations are held in six-credit hour courses, and final examinations are held in first-semester, 3 credit-hour courses. In April, final examinations are held in 6 credit hour courses and second-semester, 3 credit hour courses. No student is required to write more than two examinations in a twenty-four hour period. The student may request that an examination be moved to a date set aside for those make-up examinations after the

established examination period. Such requests shall be directed to the Registrar's Office. The Registrar's Office will determine which examination will be moved. The date and time set for the return of completed take-home examinations shall normally coincide with the scheduled examination timetable.

5. Special Final Examinations
Students seeking to write special final examinations for reasons of proven illness or compassion and in the case where they are scheduled to write more than two examinations in a twenty-four hour period, must apply to the Registrar's Office. If approved, the Registrar's Office will notify the professor and request an appropriate alternative evaluation arrangement

Grading System

1. Grade Point Average
In calculating the grade point average, a letter grade in a 3 credit-hour course is assigned only half the grade points that are assigned to the same letter grade in a six credit-hour course.

The "annual grade point average" is used to determine the academic standing of each full-time student. This average is calculated on all courses taken during the academic year. (September - April) Mid-term results in 6 credit-hour courses are not recorded on the student's transcript.

Students should note that the final grades of repeated courses will be counted in the annual GPA but the course credit will be counted only once towards the minimum number of credits required for a degree.

A student accepted as a transfer student from another university may be given credit towards a degree for acceptable previous courses, but the annual GPA will be based only on courses taken at St. Thomas University.

2. Grade Point Average: Part-Time Students
For part-time students, the grade point average (GPA) used to determine academic standing is calculated on the basis of each 30 credit hours attempted, rather than the annual GPA calculated for full-time students.

3. Letter Grades
A candidate's final standing in a course is indicated by the following letter grades:

Grade	Grade Point	Short Definition	Detailed Definition
A+	4.3	(Exceptionally) excellent	Demonstrating an exceptional knowledge of subject matter, the literature, and concepts and/or techniques. In addition, it may include: outstanding powers of analysis, criticism, articulation, and demonstrated originality. A performance qualitatively better than that expected of a student who does the assignment or course well.
A	4.0	Excellent	
A–	3.7	(Nearly) excellent	
B+	3.3	(Very) good	Demonstrating considerable knowledge of subject matter, concepts,
B	3.0	Good	

B–	2.7	(Fairly) good	techniques, as well as considerable ability to analyze, criticize, and articulate; performance in an assignment or course which can be called "well done."
C+	2.3	(Better than) adequate	Demonstrating a reasonable understanding of the subject matter, concepts, and techniques; performance in an assignment or course which, while not particularly good, is adequate to satisfy general University requirements and to indicate that the student has learned something useful.
C	2.0	Adequate, satisfactory	
C–	1.7	(Barely) adequate	
D	1.0	Minimally acceptable	Marginal performance, demonstrating a low level of understanding and ability in an assignment or course; less than adequate to satisfy general University requirements, but sufficient to earn a credit.
F	0.0	Unacceptable	Wholly below University requirements.
WF		Withdrawn with failure	Failing grade awarded to student who withdraws from a course after the deadline.

4. Incomplete Grade

An incomplete (INC) is a temporary notation and as such will not remain on the student's academic record beyond the date set for completion of the course work. Since academic decisions concerning such matters as scholarships and academic standing are made within a reasonable time after the end of term, it is necessary that final 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 final grade.

In all cases where the temporary notation of INC has been submitted, the incomplete or late work must be completed by the student by the following deadlines:

First semester courses	February 1
Second semester and full courses	June 1
Intersession (May-June) courses	August 1

Summer School (July-August)	October 1
Special schedule courses	No later than one month after the completion of the course

Within one month of the above dates, the instructor must submit a final grade in place of the temporary notation of INC. Unless the final grade is submitted by these deadlines, the Registrar's Office will record a grade of F in place of the INC. This F will have a 0 grade point and will be used in computing the student's G.P.A. Beyond these deadlines, the Registrar's Office will not accept or record any grade changes (other than those due to appeals or errors).

If there are exceptional circumstances, the student may petition for an exemption by following the procedures outlined in the calendar under Section G. Appeal Procedures.

Electronic devices such as laptops, cell phones and blackberries shall not be taken into examination rooms except in special cases with the prior permission of the instructor. Instructors who invigilate examinations shall ensure that all unused examination booklets are removed from examination rooms and securely stored.

C. Academic Standing

The annual grade point average (GPA) of students determines their academic standing. There are four types of academic standing: good standing, academic probation, deferred dismissal and academic dismissal.

1. Good Academic Standing

In order to maintain good academic standing full-time students must earn a minimum annual GPA of 2.0 in each year of their program. Part-time students must earn a minimum GPA of 2.0 on each block of 30 credit hours attempted.

2. Academic Probation

Academic probation follows upon notice of unsatisfactory academic performance and is a warning to the student that improvement is required in order to avoid academic dismissal. Students placed on academic probation shall have their participation in extracurricular university activities restricted in such a manner as the Registrar may determine. A student whose annual GPA falls below 2.0 but above 1.5 is placed on academic probation. A student who has been placed on academic probation and whose annual GPA in any subsequent year falls below 2.0 will be required to withdraw from the University.

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.

Deferred Dismissal is a one-time opportunity. Students whose annual grade point average falls below 1.6 in any subsequent year will be required to withdraw from the University for a period of 12 months.

4. Academic Dismissal

There are two circumstances in which students may be required to withdraw from the University because of unsatisfactory academic performance:

a. A student whose annual GPA falls below 1.0 in any year will be required to withdraw from the University.
b. A student who has been placed on academic probation and whose annual GPA in any subsequent year falls below 2.0 will be required to withdraw from the University. A student who is required to withdraw from the University is eligible to apply for readmission subject to the regulations below.

5. Application for Readmission

Students required to withdraw from the University as a result of obtaining an annual GPA of less than 1.0 will be required to spend at least one year away from the University before being eligible to apply for readmission. Students who had been on academic probation and were required to withdraw from the University as a result of their annual GPA falling below 2.0 in a subsequent year, will normally be required to spend at least one year away from the University before being eligible to apply for readmission. Any student who has been required to withdraw a second time will normally be required to spend at least two years away from the University before being eligible to apply for readmission.

Students who seek readmission after having been asked to withdraw must apply in writing

to the Admissions Office. 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.

D. Codes of Student Conduct (Academic and Non-Academic Misconduct)

Preamble

The Mission Statement of St. Thomas University describes our community in this way:

> *We are a university primarily concerned with people, ideas, and values. We are an institution with a social conscience. We are united in the belief that women and men of divergent backgrounds and abilities should have an opportunity to learn and practice critical thought and to realize their intellectual potential in an academic setting that is both responsive and stimulating. .... 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.*

In order to make these ideals effective, all members of this community have responsibilities as well as freedoms. For example, the Statement of Mutual Expectations of Instructors and Students in the Academic Calendar sets out the commitments and responsibilities of students and instructors required to create a strong academic culture. The following Codes of Conduct seek to support our mission statement by clearly setting forth our expectations for the responsible conduct of students both academically and socially.

The purpose of the Codes is to express community standards of honesty, respect for persons and property, and responsible use of freedom. The Codes reflects the University's mission and identity, and it exists to guide conduct, safeguarding and promoting the University's educational activity. Each student is responsible for reading and reviewing the Codes of Student Conduct, and for understanding the responsibilities the student 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 officers of the University.

The University, in accordance with the procedures outlined in the following policies reserves the right to withdraw from any student the privilege of attending St. Thomas University. Neither the University, nor any of its members, shall be under any liability whatsoever for such exclusion.

The following considerations constitute the foundation of the University's justification 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 reflect 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 differ 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.

SECTION I - ACADEMIC MISCONDUCT

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 offenses that a student can commit. Such conduct is subject to disciplinary action.

1. Plagiarism

The following Statement of Policy on Plagiarism appears in Section Five E of the University Calendar: Plagiarism is "to use another person's ideas or expressions in your writing 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. Writing an essay, report or assignment, or a portion thereof, for someone else to submit as their own work.
3. 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.

A student who is in doubt as to what constitutes plagiarism should discuss the matter with the professor concerned before submitting the assignment.

2. Cheating

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.
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.
6. Either using answers provided by another student or providing answers to another student.
7. Copying answers from another student during examinations or tests.

Procedures in Cases of Cheating or Plagiarism

1. As soon as a professor believes that academic misconduct has occurred, the professor will contact the student via email, with a copy to the Registrar's Office. In the email, the professor will:

- state the problem;
- ask for a meeting with the student;
- specify that a response is required within 7 days;
- state that if the student has not replied within 7 days, then an admission of guilt will be presumed and a penalty will be imposed.

Note: The professor will keep a copy of the email, and the Registrar's Office will place a copy in the student's academic file.

2. At the meeting between the professor and the student, the professor will:

- present the evidence of misconduct, and the student may respond;
- ask the student to complete and sign the Student Statement on Academic Misconduct form, which is available on the STU website at http://w3.stu.ca/stu/administrative/vp_academic/academic_misconduct.pdf (Administrative Offices ⇢⇢ Vice-President Academic & Research ⇢⇢Policies ⇢⇢ Academic Misconduct; scroll to Appendix B).

3. Within 7 days after meeting with the student, the professor will:

- discuss the matter with the Department Chair, and they will decide on a course based penalty (up to and including a failing grade in the course);
- submit evidence of academic misconduct to the Department Chair;
- submit the completed Student Statement on Academic Misconduct form to the Department Chair.

4. Within 7 days of meeting with the professor, the Department Chair will:

- inform the student in writing of the decision (regarding guilt or innocence) and penalty, and also of the right to appeal the decision (and/or penalty) to the Senate Student Academic Grievance Committee;
- indicate in the letter to the student that appeals must be initiated within 2 months from the date the letter was sent;
- submit a copy of the letter to the Registrar's office for inclusion in the student's academic file;
- submit a copy of the completed Student Statement on Academic Misconduct form to the Registrar's office for inclusion in the student's academic file;
- submit copies of all evidence of academic misconduct for inclusion in the student's academic file;

- contact the Registrar's office to ascertain whether a previous offense has occurred.

5. If a previous instance of academic misconduct has occurred, then:

- the Department Chair will notify the Vice-President (Academic & Research) in writing;
- the Vice-President (Academic & Research) may impose a University-based sanction up to and including expulsion, which would be in addition to the penalty imposed by the professor and Department Chair;
- the Vice-President (Academic & Research) will notify the student in writing, with a copy of the letter sent to the Registrar's office for inclusion in the student's academic file.

6. If a student submits an appeal, the Senate Student Academic Grievance Committee shall:

- solicit and consider relevant material from the student, the Department Chair, the Professor, the Registrar's office, and other material as deemed necessary;
- reach a decision concerning the appeal of the decision or the penalty imposed;
- communicate its decision in writing to the Vice-President (Academic & Research), Department Chair, the professor, the student, and the Registrar's office for inclusion in the student's academic file.

Note: The decision of the Senate Student Academic Grievance Committee shall be final.

7. In all cases of alleged academic misconduct or academic grievance concerning the Department Chair, the Vice-President (Academic & Research) shall appoint an individual to act as Department Chair under these procedures.

SECTION 2 - POLICY ON NON-ACADEMIC MISCONDUCT

1. General:

    1.1. Policy Statement
    1.2. Scope and Nexus to University
    1.3. Relationship to Other Policies
    1.4. Rights of the Complainant
    1.5. Rights of the Respondent
    1.6. Parallel Proceedings
    1.7. Confidentiality
    1.8. Records

2. Procedures:

    2.1. Filing a Complaint
    2.2. Interim Measures
    2.3. The Investigation Process
    2.4. Determination
    2.5. Sanction
    2.6. Decision Letter

3. Appeal Process

4. Prohibited Conduct

1. GENERAL

1.1. Policy Statement:

The University endeavours to create and maintain a positive and productive learning environment, an environment in which there is: respect for the dignity of all, fair treatment of individuals, and respect for University resources and the property of individuals.

1.2. Scope and Nexus to University

1.2.1. This policy applies to all students.

1.2.2. This policy applies to student non-academic misconduct that occurs:

1.2.2.1. on University premises;

1.2.2.2. in a course or course of study;

1.2.2.3. as part of an activity offered by the University; and/or

1.2.2.4. where a Student is representing the University, including, but not limited to circumstances where a Student is:

1.2.2.4.1. participating in, or travelling as a part of, a University program;

1.2.2.4.2. studying abroad as part of a program of the University or an exchange program between the University and an international institution in another country;

1.2.2.4.3. participating in an internship, co-op placement or practicum;

1.2.2.4.4. participating in a University club or organization, or a student club or organization, including student clubs or organizations sanctioned by the Students' Union; and/or

1.2.2.4.5. at a University club or organization event, or a student club or organization event, including those sanctioned by the Students' Union.

1.2.2.5. The University reserves the right to take necessary and appropriate action where there is a real and substantial link to the University or the university community, regardless of physical location.

1.3. Relationship to Other Policies

1.3.1. Policy on Sexual Violence: the Policy on Sexual Violence details prohibited conduct. Complaints about sexual violence (reports) will follow the procedures in this (Non-Academic Misconduct) policy.

1.3.2. Residence Agreement: the Residence Agreement is part of the lease agreement between student tenants and the University as Landlord. Violations of the Residence Agreement as well as Residence Community Standards will normally be addressed through those policies within the residence system. When alleged misconduct is of a serious nature, or involves sexual violence, the matter will be referred to this (Non-Academic Misconduct) policy.

1.3.3. Athletics Code of Conduct: While all allegations of non-academic student misconduct will be dealt with through this (Non-Academic Misconduct) policy,

student-athletes are also subject to the Athletics Code of Conduct. Sanctions applied through the Athletics Code of Conduct are in addition to those applied through the Non-Academic Misconduct policy. The Athletics Code of Conduct does not replace this (Non-Academic Misconduct) policy.

1.3.4. Professional Schools' Codes of Conduct (Social Work and Education): While all allegations of non-academic student misconduct will be dealt with through this (Non-Academic Misconduct) policy, the Schools of Social Work and Education have their own respective Professional Codes of Conduct to which students must also adhere. Violations of those codes will be handled by the relevant Director and faculty. Schools can use determinations of violations from this (Non-Academic Misconduct) policy as part of their processes.

1.4. Rights of the Complainant

1.4.1. The right to be fully informed about the process and various options available.

1.4.2. The right to be treated with dignity, respect, and offered support throughout the process.

1.4.3. The right to an investigation and decision process that is closed to the public.

1.4.4. The right to pursue criminal or other charges regardless of the status of the complaint with this policy.

1.4.5. The right to present their story and any relevant/supporting information.

1.4.6. The right to have one advisor/support individual present at all investigation meetings. The advisor cannot be a lawyer.

1.4.7. The right to confidentiality within the process (see section 1.7)

1.4.8. The right to withdraw the complaint at any time.

1.4.9. The right to have a support person assist in the writing or transmission of a complaint, especially in cases involving trauma.

1.4.10. The right to know the outcome of the process.

1.5. Rights of the Respondent

1.5.1. The right to a fair and impartial process, and to be fully informed about that process at the outset.

1.5.2. The right to be made aware of the allegations against them, any supporting information from witnesses, and to be able to prepare a defense against those allegations

1.5.3. The right to an advisor in investigation, decision, and appeal meetings. The advisor cannot be a lawyer.

1.5.4. The right to suggest witnesses of their own.

1.5.5. The right to reasonable timelines of the process as outlined in this policy.

1.5.6. The right to confidentiality within the process (see section 1.7)

1.5.7. The right to know the outcome of the process.

1.5.8. The right to appeal decisions of the Director of Student Services and Residence Life as per section 3 of this policy.

1.6. Parallel Proceedings

1.6.1. A Student may be subject to an investigation pursuant to this Policy regardless of any parallel action by civil, administrative or criminal authorities against the Student relating to the same or similar conduct.

1.6.2. Nothing in this Policy prevents anyone, including professional licensing bodies, from proceeding with civil, administrative or criminal actions independent of any University action.

1.6.3. Nothing in this Policy prevents Professional Programs at the University from investigating, reviewing and resolving conduct that is a violation of their professional codes.

1.6.4. Nothing in this policy prohibits anyone from launching a complaint about the same or similar conduct with the New Brunswick Human Rights Commission at the same time as a complaint under this policy.

1.7. Confidentiality

1.7.1. The University seeks to respect the privacy of all those involved in complaint processes. During the investigation process participants are directed not to discuss the process with others, and the University will not share information about ongoing cases. This does not limit students from seeking support or sharing their story, but rather is intended to respect the dignity and rights of all individuals involved in the process, as well as the integrity of the process until it is concluded.

1.7.2. Consistent with the University's policy on Release of Information About Students, information regarding the outcome of the process will be shared only with those who have a legitimate need for the information.

1.8. Records

Records of all complaints, decisions, sanctions, and appeals will be maintained as confidential records of the Student Services Office until one year after the Student (Respondent) graduates from the University, at which time they will be destroyed. Copies of Decision Letters will be held by the Registrar's Office indefinitely.

2. PROCEDURES:

2.1. Filing a Complaint

2.1.1. Any individual, including all members of the university community or public, who believes that a student may have committed a violation of the Policy on Non-Academic Misconduct may file a complaint under this procedure.

2.1.2. All complaints should be brought to the attention of the Director of Student Services and Residence Life:

2.1.2.1. Via email: director.studentlife@stu.ca

2.1.2.2. Via Student Services central phone: 506-453-7213

2.1.3. Complaints should include the following information when possible:

2.1.3.1. name and contact information for the complainant

2.1.3.2. a description of the incident

2.1.3.3. name of the alleged respondent

2.1.3.4. names of potential witnesses.

2.1.4. Complainants are encouraged to submit their complaints in a timely manner. Complaints for most offences will only be pursued if they are received within 3 months of the alleged conduct. This timeframe does not apply to allegations of sexual violence or other serious offences.

2.1.5. The Director will advise the complainant on relevant support services available and explore options and potential routes for the complaint.

2.1.6. Third-party complaints, from witnesses to an event may be accepted at the discretion of the Director, but consideration will be given to the desires of the person(s) directly harmed by the incident.

2.1.7. Anonymous complaints will not be taken forward.

2.1.8. The Director, in consultation with the Complainant, will then decide on a path forward, which may include:

2.1.8.1. Investigation: an investigation will occur when the complaint, when taken at face value, may constitute a violation of this policy.

2.1.8.2. Referral to another procedure: when the complaint is not relevant to this policy, or another policy or organization (on or off campus) would be better suited to handling the complaint.

2.1.8.3. Informal resolutions: if both the complainant and respondent agree to participate, informal resolutions such as mediation may be sought. Informal resolutions may be attempted, and if unsuccessful, an investigation may commence.

2.1.8.4. Dismissal: a complaint will be dismissed when it appears on face value to not constitute a violation of this policy. If an investigation does not go forward the complainant may request written reasons for the decision.

2.2. Interim Measures

In the event that the Director determines that there are concerns for the wellbeing of anyone involved in the process, non-punitive interim measures may be assigned. These measures include but are not limited to: no-contact orders, trespasses (from certain areas or all of campus), switching sections of a course, moving a residence student, etc. These measures do not presume guilt and exist only until the conclusion of the conduct process. Interim measures may be imposed immediately upon receipt of the complaint, or at any time during the investigation process.

2.3. The Investigation Process

The purpose of the investigation is to gather facts and statements relevant to the behavior or incident in question. All parties have the opportunity to make submissions and witnesses (if applicable) will also be interviewed. There is a presumption of innocence during the investigation process.

2.3.1. Investigations will be completed by a Conduct Officer, normally the Director of Student Services and Residence Life, but may be referred to the Associate Vice-President (Enrolment Management), the Manager of Residence Life, or an external Conduct Officer.

2.3.2. During the investigation, the complainant will have the opportunity to submit any supporting evidence to their complaint, and suggest any witnesses to the Conduct Officer.

2.3.3. The Conduct Officer will meet with (in person, phone, or electronically) witnesses, who may be suggested by both the complainant and respondent.

2.3.4. Within ten (10) business days of receiving the complaint, the Conduct Officer will provide the respondent with notice that a complaint has been made, information about this process and their rights within it, and arrange a time for an investigative meeting.

2.3.5. During the investigative meeting, the Conduct Officer will ask for the respondent's submission regarding the events in question, to bring forth any evidence of their own or suggest witnesses of their own. During this meeting, the respondent may be accompanied by one advisor, to act in a support/advisory manner. The advisor cannot be a lawyer.

2.3.6. If the respondent fails to cooperate with the investigation or to be reasonably available for a meeting, the Conduct Officer may proceed without the input of the respondent.

2.3.7. After meeting with the complainant, respondent, and witnesses, the Conduct Officer may contact those parties again to request further relevant information or to clarify information previously given.

2.3.8. At the conclusion of the investigation the process will move to a Hearing.

2.4. Hearing

2.4.1. The purpose of the Hearing is to provide the respondent with an opportunity to fully respond to the accusations against them, and evidence gathered during the investigation.

2.4.2. In advance of the Hearing, the respondent will be provided with the following:

2.4.2.1. a proposed date for the Hearing and notice of the right to reschedule within reasonable time frames;

2.4.2.2. a report including the alleged misconduct, as set out in the Complaint and other pertinent facts, evidence and particulars gathered during the investigation;

2.4.2.3. notice of the right to be accompanied by one Advisor, who cannot be a lawyer;

2.4.2.4. a link to a copy of the Student Non-Academic Misconduct Policy and any other applicable University policies; and

2.4.2.5. that a decision may be made in the Respondent's absence if the Respondent fails to appear for the Hearing.

2.4.3. The Conduct Officer who investigated the case will normally preside over the

Hearing. In circumstances when an external Conduct Officer has performed the investigation or other issues arise, another Conduct Officer may preside over the Hearing, having received the investigation report.

2.4.4. A note-taker (staff member other than the Conduct Officer) will be present at the Hearing to record the proceedings.

2.4.5. Hearings are not open to the public and are confidential.

2.5. Determination

2.5.1. Upon conclusion of the Hearing, the Conduct Officer shall, given the evidence found in the course of the investigation and the submissions at the Hearing, make a determination on a balance of probabilities whether or not a violation occurred.

2.5.2. If it is found that no violation occurred, both the complainant and respondent will be notified within 10 days of the conclusion of the investigation.

2.6. Sanctions

2.6.1. If a determination that a violation of this policy has occurred, the Conduct Officer will then determine a sanction based on the following criteria:

2.6.1.1. seriousness of the offence and impact on members of the campus community,

2.6.1.2. whether the respondent has a history of violations of the policy,

2.6.1.3. other mitigating or aggravating factors

2.6.2. One or more of the following sanctions may be imposed by the Conduct Officer:

2.6.2.1. written warning;

2.6.2.2. written reprimand;

2.6.2.3. discretionary sanction – work assignments, educational assignments, restorative measures, service to the University or other discretionary assignments that are considered appropriate;

2.6.2.4. letter of behavioural expectations – an undertaking not to engage in certain behaviour and setting out the consequences if the requirements set out in the letter are not followed;

2.6.2.5. monetary compensation for loss, damage or injury or replacement of damaged or destroyed property;

2.6.2.6. monetary fine;

2.6.2.7. trespass from campus;

2.6.2.8. loss of privileges – denial of specified privileges for a designated period of time;

2.6.2.9. withdrawal from one or more courses;

2.6.2.10. restrictions on participating in a University club or organization or in certain activities of a University club or organization;

2.6.2.11. other appropriate sanction as determined by the Director.

2.6.3. The following sanctions may be imposed by the Director upon approval

of the Associate Vice-President (Enrolment Management) or Registrar:

2.6.3.1. suspension of the Student from the University for a specified period of time, after which the Student is eligible to return. Conditions for readmission may be specified;

2.6.3.2. expulsion – permanent separation of the Student from the University;

2.6.4. In the event that a student does not adhere to a sanction, the Director may impose an additional sanction.

2.7. Decision Letter

2.7.1. Within ten (10) business days of the conclusion of an investigation process or Hearing, the Conduct Officer will issue the respondent a Decision Letter, which will include:

2.7.1.1. An overview of the complaint, investigation, and Hearing;

2.7.1.2. The determination of whether or not a violation occurred;

2.7.1.3. Details of sanction(s) if applicable;

2.7.1.4. Information on appeal procedures.

2.7.2. The decision letter will be emailed to the respondent, and copied to: the Registrar, and other relevant offices as necessary including but not limited to Residence life, Campus Security, Program Director, Chair, or Dean.

2.7.3. The complainant will be notified of the process status and determination.

3. APPEAL PROCESS

3.1. A Respondent who has been found responsible for Student Non-Academic Misconduct may appeal the decision of the Conduct Officer to the Vice-President (Academic and Research) within ten (10) Business Days of receiving the decision. If the Vice-President (Academic and Research) is unavailable, the Registrar will act in their place.

3.2. A Respondent may appeal the decision of the Conduct Officer on the following basis:

3.2.1. relevant evidence has emerged that was not available at the time of the original decision;

3.2.2. the Student Non-Academic Misconduct Policy was not followed and the outcome of the case might have been substantially affected by this failure; or

3.2.3. the severity of the sanction imposed exceeds the nature of the misconduct for reasons identified by the Respondent.

3.3. To file an appeal, a Respondent shall be required to submit the following information, in writing, to the Vice-President (Academic and Research):

3.3.1. a copy of the decision;

3.3.2. a statement of the grounds for appeal;

3.3.3. a statement of facts relevant to the basis of appeal;

3.3.4. a statement of the remedy sought; and

3.3.5. any supporting documentation that the Respondent intends to refer to at the appeal hearing.

3.4. If the respondent fails to provide proper documentation as noted above or the grounds for appeal are not consistent with the above, the Vice-President may reject the appeal without a hearing. Written notice of such decision would be provided.

3.5. An Appeal Hearing before the Vice-President (Academic and Research) will be

scheduled within ten (10) Business Days of the Respondent filing the appeal. Timelines may be extended by mutual agreement of the Respondent and the Vice-President (Academic and Research) or in extenuating circumstances by the Vice-President (Academic and Research) with notice to the Respondent. The Appeal Hearing will not be open to the public and will be kept confidential.

3.6. The respondent may be accompanied by one advisor at the Appeal Hearing, the adviser cannot be a lawyer.

3.7. If deemed necessary, at the sole discretion of the Vice President (Academic and Research), Appeal Hearings may be adjourned to ensure that essential information can be obtained. If an Appeal Hearing has been adjourned, it will be reconvened within five (5) Business Days.

3.8. The Respondent will be provided with written notice of the outcome of the Appeal Hearing within ten (10) Business Days of the conclusion of the Appeal Hearing. Timelines may be extended in extenuating circumstances by the Vice-President (Academic and Research) with notice to the Respondent.

3.9. Decisions of the Vice President (Academic and Research) are final.

4. PROHIBITED CONDUCT

The general categories of prohibited conduct as set out in this section are deemed to include similar conduct using new technology and similar conduct occurring in new or novel situations

4.1. Actions Against Persons

A Student shall not cause or threaten to cause harm to another individual, or endanger the safety of another individual. Prohibited conduct includes, but is not limited to:

4.1.1. stalking, bullying or otherwise engaging in a pattern of behaviour directed at a specific person or group of persons that would cause a reasonable individual to fear for their safety or suffer emotional distress;

4.1.2. assaulting another individual sexually, or threatening another individual with sexual assault or committing an act of sexual harassment toward another individual; or otherwise committing an act of sexual violence as defined in the University's Policy on Sexual Violence;

4.1.3. engaging in hazing or any act that harms, or could reasonably be expected to harm the mental or physical health or safety of another person, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization; and

4.1.4. engaging in a course of vexatious conduct, bullying or other harassment that is directed at one or more persons and that is based on grounds protected by the New Brunswick Human Rights Act and the University's Harassment and Discrimination Policy.

4.1.5. Harassment, for the purposes of this Policy, means engaging in a course of comment or conduct that is known or ought reasonably to be known to be unwelcome. This includes any unwelcome comments, conduct or gestures that provoke, irritate, threaten, annoy, insult or demean, or result in some other form of discomfort, or words or actions that demean or cause humiliation, offense or embarrassment to another person and/or which adversely affects the employment, social or academic status of the individual. Harassment includes:

4.1.5.1. Discriminatory Harassment

4.1.5.2. Personal/Psychological Harassment

4.1.5.3. Sexual Harassment

4.1.6. Discrimination is defined as the act of treating a person or group unequally by imposing unequal burdens, obligations, disadvantages, or preferences on the basis of the person's race, colour, religion, national origin, ancestry, place of origin, age, physical disability, mental disability, marital status, sexual orientation, sex, gender identity, social condition, political belief or activity, or any other grounds covered by the New Brunswick Human Rights Act.

4.2. Actions Against Property

A Student shall not:

4.2.1. damage, deface, or destroy the property of another individual, corporation or other entity, including the University;

4.2.2. create a condition that unnecessarily endangers or threatens destruction of the property of another individual, corporation or other entity, including the University;

4.2.3. use University property, facilities, equipment or materials for an unauthorized purpose;

4.2.4. enter or remain in any University building or area without authorization when the building or area is officially closed or restricted for designated purposes or to designated individuals; or

4.2.5. misuse the University electronic communications system or otherwise violate the ITS Lab Policies.

4.3. Disruptions of University Functions, Activities, and Services

A Student shall not:

4.3.1. obstruct another individual or group of individuals from carrying on their legitimate activities, or from speaking or associating with others; or

4.3.2. interfere with the functions, activities and services of the University or a student group or groups such that the function, activity or service is obstructed or disrupted. Examples of functions, activities and services include but are not limited to:

4.3.2.1. social, cultural, academic and athletic events

4.3.2.2. field trips

4.3.2.3. computing services

4.3.2.4. registration services

4.3.2.5. library services

4.3.2.6. residence and food services

4.3.2.7. governance meetings and judicial hearings

4.4. False Information and Identification:

A Student shall not:

4.4.1. knowingly provide false information to any office or individual acting on behalf of the University or student group;

4.4.2. alter or forge any University document or record, including identification materials, issued by the University;

4.4.3. allow any University document or record, including identification materials, issued for one's own use to be used by another;

4.4.4. use any University document or record other than for its authorized purpose; or

4.4.5. act for or on behalf of the University unless expressly authorized to do so.

4.5. Possession or Use of Dangerous Objects, Drugs, or Alcohol

A Student shall not:

4.5.1. possess, use, manufacture, sell, exchange or otherwise distribute firearms, explosives or other weapons in violation of any applicable law;

4.5.2. possess, use, manufacture, produce, sell, exchange or otherwise distribute any drug in violation of any applicable law; or

4.5.3. possess, consume, furnish, manufacture, sell, exchange or otherwise distribute any alcoholic beverages except as permitted by applicable law.

4.6. Aiding in the Commission of an Offence

A Student shall not:

4.6.1. encourage or aid another Student in the commission of Student Non-Academic Misconduct.

4.7. Contravention of Other Laws and University Policies

A Student shall not:

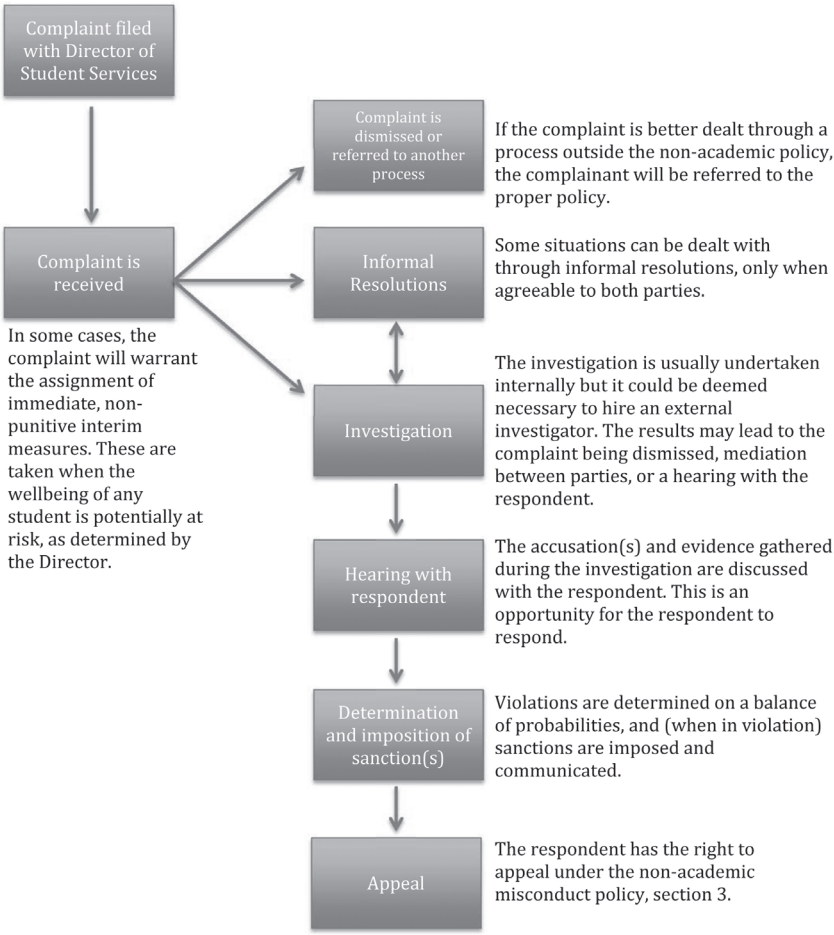
4.7.1. contravene any provision of the Criminal Code of Canada or any other federal, provincial, or municipal law;

4.7.2. contravene any University Policy except that a contravention of the Student Academic Misconduct Policy shall be dealt with under that policy and not as Student Non-Academic Misconduct.

4.8. Failure to Comply with a Sanction:

If a Student disregards or ignores a sanction imposed in accordance with the Student Non-Academic Misconduct Policy, the Student shall be deemed to have committed a breach of this Policy and such non-compliance shall constitute fresh Prohibited Conduct.

Non-Academic Misconduct Complaint Resolution Procedure Flowchart



SECTION 3 - STU ATHLETICS CODE OF CONDUCT

1. INTRODUCTION

The Varsity Athletics program at St. Thomas University is an environment of coaches, student athletes and staff engaged in a competitive setting designed to offer another experience for students to grow and mature.

Varsity and club athletes are not only representatives of their sport, but are considered ambassadors of St. Thomas University and the Department of Athletics. In all three roles, they are expected to display exemplary conduct which reflects the privileged position that they occupy. The Athletics Code of Conduct (hereinafter "the Code") has been implemented to facilitate a clear understanding regarding what is appropriate behaviour both on the field of play and as representatives of St. Thomas University and the Department of Athletics off the playing field.

2. PURPOSE

The purpose of this Code is to ensure consistency regarding the expected behaviour and actions of varsity and club athletes who are representing St. Thomas University both on and off the field of play. The Code sets out resolutions for inappropriate behaviour that are primarily corrective and educational, however punitive measures may be utilized if deemed appropriate by the administrators of the Code. The Code also sets the means of appeal for athletes.

3. SCOPE

The Code will apply to the conduct of varsity and club athletes while on St. Thomas University premises or off campus when acting as delegates or designated representatives of the University. The code will also apply to non-sanctioned off campus events where one or more team members or team alumni are associating, where the central purpose of the association is to promote or facilitate team cohesion, camaraderie, or fellowship. The Code will always apply when a varsity or club athlete is alleged to have engaged in misconduct while wearing the uniform and/or accoutrements of their team or sport, regardless of the location or time in which the problematic conduct is exhibited.

4. HARASSMENT & HAZING

1. Harassment, for the purposes of this Policy, means engaging in a course of comment or conduct that is known or ought reasonably to be known to be unwelcome. This includes any unwelcome comments, conduct or gestures that provoke, irritate, threaten, annoy, insult or demean, or result in some other form of discomfort, or words or actions that demean or cause humiliation, offense or embarrassment to another person and/or which adversely affects the employment or academic status of the individual.
2. Hazing is prohibited at St. Thomas University. Hazing refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate. For example, hazing may occur when a group of students requires or pressures newcomers to undergo actions that tend to demean, embarrass, humiliate or otherwise compromise the emotional or physical well-being of the persons who perform them. Such behavior includes coerced consumption of alcohol. St. Thomas University and the Department of Athletics maintain a zero tolerance stance towards hazing or team Initiation activities, events, or rituals of any kind.

This list of prohibited practices is intended to provide examples of hazing that can occur during any initiation/training process and active membership to an organization/team. Because it is impossible to anticipate every situation that could involve hazing, this list should not be considered all-inclusive. Any infraction of the below can result in disciplinary sanctions.

Psychological hazing, which is defined as any act which is likely to: (a) compromise the dignity of another; (b) cause embarrassment or shame to another; (c) cause another to be the object of malicious amusement or ridicule; (d) or cause psychological harm or substantial emotional strain.

- Line-ups of the new members/recruits, or grilling individuals or groups with questions of any kind.
- Deception prior to the end of an initiation process to convince a new member that he or she will not complete initiation/training.
- Forcing, coercing, or permitting students to disrupt scheduled classes, public forums, or other facets of the University's academic programs such as creating activities that are so time consuming that students cannot go to class, do homework, sleep, etc.
- All forms of physical activity not a part of an organized athletic contest and not specifically directed toward constructive work (push-ups, sit-ups, morning walks, calisthenics, etc.). No one truly knows the physical limitations of individuals and the safety of our students must always come first.
- The application of foreign substances to the body, such as throwing food, spraying water of any temperature, etc.
- Such activities, such as scavenger hunts that result in illegal activity, new member ditches, kidnaps, unity walks, blindfolding, etc.
- Forcing, coercing, or permitting students to be deprived of sufficient sleep. (Eight consecutive hours per day is the required standard.)
- Any paddling, swatting, or individual or collective spanking.
- Personal errands run by new members for returning organization members.
- Assigning pranks such as stealing, painting objects, or harassing another team/organization.
- Depriving students of access to their residence hall rooms such as taking their keys, making them spend the night in another's rooms or at a house, etc.
- Not providing decent and edible food (i.e., no unusual combinations or preparation, colored foods, raw food, strange combination shakes, etc.).
- Depriving student access to means of maintaining a normal schedule of bodily cleanliness (including a minimum of one shower per day).
- Forcing, coercing or permitting students to eat or drink foreign or unusual substances such as raw meat, salt water, onion, hot peppers, baby food, etc.
- Forced nudity and/or forcing, allowing or suggesting that students dress in a conspicuous, embarrassing, and/or degrading manner.
- Forcing, coercing, allowing, suggesting, or permitting students to drink excessive amounts of alcohol.
- Branding/Tattooing any part of the body, whether voluntary or involuntary.
- Forcing, coercing or permitting an individual to be "buried alive", for any period of

time.

- Forcing, coercing or permitting students to disrupt the operation of the University dining halls.
- Any form of punishment/and or demerit system is prohibited.
- Any activity or ritual that involves the abuse or mistreatment of an animal

5. VIOLATIONS

Student athletes who are participating in a formal or informal team or sporting event on campus or off and who violate this Code will first be subject to the processes and if necessary sanctions under the Code. The Policy and its procedures may be employed where there are questions about the application of the Athletic Code of Conduct and/or other related policies following consultation between the Director of Athletics and the Director of Students Services and Residence Life. All varsity and club athletes are required to review, sign and abide by ten (10) expected behaviours, outlined in the following document: Code of Conduct for Varsity and Club Athletes at St. Thomas University. The Agreement which outlines the Code is the measure that will be used to assess and issue Code violations.

6. SANCTIONS

Appropriate sanctions for violations of the Code include, but are not limited to one or a combination of the following:

- A letter of reprimand by the athlete's coach copied to the Director of Athletics;
- Suspension of the individual or team for one or more competitions;
- Suspension of the individual or team for an entire season;
- Removal of funding from the team;
- Revoking an Athletics facility privilege (e.g., access to J.B. O'Keefe Centre);
- Mandated individual or team community service;
- Any additional sanction imposed as a consequence of proceedings according to the St. Thomas University Code of Student Conduct.
- Due to the time-sensitive nature of the sporting season, every effort will be made to render a decision before the athlete or team's next competition.

7. APPEALS

Individual athletes or teams may appeal a sanctioning decision in writing within three working days of the decision. Appeals to be submitted to the Director of Students Services and Residence Life.

CODE OF CONDUCT AGREEMENT FOR VARSITY AND CLUB ATHLETES AT ST. THOMAS UNIVERSITY

Participation in varsity and club sport is a privilege and not a right. Expectations for conduct for varsity athletes, in addition to those set out in the policies applicable to all students of the University (including varsity and club athletes) are as follows:

- Varsity and club athletes are required to conduct themselves in accordance with St. Thomas University policies and with this Code of Conduct.
- Varsity and club athletes are expected to devote themselves to their team throughout the year, during the entire training period for their sport, and to bring to the attention of their coach any conflicts or problems which they foresee might reasonably interfere with the fulfilment of these expectations.
- Varsity and club athletes are expected to separate themselves from any conduct that

might be considered unsporting or that might bring their own reputation, the reputation of the team, the University or their sport into disrepute. Examples of unsporting behaviour include participation in any form of hazing, or any initiation rite which would be considered demeaning, humiliating or disrespectful as measured by the standard of the reasonable person. (Participation will be deemed to include passive participation or failure to act to end such behaviour by others where one reasonably knew or ought to have known it was taking place.)

- Varsity and club athletes are expected to treat everyone with courtesy and respect within the context of their sport, regardless of gender, place or origin, colour or ethnicity, religion, political belief or economic status. This requirement prohibits any form of harassment or discrimination by a varsity or club athlete.
- Varsity and club athletes must abide by the rules and regulations of their sport, as set out by the regional and/or national sport-governing body. Varsity and club athletes, who perceive any conflict between the Policy and/or the Code, and the requirements of the rules and regulations of their sport, must immediately seek clarification from their coach.
- Varsity and club athletes are expected to avoid the use of anabolic steroids or other il legal performance-enhancing drugs and techniques (e.g., blood doping), as are out lined by the Centre for Ethics in Sport. Varsity and club athletes who engage in or observe the use of such substances or techniques by another student varsity or club athlete are required to report the conduct to the Director of Athletics.
- Varsity and club athletes are expected to avoid any negative interaction or conflict with members of opposing team except as they occur in the actual course of competition and which constitute, on behalf of their teams, the legitimate expression of the competitive spirit of their teams or team members.
- Varsity and club athletes are expected to avoid the illegal use of "recreational" drugs (e.g. marijuana, cocaine, hashish) as well as the illegal and/or excessive consumption of alcohol. Varsity and club athletes are expected to refrain from providing recreational substances, including alcohol, to anyone who has not attained the age of majority.
- Varsity and club athletes are expected to exhibit conduct at all times which complements or adds to the University's reputation and resources.
- Varsity and club athletes are expected to recognize and to pursue academic success while a student varsity or club athlete at the University.

E. Withdrawal From University

Students who choose to withdraw officially from University should contact the Registrar's Office. The student will be assisted in notifying the various offices of the University, including Residence, Financial Services, and the professors. The effective date of withdrawal is the date on which the Registrar accepts the withdrawal. A student who withdraws may be entitled to a partial refund of tuition fees.

F. Academic Appeal Procedures

In any academic appeal procedure, the University is committed to the principles of natural justice. The officers and committees of the University will hear the appeal in a fair and impartial manner, with due respect for the parties' rights and sensitivities. There are two

Senate committees that deal with student appeals: the Senate Admissions and Academic Standing Committee and the Senate Student Academic Grievance Committee. The Senate Admissions and Academic Standing Committee decides appeals related to admissions; academic standing; and academic regulations of the University. The Senate Student Academic Grievance Committee decides appeals related to academic misconduct; final grades; and all other academic matters. Students who wish to appeal may do so by submitting a written appeal care of the Admissions Office (for appeals related to admission) or the Registrar's Office (for all other academic appeals) to the appropriate committee. Appeal procedures are described below.

Appeal of Admission Decisions

The evaluation of the various documents and the decision concerning the acceptance of an applicant for admission rests with the Admissions Office. An appeal of that decision may be submitted care of the Admissions Office to the Senate Admissions and Academic Standing Committee. For more detailed information about the appeal procedure, students may contact the University Admissions Office.

Appeal of Academic Dismissal

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 Office.

Appeal to be Re-admitted to the University after Academic Dismissal

Students who seek readmission after having been asked to withdraw must apply in writing to the Admissions Office. 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 Office.

Appeal for Exemptions to Academic Regulations

Any petitions from students who seek exemption from the academic regulations of the University are to be submitted to the Registrar's Office. The Senate Admissions and Academic Standing Committee advises the Registrar's Office 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 Office.

Appeal of Final Grade in Course

A student may apply for a review of the final grade in any course, as follows:

1. The student shall apply in writing to the Registrar's Office no later than two months after receipt of the final grade;
2. The Registrar's Office shall ask the professor to review the final grade. The review shall involve the final examination, if any, and the student's class record, wherever possible;
3. If the student chooses to appeal the professor's review of the final grade, the Registrar's Office 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 **(Note: when the appeal concerns the Chair, the Vice-President Academic shall act as 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 final.

Other Academic Appeals (not covered above)

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 final.

Note: Appeal procedures related to Academic Misconduct are described in Section Five (E).

G. Residence Standards and Regulations

Community living requires the establishment of guidelines by which members of the community may live in mutual respect for one another. Breaches of these guidelines can lead to disciplinary action.

Discipline for the violation of residence guidelines is under the direction of the Residence Managers. Disciplinary sanctions imposed upon residents may include: community service; cash bonds (which are returned to students after a stipulated period of acceptable behaviour); fines; ban orders from residences; or expulsion from residence. Criminal offences may be turned over to police.

A damage deposit of $250.00 is required of new students upon first 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 attributed to an individual may be charged against this fee. Damage charges in excess of $250.00 will be billed to the student responsible for the damage. The unexpended portion will be refunded, upon request, within one year of withdrawal from residence. For all other information please see the St. Thomas University Residence Guide.

ST. THOMAS RESIDENCE STANDARDS AND REGULATIONS

The following section provides an overview of Residence Standards and Regulations; It does not fully cover all of them in detail. Failure to comply may result in disciplinary action. Please note that since not all specific circumstances can be anticipated, some situations may be left to the discretion of the Residence Life Staff.

Absence from University
In the event of a prolonged absence from classes, please notify the Registrar's Office at 452-0530 or registrar@stu.ca. If you will be missing several days of classes due to illness or family emergency, please notify the Registrar's Office. If for some reason you are unable to do this personally, give the message to your Residence Advisor and she or he will pass it along for you.

Access to Student Rooms
If access to another student's room is required by a resident, permission may be granted only by the person assigned to that particular room in the presence of a member of the Residence Life Team.

Alcohol-Free Welcome Week
Residence will be alcohol-free during welcome week. This is to allow all students the opportunity to socialize and participate in activities without the pressure and influence of alcohol. It is hoped that students will come to understand that their university experience involves a need to balance social, recreational and academic needs. Residence Life Team members reserve the right to confiscate any alcohol found during this time. Alcohol will not be returned to individuals under the age of 19.

Alcohol Use in Residence
In the Province of New Brunswick the legal drinking age is 19. Students are responsible for

knowing, understanding and complying with Provincial laws and University regulations regarding alcohol. All students consuming alcohol are responsible for their behaviour and actions. The Residence Life Office requires that students limit alcohol consumption to their rooms.

Drinking games, funnels and/or speed drinking devices and brewing equipment are not permitted. Possession and/or consumption of "common source" alcohol (e.g. keg, large containers of pre-mixed alcohol, etc) within residence is prohibited.

Balconies
For the protection of all students, no items may be thrown over, stored, or hung from the balconies. This includes bottles or garbage. Students should not congregate on balconies.

Bicycles
For fire and safety reasons, bicycles are not allowed inside the residence halls at any time for any reason, except locked in the storage room. Bicycles can also be locked outside.

Damage Deposit
Each first-year residence student must pay a $250.00 damage deposit with their residence fees. This deposit is transferred to the next year provided the student stays in residence and there are no damages to the room.

Damage to Property
Damage to property other than your own is prohibited and may result in disciplinary action and the cost of replacement/repair of damaged property. A pricing list is available at the Residence Life Office if requested.

Dangerous Activity
Activities which are considered dangerous or potentially harmful to any person, including the resident engaging in the activity, are prohibited. These activities include, but are not limited to, breaking glass, dangerous horseplay, climbing in/out of residence windows, setting off fireworks, etc.

Drugs and Narcotics
St. Thomas University has a zero tolerance for the use, possession and/or trafficking of drugs or narcotics. Students found in conflict with this policy are subject to disciplinary action which may include, but is not limited to, eviction from residence. Hosts will be held accountable for guests in violation with this policy. The University reserves the right to involve local law enforcement.

Emergency Situations
In the event of an emergency in your room, please contact your Residence Advisor or Residence Coordinator who can help as they have been trained in emergency response. If you will be missing several classes as a consequence of the particular emergency, please notify the Registrar's Office. If, for some reason, you are unable to do this personally, give the message to your Residence Advisor or Residence Coordinator and he/she will pass it along for you.

Fire Safety and Regulations
The floors of all residence buildings are equipped with manual fire alarm pull stations as well as an automatic smoke detector system. In the event of a fire alarm, all residents and guests must exit the building promptly and remain outside of the building until informed by a Fire Department representative, Security member or Residence Life team member that it

is acceptable to return indoors. House meetings and fire drills will be held in your residence to help you become familiar with your residence's evacuation procedures. False, malicious or prank alarms will not be tolerated. All hallways/stairwells are to be kept clear at all times. Nothing is to be stored or temporarily placed in hallways or stairwells. Flags/posters are not permitted to hang from ceilings obstructing the smoke detector or sprinkler system and nothing is to be hung from the sprinkler system. No open flame/elements are permitted in residence. Tampering with fire equipment, including but not limited to smoke detectors, fire extinguishers, sprinklers and emergency exits, may result in disciplinary action.

Garbage

Each resident is responsible for the disposal of garbage from his/her room. There are designated disposal sites at each residence for garbage. Please tie and place bagged garbage at the designated site. Room garbage is not to be taken to common areas or lounges.

Grade Point Average (GPA) Requirements

The minimum annual GPA for re-admission to residence and University is 2.0 in the current year. Students with GPAs that are below 2.0 may be re-admitted on probation. Further details are available by contacting the Residence Life Office.

Guests in Residence

You are welcome to have guests in residence. Please inform guests of residence rules and regulations and escort them at all times. Keep in mind that residents are held accountable for the actions of their guests. Guests are to leave by midnight on weekdays and 2 a.m. on weekends unless signed in with a Residence Advisor. Lending your keys to a guest is prohibited. You may have overnight guests. Since most residents share accommodations with a roommate it is of utmost importance and respect for this person to have their permission prior to having an overnight guest. The stay of your guest may not be any longer than three consecutive days. A guest slip is available from your Residence Advisor. Once you've filled it out, your roommate must sign the slip and bring it to a Residence Advisor. Upon the Residence Advisor receiving verbal and written consent from your roommate you will receive a copy. Overnight guests are not permitted during 21 Quiet Hours. Guests (including parents) must be escorted by the resident.

Keys

Residents are reminded to keep their keys with them at all times. In order to prevent thefts, it is also recommended that your door be kept locked. For security reasons keys must not be copied. If you are locked out of your room, please see the Residence Advisor on duty. A charge of $1 or a non-perishable food item may be applied, all of which are donated to the Campus Ministry Food Bank. If you lose your keys, replacement keys can be bought at the Registrar's Office for $25 each and picked up at the Facilities Management Office in Edmund Casey Hall Room 18.

Music

To accommodate every resident and in keeping with the confines of respect for others, the following parameters are to be observed: acceptable volume to limit sound to one's room, volume with low bass level and earphones can be used when louder music is desired.

Interior Residence Room Doors

Room doors must be closed during quiet hours.

Exterior Residence Doors

For security purposes, propping exterior (outside) doors open is prohibited.

Open Flame
Burning candles, incense or having any other open flame in residence is not permitted.

Personal Safety
Although personal safety is not a regulation or standard, it is a subject of which all residents should be concerned. The following tips should be regarded as behaviours which need to be adopted:

- Keep your door locked when you are not in your room
- Carry your keys with you at all times
- Keep blinds closed when appropriate
- Walk with a friend
- Do not admit people into your residence when you do not expect to escort them during their entire visit
- Report any suspicious visitors or activities to the Residence Advisor on duty

Pets
Pets are not permitted except non-dangerous tropical fish kept in a small aquarium. Special permission may be granted for service animals.

Quiet Hours
In order to accommodate an appropriate amount of study and sleep time, the residence community has specific quiet hours. During quiet hours, please keep your door closed and TVs and stereos turned down. It is the primary goal of residence to promote an academic community and quiet hours helps us to achieve this goal. Every member of the residence community is expected to work together and help each other to maintain quiet hours.

Weekdays 10:00 p.m. until 10:00 a.m. Weekends 12:00 a.m. until 12:00 p.m.

If you have any questions or concerns about the appropriate noise levels, please see your Residence Advisor/Residence Coordinator or the residents on your floor. It is this kind of consideration which enhances the residence community. During exam periods, the residence community modifies quiet hours to reflect the need for extreme quiet so that study, sleep and relaxation may be priorities. Moderate noise will be permitted between 4 and 7 p.m. Overnight guests are not permitted at this time.

Recyclables
Any bottles or cans that are recyclable are to be rinsed and placed in the designated storage area in your residence. For instructions as to where, when, how, etc., please see your Residence Life Team.

Removal of University Property
Removing furniture or property from lounges and other common areas is not permitted. Taking university property out of residence areas is disrespectful to the community and may result in disciplinary sanctions. Please do not remove furniture from your room as you will be held responsible for any missing items at the year-end. Also signs, posters, etc. are considered University property and must not be removed.

Small Appliances
Small appliances without open elements, such as bar fridges and microwaves, are permitted in rooms as long as they do not pose a safety hazard. Other items which are not permitted include candles, incense and toasters. When in doubt, seek the advice of the Residence Life team.

Smoke-Free Residences

Our residence community is smoke-free. Smoking is only allowed in designated smoking areas outside the residence buildings. Residents are reminded to inform their guests of the smoking policy. Breaches surrounding this policy will result in disciplinary consequences. All smokers are asked to dispose of their cigarette butts in the appropriate disposal containers.

Theft

Thefts in residence can occur and you should take steps to protect your belongings. Keep your door locked when you are not in your room, retrieve your laundry promptly and do not give anyone your bank card, PIN, or Calling Card number. Keep valuables in a safe place and never lend your keys to anyone. Residents found to be engaged in unauthorized taking or appropriating of property from a roommate or from any member of the residence life community are subject to disciplinary action.

Please report any thefts to the Residence Coordinator or to your Residence Advisor immediately.

The University is not responsible for any lost or damaged goods, theft or otherwise, in residence. We strongly recommend you obtain insurance for your property. Ask your parents or guardian to contact their insurance company regarding coverage of your belongings.

Throwing Objects

Throwing, dropping, kicking or knocking objects from or towards residence buildings, windows, balconies or stairwells is prohibited and will result in disciplinary sanctions. Throwing snowballs is also prohibited.

Violence

In accordance wit h the *Code of Student Conduct* and the Harassment Policy of St. Thomas University, there is zero-tolerance for written or verbal threats, physical aggression, violence and/or sexual assault at. Anyone engaging in such behaviours in residence, on campus or electronically, may be evicted from residence, subject to further disciplinary proceedings and may be referred to police authorities.

Weapons

Firearms, knives, explosives or other weapons are not permitted in residence. This includes weapons for “self-defense” purposes.

Windows/Screens

Hanging objects from the inside or outside of windows is not permitted. Objects may be hung in front of windows only if they do not interfere with the blinds provided by the University. Window screens are not to be removed or opened.

General Residence Norms of Behaviour

- Respect Yourself, Respect Others
- Alcohol is not to be consumed in the hallways
- Respect the house quiet hours
- Keep your keys to yourself instead of lending them to others. Follow the residence’s guest policy
- Clean up any messes you make
- Respect house property
- Keep outside doors locked and not propped open
- Do not pass or throw things through the windows/balconies

- Only smoke in the designated smoking areas (outside)
- Do not light candles or incense
- Know your limits
- Please show respect to all members of the residence community
- Respect all municipal, provincial and federal laws

Discipline

Students are expected to conduct themselves in a manner which respects the University commu¬nity and its members. Disciplinary action, when required, takes the form of warnings, sanctions, fines, performance bonds and eviction from residence. Residence Advisors, Residence Coordinators, as well as the Residence Life Supervisors and the Director of Residence Life & Conference Services handle disciplinary situations depending upon the seriousness of the incident. Police are involved in criminal offences. Students may appeal, in writing, disciplinary decisions first to the Residence Coordinator of the particular residence hall within 24 hours of receiving the decision. The appeal will then be reviewed by the Residence Council. Appeals will result in one of three outcomes: upholding the original decision, overturning the original decision or modifying the original disciplinary action.

Warning

A verbal/written warning is given to remind students of an existing policy and the importance of compliance. Repeated warnings could result in disciplinary action.

Fine

A fine is a non-refundable sum of money that is charged to a student's account following a policy violation. The fine levels, and examples (which are not intended to be exhaustive) are as follows:

Level 1 = $10.00:
Examples: alcohol consumption in the hallways/balconies; violation of quiet hours; giving keys to others.

Level 2 = $25.00:
Examples: breach of guest policy; mess left (plus cleaning mess); intentional property damage (plus cost of repair).

Level 3 = $50.00:
Examples: propping open outside doors; throwing things out of windows/balconies smoking in residence/balconies; candle or incense burning.

Level 4 = $50.00 plus Automatic Meeting with Residence Life Office where further disciplinary action, in accordance with the Student Codes of Conduct, may take place:
Examples: breach of municipal, provincial and/or federal laws; pulling of fire alarm

(false alarm); disrespect or abuse of other residents; unauthorized room changes; drinking games.

Sanction

Possible sanctions may include requiring a student to take corrective measures, restricting them from certain activities or implementing a probationary period.

Performance Bond

A performance bond is a sum of money placed on a student's account to ensure compliance with a policy. If no further discipline is necessary the money is refunded. Bonds can be

forfeited if future discipline is necessary.

Eviction

Students can be evicted from residence for conduct-related issues. Examples include, but are not limited to, multiple rule violations, disrespect towards staff, physical violence, vandal¬ism, theft or possession of or involvement with illegal substances. Any recommendation to evict a student from residence must be made by the Manager or Supervisor of Residence Life. The decision on eviction will be made by the Director of Students Services and Residence Life. Eviction does not relieve the student of financial obligations owing to living in residence.

H. Scholarship Renewal Policy for Study Abroad

Scholarship Renewal Policy for Students Participating in a St. Thomas University Exchange Program

Students who study at another university as a participant in an official 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 30 credit hours during the academic year in which they are on exchange will be considered, by the Registrar's Office, for the renewal of their scholarships. The decision to renew the scholarship will be based on course-work taken during the academic year (September to April) in which the exchange program study period took place. Students who complete fewer than 30 credit hours during their exchange program year of study are not eligible for renewal of their scholarships.

Scholarship Renewal Policy for Students Participating in an External International Study Opportunity

Students who choose to pursue an international study opportunity while paying fees to another institution will be ineligible to hold their renewable scholarships during the period in which they study abroad. On return to St. Thomas, students may apply to the Registrar's Office for the reinstatement of their scholarships as follows:

(a) If students have been away from the university for a full academic year (September to April), their eligibility for scholarship reinstatement will be considered based on course work (minimum of 30 credit hours) completed during the academic year prior to the study abroad year.

(b) If students have studied abroad for one term (September to December or January to April) during an academic year, their eligibility for scholarship reinstatement will be considered based on their grade point average on the most recent 30 credit hours completed at St. Thomas.

Students who seek exemption from these regulations may appeal, in writing, to the Senate Admissions and Academic Standing Committee.

Section Eight: University Policies

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St. Thomas University recognizes its obligation to provide and maintain an environment that fosters the growth and development of the intellect, character, and self-esteem of all those with whom it comes in contact. It is assumed that all people of good faith will subscribe to such aims and will guide their own behaviour in ways that will permit these ends to be achieved. The freedom that is an integral part of the University environment carries with it the concomitant duty and responsibility to behave in a manner that respects the rights and autonomy of others.

A. Policy on Sexual Violence

POLICY FRAMEWORK

This policy confirms St. Thomas University's position on sexual violence and the protocols to be followed in the case of a disclosure or complaint from any student, for any incident occurring on or off campus by a member of the University community. The University reserves the right to take necessary and appropriate action to protect the safety and welfare of the campus community and the learning environment. This may include taking necessary and appropriate action in cases where a student is accused of serious conduct, and there is a clear nexus to the campus community regardless of where the conduct occurred or is alleged to have occurred.

"Student" for the purposes of this Policy, means an individual who is registered in a course or course of study at the University or who was so registered at the time an incident of sexual violence is alleged to have occurred.

POLICY STATEMENT

Sexual violence is unacceptable and will not be tolerated by St. Thomas University. The University's formal procedure for responding to incidents of sexual violence is articulated in this Policy. Students who come forward with a disclosure of having experienced sexual violence will be respected in their choices as to how to proceed. Students will be entitled to decide whether they wish to access available services, which services they believe will be most beneficial and whether or not to report to police or campus authorities. Furthermore, the University will engage in public education and prevention activities, including specialized training of relevant campus leaders.

Individuals within the University community who are confirmed to have committed an act of sexual violence will be held accountable by the University, and will be subject to disciplinary action up to and including expulsion or termination. Determination of any applicable disciplinary action to be exercised where students are accused of committing acts of sexual violence shall be administered in accordance with the Policy on Student Non-Academic Misconduct.

PURPOSE

St. Thomas University is committed to providing a safe and supportive community for all students. The Policy on Sexual Violence is intended to provide a unified approach to primarily prevent and, where it occurs, to address incidents of sexual violence. Its purpose is to:

- foster a safe community for all students;
- ensure that any student who has experienced sexual violence is supported in a fair and respectful manner; and
- ensure that incidents of sexual violence are responded to appropriately in a timely manner.

PREVENTION AND EDUCATION

St. Thomas University is committed to ensuring education and awareness of sexual violence is embedded into the knowledge framework of the University. Similarly, St. Thomas University will ensure that information about services available on campus to support those affected by sexual violence is well communicated.

Best practices in sexual violence prevention and education indicate that successful education and awareness efforts:

- are peer-led;
- leverage social media;
- include interactive activities;
- involve many members of the campus community (including faculty, staff, students, and administration); and
- are tailored for specific groups.

Prevention and education activities will include, but are not limited to:

- Engaging new students through Welcome Week activities designed to communicate the expectations of our campus community and introduce relevant policies, reporting procedures, and support services available;
- Training student leaders (Welcome Week Leaders, STUSU Executives, Residence
- Assistants, House Committee Members, etc) in bystander intervention strategies;
- Providing specialized sexual assault crisis intervention training to key persons who may be the most likely to receive disclosures of sexual violence;
- Offering bystander intervention training to the broader campus community including staff, faculty and students;
- Leveraging print and social media campaigns to increase public education about consent, resources and supports available to those affected by sexual violence;
- Engage students in community-based anti-violence and awareness events (i.e. Take Back the Night, White Ribbon Campaign, Walk a Mile in Her Shoes); and
- Collaborating with community services (i.e. FSAC, VOICES, C-SART, etc) to develop and deliver comprehensive and integrated prevention and education programming.

St. Thomas University will establish a Sexual Violence Prevention and Education Working Group which will be affiliated with the Harassment and Discrimination Education Committee. The Working Group will be guided by the work done by FSAC presented within the Ending Sexual Violence on Campus: A toolkit to implementing a safer campus community in Fredericton, New Brunswick (2014).

OBJECTIVES OF THE POLICY

The University's response to incidents of sexual violence has the following objectives:

- to take reasonable steps to mitigate the safety risk to students within the University community;
- to provide appropriate assistance and support to students who are impacted by sexual violence;
- to provide procedural guidelines for responding to reports of sexual violence;
- to facilitate collaboration between relevant University departments and services, and invoke all relevant and existing policies to effectively respond to cases of sexual violence involving students; and
- to respond with appropriate sanctions against perpetrators within the University community.

RESPONDING TO SEXUAL VIOLENCE

DEFINITIONS

Sexual Violence: means any unwanted act, physical, verbal, or psychological, carried out through sexual means or by targeting sexuality. This violence takes different forms including sexual assault, sexual abuse, sexual harassment, stalking, indecent or sexualized exposure, degrading sexual imagery, voyeurism, cyber harassment, trafficking and sexual exploitation. Neither a formal criminal charges nor a human rights complaint is necessary for this definition to operate for the purposes of this Policy. For greater certainty, sexual violence can include, but is not limited to:

Sexual assault: means any type of unwanted sexual act committed by an individual against another that violates the sexual integrity of the individual to whom it is directed. Sexual assault is characterized by a broad range of behaviours that involve the use of force, threats, or control towards a person, which makes that person feel uncomfortable, distressed, frightened, and/or threatened. It is carried out in circumstances in which the person has not freely agreed, consented, or is incapable of consenting to the act.

Substance-facilitated sexual assault: refers to the use of alcohol and/or drugs to intentionally sedate or incapacitate another individual for the purpose of committing a sexual assault.

Sexual harassment: Sexual harassment is defined in the Human Rights Act of New Brunswick and under this Policy as: to "engage in vexatious comment or conduct of a sexual nature that is known or ought to reasonably known to be unwelcome." Sexual harassment often occurs in environments in which sexist or homophobic jokes and materials have been allowed, and may involve the use of social media to bring about this unwanted attention.

Sexual Cyber harassment/cyber stalking: Often used interchangeably, cyber harassment and cyber stalking are defined as repeated, unsolicited, threatening behaviour of a sexual nature by a person or group using cell phone or Internet technology with the intent to bully, harass, and intimidate others. Such harassment can take place in any electronic environment where communication with others is possible, such as on social networking sites, on message boards, in chat rooms, through text messages, through email, etc.

Consent: The Criminal Code of Canada defines consent as the voluntary agreement to en-

gage in sexual activity. An individual must actively, willingly and continuously give consent to all sexual activity. Simply stated, sexual activity without consent is sexual assault. Consent is never assumed or implied; it is not silence or the absence of "no". Consent cannot be given by a person who is impaired by alcohol or drugs, or is unconscious. Consent can never be obtained through threats or coercion, and it can be revoked at any time. Consent cannot be obtained if the perpetrator has a position of trust, power, or authority.

Coercion: When someone uses manipulation tactics including threats, bribes, guilt, etc. to persuade another person to engage in sexual activity.

Disclosure: For the purposes of this document, a disclosure involves a student choosing to tell anyone about their experience of sexual violence (different from complaint).

Complaint: A formal report that is made to authorities, such as the Director of Student Services and Residence Life, police or UNB Campus Security (different from disclosure).

RIGHTS OF THOSE WHO HAVE EXPERIENCED SEXUAL VIOLENCE

People who disclose or report an experience of sexual violence have the following rights:

- to have confidentiality protected;
- to be treated with dignity and respect;
- to be informed about on- and off-campus services and resources;
- to be informed about the procedures in place to address sexual violence, and reporting options;
- to decide whether or not to access available services and to choose those services they believe will be most beneficial;
- to make an informed decision regarding whether to report the incident to campus authorities and/or local police;
- to have an on-campus investigation with the University's full cooperation;
- to have a plan to protect their safety; and
- to have reasonable and necessary actions taken to prevent further unwanted contact with the accused.

CONFIDENTIALITY

"Confidentiality" means to refrain from disclosing personal information to others. Every effort will be made to respect the wishes of persons experiencing sexual violence and to protect the privacy and anonymity of any person who discloses any incident of sexual violence. Prior to disclosure of any information reported relating to incidents of sexual violence, the expressed consent of the individual who made the report of sexual violence will be required, except in circumstances where limits to confidentiality, as set out below are applicable.

Limits to Confidentiality: The following circumstances may require the University, represented by the Vice-President (Academic and Research), or his/her designate to take immediate actio n in relation to a disclosure of Sexual Violence; including, but not limited to the University directly contacting law enforcement authorities:

- a student is at imminent risk of severe or life-threatening self-harm;
- a student is at imminent risk of harming another person;

- there are reasonable grounds to believe that others in the University community may be at significant risk of harm based on the information provided.

The University has a responsibility to balance the wishes of the person who has disclosed an experience of sexual violence with the obligation to protect the wider university community.

SUPPORT

A student who has experienced sexual violence may choose to confide in any member of the community. Members of the campus community should be prepared to provide a compassionate and reassuring response. A supportive response involves:

- listening with acceptance and without judgment;
- communicating to an individual who has experienced sexual violence that they are not responsible for its occurrence;
- helping the individual who has experienced sexual violence to identify and access available on- or off-campus services, including emergency medical care;
- respecting the right of the individual who has experienced sexual violence to choose the services they feel are most appropriate and to independently determine and decide whether to report to police or campus authorities;
- respecting the individual's choice as to what and how much to disclose about their experience; and
- making every effort to respect confidentiality and anonymity.

For more information on how to respond to a sexual violence complaint, please see *Sexual Violence Response Protocol*. For details regarding the process of making a formal complaint, hearing procedures and potential sanctions, please see the *Policy on Non-Academic Misconduct Policy*.

CAMPUS SEXUAL ASSAULT RESPONSE TEAM (C-SART)

The C-SART team can help the individual access services and support on campus related to residence and academic help, reporting the incident of Sexual Violence, counselling and health services and more. In crisis situations, a referral, if desired by the student who experienced Sexual Violence, can be made to the Fredericton Sexual Assault Centre (FSAC). FSAC members will be able to accompany the student to the hospital for medical care, and/or to the police to make a report.

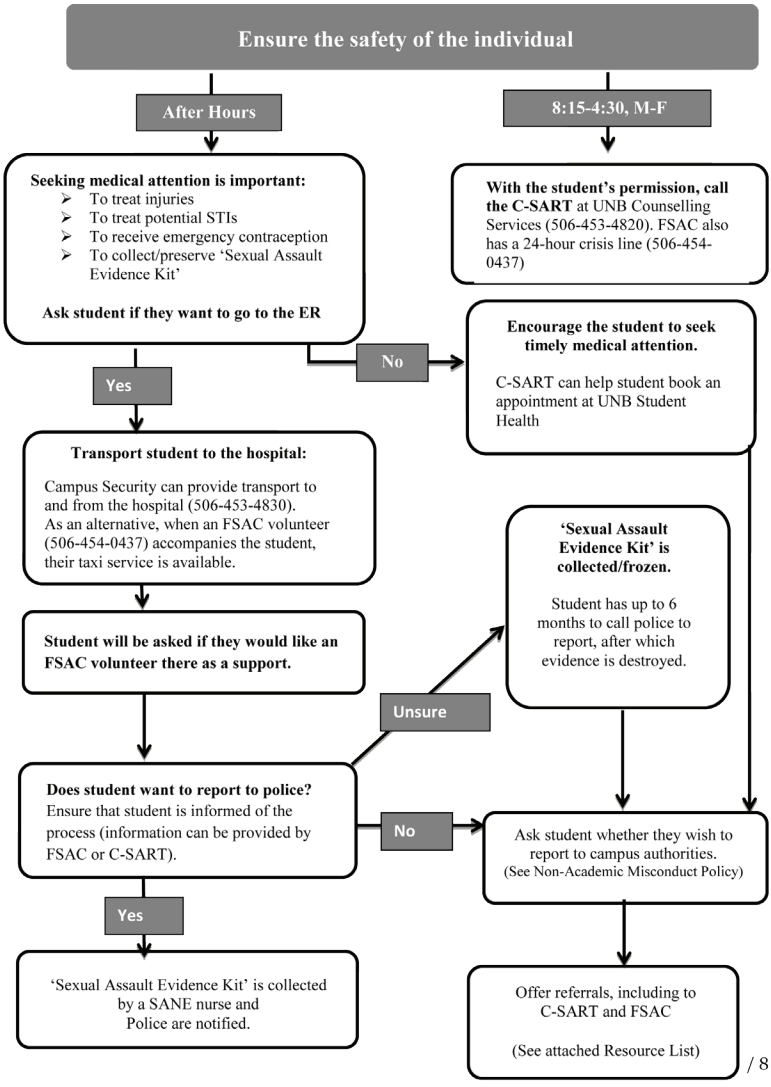
- FSAC crisis line: 506-454-0437 (Give this referral to the student)
- C-SART: accessed through UNB Counselling Services at 506-453-4820 (To be contacted as service referral during office hours.)

POLICY REVIEW

This Policy on Sexual Violence is consistent with current best practices across Canada. To maintain the policy's currency and relevance, the content will be re-visited and updated every three years or when relevant social, resource, or legal changes otherwise warrant any updates.

For more information, contact the Director of Student Services and Residence Life at 506-453-7202, visit at GMH 312 or e-mail at director.studentlife@stu.ca.

RESPONSE FLOW CHART - SEXUAL ASSAULT WITHIN 72 HOURS



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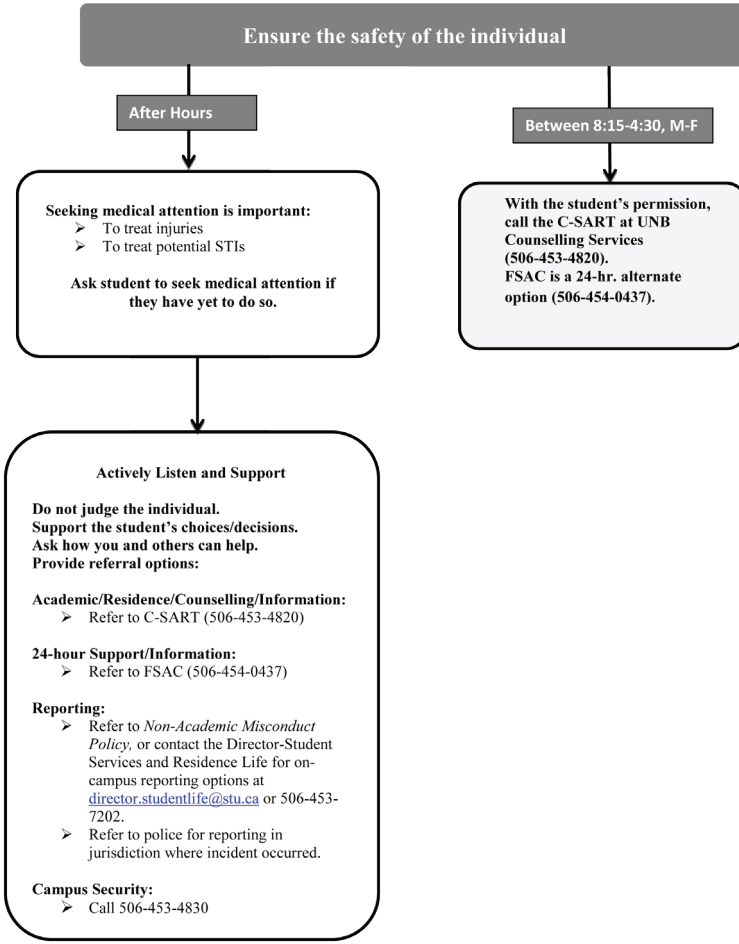
RESPONSE FLOW CHART - SEXUAL ASSUALT AFTER 72 HOURS



B. Policy on University Property

The property of St. Thomas University has been acquired and erected for academic purposes and is specifically devoted to education and research. The Board of Governors of St. Thomas University is entrusted by law with the responsibility for ensuring the success of these ends.

To protect the property of St. Thomas University and to assist the Board of Governors in its role as trustee, it shall be deemed, and the Board assumes, that each of the following is a breach of university regulations and is ground for consideration of suspension or expulsion:

1. Unauthorized use or occupation of any part of the property of the University.
2. Prevention of access to any part of the property of the University by any person not so authorized.
3. Interruption by any unauthorized person of any authorized activity, service, or event on the property of the University.
4. Violence or threat of violence to any person.
5. Prevention of movement on the property of the University by any unauthorized person.
6. Damage or destruction of any part of the property of the University.

C. Policy on Harassment and Discrimination

Harassment and discrimination are violations of acceptable standards of conduct at St. Thomas University and are subject to disciplinary measures.

The intention of the policy is twofold: (A) to provide a means to resolve specific incidents of harassment and/or discrimination, and (B) to provide an educational tool for increasing awareness of and sensitivity to the negative impact of harassment and/or discrimination.

Complaints alleging a violation of this policy may be filed with a Complaint Officer. Upon receipt of an informal complaint of harassment and/or discrimination, the Complaint Officer shall discuss the situation with the parties involved and try to reach a mutually agreeable solution.

In the event a formal complaint of harassment and/or discrimination is lodged with a Complaint Officer, an investigation will be conducted and a report submitted to the President. This report will contain recommendations for action (from warnings up to and including dismissal or expulsion). The President will then impose whatever disciplinary sanctions are considered to be warranted in the circumstances. (A copy of the Harassment and Discrimination Policy is available at www.stu.ca).

D. Policy with Respect to AIDS

The University's policy with respect to AIDS (acquired immunodeficiency syndrome) includes the following general provisions:

1. All members of the University community have a responsibility to avoid the risk of HIV (human immunodeficiency virus) infection and transmission. All who consider it likely that they have been exposed to such infection are urged to seek medical

advice concerning their condition.

2. The University will not discriminate against any member of the University community on the grounds of HIV infection. The identity of any person in the University community with HIV infection will be held in strict confidence.
3. The University will provide education and appropriate information on AIDS and related diseases to students and others in the University community. The University has an advisory committee on AIDS policy.

E. Student Accessibility Services Policy

From our Mission…

We are united in the belief that women and men of divergent backgrounds and abilities should have an opportunity to learn and practice critical thought and to realize their intellectual potential in an academic setting that is both responsive and stimulating. We believe that learning engages the whole person; we seek to provide an environment conducive to enriching student life.

…To Our 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 benefits of higher education.

'Disabilities' shall be defined 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)

Canadian Charter of Rights and Freedoms (1982), Section 15 (1)

Section 15 (1) Guarantee of Rights and Freedoms

Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

15(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are

disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

New Brunswick Human Rights Code (1992), Section 5 (1)
5(1) No person, directly or indirectly, alone or with another, by himself or by the interposition of another, shall

(a) deny to any person or class of persons any accommodation, services or facilities available to the public, or

(b) discriminate against any person or class of persons with respect to any accommodation, services or facilities available to the public, because of race, color, religion, national origin, ancestry, place of origin, age, physical disability, mental disability, marital status, sexual orientation, sex, social condition, political belief or activity.

3) Accessing Accommodations through Disability Services

Students with documented disabilities that interfere with their ability to participate in and benefit from the University's educational services may obtain assistance from Student Accessibility Services.

3.1) Documented Disabilities

Disabilities must be supported by documentation no older than 5 years, from a licensed health or mental health professional that is deemed qualified to diagnose the disability.

Prior to receiving assistance, students must provide documentation that:

- validates a disability
- outlines the student's cognitive and/or physical restrictions
- recommendations for appropriate accommodations

Documentation and identification may come from a variety of licensed health professionals including:

- Physicians
- Medical specialists
- Psychologists
- Psychiatrists
- Speech/language pathologists
- Audiologists

3.2) i-Reasonable and Appropriate Accommodations

The purpose of academic accommodations is to reduce the barriers to education.

Accommodations do not modify the University's academic standards, nor do they alter the core requirements of the program.

The accommodation process is a shared responsibility that requires the student and the Coordinator of Accessibility Services to work together to reach appropriate and reasonable accommodations. When determining the suitability of an accommodation, the following factors are taken into account:

- is the accommodation related to the disability?
- does the student require the accommodation to participate in education at the university?
- can the accommodation be provided without undue hardship?

Accessibility Services cannot guarantee accommodations to students who make requests after the deadlines stated in the procedural manual for Student Accessibility Services.[1]

3.2) ii-Temporary Accommodations
Students may register with Student Accessibility Services to receive accommodations for a temporary disability. Documentation supporting the need for temporary accommodations must come from a licensed health or mental health professional and include information pertaining to the duration of the disability. Students requiring temporary accommodations will be required to return to the SAS each semester to provide updated documentation and to have their accommodations reviewed and reinstated.

3.3) Accommodations Agreements
3.3)i Students and professors shall wherever possible agree to the appropriate accommodations.

3.3)ii In cases where the instructor and the student cannot agree about the provision of accommodations, the instructor shall meet and discuss the recommended accommodations with an advisor from Student Accessibility Services. If they are unable to reach an agreement, the Dean of the Faculty shall be consulted.

3.3)iii Students receiving academic accommodations are required to follow all procedures as contained in the SAS procedural manual.[1]

3.4) Disclosure/Non-Disclosure of Disability
The University has no responsibility to provide accommodations for students who do not disclose their disabilities to Student Accessibility Services. Students who disclose their disability after the stated deadlines of University Policy may not claim retroactive accommodations.

3.5) Confidentiality
All agents involved at St. Thomas University (i.e. faculty, staff, students as well as students employed as tutors and/or note takers) must treat all information pertaining to a student as confidential. The exceptions to this policy are:

- when an individual becomes aware of current children at risk of abuse
- when an individual clearly presents danger to self or others
- when we are subpoenaed for records or testimony by the courts

If a breach of confidentiality occurs then the individual is subject to disciplinary action.

Consent Forms
Consent forms must be signed by the students to disclose any information to any University staff and/or outside parties (such as family members or other individuals). Consent forms are available at Student Accessibility Services.

[1]Please contact Student Accessibility Services regarding the manual.

F. Policy on Release of Information About Students

The University has adopted a detailed policy on the collection, maintenance, and security of the information contained in the individual student's records. The general principle underlying the policy is that the student has a right to privacy and the release of information about the student is guided by the University's respect for the welfare and privacy of the student.

The various data items on the student record have been classified under three general categories for disclosure: (a) confidential, (b) restricted, (c) public.

The student may apply to the Registrar's Office for the following:

1. a detailed policy statement on the breakdown of the various data elements in each of the categories and the conditions governing the release of academic information;
2. procedures for the student to request inspection of the data held on the personal student record;
3. procedures for the student to petition that public or restricted data be classified as confidential and thereby not released without the student's explicit consent;
4. an interpretation of the implementation of any aspect of the policy concerning the release of student information.

I. Confidentiality, Security, and Control of Student Academic Records

Definition: The student academic record is the official academic record of the student used for admission to the University and the academic performance while at St. Thomas University. This record includes all information however recorded or stored, whether in printed form, on film or on a computerized database, which constitutes a record of the student's admission and academic standing. The academic records are the property of the University. The Registrar's Office shall retain custody of the academic records and shall be responsible for their security and maintenance. For purposes of this policy, data items on the student academic record have been classified under three general categories for disclosure:

1. confidential, 2. restricted, 3. public.

The University does retain the right to publish aggregate student data.

1. Confidential

Except as provided in this policy, a student's academic record is confidential and privileged information and is not released to any third party without the explicit consent of the student concerned being first obtained. In general, such information may be inspected by the student by application to the Registrar's Office.The student has the opportunity to correct or comment on the accuracy of any information therein. The student's access would be restricted in cases such as letters of reference which have been submitted in confidence. The referees, however, would be identified.

2. Restricted Information

Some information may be required by and shall be provided to various internal or external institutional offices or service offices. The federated campus library system, for example, requires access to the student's registration status, addresses, and phone numbers. Normally, this access would be limited to specific information screens on the computerized student information system of St. Thomas University. The Registrar's Office would authorize the access and monitor use of the restricted information, without the authorization of the student.

3. Public Information

This information may be released without authorization of the student. Such public items would include: whether or not a student is registered at St. Thomas; full or part-time status; program; year of study; whether or not a student has graduated and with what credential. In exceptional cases, the student may petition the Registrar's Office to restrict or deny access to these public information items.

II. Internal Access

Faculty members and members of staff of the University have access to the student's academic record as may be required in the legitimate performance of their duties as determined by the Registrar on the understanding that such information shall not be released to others. All persons with access to the student record are required to respect confidential information about students which they acquire in the course of their work. Professors would not normally have access to the student's complete transcript without permission.

III. Student Transcripts

Students have the right to obtain unofficial copies of their transcript of marks from St. Thomas University. Proper request forms and any required fees must accompany the request to send an official copy of the transcript to another institution or employer. Diplomas, final grades, unofficial, and official transcripts will be withheld for students and former students who have not cleared their financial obligations to the University.

IV. Notification of Disclosure of Personal Information to Statistics Canada and the Maritime Provinces Higher Education Commission

Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrolment information, previous education, and labour force activity.

The federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used can ask Statistics Canada to remove their identifying information from the national database. On request by a student, Statistics Canada will delete an individual's contact information (name, address, or other personal identifiers) from the PSIS database. To make such a request, please contact Statistics Canada:

Via Mail:
Institutional Surveys Section
Centre for Education Statistics
Statistics Canada
100 Tunney's Pasture Driveway, R.H. Coats Building, Floor 13 G 2Ottawa (ON) K1A 0T6

Via Email:
statcan.PSIS-SIEP.statcan@canada.ca

Maritime Provinces Higher Education Commission

The MPHEC collects the data described above on behalf of Statistics Canada. In addition, it

archives these data and uses them to generate basic statistics, research products, as well as the sampling frame for its graduate survey. These activities support its mandate, which is to assist institutions and governments in enhancing the post-secondary learning environment. The legal authority for these activities is provided by the Maritime Provinces Higher Education Commission Act. The Act also requires that all data received by the Commission is kept confidential, and ensures the protection of personal information. More information about the MPHEC and its Standard for Maintaining Confidentiality may be found at www.mphec.ca .

Regarding those students who do not wish to have their information used, Statistics Canada will notify the MPHEC of any student choosing to have their personal information removed from the national database, and their information will subsequently be removed from the MPHEC's database.

Registration forms

Under the federal Privacy Act, individuals can request access to their own individual information held on federal information banks, including those held by Statistics Canada. Students who do not want their information utilized can ask Statistics Canada to remove their identifying information from the national database:

Via Mail:
Institutional Surveys Section
Centre for Education Statistics
Statistics Canada
100 Tunney's Pasture Driveway, R.H. Coats Building, Floor 13 G 2Ottawa (ON) K1A 0T6

Via Email:
statcan.PSIS-SIEP.statcan@canada.ca

Section Nine: Scholarships, Bursaries, and Prizes

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A. Scholarships

St. Thomas University recognizes academic excellence through a generous scholarship program. The university offers a wide range of entrance awards to highly qualified 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.

Entrance Scholarships

The Entrance Scholarship program is highly competitive and is designed to attract outstanding scholars to the St. Thomas University campus. Except when otherwise specified, the entrance awards are open to candidates for full-time admission to the first 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 final grades on Grade 11 academic subjects, as well as final first-semester results or mid-year results (for non-semestered schools) on Grade 12 academic subjects.

Other factors considered include:

- a reference letter from a teacher, principal or guidance counsellor
- scores on standardized tests

In addition to the academic selection criteria, the following criteria are considered in awarding some entrance scholarships:

- leadership qualities
- extracurricular activities
- financial status

2. Application Procedure

Candidates for full-time admission to the BA program on the St. Thomas University campus who maintain an admission average of 80% or higher, are automatically considered for entrance scholarships. However, candidates for the major scholarships must submit to the Admissions Office a completed scholarship application form providing an overview of academic Honours, co-curricular and extracurricular activities, and other qualifications for

entrance awards. A letter of reference must also be submitted. Application materials submitted to the Admissions Office will also be reviewed by the Entrance Scholarship Selection Committee.

3. Application Deadline
The application deadline for major renewable scholarships is March 1 and scholarship offers are announced by April 15. Recipients have until May 15 to confirm acceptance of scholarships by submitting a $100 advance payment on tuition. Scholarship applications received after the March 1 deadline are reviewed on an individual basis and scholarships may be offered, conditional on the availability of awards. Guaranteed annual awards are offered throughout the admissions cycle (September – August).

I. Entrance Scholarships, Awards and Bursaries

St. Thomas offers an Entrance Award Program that includes scholarships for high academic achievement, bursaries for students who have a demonstrated financial need, and other awards for students balancing academic performance with extra-curricular, volunteer, or community achievements.

Except when otherwise specified, entrance awards are open to candidates for full-time admission to the first year of the Bachelor of Arts Program who are applying on the basis of their high school records.

Unless otherwise indicated, the deadline for entrance scholarship and award applications is March 1st. To apply, complete the Scholarship Application Form on your student portal at ConnectSTU. Note that some scholarships require additional application materials.

Unless otherwise indicated, the deadline for entrance bursary applications is March 1st. The Bursary Application Form is available at the Office of the Registrar, or can be downloaded at www.stu.ca. Note that some bursaries require additional application materials.

Scholarships

Alma Joyce Memorial Scholarship
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 with an admission average of 80% or higher.
Funding: Generously funded by the Estate of Alma Joyce.

Bishop Barry Entrance Scholarship
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 University, Chatham NB, 1910.

Bishop Bray Entrance Scholarship
Value: $2,000
Number: 1
Criteria: Awarded annually to a graduating high school student from the Diocese of Saint

John. Selection is based upon academic achievement and leadership.
Funding: Generously funded by the Diocese of Saint John.

CFUW (Fredericton) Entrance Scholarship
Value: $1,500
Number: 1
Criteria: Awarded annually to a female student entering St. Thomas University directly from a Fredericton high school. Selection is based on academic achievement.
Funding: Generously funded by the Canadian Federation of University Women, Fredericton

Chancellor's International Scholarship
Value: Full International Tuition ($13,747 for 2016-2017)
Number: 1
Criteria: Awarded annually to top-ranking International students entering first year. Selection will be based on academic excellence, with attention given to leadership qualities. Students must maintain a minimum annual average of 3.7 on 30 credit hours.

Chancellor's Scholarship
Value: Full tuition and a single room and board (approximately $17,070 for 2016-2017). 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 first year. Students must maintain a minimum annual average of 3.7 on 30 credit hours. Selection will be based on academic excellence, with attention given to qualities of leadership and versatility.

Claire M. Elhatton Scholarship
Value: $1,750
Number: 2
Criteria: Awarded annually to students enrolling full time with an admission average of 80% or higher from the Miramichi-Bathurst area.

Dennis Cochrane Entrance Scholarship
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.

Eugene T. McCarthy Memorial Leadership Scholarship
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. To be eligible for the renewable portion of the award, students must achieve a minimum annual GPA of 3.0 on a minimum of 30 credit hours. 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 benefit of others.
Funding: Generously funded by Mrs. Verna McCarthy in memory of Eugene T. McCarthy.

Evelyn Sweezey Scholarship
Value: $4,500 per annum for a total value of $18,000 over four years
Number: 1
Criteria: Awarded annually to top-ranking students entering first year. Students must maintain a minimum annual average of 3.5 on 30 credit hours. Academic excellence will be the sole basis of selection.

Francis M. McLaughlin Scholarship
Value: Full tuition plus $500 book allowance ($6,776 for 2016-2017).
Number: Varies
Criteria: Awarded annually to students of outstanding academic ability and achievement entering first year. Academic excellence will be the sole basis of selection. Students must maintain a minimum annual average of 3.7 on 30 credit hours.

Frank McKenna Scholarship
Value: Full tuition ($6,276 for 2016-2017).
Number: 1
Criteria: Awarded annually to top-ranking students entering first year. Students must maintain a minimum annual average of 3.5 on 30 credit hours. Academic excellence will be the sole basis of selection.

Fredericton Community Foundation Leadership Scholarship
Value: $500
Number: 2
Criteria: Awarded annually to students enrolling full time with an admission average of 80% or higher who are residents of the City of Fredericton and who have demonstrated a commitment to community and other extra-curricular activities.
Funding: Generously funded annually by the Fredericton Community Foundation.

Gene Hayes Scholarship
Value: $2,000
Number: 5
Criteria: Awarded annually to students enrolling full time with an admission average of 80% or higher.

Grogan-Pace Scholarship
Value: $2,000
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher. Preference will be given to students from the Diocese of Saint John.
Funding: Generously funded by Rev. A. L. McFadden.

Irene Mulroney Entrance Scholarship
Value: $1,500
Number: 1

Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher. This scholarship honours the memory of Irene Mulroney, the mother of the former Prime Minister of Canada, the Right Honourable Brian Mulroney.
Funding: Generously funded by Brian Mulroney and friends of the Mulroney family.

Jackson Wright Memorial Scholarship
Value: $500 (Minimum)
Number: 1
Criteria: Awarded annually to an entering student enrolling full time, with an admission average of 80% or higher. Preference will be given to applicants who have a commitment to school spirit and engagement.
Funding: Generously funded by an endowment set up by Prime Minister Brian Mulroney and friends and family of Jackson Wright, a young boy who loved to cheer for the Tommies, and who died tragically at the age of eight.

John & Viola Fleming Scholarship
Value: $400
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher preferably from the Diocese of Saint John.
Funding: Generously funded by St. Gertrude's Church Parish Council.

Judge J. Thomas Troy Memorial Scholarship
Value: $2,500
Number: 2
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher.
Funding: Generously funded by an anonymous donor.

Katherine L. Roderick Scholarship
Value: $1,500
Number: 2
Criteria: Awarded annually to female students enrolling full time with an admission average of 80% or higher.
Funding: Generously funded by the estate of M. Grace Roderick in memory of her daughter, Katherine Louise Roderick, a student at St. Thomas University from 1966-70.

Knights of Columbus Scholarship
Value: $2,500
Number: 2
Criteria: Awarded annually to students enrolling full time with an admission average of 80% or higher from any diocese of the Province of New Brunswick. Selection will also be based on the potential for contribution to the mission of St. Thomas University.
Funding: Generously funded by the Knights of Columbus.

Marguerite Bourgeoys Entrance Scholarship
Value: $1,500
Number: 4
Criteria: Awarded annually to female students with a minimum admission average of 80%

or higher who can demonstrate involvement and leadership in their church community.
Funding: Generously funded by the Congregation of Notre Dame, Sisters of St. Martha, and other friends of St. Thomas University.

Mary T. Morris Entrance Scholarship
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.
Funding: Generously funded by the family of Mrs. Mary T. Morris. She was 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).

Monsignor Donald C. Duffie Memorial Scholarship
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 Duffie Endowment Fund established, May 1989 in memory of Monsignor Donald C. Duffie, president of the University, 1961-75.

Mrs. P. M. McMahon Scholarship
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.

Msgr. George W. Martin Scholarship
Value: Full tuition and a double room and board ($15,095 for 2016-2017). In order to receive the room and board portion of the scholarship, recipients must live in residence.
Number: 2
Criteria: Awarded annually to students of outstanding academic ability and achievement entering first year. Students must maintain a minimum annual average of 3.7 on 30 credit hours. Selection will be based on academic excellence with attention given to qualities of leadership and versatility. This award honours Monsignor George W. Martin, an alumnus who served the University with distinction for 41 years, and was president from 1975-1990.

President's International Scholarship
Value: Varies up to a maximum of full tuition and differential fees and renewable for three additional years.
Number: Varies
Criteria: Awarded annually to top-ranking international students entering first year. Academic excellence is the sole selection criterion. To be eligible for the renewable portion of the award, students must achieve a minimum annual average of 3.5 on a minimum of 30 credit hours.

President's Scholarship
Value: Full tuition ($6,276 for 2016-2017).
Number: Varies
Criteria: Awarded annually to top-ranking students entering first year. Students must maintain a minimum annual average of 3.5 on 30 credit hours. Academic excellence will be the sole basis of selection.

Rev. Raymond Hawkes Scholarship
Value: $1,000 per annum and renewable for three more years
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher from one of the various Miramichi area high schools. Selection criteria will also include character and leadership skills. Students must maintain a minimum annual average of 3.3 on 30 credit hours. This scholarship is named for the first diocesan rector of St. Thomas.

Rev. T.A. MacDonald Scholarship
Value: $1,500
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher. Preference will be given to students from the Miramichi area. This scholarship honours the memory of Rev. Thomas A. MacDonald, C.S.B., native of Auburnville, N.B., and long-time Basillian priest and educator.

Sherman Donovan Scholarship
Value: $2,500
Number: 2
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher. Preference is given to applicants from Northumberland County, but limited to graduates of the schools included in School District 16: Blackville High School, James M. Hill Memorial High School, Miramichi Valley High School, and North and South Esk Regional High School.
Funding: Generously funded by Sherman Donovan to honour the memory of parents, Robert and Mary, and brother Raymond Donovan.

St. Thomas Renewable Achievement Scholarship
Value: $1,000 minimum guaranteed
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final admission average between 80% and 89%, and renewable for three additional years with a minimum annual GPA of 3.5 on 30 credit hours.

St. Thomas Renewable Scholars Scholarship
Value: $2,000 minimum guaranteed
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 GPA of 3.5 on 30 credit hours.

St. Thomas Student Leader Scholarship
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: To be eligible for the renewable portion of the award, students must achieve a minimum annual GPA of 3.0 on a minimum of 30 credit hours. This scholarship is open to students with a minimum admission average of 80% and who have taken leadership roles in their high schools and communities either through extracurricular activities, volunteerism or demonstrated commitment to the benefit of others.

Vance Toner Hockey Scholarship
Value: Varies
Number: 1
Criteria: Awarded annually to a student enrolling full time with an admission average of 80% or higher, who intends to participate in the Women's Hockey Program.

York Funeral Home Scholarship
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.

Awards

Aboriginal Community Involvement Entrance Award
Value: $1,000
Number: 3
Criteria: Awarded annually to entering aboriginal students who have been involved in their high schools or communities through extracurricular activities, volunteerism or demonstrated commitment to the benefit of others.
Funding: Generously funded by the Aboriginal Education Initiative at St. Thomas University.

Barry Toole Memorial Award
Value: $500
Number: 1

Criteria: Awarded to an entering international student in good academic standing who has demonstrated financial need.
Funding: The bursary is generously funded by Janet Toole (Barry Toole's widow) and family and friends of Barry Toole. Barry was a professor of Political Science at St. Thomas University and a longtime public servant in the province. Barry also spent time in broadcast journalism, and was a longtime friend of the late Dalton Camp.

St. Thomas University Track & Field Entrance Award
Value: $10,000 ($5,000 renewable over two years)
Number: 1
Criteria: Awarded annually to a full-time entering student who is a graduate of an Atlantic Canadian secondary school program with high academic achievement (as determined by the Office of Admissions) and intends to join the Track & Field/Cross Country Team.
Funding: Generously funded annually by the Arthur L. Irving Family Foundation.

Taylor Printing Group Women's Basketball Entrance Award
Value: $500
Number: 1
Criteria: Awarded to an entering female student who has demonstrated athletic and leadership abilities in the sport of basketball.
Funding: Generously funded annually by Taylor Printing Group Inc.

Bursaries

Bernie McCann Memorial Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to an entering student enrolled full time, who is a graduate of Harvey High School, and who has demonstrated involvement in the school and wider community.
Funding: Generously funded, on an annual basis, by the family of Bernie McCann. Bernie was a proud St. Thomas alumnus and was very active in the Harvey Community.

Dan and Valerie O'Brien Bursary
Value: $500
Number: 1
Criteria: Awarded annually to students entering university for the first time with selection based on financial information provided by the Canada Student Loan Assessment or its equivalent. Entering students who wish to be considered for this Bursary must submit a letter to the Admissions Office which outlines why they qualify.
Funding: Generously funded by donations from alumni, faculty, staff and friends of St. Thomas University.

Geoffrey W. Vail Bursary
Value: $1,750
Number: 1
Criteria: Awarded annually to a student entering university under the mature student admissions policy. Among the selection criteria are financial need and the potential for contributing to the quality of student life or activities.

Harrison McCain Scholars Bursary
Value: $4,000 per annum for a total value of $16,000 over four years
Number: up to 4
Criteria: Awarded annually to Canadian high school graduates, with selection criteria including admission average of 80% or higher, financial need, leadership qualities, and a recognized initiative in funding university education. To qualify for annual renewal, recipients

must maintain minimum annual grade point averages as determined by the Foundation. The required application form may be found at stu.ca/mccain.
Funding: Generously funded by the Harrison McCain Foundation.

Hazel Lahey Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a female student from the Province of New Brunswick on the basis of financial need.

James Alvin Keenan Memorial Bursary
Value: $3,500
Number: 1
Criteria: Awarded annually to a student entering the Bachelor of Education Program at St. Thomas University on the basis of financial 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.

John McKendy Memorial Bursary
Value: $500
Number: 2
Criteria: Awarded annually on the basis of financial need to New Brunswick students with a history of volunteer and/or community involvement and an awareness of issues of social justice.

Maria McMahon Memorial Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually on the basis of financial need to a New Brunswick student entering St. Thomas University.

Marion Rockcliffe Hunt Bursary
Value: $1,000
Number: 2
Criteria: Awarded annually to an entering student, preferably female student athlete, based on financial need. The bursary honours Marion Rockcliffe Hunt, the first female valedictorian of St. Thomas University and a generous benefactor.
Funding: Generously funded by the Estate of Marion Rockcliffe Hunt and friends.

Millennium Entrance Bursary
Value: Varies
Number: Varies
Criteria: Awarded annually to students entering university for the first time with selection based on financial information provided by the Canada Student Loan Assessment or its equivalent. Entering students who wish to be considered for a Millennium Entrance Bursary must submit a letter to the Admissions Office which outlines why they qualify.
Funding: Generously funded by donations from alumni, faculty, staff and friends of St. Thomas University.

Milton and Patricia Bassen Bursary
Value: $500 (Minimum)
Number: 1
Criteria: Awarded annually to a student from a school in the Greater Saint John area entering the first year of studies at St. Thomas, who has demonstrated financial need.
Funding: Generously funded annually by The Greater Saint John Community Foundation through a bequest from the Estate of Patricia A. Bassen.

Msgr. George W. Martin Bursary
Value: Varies
Number: Varies
Criteria: Awarded annually to entering students from New Brunswick on the basis of financial need.
Funding: Funded by the estate of Msgr. George W. Martin

President Dawn Russell Entrance Bursary
Value: $1,000
Number: up to 8
Criteria: Awarded annually to entering students from New Brunswick on the basis of financial need.
Funding: Generously funded by John Bragg in honour of Dawn Russell, an alumna of St. Thomas who became President of the University in 2011.

Vance Toner Memorial Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to an incoming full-time student in good academic standing, graduating from Anglophone-East School District in the Moncton area. Selection based on financial need.
Funding: Generously funded by St. Thomas alumni and friends residing in the Moncton area.

II. Upper-Year Scholarships, Awards and Bursaries

St. Thomas offers a student awards program that includes scholarships for high academic achievement, bursaries for students who have demonstrated financial need, and other awards for students balancing academic performance with extra-curricular, volunteer, or community achievements.

Unless otherwise indicated, the deadline for scholarship and award applications is March 1st. The Scholarship Application Form is available at the Office of the Registrar, or can be downloaded by clicking here. Note that some scholarships require additional application materials.

Unless otherwise indicated, the deadline for bursary applications is October 31st. The Bursary Application Form is available at the Office of the Registrar, or can be downloaded at www.stu.ca. Note that some bursaries require additional application materials.

Scholarships

ATV Media Scholarship
Value: $2,000
Number: 1
Criteria: Awarded annually to a student entering the third year of the Journalism Program who is a member of a designated group as defined in the Canada Employment Equity Act with preference given to a student who is a member of a visible minority or the aboriginal peoples, who demonstrates an interest in television journalism. If a candidate from one of the designated groups is not available, the University reserves the right to identify other deserving candidates.
Funding: Generously funded by ATV/CTV Television.

Bell Media Scholarship in Journalism
Value: $750
Number: 1
Criteria: Awarded to an upper-year student in excellent academic standing, majoring in Journalism.
Funding: Generously funded by the Bell Media Scholarship in Journalism Endowment.

Bernard and Louis Bloomfield Scholarship
Value: $1,500
Number: 1
Criteria: Awarded annually on the basis of academic achievement.

Bertha L. Miller Memorial Scholarship
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.

CFUW Fredericton Adult Learner Scholarship
Value: $1,500
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.

CFUW Fredericton Scholarship
Value: $1,500
Number: 1
Criteria: Awarded annually in January to a female full-time student from the province of New Brunswick in second or third year of an undergraduate degree program on the basis of academic achievement (GPA).

Funding: Generously funded by the Canadian Federation of University Women Fredericton.

Chinese Cultural Association of New Brunswick Scholarship
Value: $1,000
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, and involvement with, the Chinese community and multicultural activities. This scholarship is open to students in any department or program.
Funding: Generously funded by the Chinese Cultural Association of New Brunswick.

Commcorp Financial Services Inc. Scholarship
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.

Cornelius & Katherine Kingston Memorial Scholarship
Value: $1,000
Number: 1
Criteria: Awarded annually to a third year student majoring in English. Selection is based on academic achievement.
Funding: Generously funded by members of the Kingston family.

Cornelius E. and Annie Crowley Memorial Scholarship
Value: $2,000
Number: 2
Criteria: Awarded annually to third or fourth year students honouring or majoring in religious studies. Selection is based on academic achievement.
Funding: Generously funded by the late Elizabeth Ann Crowley in memory of her parents.

Craig J. Carleton QC Scholarship in Human Rights
Value: $1,000
Number: 1
Criteria: Awarded annually to a student entering third or fourth year, and majoring or honouring in Human Rights. Selection is based on academic achievement.
Funding: Generously funded by the Craig J. Carleton, QC Endowment Fund.

Dick and Judy Kennedy Scholarship in English
Value: $750
Number: 1
Criteria: Awarded annually to a student entering third or fourth year with a major or honours in English. Selection is based on academic achievement.
Funding: Generously funded by Dick and Judy Kennedy.

Dr. Abdul Qaiyum Lodhi Scholarship
Value: $500
Number: 1
Criteria: Awarded annually to a student registered in the Criminology and Social Justice Program. Selection is based on academic achievement. The scholarship honours the memory of Dr. Abdul Q. Lodhi, a professor of sociology at St. Thomas University, 1984-91, the founder and first director of the certificate program in criminology and social justice.
Funding: Generously funded by the family of Dr. Abdul Qaiyum Lodhi.

Dr. Marguerite Michaud Scholarship
Value: $500
Number: 1
Criteria: Awarded annually on the basis of academic achievement.
Funding: Generously funded by Dr. Marguerite Michaud.

Dr. Richard W. Costello Scholarship
Value: $1,000
Number: 1
Criteria: Awarded annually on the basis of academic achievement to an anthropology student entering the fourth year of study.
Funding: Generously funded by the estate of Dr. Richard Costello.

FAUST Scholarship
Value: $3,000
Number: 1
Criteria: Awarded annually to a full-time returning student on the basis of academic achievement.
Funding: Generously funded by the Faculty Association of the University of St. Thomas.

Fredericton Epsilon Y's Men STU Tommies Scholarships
Value: $1,500
Number: 2
Criteria: Awarded annually to one male and one female student-athlete who has a 3.5 GPA or better (Academic All Canadian standing) entering second, third or fourth year. Recipients will be selected on the basis of demonstrated perseverance and commitment to their studies, athletic pursuits, and community outreach.
Funding: Generously funded annually by the Fredericton Epsilon Y's Men.

General Motors Scholarship
Value: $1,250
Number: 1
Criteria: Awarded annually with preference to a student enrolled in the Journalism Program.

Golden Jubilee Scholarship
Value: $5,000
Number: 1
Criteria: To commemorate the 50th anniversary of Queen Elizabeth's coronation, the Province of New Brunswick established the Golden Jubilee Scholarship in 2002. The Province

of New Brunswick provides a total of $20,000 annually distributed equally between the four public universities - University of New Brunswick, Université de Moncton, St. Thomas University and Mount Allison University. Each university offers each year one Golden Jubilee Scholarship valued at $5,000 to an eligible student. To be eligible, students must be: a New Brunswick resident based on Student Financial Services guidelines for provincial residency status at the time of receipt of scholarship; in third year going into fourth year of a four-year program or fourth year going into fifth year of a five-year program and; enrolled full-time in an undergraduate degree program in one of the four public universities in New Brunswick. All scholarships are awarded on the basis of academic excellence (as defined by the institution) and financial need (as defined by Student Financial Services).
Funding: Generously funded by Maritime Provinces Higher Education Commission.

Holy Cross Fathers Scholarship in Catholic Studies
Value: $1,000
Number: 1
Criteria: Awarded annually to students in third and fourth year who are majoring or minoring in catholic studies. Selection is based on academic achievement with an annual GPA of 3.0 or higher and financial need. This scholarship honours the religious members of the Congregation of Holy Cross appointed to St. Thomas University in various capacities since 1964.
Funding: Generously funded by the Holy Cross Fathers.

Juergen Doerr History Scholarship
Value: $1,000
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.

Louis Chabot Scholarship
Value: Varies
Number: 1
Criteria: Awarded annually to returning students who have participated in intercollegiate hockey and who have maintained a minimum average of B- during their last session as a full-time student. This renewable scholarship honours the memory of Louis Chabot, a former dean's list student and member of the varsity hockey team who died unexpectedly in March 1990.

McElroy Memorial Scholarship
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.

Milton Levine and Marion Brien Scholarship
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.

NB Power Leadership in Comm & Public Policy Scholarships
Value: $3,000
Number: 3
Criteria: Awarded to students entering their 3rd or 4th 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.

Paul Morrissy Memorial Scholarship
Value: $500
Number: 1
Criteria: Awarded annually to a third-year student majoring in Anthropology on the basis of academic achievement. Preference will be given to a student from Miramichi.
Funding: Generously funded by family and friends of Paul Morrissy.

Rabbi David Spiro Scholarship
Value: $250
Number: 1
Criteria: Awarded annually to a student in good academic standing.

Reader's Digest Foundation of Canada Scholarship
Value: $1,000
Number: 1
Criteria: Awarded annually to students majoring in journalism on the basis of overall achievement in liberal arts and excellence in journalism.
Funding: Generously funded by the Reader's Foundation of Canada.

Rev. A.L. McFadden Scholarships
Value: $1,000
Number: 2
Criteria: Awarded annually on the basis of academic achievement.
Funding: From the Father A.L. McFadden Scholarship Fund initiated by former students of Father McFadden, June 22, 1981.

Rev. Edmund J. Casey Memorial Scholarship
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.

Rev. Richard O'Brien Waugh
Value: Varies
Number: 1
Criteria: Awarded annually on the basis of academic achievement to students, except those in first year, enrolled in Arts and Social Work. This scholarship honours the memory of Father Waugh of the Holy Cross Fathers who taught Philosophy at St. Thomas University from 1964-1986.
Funding: Generously funded by the Holy Cross Fathers.

Rev. Thomas J. Daley Memorial Scholarship
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 financial 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.

Richard Dean Brown Memorial Scholarship
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.

Scoudouc River Cont. Ed. Award: Part-time Students
Value: minimum $100 to a maximum of $300 per course
Number: Varies
Criteria: Field of study unrestricted, tenable only at post-secondary institutions in New Brunswick. These awards are intended for part-time students and are open to persons residing in New Brunswick who were not engaged in full-time study during the twelve-month period preceding the date of application. No one may receive more than one of these awards in any calendar year.
Application Process: Application forms can be obtained from the Registrar's Office, St. Thomas University. The completed forms should be returned to that office. Awards are made in the middle of the months of October, February, May and July; applications should be made respectively before September 15, January 15, April 15 and June 15. Applications will be considered by the Scoudouc River continuing education awards selection committee.
Funding: Generously funded by the late Dr. William L. Webster.

Scoudouc River University Awards
Value: minimum of $1,000; maximum $4,500
Number: Varies
Criteria: Awarded annually but may be renewed upon re-nomination at the pleasure of the awarding committee. These awards are intended for full-time students and are open to St. Thomas University students. Awards are open to those who have signal promise but are especially needy or handicapped in any way; or to those with unusual direction or promise, or to those of distinct interest not qualified for other regularly established scholarships and

awards selectively or competitively available. Nominees must be enrolled full-time in an undergraduate program. At the time of nomination the nominee must be domiciled in the province of New Brunswick. Candidates taking up a Scoudouc River University Award may not hold, during the tenure of that award, other major financial awards. Apply: President's Office, St. Thomas University.
Funding: Generously funded by the late Dr. William L. Webster.

Senator Donald A. McLean Memorial Scholarship
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).

St. Thomas Intercollegiate Athletics Awards
Value: Varies to a maximum of full-tuition and compulsory fees.
Number: Varies
Criteria: Awarded annually to full-time students who have completed two successful semesters and are involved in Canadian Interuniversity Sport (CIS) athletics. Student athletes must have maintained satisfactory grades during their last session as a full-time student.

Thomas Stephen McCann Memorial Scholarship
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 exemplifies the spirit of St. Thomas University through character, academic achievement and leadership.

Awards

Dwight Dickinson Basketball Award
Value: $1,000
Number: 1
Criteria: Awarded to a student in satisfactory academic standing who has demonstrated athletic and leadership abilities in the sport of basketball.
Funding: Generously funded by an endowment established by friends and alumni of STU Basketball in honour of Coach Dwight Dickinson's 22 years of service.

Fielden & Constance Lambert Gerontology Leadership Award
Value: $1,000
Number: 1
Criteria: Awarded annually to a third or fourth year student from New Brunswick majoring in Gerontology with a GPA of 3.3 or higher. Preference will be given to students who have demonstrated a commitment to the well-being of older adults through employment, volunteer or community involvement.
Funding: Generously funded by Margaret-Anne Ashfield'72 and Dale Ashfield in memory of

Margaret-Anne's loving parents, Fielden Lambert and Constance Lambert.

Francis Farrington Memorial Basketball Award
Value: $500
Number: 2 (one male and one female recipient)
Criteria: Awarded to students in satisfactory academic standing who have demonstrated athletic and leadership abilities in the sport of basketball, and a commitment to community and volunteer service.
Funding: Generously funded by teammates, friends, and coaches of Francis Farrington.

Kay Robinson Award
Value: $500
Number: 1
Criteria: Awarded annually to a full time student in their 3rd or 4th year, or in the B.Ed. program who is a single parent. Selection is based on academic achievement.
Funding: Generously funded in honour of Kay Robinson.

Mark Adams Great Books Memorial Award
Value: $1,000
Number: 1
Criteria: Awarded to a full-time third or fourth year student with an annual GPA of 3.3 or better who is majoring or honouring in the Great Books Program. Preference will be given to students who can demonstrate financial need.
Funding: Generously funded by Nathan McAllister in memory of his friend and classmate.

Shivering Songs Creative Arts Award
Value: $500
Number: 1
Criteria: Awarded to a returning student in good academic standing who has completed at least one course in creative writing or music, and has expressed a passion for the performing arts. Preference will be given to students who have expressed financial need. The successful recipient will be asked to attend a Shivering Songs event to be recognized.
Funding: Generously funded annually by the Shivering Songs Festival.

Ted Daigle Memorial Drama Award
Value: $750
Number: 2
Criteria: Awarded annually to a full time student in their 2nd, 3rd, or 4th 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.

Ted Daigle Memorial French Award
Value: $750
Number: 2
Criteria: Awarded annually to a full time student in their 2nd, 3rd, or 4th year majoring in French. Selection is based on academic achievement.
Funding: Generously funded by friends and family in memory of Ted Daigle.

Terry W. Gulliver Perseverance Award
Value: $2,000
Number: 1
Criteria: To be awarded annually to a returning student who has obtained the status of Academic All-Canadian (CIS) or National Scholar (CCAA) the year prior. Further preference is given to students from the Saint John area and/or who have demonstrated an ability to overcome adversity.
Funding: Funded anonymously.

Bursaries

Alice Doyle Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a mature student enrolled in second, third, or fourth year on the basis of initiative and financial need.
Funding: Generously funded by the family of Alice Doyle.

Barry Burgess Memorial Bursary
Value: $500
Number: 2
Criteria: Awarded in the second semester to a full-time student from New Brunswick on the basis of financial need.

Brian Ouellette Bursary
Value: $500
Number: 2
Criteria: Awarded annually to students in the Bachelor of Social Work Program on the basis of financial need.
Funding: Generously funded by the Family, colleagues and friends of Professor Brian Ouellette.

Carolyn Layden-Stevenson Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded to a continuing female student from New Brunswick in good academic standing who has demonstrated financial need.
Funding: Established by Evelyn Layden, mother of Carolyn Layden-Stevenson.

Colter Family Bursaries
Value: $600
Number: 5
Criteria: Awarded annually to students in good academic standing on the basis of financial 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.

Darlene Ann Bigelow Memorial Bursaries
Value: $1,500
Number: 5
Criteria: Awarded annually to New Brunswick students entering the Bachelor of Social Work Program. Selection is based on financial 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.

Debbie Nason Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a student in the Bachelor of Social Work Program. Selection is based on financial need with preference given to students who have an interest in the field 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.

Faculty Fund Bursaries
Value: Varies
Number: Varies
Criteria: Awarded annually to students in good academic standing based on financial need and are enrolled either full-time or part-time in the BA, BSW, or BEd Programs at St. Thomas University. A number of bursaries will be awarded. Inquire: Registrar's Office. Apply: Chair, Faculty Fund Committee.
Funding: Generously funded by the faculty and administration of St. Thomas University.

Farrell & Edna McCarthy Bursary
Value: $750
Number: 1
Criteria: Awarded annually to a full-time student who has demonstrated financial need. Preference will be given to students taking an Interdisciplinary Minor in Irish Studies.
Funding: Generously funded by Mr. Farrell McCarthy.

Fenton Burke Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a student who has completed third year (or a minimum of 90 credit hours), and is majoring in English. Preference will be given to students who do not already hold a scholarship or bursary. Selection is based on financial need with a minimum GPA of 3.0. Priority will be given to students from Cape Breton. This bursary is awarded in memory of Fenton Burke, who was a member of the Department of English from 1963 until his death in 2001, and who served as chair from 1990 until 2001.
Funding: Generously funded by friends and colleagues of Fenton Burke.

Florence (Flo) Brodie Memorial Bursary
Value: $1000
Number: 1
Criteria: Awarded to a mature student who is in good academic standing. Selection is based

on demonstrated financial need.
Funding: Generously established by Dr. Sylvia Hale and other friends and family members of Flo in honour of her love of learning. Flo came to STU after retirement. She graduated with distinction in 2011.

Frank A. O'Donnell Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to a St. Thomas student entering the Bachelor of Social Work program who has demonstrated financial need.
Funding: Generously funded through annual gifts by Mr. Frank A. O'Donnell.

Gertrude Barton Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a student with demonstrated financial need who is entering the Social Work Program. Preference will be given to an applicant who has previous related work and life experience.
Funding: Generously funded by the family of Susan Scott and Jill Barton.

GRID Bursary
Value: $500
Number: 1
Criteria: Awarded to a student majoring in Great Books who is in good academic standing and has demonstrated financial need.
Funding: Generously funded annually by faculty and alumni of the Great Books Program.

Harry & Bessie Brown Bursary
Valued: $500
Number: 1
Criteria: Awarded on the basis of financial need to a Fredericton resident entering the Bachelor of Social Work Program.
Funding: Generously funded by the estate of Harry Brown.

Heather & George Richmond Bursary
Value: $750
Number: 1
Criteria: Awarded to School of Education students from New Brunswick in good academic standing who have demonstrated financial 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 3rd or 4th year of study.
Funding: Generously funded by Dr. Heather and Mr. George Richmond Q.C.

Irish Canadian Cultural Association of NB Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to a full-time continuing student in good academic standing with an Interdisciplinary Minor (Irish Studies) who has demonstrated financial need. In the ab-

sence of an eligible applicant minoring in Irish Studies, students in good academic standing majoring who have demonstrated financial need and who have completed at least two Irish Studies courses may be considered.
Funding: Generously funded annually by the Irish Canadian Cultural Prize Association of New Brunswick.

Jane Driscoll Bursary
Value: $1,000
Number: 1
Criteria: Awarded to a returning student in good academic standing who has demonstrated financial need.
Funding: Generously funded annually by John Rocca and family.

Jillian Dunlop Bursary
Value: $1,000
Number: 1
Criteria: Awarded to a returning student in good academic standing who has demonstrated financial need.
Funding: Generously funded annually by John Rocca and family.

Judith Cox Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to a full-time student in good academic standing based on financial need.

Kay Smith Memorial Bursary
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.

Lillian Chippin Memorial Bursary
Value: $400
Number: 1
Criteria: Awarded annually to a student in the Social Work or Education program on the basis of financial need.

Lyman Ward Bursary
Value: $1,000
Number: 1
Criteria: Awarded to a full time continuing student who has demonstrated financial need.
Funding: Generously funded by Lyman Ward '63.

M. Monica Donoghue Bursary
Value: $500
Number: 1

Criteria: Awarded annually to a returning student in good academic standing who has demonstrated financial need.
Millennium Upper-Year Bursary
Value: minimum of $500 to a maximum of $2,000
Number: Varies
Criteria: Awarded annually to students registered full time with selection based on financial information provided by the Canada Student Loan Assessment or its equivalent.
Funding: Generously funded by donations from alumni, faculty, staff and friends of St. Thomas University.

Monsignor O'Hanley Bursaries
Value: $750
Number: 2
Criteria: Awarded annually on the basis of financial need.

Neva Batt Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded to a continuing student from New Brunswick who was admitted as an adult learner, who is in good academic standing, and who has demonstrated financial need. Preference will go to full time students.
Funding: Generously funded by the family and friends of Neva Batt. Neva was a long-time supporter of those pursuing higher education, including her children and grandchildren who have attended St. Thomas University.

Paul W. Dawson Memorial Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually in second semester to a full-time student on the basis of financial need with preference given to students enrolled in either the Bachelor of Education Program or the Bachelor of Arts Program with an emphasis on political science. Preference will be given to students from Miramichi, New Brunswick.
Funding: Generously funded by the family and friends of Paul W. Dawson.

President Dawn Russell Upper-Year Bursary
Value: $1,000
Number: up to 8
Criteria: Awarded annually on the basis of financial need to continuing students from New Brunswick.
Funding: Generously funded by John Bragg in honour of Dawn Russell, an alumna of St. Thomas who became President of the University in 2011.

Professor Harry Rigby Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually on the basis of financial need with preference given to members of the Thomists, active participants in the musical life of St. Thomas University, or students who have demonstrated commitment and leadership in the residence community. This

award is named for Prof. Harry Rigby, founder and director of the Thomists and former Dean of Men.
Funding: Generously funded by family, friends, and former colleagues of Harry Rigby.

Rev. James Smith Bursary
Value: $2,500
Number: 1
Criteria: Awarded annually to a full-time student on the basis of financial need with preference given to students enrolled in the Catholic Studies Program.

School of Education Bursary
Value: $500 - $1,000
Number: Varies
Criteria: Awarded to School of Education students in good academic standing who have demonstrated financial need.
Funding: The bursary is generously funded by student, alumni and friends of the School of Education at St. Thomas University.

Sherry Lynn Taylor Memorial Bursary
Value: $500
Number: 2
Criteria: Awarded annually to students in the Bachelor of Social Work Program. Selection is based on financial 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.

St. Thomas University International Student Assoc. Bursary
Value: $500
Number: 1
Criteria: Awarded to a returning international student in good academic standing who has demonstrated financial need.
Funding: Generously funded annually by the St. Thomas International Student Association

Thomas W. Donovan Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a student in the Bachelor of Social Work or Bachelor of Education Programs who has demonstrated financial 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.

Wanda J. Turcotte Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a student who has demonstrated financial need. Satisfactory academic performance will be an additional criteria.
Funding: Generously funded by Jason Beggs in honour of his mother.

William A. 'Doc' Spray Bursary
Value: $400
Number: 1
Criteria: Awarded annually to a third-year full-time student on the basis of financial need.
Funding: Generously funded by Dr. Bill Spray, Professor Emeritus.

William J. Oxendale Memorial Bursary
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 field 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.

Prizes

Among the Prizes tenable at St. Thomas University are the following:

ANTHROPOLOGY
Alan Mason Prize in 3rd year
Awarded to the student majoring in anthropology with the highest academic standing in third year.

CRIMINOLOGY AND CRIMINAL JUSTICE
Abdul Lohdi Prize for Highest Standing
Awarded to the graduating student with the highest accumulated GPA in all criminology courses.

ECONOMICS
Prize for Economics in 2nd year
Awarded to a second-year student with the highest accumulated GPA in all economics courses.

Prize for Economics in 3rd year
Awarded to a third-year student with the highest accumulated GPA in all economics courses.

Prize for Economics in 4th year
Awarded to a fourth-year student with the highest accumulated GPA in all economics courses.

ENGLISH LANGUAGE AND LITERATURE
Bishop Hill Prize for English in 4th year
Awarded to a graduating student on the basis of excellent performance in fourth-year English courses.

David Adams Richards Prize for Fiction
Awarded to an English student on the basis of excellence in writing prose or fiction. Generously funded by David Adams Richards Endowment.($500)

David Velensky Prize in Creative Writing
Awarded on the basis of excellence in creative writing in any genre. Generously funded by the Velensky Endowment.($500)

Edwin Flaherty Prize for English in 2nd Year
Awarded to a second-year student on the basis of excellent performance in English courses.

Essay Prize in English in 3rd Year
Awarded to a third-year student on the basis of outstanding performance on an essay.

Prize in English in 3rd year
Awarded to a third-year student on the basis of excellent performance in English courses.

Robert Clayton Casto Prize in Poetry
Awarded on the basis of excellence in writing poetry. Generously funded by the Robert Clayton Casto Endowment.($500)

FINE ARTS
STU Singers Prize for Contributions to Choral Music
Awarded to a graduating student majoring in Fine Arts for contribution to Choral Music. ($100)

FRENCH
Ambassador of Switzerland Prize
Awarded based on outstanding performance in French language studies.

Marguerite Michaud Prize for French Canadian Literature
Awarded to a graduating student with the highest accumulated GPA in all French language course.

Paul C. Levesque Prize for French in 1st year
Awarded to a first-year student on the basis of excellent performance in French language courses.($300)

GREAT BOOKS
First-Year Great Books Essay Prize
Awarded to a first-year student on the basis of outstanding performance on a Great Books essay.

Great Books Best Honours Thesis
Awarded on the basis of an outstanding thesis by a fourth-year honours student.($150)

Prize for Highest Standing in Major
Awarded to a graduating student with the highest GPA majoring in Great Books.($150)

Second-Year Great Books Essay Prize
Awarded to a second-year student on the basis of outstanding performance on a Great Books essay.

Third-Year Great Books Essay Prize
Awarded to a third-year student on the basis of outstanding performance on a Great Books essay.

HISTORY
Chuddy McCarthy Memorial Prize in 4th year
Awarded annually to the fourth-year student with the highest average in a minimum of six (6) full-year History courses. If the students has taken more than 6 full-year courses, all History course marks will be averaged in.

Lawrence Desmond Prize for Medieval History
Awarded annually based on outstanding performance in a Medieval History course. Generously funded by the Desmond Endowment.($500)

Prize in History in 3rd year
Awarded to a third-year history major or history honours student on the basis of outstanding performance. Generously funded by the Rhinelander History Fund Endowment.($500)
Prov. IODE Prize for Highest Standing in Canadian History
Awarded annually to the most outstanding student in Canadian History.($100)

Senator John Connolly Prize for History in 3rd year
Awarded annually to the third-year student with the highest average in a minimum of three (3) full-year History courses. If the student has taken more than 3 full-year courses, all History course marks will be averaged in.

Tony Rhinelander Nature of History Prize
Awarded annually to the student with the highest average in History 2003. Generously funded by The Rhinelander History Endowment Fund.($500)

HUMAN RIGHTS
Craig J. Carleton QC Essay Prize in Human Rights
Awarded annually to a senior student in the Human Rights Program based on an essay or paper. Generously funded by the Craig J. Carleton, QC Endowment Fund.($200)

JOURNALISM AND COMMUNICATIONS
David Adams Richards Prize for Non-Fiction
Awarded to a Journalism or Communications student on the basis of excellence in writing non-fiction or creative non-fiction. Generously funded by David Adams Richards Endowment.($500)

Prize for Communications in 4th Year
Awarded to graduating student(s) on the basis of academic excellence in fourth-year Communications and Public Policy courses. Generously funded by faculty, staff, friends and alumni of the Department of Journalism and Communications.($100)

Prize for Journalism in 4th Year
Awarded to graduating student(s) on the basis of academic excellence in fourth-year Journalism and Communications courses. Generously funded by faculty, staff, friends and alumni of the Department of Journalism and Communications.($100)

PHILOSOPHY
Mark Adams Prize for Philosophy in 4th year
Awarded to the graduating student with the highest accumulated GPA in all philosophy courses.($100)

Prize for Philosophy in 1st year
Awarded to a first-year student for outstanding achievement in all philosophy courses.

Prize for Philosophy in 2nd year
Awarded to a second-year student for outstanding achievement in all philosophy courses.

Prize for Philosophy in 3rd year
Awarded to a third-year student for outstanding achievement in all philosophy courses.

POLITICAL SCIENCE
Charles Kuun Prize for Best First Year Essay
Awarded on the basis of outstanding performance on a major essay in POLS 1103, 1603 and 1013. Generously funded by the Political Science Academic Prize Endowment.(3X$100)

Dr. Rick Myers Prize for Best Essay in Political Philosophy
Awarded on the basis of outstanding performance on a political philosophy paper. Generously funded by the Political Science Academic Prize Endowment.($200)

George Harrington Prize for Political Science
Awarded to the graduating student with the highest accumulated GPA in all political sciences courses. Generously funded by the Political Science Academic Prize Endowment. ($200)

Louis Robichaud Prize for Best Essay in Canadian Politics
Awarded on the basis of outstanding performance on a Canadian politics paper. Generously funded by the Political Science Academic Prize Endowment.($200)

Prize for Best Essay in American Politics
Awarded on the basis of outstanding performance on an American government and politics paper. Generously funded by the Political Science Academic Prize Endowment.($200)

Prize for Best Essay in Comparative Politics
Awarded on the basis of outstanding performance on a comparative politics paper. Generously funded by the Political Science Academic Prize Endowment.($200)

W. Vaughn Prize for Best Essay in International Relations
Awarded on the basis of outstanding performance on an international relations paper. Generously funded by the Political Science Academic Prize Endowment.($200)

Winfield Poole Prize for Best Honours Thesis in POLS
Awarded to the graduating student with the highest grade in POLS 4923: Honours Thesis. Generously funded by the Political Science Academic Prize Endowment.($300)

PSYCHOLOGY
Dr. H. Lyons Memorial Prize for Psych. Honours in 4th year
Awarded on the basis of outstanding performance by a fourth-year honours psychology student.

Prize for Psychology in 1st year
Awarded on the basis of outstanding performance by a first-year psychology student.

Prize for Psychology in 2nd year
Awarded on the basis of outstanding performance by a second-year psychology student.

Prize for Psychology in 3rd year
Awarded on the basis of outstanding performance by a third-year psychology student.

Prize for Psychology in 4th year
Awarded on the basis of outstanding performance by a fourth-year psychology student.

Ray and Lorain Irving Prize for Best Thesis
Awarded on the basis of an outstanding thesis by a fourth-year honours psychology student. Generously funded by Patrick Gregory Irving.($500)

RELIGIOUS STUDIES
Congregation of Notre Dame Prize for 4th year
Awarded on the basis of noteworthy performance by a graduating religious studies student. Generously funded by the Congregation of Notre Dame.

Father Arnold Toner Prize for Mature Student in 1st year
Awarded on the basis of noteworthy performance by a mature first-year religious studies student.

Sundara and Venky Venkatesan Memorial Prize In First Year
Awarded annually to the first-year student who has attained the highest grade in Religious Studies 1006. Generously funded by the Srinivasan family.($250)

SCIENCE AND TECHNOLOGY STUDIES

The Science and Technology Studies Prize

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.

SOCIAL WORK

Fay Nagler Levine Memorial Prize

Awarded on the basis of outstanding performance by a graduating social work student. Generously funded by the Faye Nagle Levine Endowment.($500)

SOCIOLOGY

Prize for Sociology in the 2nd Year

Awarded on the basis of outstanding performance by a 2nd year Sociology student. Generously funded by the Department of Sociology.($50)

Prize for Sociology in the 3rd Year

Awarded on the basis of outstanding performance by a 3rd year Sociology student. Generously funded by the Department of Sociology.($75)

Prize for Sociology in the 4th Year

Awarded on the basis of outstanding performance by a 4th year Sociology student. Generously funded by the Department of Sociology.($100)

SPANISH

Don Quixote Prize

Awarded to the student who has obtained the highest grade in the Don Quixote course (when offered).

Embajador de Espana Prize

Awarded to a graduating Spanish Honours or Majors student who has achieved the highest overall GPA.

Francisco Sainz Prize

Awarded to a second-year student who will be continuing her or his studies in Spanish, and who has achieved the highest grade in Intermediate Grammar.

Madres de Plaza de Mayo

Awarded to the student who has obtained the highest grade in the Collective Memory course (when offered).

Marta Traba Prize

Awarded to a student who has distinguished her or himself for artistic-cultural production in Spanish, or who has made a significant contribution to the Spanish Program.

B. Student Loans

1. Canada Student Loan – A loan, repayable with interest, funded by the Federal Government and administered by the New Brunswick Department of Post-Secondary Education, Training and Labour. To be eligible for this assistance, you must be enrolled in a minimum of 60% of a full-time course load. (See 5.0)
2. New Brunswick Student Loan – A loan, repayable with interest, funded by the Province of New Brunswick. To be eligible for this assistance, you must be enrolled in a

minimum of 60% of a full-time course load.

3. New Brunswick Bursary - A non-repayable grant. You must first quality for the maximum amount available through Canada and New Brunswick Student Loans. To qualify, you must be registered in a minimum 60% of a full-time course load and your assessed need must be greater than the maximum student loans available.
4. In order for students to take full advantage of the total student financial assistance program (federal and provincial loans, grants, and bursaries), they must be registered in a minimum of 60% of a full-time course load (3 out of 5 classes) – in both semesters.
5. St. Thomas Student Aid Office – The Student Aid Office at St. Thomas is in the Registrar's Office, George Martin Hall. Applications for full and part-time students are available. Information and assistance available to all students.
6. Provincial Student Financial Assistance Contacts:

New Brunswick
Student Financial Services Branch
Department of Post-Secondary
Education, Training and Labour
P.O. Box 6000
77 Westmorland Street, Suite 500,
Fredericton, NB E3B 5H1
Telephone: (506) 453-2577
Toll free: 1-800-667-5626
Fax: 506-444-4333
www.studentaid.gnb.ca

Nova Scotia
Department of Education
Student Assistance Office
P.O. Box 2290, Halifax Central
Halifax, NS B3J 3C8
Telephone: (902) 424-8420

Newfoundland
Student Aid Division
Student Financial Services
Department of Youth Services
Post Secondary Education
P.O. Box 8700
St. John's, NF A1B 4J6
Telephone: (709) 729-5849

Prince Edward Island
PEI Student Aid
Department of Education
Box 2000
Charlottetown, PE C1A 7N8
Telephone: (902) 368-4640

Quebec
Ministère del'Enseignement
supérieur et de la Science
Direction générale de l'aide
financière aux étudiants
1041, Rue De La Chevrotière
Quebec (Quebec) G1R 5N7

Ontario
Ministry of Training, Colleges & Universities
Student Support Branch
P.O. Box 4500, 189 Red River Rd., 4th Floor
Thunder Bay, ON P7B 6G9
Telephone: (807) 343-7260

Manitoba, Saskatchewan, Alberta, and British Columbia, should apply to their respective Provincial Department of Education.

C. Dean's List

The Dean's List honours those full-time students in Arts and Social Work who in the preceding academic year (September-April) achieved a grade point average of 3.70 or better on a minimum of 30 credit hours.

D. University Medal

The University Medal is the highest award offered by the University itself. The medals are made possible through an endowment created by former St. Thomas University President Dr. Daniel O'Brien and his family. Three medals are awarded annually to the outstanding graduate in the arts, education, and social work programs. The arts and social work medals are awarded at the spring convocation; the education medal at the summer convocation. The selection of medal winners is made by the Vice-President (Academic) on the recommendation of the Registrar.

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Board of Governors

Ex officio
Most Rev. Robert Harris, BA, LTh, JCL
Chancellor

Dawn Russell, BA, LLB, LLM
President and Vice-Chancellor

Kim Fenwick, Bsc, MA, PhD
Vice-President (Academic and Research)

Appointed
Tammy Augustine, BA, LLB (Oct. 2020)
Tanya Chapman, BA, BEd (May 2021)
David Farrar, BA, LLB (May 2020)
David Ferguson, BA (March 2021)
Peter Forestell, QC, BA, LLB, Chair (Feb. 2019)
Krista Han, CPA, CA, FEA (March 2021)
Carolyn MacKay, BN, MBA (Dec. 2018)
Rev. Douglas R. McNeill, BA, BTh, MDiv (Oct. 2020)
Claire Morris, BA, MSW (July 2018)
Graydon Nicholas, BSc, LLB, MSW (Oct. 2018)
Phillippe Ouellette, BA, MA (Sept. 2020)
Vaughn Sturgeon, BA (May 2021)
Bill Whalen, BA, APR, FCPRS (Oct. 2019)

Faculty
Christine Cornell, BA, MA, PhD (Sept. 2017)
Tom Bateman, BA, MA, PhD (Sept. 2018)
Dawne Clarke, BA, MA, PhD (Sept. 2018)

Students
Nicholas Decarie (May 2017)
Sekou Hendrickson (May 2017)

Alumni
Francis McBrearty, BA, LLM, JD (Nov. 2017)
Marg Tracy, BA (Dec. 2018)

Observers
Fernanda Damiani (President, Students' Union) (May 2017)
Lily Fraser, BSc, MHA, CPA, CGA (Vice-President, Finance and Administration)
Jodi Misheal, BA, BEd (Interim Vice-President, Advancement)

Administration

President and Vice-Chancellor	Dawn Russell, BA, LLB, LLM
Executive Assistant to the President	Cathy Buck
Vice-President (Academic and Research)	Kim Fenwick, BSc, MA, PhD
Vice-President (Finance and Administration)	Lily Fraser, BSc, MA, CGA
Vice-President (Advancement)	Jodi Misheal, BA, BEd
Associate Vice-President (Communications)	Jeffrey Carleton, BA, MA
Associate Vice-President (Enrolment Management)	Scott Duguay, BBA, MCPM
Associate Vice-President (Research)	Michael Dawson, BA, MA, PhD
Dean of Humanities and Acting Dean of Social Science	Michael Boudreau, BA, MA, PhD
Aboriginal Student Services	Trenton Augustine, BA - Coordinator
Admissions	Kathryn Monti, BA - Director
Advancement (Annual & Planned Giving)	Dionne Izzard, BA, BPR - Director
Athletics	Mike Eagles - Director
Campus Ministry	Rev. Shawn Daley Vivien Zelazny, BA, MA, PhD - Campus Minister
Facilities Management	Bill MacLean, CET - Director
Financial Services	Reginald J. Gallant, BBA, CA - Comptroller
Human Resources	Jason Scarbro, BA, MA - Director
Information Technology Services	Dan Hurley, BSc, MSc - Director
Institutional Research	Garry Hansen, BA, MA - Director and Associate Registrar
Recruiting	Kate Crawford, BA - Director
Registrar	Karen Preston, BSc

Student Services and Residence Life	Brock Richardson, BA, MA

Senate

Chair	President Dawn Russell
Secretary	Ms. Karen Preston, Registrar
Vice-President (Academic and Research)	Dr. Kim Fenwick
Associate Vice–President (Research)	Dr. Michael Dawson
Dean of Humanities and Acting Dean of Social Science	Dr. Michael Boudreau
President UNB or Delegate	
Department Chairs and Program Directors	
Anthropology	Dr. Csilla Dallos
Catholic Studies	Dr. Matthew Dinan
Criminology and Criminal Justice	Dr. Dawne Clark
Economics	Dr. Satyadev Gupta
English	Dr. Dawn Morgan
Fine Arts	Prof. Leigh Rivenbark (Acting)
Gerontology	Dr. Gary Irwin-Kenyon
Great Books	Dr. Andrew Moore
History	Dr. Luc Walhain
Human Rights	Dr. Amanda DiPaolo
Digital Journalism and New Media & Communications and Public Policy	
Mathematics and Science and Technology Studies	Dr. Jane Jenkins (Acting)
Native Studies	
Philosophy	Dr. James Gilbert-Walsh (Acting)
Political Science	Dr. Thomas Bateman
Psychology	Dr. Monika Stelzl
Religious Studies	Dr. Michael George
Romance Languages	Dr. Omar Basabe
School of Education	Dr. Grant Williams
School of Social Work	Dr. Marilyn Dupre
Sociology	Dr. Susan Machum
Board Members (Faculty)	Dr. Christine Cornell Dr. Tom Bateman Dr. Dawne Clarke
Board Member (External)	Ms. Dianne Wilkins
FAUST President	Dr. Craig Proulx
Alumni	Dennis Livingstone
Student Representatives	Brittany Gray Andrea Lopez

Faculty

Professors Emeriti

Andrew, Sheila, BA (St. Anne's College, Oxford), Cert. Ed. (Cambridge), MA (UNB), MA (St. Anne's College, Oxford), PhD (UNB)
History

Bear Nicholas, Andrea, BA (Colby), BEd (STU), MEd (University of Maine, Orono)
Native Studies, Chair of Studies in Aboriginal Cultures of Atlantic Canada

Hale, Sylvia M., BSc (Bath), MA (York), PhD (UBC)
Professor (1975), Sociology

Hunt, Russell A., BA, MA (Wayne State), PhD (Northwestern)
English Language and Literature

Kennedy, Judith, BA, MA, BLitt (Oxon)
English Language and Literature

Kennedy, Richard, BA (Windsor), MA (Western), BLitt (Oxon)
English Language and Literature

Moore, Roger, BA (Bristol), MA, PhD (Toronto)
3M National Teaching Fellow
Miembro colaborador, Institución Gran Duque de Alba (Ávila)
Spanish, Romance Languages

Rhinelander, Anthony L.H., AB (Yale), BA, MA (Cambridge), MA, PhD (Columbia)
History

Spray, William A., BA, MA (UNB), PhD (London)
History

Vipond, Douglas, BA (Winnipeg), MA, PhD (York)
Psychology

Full Time Faculty

Allain, Kristi, BA (Trent), MA (Queen's), PhD (Trent)
Assistant Professor (2014), Sociology

Babineau, Mary Louise, BA (Queen's), MA, PhD (Arizona State)
Associate Professor (2004), Spanish

Bain, Alexandra, BA (Simon Fraser), MA, PhD (Victoria)
Associate Professor (2000), Religious Studies

Baldwin, Clive, MA Education (Cambridge), MA Social Work, Certification of Qualification in Social Work (University of Leicester), PhD (University of Sheffield)
Professor (2011), Canada Research Chair in Narrative Studies

Bancroft, Tyler, BA, MSc, PhD (WLU)
Assistant Professor (2016), Psychology

Basabe, Omar, Cert SW (Necochen, Argentina), MA (McGill), PhD (Laval)
Associate Professor (1995) and Chair (Acting), Spanish

Bateman, Thomas, BA, MA (Calgary), PhD (Alberta)
Associate Professor (2003) and Chair, Political Science

Boudreau, Michael, BA (Mount Allison), MA, PhD (Queen's)
Professor (2004), Criminology and Criminal Justice

Bronson, Kelly, BSc (Queen's), MA (Saskatchewan), PhD (York)
Assistant Professor (2013), Science and Technology Studies

Caissie, Linda, BA, MA (UNB), PhD (Waterloo)
Associate Professor (2005) and Chair (Acting), Gerontology

Çalışkan, Gül, BA (Gazi, Ankara), MA (METU, Ankara), PhD (York)
Assistant Professor (2013), Sociology

Camp, Michael, BA (Trent), MA (UNB)
Associate Professor (2003), Digital Journalism and New Media and Communications & Public Policy

Carty, Brian, RSW, BSW (STU), MSW (Carleton)
Assistant Professor (2003), School of Social Work

Chrisjohn, Roland, BSc (Central Michigan), MA, PhD (Western)
Associate Professor (1999), Native Studies

Clarke, Dawne, BA (STU), MA, PhD (UNB)
Assistant Professor (1999) and Chair, Criminology and Criminal Justice

Claybourn, Marvin, BA, PhD (UNB), LPsych (NB)
Associate Professor (2003), Psychology

Clow, Michael J.L., BSc (St. FX), MA (Dalhousie), PhD (York)
Professor (1986), Sociology

Cornell, Christine, BA (Wilfrid Laurier), MA (Waterloo), PhD (Dalhousie)
Associate Professor (1997), English Language and Literature, Great Books

Cross, Bradley, BA, MA (Guelph), PhD (Cincinnati)
Associate Professor (1999), History

Dallos, Csilla, BA, MA (Toronto), PhD (McGill)
Associate Professor (2005) and Chair, Anthropology

Dawson, Michael, BA (UBC), MA, PhD (Queen's)
Professor (2004), History and Associate Vice-President (Research)

Desroches, Dennis, BMus., BA (Wilfrid Laurier), MA (Guelph), PhD (McMaster)
Associate Professor (2004), English Language and Literature

Dinan, Matthew, BA (STU), MA, PhD (Baylor)
Assistant Professor (2014) and Subject Co-ordinator, Catholic Studies

DiPaolo, Amanda, BA (STU), MA, PhD (Syracuse)
Associate Professor (2014) and Director, Human Rights

Donovan, Stewart L., BA (St. FX), MA (Ottawa), PhD (National University of Ireland)
Professor (1985), English and Co-ordinator of Irish Studies

Dupré, Marilyn, BSW (STU), MSW (Carleton), PhD (Manitoba)
Assistant Professor (2013) and Director, School of Social Work

Dylan, Arielle, BA, MA, MSW, PhD (Toronto)
Associate Professor (2010), School of Social Work

Fenwick, Kimberley, BSc (Acadia), MA, PhD (Western)
Professor (1995), Psychology and Vice-President (Academic and Research)

Francis, Cecilia W., BA (Hons.) (Winnipeg), Cert. Ed. (Manitoba, Collège de Saint-Boniface), MA, PhD (Université Laval)
Associate Professor (2002), French

Fraser, Ian H., BA (Carleton), PhD (Aberdeen)
Professor (1988), Psychology

Fredericks, Erin, BA (Hons.) (STU), PhD (Dalhousie)
Assistant Professor (2013), Sociology

Gaudet, Jeannette, MSc, BA (Acadia), MA, PhD (Dalhousie)
Associate Professor (1994), French

Gebrekidan, Fikru, BA (SUNY at Buffalo), MA (Ohio U), PhD (Michigan State)
Associate Professor (2003), History

George, Michael, BA (York), MA (Wilfrid Laurier), MA, PhD (Ottawa and St. Paul)
Associate Professor (1988), and Chair, Religious Studies and Co-ordinator, Interdisciplinary Studies

Gilbert-Walsh, James, BA (Saint Louis), MA, PhD (Toronto)
Associate Professor (2001), Philosophy

Gillies, Jamie, BA (Victoria), MA, PhD (British Columbia)
Associate Professor (2013), Communications & Public Policy

Goggin, Claire, BA (STU), BA, MA, PhD (UNB)
Associate Professor (2005), Criminology and Criminal Justice

Gouliquer, Lynne, BA (STU), MA, PhD (McGill)
Adjunct Professor, Gerontology, Research Associate, Atlantic Centre for Qualitative Research & Analysis

Gupta, Satyadev, BA (Gujarat), MA (Delhi), MA, PhD (McMaster)
Professor (1985), Chair, Economics and Co-ordinator, Business Studies

Hayes, Matthew F., BA, MA (Carleton), PhD (York)
Associate Professor (2009), Sociology and Canada Research Chair in Global and International Studies

Hewson, Anne, BA, MPhil (Memorial), Bès Arts (Laval), Drama Ed Dip, EdD (Alberta)
Associate Professor (2002), School of Education

Higgins, Nancy, BA (St. FX), MA, PhD (Simon Fraser)
Professor (1999), Psychology

Ingersoll, Marcea, BA (STU), BEd, MEd, PhD (Queen's)
Assistant Professor (2015), School of Education

Irwin-Kenyon, Gary M., BComm (Loyola), BA, MA (Concordia), PhD (UBC)
Professor (1987), Gerontology

Jamal, Aamir, MBA (Adelphi University), PhD (Calgary)
Associate Professor (2011), School of Social Work

Jenkins, Jane E., BA (Saskatchewan), MA (Calgary), PhD (Toronto)
Associate Professor (2005) and Director (Acting), Science and Technology Studies and Mathematics

Kelly, Colm J., BA (Trinity College Dublin), MA (UNB), PhD (York)
Associate Professor (1994), Sociology

Korotkov, David, BA (Brock), PhD (MUN)
Professor (2004), Psychology

Kutnowski, Martin, Profesorado de Piano (Conservatorio Manuel de Falla, Buenos Aires), MA (Queens College, New York), PhD (City University of New York)
Professor (2005), Fine Arts

Lafrance, Michelle, BSc (St. FX), MA (York), PhD (UNB)
Professor (2003), Psychology

Lee, Philip, BA, MA (Dalhousie)
Professor (2001), Digital Journalism and New Media and Communications & Public Policy

Lewey, Laurel, BSW (STU), MSW (Toronto), PhD (Calgary)
Associate Professor (1990), School of Social Work

MacDonald, Sara, BA (STU), MA, PhD (Fordham)
Professor (2001), Great Books

Machum, Susan, BA (Hons.) (STU), MA (Dalhousie), PhD (Edinburgh)
Associate Professor (2001) and Chair, Sociology

Malcolmson, Patrick N., BEd, MA (Alberta), PhD (Toronto)
Professor (1990), Political Science

Mbarga, Christian, BEd (Laurentian), MA (U of Bielefeld, Germany), PhD (John Hopkins U)
Associate Professor (2003), French

McConnell, Kathleen, BFA (NS College of Art & Design), BA (MSVU), MA (Wilfrid Laurier), PhD (Dalhousie)
Professor (2002), English Language and Literature

McCormick, Christopher, BA (Acadia), MA (Queen's), PhD (York)
Professor (1997), Criminology and Criminal Justice

McFarland, Joan M., BA (Victoria), MA, PhD (McGill)
Professor (1971), Economics

McKim, A. Elizabeth, BA (UNBSJ), MA (Concordia), PhD (York)
Professor (1991), English Language and Literature

Moore, Andrew, BA (STU), MA, PhD (Western)
Associate Professor (2010), Great Books

Mora, Santiago, BA (Universidad de Los Andes), MA (Florida), PhD (Calgary)
Professor (2000), Anthropology

Morgan, Dawn, BA, MA (Carleton), PhD (McGill)
Associate Professor (2004), Chair, English Language and Literature

Murray, Sharon, BA, BEd, MEd (UNB), PhD (UEA)
Associate Professor (1985), School of Education

Narine, Shaun, BA, MA (Alberta), PhD (Toronto)
Associate Professor (2002), Political Science

Nicholson, Ian, BA (Windsor), MA (Carleton), PhD (York)
Professor (2000), Psychology

O'Regan, Karla, BA (STU), MA, JD (Toronto), LLM (Dalhousie), PhD (LSE)
Associate Professor (2003), Criminology and Criminal Justice

Peck, Robin, Dip.AD (KSA), BFA, MFA (NSCAD)
Professor (2005), Fine Arts

Perunovic, Mihailo, BA (York), PhD (Waterloo)
Associate Professor (2007), Psychology

Prior, Suzanne, BA, MSc (Calgary), PhD (York)
Associate Professor (1997), Psychology

Proulx, Craig, BA (UBC), MA (Western), PhD (McMaster)
Associate Professor (2003), Anthropology

Randall, William, AB (Harvard), MDiv (Toronto), ThM (Princeton Seminary), EdD (Toronto)
Professor (1996), Gerontology

Ranger, Jean-Philippe, BA (Université Laval), MA (Ottawa), PhD (Ottawa & Paris IV-Sorbonne)
Associate Professor (2010), Philosophy

Reid, Susan, BASc (Guelph), MA, PhD (Toronto)
Professor (1997), Criminology and Criminal Justice

Reimer, Marilee A., BA (California), MA (British Columbia), PhD (Toronto)
Professor (1985) and Co-ordinator, Women' s Studies and Gender Studies, and Sociology

Rivenbark, Leigh, Graduate of Acting Program (National Theatre School of Canada), MFA (Alberta)
Assistant Professor (2015) and Director (Acting), Fine Arts

Robert, Karen, BA (Queen's), MA, PhD (Michigan)
Associate Professor (2000), History

Robinson, Matthew, BA (Vind.), MA (Dalhousie), PhD (Boston College)
Associate Professor (2012), Philosophy

Robinson, Matte, BA (STU), MA, PhD (UNB)
Associate Professor (2012), English Language and Literature

Safty, Essam, BA, MA, PhD (Paris)
Professor (1992), French

Sauvageau, Jean, BSSc, MA (Ottawa), PhD (Université catholique de Louvain)
Associate Professor (1999), Criminology and Criminal Justice

Savarese, Josephine, BA, LLB (Saskatchewan), LLM (McGill), and Graduate Certificate in Advanced Women's Studies, (Hawaii Mãnoa)
Associate Professor (2006), Criminology and Criminal Justice

Schutz, Andrea, BA (Brock), MA, PhD (Toronto)
Associate Professor (1996), English Language and Literature

Secord, Andrew, BA, MA (UNB), DPhil (Sussex)
Associate Professor (1995) and Co-ordinator, Environment and Society

Simon, Derek, BA (St. FX), MA, PhD (Ottawa and St. Paul)
Associate Professor (2004), Religious Studies

Solati, Fariba, BBA (Ferdowsi), MA, PhD, (Manitoba)
Assistant Professor (2016), Economics

Stapleford, Scott, BA (Brock), MA (McMaster), PhD (Western)
Associate Professor (2008), Philosophy

Stelzl, Monika, BA (UNB), MA, PhD (Western)
Associate Professor (2006) and Chair, Psychology

Szurlej, Christina, BA (Winnipeg), MA (Essex), PhD (Middlesex)
Assistant Professor (2015), Human Rights

Terzioska, Jasmina, BA (Purdue), MA (Loyola University-Chicago), PhD (Cincinnati)
Associate Professor (2010), Spanish

Thomson, Sandra, BSc (McMaster), PhD (McMaster)
Assistant Professor (2014), Psychology

Toner, Peter, BA (STU), PhD (Australian National University)
Associate Professor (2004), Anthropology

Torrie, Julia S., BA (Western), AM, PhD (Harvard)
Professor (2002), History

Tremblay, M. Anthony, BA (St. FX), MA (Victoria), PhD (UNB)
Professor (1996), English Language and Literature

Vose, Robin, BA (McGill), MA (Toronto), MMS, PhD (Notre Dame)
Associate Professor (2004), History

Walhain, Luc, Licence (Belgium), MA (England), PhD (Ohio)
Associate Professor (2005) and Chair, History

Watt, Carey A., DEC (John Abbott), BA, MA (Concordia), PhD (Cambridge)
Professor (2002), History

Whittaker, Robin C., BA (Wilfrid Laurier), MA (Alberta), PhD (Toronto)
Associate Professor (2011), English Language and Literature

Williams, Grant, BSc (Mount Allison), BEd, MEd (UNB), EdD (Univ. of Massachusetts Amherst)
Associate Professor (2011) and Director, School of Education

Williams, Raymond, BA, BEd, MEd (UNB), EdD (Orono)
Associate Professor (2000), School of Education

Wong, Jan, BA (McGill), BA (Beijing), MSc (Columbia)
Associate Professor (2010), Digital Journalism and New Media and Communications & Public Policy

Wood, Shaunda, RN, BSc, BEd (Dalhousie), MA, PhD (Ottawa)
Associate Professor (2004), School of Education

Regular Appointments

Allain, Alice
Lecturer, French

Allen, Ella
Lecturer, English Language and Literature

Beauchamp Desroches, Lissa
Assistant Professor, English Language and Literature

Bourque, Wendy
Lecturer, Psychology

Clifford, James
Lecturer, Criminology and Criminal Justice

Comeau, Michael
Lecturer, Human Rights

Dickson, Donald
Lecturer, Digital Journalism and New Media and Communications & Public Policy

Durkee Lloyd, Janet
Assistant Professor, Psychology, Gerontology

Fleming, Michael
Assistant Professor, Sociology, Criminology and Criminal Justice

Forrestall, William
Lecturer, Fine Arts

Fraser, Louise
Lecturer, English Language and Literature

Friars, Gaila
Lecturer, School of Social Work

Goguen, Elizabeth
Assistant Professor, French

Gunn, Carla
Lecturer, Psychology

Gupta, Sarita
Lecturer, Math

Harvey, Janice
Lecturer, Environment and Society

Hersey, Corinne
Lecturer, Sociology

Humble, Linnett
Lecturer, ESL Program

Huskins, Bonnie
Assistant Professor, History

James, Arthur
Lecturer, ESL Program, Romance Languages

Langmaid, Wilfred
Lecturer, Biology, Mathmetics, Science and Technology Studies

Luke, Alison
Assistant Professor, Sociology

McGeachy, Janet
Lecturer, School of Social Work

McLaughlin, Moira
Assistant Professor, Anthropology

Muise, John
Lecturer, English Language and Literature

Nishijima, Michiko
Lecturer, Japanese

Nolan, Lorraine
Lecturer, Irish Studies

Peacock, Steven
Lecturer, Fine Arts

Pidwysocky, Stephen
Assistant Professor, Criminology and Criminal Justice

Rawlinson, Ed
Lecturer, Sociology

Sainz, Haydee
Assistant Professor, Spanish

Sanford, Stephanie
Lecturer, Criminology and Criminal Justice, Sociology

Sawler, Trevor
Associate Professor, English Language and Literature

Thomas, Brenda
Lecturer, Criminology and Criminal Justice

Titus, Andrew
Lecturer, English Language and Literature

Tunney, Mark
Lecturer, Digital Journalism and New Media and Communications & Public Policy

Votour, Bradley
Lecturer, Anthropology

Wilkie, Rodger
Assistant Professor, Aquinas, Great Books

Wilkins, Barbara
Lecturer, School of Social Work

Endowed Chairs

Chair of Studies in Aboriginal Cultures of Atlantic Canada
Hon. Graydon Nicholas

Aquinas Chair in Interdisciplinary Studies

The Dalton K. Camp Endowment in Journalism
Mohamed Fahmy

Endowed Chair in Human Rights
Dr. Christina Szurlej

Chair of Studies in Catholic Theology
Dr. Matthew Dinan

Endowed Chair in Criminology
Dr. Joshua Price

Visiting Chair in Gerontology

Irving Chair in Journalism
Peter Simpson

Faculty Awards

Dr. John McKendy Memorial Teaching Award for Full-Time Faculty
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
2001 – Dr. Andrea Schutz
2000 – Dr. Patrick Malcolmson
1999 – Dr. Sylvia Hale
1998 – Prof. Brian Ouellette
1997 – Dr. Elizabeth McKim
1996 – Dr. Roger Moore

University Scholarship Award
2016 – Dr. Michelle Lafrance

2015 – Dr. Julia Torrie

University **Service Award**
2016 – Dr. Susan Reid
2015 – Dr. Sue McKenzie-Mohr

Special Merit Award for Outstanding Research
2014 – Dr. Cecilia Francis
2013 – Dr. Rusty Bittermann
2011 – Dr. Tony Tremblay
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
1995 – Dr. Russell Hunt and Dr. Stewart Donovan
1994 – Dr. Robert Mullaly and Dr. Douglas Vipond
1993 – Dr. Daizal Samad and Dr. Claudia Whalen
1992 – Dr. Ian Fraser
1991 – Dr. Anthony Rhinelander and Nela Rio
1990 – Dr. Sylvia Hale and Dr. Patricia Thornton
1989 – Dr. Stewart Donovan and Dr. Abdul Lodhi
1987 – Dr. Leo Ferrari
1986 – Dr. Sylvia Hale and Dr. Noel Kinsella
1985 – Dr. Robert Lewis and Dr. Robert Mullaly
1983 – Prof. J. Theodore Daigle and Dr. John Gillis

Excellence in Teaching Award for Part-Time Faculty
2014 – Professor Alan Hall
2013 – Professor Mark Tunney
2012 – Dr. Haydée Sainz
2011 – Dr. Trevor Sawler
2010 – Dr. Matte Robinson
2009 – Prof. Andrew Titus
2008 – Prof. Peter McCormack
2007 – Dr. Rodger Wilkie

Instructional Leadership Award
2010 – Dr. James Whitehead
2008 – Dr. Bradley Cross

2007 – Dr. Ian Fraser

Special Merit Award
2014 – Dr. Suzanne Prior
2013 – Dr. Robin Vose
2012 – Dr. Michael Boudreau and Dr. John Coates

Contract Faculty Award
2013 – Dr. Samira Farhoud

Early Career Research Award
2012 – Dr. Michael Dawson

Dean's List 2015 – 2016

Magdalene Abudo	Moncton, NB
Hannah Agnew	Moncton, NB
Jacob Agnew	Moncton, NB
Jeremy Altman	Oromocto, NB
Mariana Amero Campoy	Queretaro, Mexico
David Annan	Accra, Ghana
Hannah Anstey	St. Andrews, NB
Frederique Babineau	St-Joseph-De-Madawaska, NB
Adriana Badillo	Quito, Ecuador
Derek Bailey	Oromocto, NB
Eve Baird	Fredericton, NB
Amy Baldwin	Regina, SK
Chantal Bastarache	Dieppe, NB
Whitney Beals	Bangor, ME
Megan Beaulieu	Grand Falls, NB
Jimy Beltran	Quito, Ecuador
Shannon Benjamin	Amherst, NS
Denise Billings	Upper Hainesville, NB
John Blackmore	Fredericton, NB
Adam Blanchard	Tusket, NS
Hannah Blizzard	Rothesay, NB
Emily Blue	Murray River, PE
Paige Boisvert	Childs Creek, NB
Rebecca Boone	Woodland, NB
Angela Bosse	New Hartford, Connecticut
Monica Boucher	Riviere-Verte, NB
Dominique Bourque	Dieppe, NB
Gillian Brandon-Hart	London, ON
Amber Brideau	Keswick Ridge, NB
Nicholas Brown	Fredericton, NB
Kerri-Leigh Buckingham	Penniac, NB
Alysha Bulman	Moncton, NB
Maria Burgos	Tegucigalpa, Honduras
Alexander Byers	Mount Hope, NB

Sarah Byrne	Saint John, NB
Alicia Caissie	Saint John, NB
Danielle Caissie	Newcastle Creek, NB
Christine Campbell	Inverness, NS
Rankyn Campbell	Galloway, NB
Marlee Charlton	Lawrencetown, NS
Kelli Chase	Hanwell, NB
Brendan Childerley	Stratford, ON
Micaela Cockburn	Fredericton, NB
Katlin Copeland	Briggs Corner, Queens Co, NB
Katherine Corlett	Miramichi, NB
Gabrielle Cormier	Hampton, NB
Nicole Cormier	Miramichi, NB
Catherine Craig	Fredericton, NB
Shelby Crossman	Petitcodiac, NB
Katelyn Culberson	Waterville Carleton Co, NB
Kayla Cummings	Cambridge-Narrows, NB
Al Cusack	New Minas, NS
Sierra D'Ambrose	Bridgetown, NS
Emma Davis	St. Andrews, NB
Aubrey DeLong	Bedell, NB
Kailey DeLucry	Saint John, NB
Telina Debly	Kingston, NB
Emily DesRoches	Hampton, NB
Claire Deweyert	Florenceville-Bristol, NB
Katherine Dionne	Bangor, Maine
Sheryl Doiron	Woodstock First Nation, NB
Emilie Dow	Rothesay, NB
Elizabeth Dreise	Hazelbrook, PE
Sarah Drost-Betts	Clarks Corner, NB
Sierra Dugas	Hanwell, NB
Danielle Elliott	Oromocto, NB
Lisa Fairweather	Waasis, NB
Ashley Fanjoy	Miramichi, NB
Katelyn Farrell	Minto, NB
Chelsea Feltmate	New Glasgow, NS
Philippe Ferland	Oromocto, NB
Claudia Fernandez	Windsor, NS
Rebecca Ferris	Rowley, NB
Claire Flood	Rothesay, NB
Mackensie Floyd	Hampton, NB
Gabby Fournier	Maple Glen, NB
Kristen Frame	Kanata, ON
Annemieke Froning	Camrose, AB
Jo-Anne Fullerton	Grand Falls, NB
Monica Furness	Vernon Bridge, PE
Abigail Gallant	Bible Hill, NS
Breeanna Gallant	Bloomfield Station, PE

Chanieca Gallant	Kingston, NB
Matthew Gamble	Sussex, NB
Daniel Ganong	Norton, NB
Maya Gershun-Half	Hardwick, Vermont
Madison Gillis	Rothesay, NB
Victoria Godin	Rusagonis, NB
Noelle Gouchie	Lacombe, AB
Mathew Gracie	Mazerolle Settlement, NB
Dylan Grant	Sydney, NS
Vanessa Gray	Hanwell, NB
Keara Grey	Fredericton, NB
Margaret Gunter	Saint John, NB
Lauran Haas	Kentville, NS
Dominique Hache	Chelmsford, NB
Jillian Hache	Miramichi, NB
Brynn Haley	Hampton, NB
Emilie Hanlon	Fredericton, NB
Courtney Hannah	Miramichi, NB
April Harrett	Lawrencetown, NS
Brittany Harris	Jacksonville, NB
Dacia Harrison	Fredericton, NB
Dawson Harrison	New Maryland, NB
Kristyn Harvey	Florenceville-Bristol, NB
Olivier Hebert	Saint John, NB
Cassidy Hennigar	Mazerolle Settlement, NB
Abigail Herrington	Willow Grove, NB
Veronica Hogenhout-Nugent	Burton, NB
Keirstin Hoyt	Hoyt, NB
Lauren Hoyt	Grand Bay-Westfield, NB
Jayme-Lee Hunt	Northampton, NB
Hadeel Ibrahim	Fujairah, United Arab Emirates
Nicholas Jackson	North Wiltshire, PE
Paige Jackson	Stoney Creek, ON
Rae Jardine	Barnaby, NB
Erin Jeffries	Fredericton, NB
Samantha Jesso	Benoits Cove, NL
Katelyn Jessome	Middle Sackville, NS
Alexandrea Jewett	Fredericton, NB
Kathleen Johnston	Rockland, NB
Jessica Jones	Irishtown, NB
Samantha Jones	Harvey, NB
Victoria Judd	Cole Harbour, NS
Jeremy Keats	Saint John, NB
Erin Kelly	Saint John, NB
Mallory Kelly	Hampton, NB
Amanda Kennedy	Fredericton, NB
Anne Ketterling	Douglas, NB
Moira Kinney	Upper Kent, NB

Jessica Knox	Hebron, NS	
Kristina Kocsis	Burlington, ON	
Stefan Koppert	Fort Macleod, AB	
Catherine Lansley	Cobourg, ON	
Julie Lavallee	Lower Coverdale, NB	
Lisa Lawyer	Bridgewater, NS	
Abbie LeBlanc	Fredericton, NB	
Matthew LeBlanc	Fredericton, NB	
Sharisse LeBrun	Fredericton, NB	
Chelsey Leahy	Hanwell, NB	
Leah Leblanc	Noonan, NB	
Elizabeth Leclerc	Edmundston, NB	
Nicolas Levesque	Fredericton, NB	
Kimberley Libby	St. Stephen NB	
Jenna Lloyd	Woodstock, NB	
Autumn Locke	Fredericton, NB	
Alexander Loggie	Miramichi, NB	
Allyssa Loiselle	Falmouth, NS	
Nahomi Lopez	Quito, Ecuador	
Jennifer Lutgendorff	Kitchener, ON	
Meagan Lutz	Miramichi, NB	
Jessica Lyall	Happy Valley Goose Bay	NL
Robert Lynn	Fredericton, NB	
Katie MacDermaid	Bathurst, NB	
Dana MacDonald	Fredericton, NB	
Lauren MacDonald	Charters Settlement, NB	
Mija MacDonald	Barrie, ON	
Breagh MacDonald-Rahn	Fredericton, NB	
Meghan MacEachern	Truro, NS	
Megan MacLeod	Kensington, PE	
Michele MacLong	Quispamsis, NB	
Evelyn MacNaughton	Hanwell, NB	
Cassie MacPhail	Riverview, NB	
Abby MacRae	Blackville, NB	
Alexandra Mackie	Oromocto, NB	
Sarah Maddox	Wabush, NL	
Briea Malloy	New Glasgow, NS	
Graham Manderville	Renous, NB	
Allison Manship	Riverview, NB	
Janelle Marchand	Antigonish, NS	
Ashley Mason	Harvey, NB	
Eli Matheson	St. Andrews, NB	
Elizabeth Matheson	Miramichi, NB	
Linda Matthews	Fredericton, NB	
Liam McBride	Lincoln, NB	
Amy McCarty	Gorham, ME	
Hayley McCarty	Saint John, NB	
Mary McCluskey	Sackville, NB	

Emma McCorkell	Edmonton, AB
Alexis McCormack	Newburg, NB
Jenna McCulley	Canning, NS
Sean McCullum	Quispamsis, NB
Alexa McDaniel	Fredericton, NB
Harmony McDonough	Rusagonis, NB
Autumn McDougall	Centreville, NB
Alisha McFadyen	New Maryland, NB
Emily McHugh	Lincoln, NB
Tara McIntyre	Escuminac, NB
Adina McKay	Halifax, NS
Katherine McKee	Grafton, NB
Allison McKenna	Saint John, NB
Kerri McLaughlin	Aroostook, NB
Carly McLellan	Saint John, NB
Jennifer McNeil-Haddad	Fredericton, NB
Megan Melanson	Riverview, NB
Ethan Merrifield	Morrill, Maine
Katherine Merritt	Hoyt, NB
Evan Mersereau	Fredericton, NB
Rebecca Messer	Hanwell, NB
Robyn Metcalfe	Stillwater Lake, NS
Rachel Milne	Saint John, NB
Jeremy Moar	Miramichi, NB
Alexandra Monteith	Hanwell, NB
Jordan Moore	Charlottetown, PE
Melissa Moore	Wolfeboro, New Hampshire
Meghane Mootoosamy	Port Louis, Mauritius
Sarah Morin	Strathroy, ON
Rebecca Morrell	Minto, NB
Carly Morrison	Wallace, NS
Jessica Murphy	St. Margarets, NB
Laura Murphy	Oromocto, NB
Robyn Murphy	Murphy Cove, NS
Katherine Myers	McLeod Hill, NB
Kristen Myers	McLeod Hill, NB
Kyoungsil Nah	Fredericton, NB
Kathleen Nash	Hanwell, NB
Sara Nason	South Oromocto Lake, NB
Rebecca Nelson	Curryville, NB
Vanessa Noel	Tide Head, NB
Paul Nozicka	Newbridge, NB
Laura O'Brien	Saint John, NB
Tyson O'Donnell	Doaktown, NB
Krista O'Reilly	Fredericton, NB
Crystal Ortiz	Woodstock, NB
Natali Ortiz	Quito, Ecuador
Katherine Ouellette	Fall River, NS

Michael Pallotto	Kettleby, ON
Gina Parkinson	Woodstock, NB
Lourdes Pastrana	Col. Ocolucen, Morelia, Mexico
Kaitlyn Paul	Rothesay, NB
Simon Paulin	Saint John, NB
Catherine Pettie	Burton, NB
Samantha Phillips	Ancaster, ON
Mary Poelstra	Surrey, BC
Jordyn Pond	Fredericton, NB
Kathleen Pond	Nasonworth, NB
Kayla Preston	New Maryland, NB
Laura Prichard	Campbellton, NB
Jillian Prosser	Hartland, NB
Tiffany Prosser	New Glasgow, NS
Lyndon Pugh	Miramichi, NB
Morgan Regular	Burton, NB
Amy Reid	Sussex, NB
Hailey Rheault	Ripples, NB
Ashley Riley	Tilton, New Hampshire
Elisha Ritcey	Fredericton, NB
Adriana Rivas	Maturin, Monagas, Venezuela
Laura Robinson	Rothesay, NB
Anisha Romany	Port of Spain, Trinidad and Tobago
Kellie Rooney	Fredericton, NB
Monica Rosvall	Fredericton, NB
Julia Roul	Labrador City, NL
Krystal-Anne Roussel	Whitby, ON
Joey Rowsell	Old Ridge, NB
Bailey Rushton	Moncton, NB
Jennifer Russell	Bathurst, NB
Sara-Jade Russell-Richards	Hayman Hill, NB
Maria Clara Santacruz	Quito, Ecuador
Stefen Savoy	Moncton, NB
Nadja Schlote	Fredericton, NB
Daniel Schriver	Waterville-Sunbury, NB
Charlotte Schwarz	Fredericton, NB
Shannon Scott	Fredericton, NB
Dylan Sealy	Bathurst, NB
Thomas Simmons	Port Hawkesbury, NS
Ashley Smith	Sandy Cove, NS
Hannah Smith	Albrights Corner, NB
Andrew Solano	Oromocto, NB
Katherine Sorrell Kirkpatrick	Kemptville, ON
Esther Soucoup	St. Stephen, NB
Michelle Spavold	Bedford, NS
Samantha Squires	Guelph, ON

Carissa St-Amand	Fredericton, NB
Joel St. Peters	Amherst, NS
Laura Steeves	Salisbury, NB
Samantha Steeves	North Tetagouche, NB
Mackenzie Stockford	Wards Creek, NB
Lacey Sullivan	Fredericton, NB
Wei Qing Tan	Shah Alam, Malaysia
Jonathan Taylor	Grand Bay-Westfield, NB
Shania Taylor	Paradise, NS
Corey Thomas	Gesgapegiag, QC
Josee Thomas	Fredericton, NB
Myfanwy Thomson	Stittsville, ON
Jillian Trail Fahey	Fredericton, NB
Alisha Tucker	Brampton, ON
Noah Turner	Steam Mill, NS
Pamela Turney	Oromocto, NB
Alexandra Van Rijn	Oromocto, NB
Megan Verge	Titusville, NB
Emma Walsh	Oakland, Maine
Kate Walsh	Falmouth, NS
Wayne Walton	Harvey, NB
Blaire Webber	Fredericton, NB
Alexander Wentzell	Fredericton, NB
Brynn Weston	Gregg Settlement, NB
Kealy Whittaker	Saint John, NB
Emma Wilkes	Nasonworth, NB
Emily Williams	Halifax, NS
Jahmal Wilson	Kingston, Jamaica
Jedediah Wilson	Fredericton, NB
Julia Wilson	Red Deer, AB
Jessica Wilton	Fredericton, NB
Carter Wood	Summerside, PE
Michael Wood	Richibucto Road, NB
Alexandra Woodworth	Grand Bay-Westfield, NB
Brianna Workman	Oxford Mills, ON
Zwenneke Xavier	Calgary, AB
Alexandra Youssef	Fredericton, NB
Hannah Zamora	Pelham, ON

May 10, 2016 Graduates

Certificate of Gerontology

Kelly Lee Green	Saint John, NB
Beverley Jean Hornibrook	Fredericton, NB

Bachelor of Applied Arts

Jennifer Claire McNeil-Haddad (Journalism) (*distinction*) Fredericton, NB
The Prize for Communications in Fourth Year

Daniel Joseph Lacenaire (Criminal Justice)	Moncton, NB
Robyn Lee O'Reilley (Criminal Justice)	Lower Newcastle, NB
Kate Elizabeth Walsh (Gerontology)	Falmouth, NS
Kealy Anne Whittaker (Gerontology)	Saint John, NB

Bachelor of Social Work

Star Mary Arbing	North Milton, PE
Katherine Mary Bettle	Hampton, NB
Zoë Amelia Lindsay Bourgeois	Fredericton, NB
Katelyn Elizabeth Bower	Bible Hill, NS
Nevin Alexander Brewer	Fredericton, NB
Katelyn Frances Brewster	Sackville, NS
Tessa Dawn Burns	Miramichi, NB
Megan Sarah Callaghan	Hampton, NB
Sheila-Jean Cann	Sydney Mines, NS
Tiffany Dawn Carroll	Minto, NB
Monika Alexandra Caulier	Brooklyn, PE
Jennifer Elizabeth Colpitts	Fredericton, NB
Chelsey Marie Condon	Desable, PE
Kelly Bridget Cunningham	Prince George, BC
Christy Erion Dingee	Perth-Andover, NB
Lisa Dawn DeWitt Edwards	Fredericton, NB
Valérie Ariane Foulem	Nigadoo, NB
Carrie Emma Frazier	Bridgetown, NS
Danika Jeannine Gagné	Grand Falls, NB
Meredith Nicole Galbraith	Hampton, NB
Samantha Marie M. Gallant	Fredericton, NB
Emily Laura Guidry	Fredericton, NB
Courtney Lynn Guptill	Grand Manan, NB
Miranda Evelyn Hall	Glace Bay, NS
Carissa Kathleen Hatfield	Barrington Passage, NS
Tara Dawn Hay	Fredericton, NB
Scholastic Sikitu Isaya	Fredericton, NB
Jerrica Loughran Jackson	Perth-Andover, NB
Samantha Victoria Kennedy	Elmwood, PE

Melissa May Kierstead	Saint John, NB
Brittany Jean Lawson	Rexton, NB
Claudette LeBlanc	Moncton, NB
Emily Elizabeth MacArthur	Sydney, NS
Ross Leonard MacDonald	Fredericton, NB
Kaitlyn Dawn MacFarlane	Woodstock, NB
Raquel Kathleen MacLean	Moncton, NB
Lauren Alexandria MacNaughton	North Wiltshire, PE
Shauna Lee Manning	Coldbrook, NS
Elizabeth Dawn Mayne	Charlottetown, PE
Laura Marie McNutt	Truro, NS
Emily Jean Mersereau	Fredericton Junction, NB
Amanda Marie Morrison	Glace Bay, NS
Nichola Charlene Park	Corner Brook, NL
Julia Kathleen Phillips	Arlington, PE
Debra Ann Selina Philpitt	Halifax, NS
Julia Frances Isabel Quigley	Dartmouth, NS
Kaleigh Elizabeth Rand	Middle Sackville, NS
Rubecca Simon	Elsipogtog First Nation, NB
Megan Dawn Sexton	Hants County, NS
Edward Michael Stansfield	Halifax, NS
Faye Nagler Levine Memorial Prize	
Larissa Mariah Verhoeven	Sussex, NB
Marissa Gabrielle Dorthea Walcott	Oromocto, NB

Bachelor of Arts

Jeremy Warren Altman	Oromocto, NB
Kelty Eileen Long Apperson	New Hamburg, ON
Kelsey Leigh Jean Armour	Fredericton, NB
Matthew Colby Armstrong	Saint John, NB
Emily M. L. Arsenault	Bloomfield, PE
Renelle Arsenault	Moncton, NB
Shania Chelsea Aube	Gravel Hill, NB
Rachel-Lynne Mary Augustine	Birch Hill, PE
Courtney Danyka Babineau	Ottawa, ON
Tyler Dean Bainbridge	Grand Manan, NB
Eve Sara Baird	Fredericton, NB
Meghan Mackenzie Baker	Perth-Andover, NB
Oscar Baker III	Elsipogtog First Nation, NB
Amy Marie Bard	Grand Falls, NB
Katherine Ann Barnaby	Eel Ground First Nation, NB
Shanna Éléni Barrest	Lorne, NB
Rachel Tanya Victoria Barrett (*distinction*)	Saint John, NB
Megan Michelle Beaulieu (*distinction*)	Grand Falls, NB
Jenna Lynne Betts	Bass River, NB

Eliza Megan Bond	Fredericton, NB
Rebecca Mary Bonner (*distinction*)	Saint John, NB
Robert Edwin Booth	Moncton, NB
Elizabeth Anne Boudreau	Grand Bay-Westfield, NB
Linda Nicole Bouvier	Woodstock, NB
Marissa Catherine Brown	Oromocto, NB
Nicholas Christopher Ryan Brown (*distinction*)	Fredericton, NB
Olivia Emilie Brown (*distinction*)	Lachute, QC
The Prize for Psychology in Fourth Year	
Katelyn Elizabeth Irene Bruce	Taxis River, NB
Dallas Ashley Bryan	Chignecto, NS
Shauna Lee Burns	Blackville, NB
Rankyn Mitch Campbell (*distinction*)	Rexton, NB
Dominique Michèle Caravan	Beaver Dam, NB
Katrina Emily Card	Peas Brook, NS
Cheryl Rebecca Mae Carr	Sussex, NB
Jacob Matthew Linwood Carson	Boiestown, NB
Amelia Gisèle Carvell	Saint John, NB
Ursula-Jane Chalifour	Fredericton, NB
The St. Thomas University Singers Prize for Contribution to Choral Music	
Natasha Emma Chamberlain	Nash Creek, NB
Emma Louise Chapple (*distinction*)	Halifax, NS
Prize for Journalism in Fourth Year	
Marlee Marie Charlton (*distinction*)	Lawrencetown, NS
Danielle Sarah Chiasson	Miramichi, NB
Kathleen Madeleine Chiasson	Dalhousie, NB
Kayla Marie Clark	Herring Cove, NS
Matthew Graeme Cobham	Saint John, NB
Micaela Ashley Cockburn (*distinction*)	Fredericton, NB
Shanna Elizabeth Cohoon	Moncton, NB
Caitlyn Isabella Conrad	Woodstock, NB
Devon Joseph Coyle	Kinkora, PE
Emily Nicole Cronkhite	Fredericton, NB
Meagan Ashley Cross	Fredericton, NB
Shelby LeeAnn Crossman	Petitcodiac, NB
Erica Roseanne Claudine Culbert	Woodstock, NB
Johnathan Robert Cullen (*distinction*)	Hampton, NB
David Adams Richards Prize for Non-Fiction	
Taylar Dawn Elizabeth Curtis	Blackville, NB
Sierra Michelle D'Ambrose	Bridgetown, NS
Jordan Walter Richard Daken	Minto, NB
Cassandra Rose Davidson (*distinction*)	Riverview, NB
Jenna Joelle Densmore	St. Stephen, NB

Abby Lynn Derrah	Holmesville, NB
Quentin Grant DesRoches	O'Leary, PE
Sheryl Ann Iona Doiron (*distinction*)	Dalhousie, NB
Vanessa Doiron	Tide Head, NB
Morgan Donovan	Renous, NB
Gabrielle Doucet	Charlo, NB
Terèsa Ellen Doucet (*distinction*)	Fredericton, NB
René Camille Doucette	Moncton, NB
Haile Michele Drake-McBride	Woodstock, NB
Anne Marie Rose Drost	Florenceille-Bristol, NB
Brooke Louise Drover	Vernon River, PE
Taylor Renee Dubé	Mount Vernon, ME
Kimberly Ann Dunbar	Charlottetown, PE
Kyle Robert Dunnett	Miramichi, NB
Oliver Martin Dussault	St. George, NB
Jacy Lynn Ellingwood	Fredericton, NB
Brittany LeeAnn Everett	Fredericton, NB
Lisa Joan Fairweather (*distinction*)	Chipman, NB
Yi Fan	Kunming, Yunnan, China
Katelyn Elizabeth Farrell (*distinction*)	Minto, NB
Jayne Elizabeth Ferguson	Grand Bay-Westfield, NB
Rebecca Jane Ferris	Kingston Peninsula, NB
Keisha Lynn Nellie Foss	Chipman/Upper Salmon Creek, NB
Olivier Foulem-Heinz	Fredericton, NB
Kristen Alexandra Frame (*distinction*)	Ottawa, ON
Jessica Leigh Fraser	Fredericton, NB
Kattiana Fugere	Tide Head, NB
Abigail Bridget Gallant (*distinction*)	Truro, NS
David Marc Gallant	Moncton, NB
Dylan Brian Gallant	Summerside, PE
Daniel Lucas Ganong (*distinction*)	Norton, NB
Stephanie Caitlyn Gates	Enfield, NS
Kayla Lynn Geneau	Plaster Rock, NB
Daniel Ghosn Taimane (*distinction*)	Moncton, NB
Jordan Danny Gill (*distinction*)	Red Rock, NB
Eric George Gilliss	Miramichi, NB
Jonathan Mathieu Gionet	Bathurst, NB
Joey Robert Godbout	Grand Falls, NB
Alissa Fena Goldsmith	Rothesay, NB
Shannon Kelly Morgan Goodine	Fredericton, NB
Ellen Marie Gotell	Georgetown, PE
Thomas Benjamin Burns Graham	Jacksonville, NB
Laura Jayne Grant	Riverview, NB
Payten Jade Gravel	French Lake, NB
Catharine Hannah Gray	Great Village, NS

Emilie Anne Gray	Minto, NB
Kendra Nicoletta Grealey	Oromocto, NB
Matthew William Grimshaw	Port Carling Muskoka, ON
Sarah Anne Groenenberg	Hoyt, NB
Meghan E. Gulliver	Fredericton, NB
Frida Maria Guerro Aquirre	Torreon, Coahuila, Mexico
Lauran Jessie Haas (*distinction*)	Kentville, NS
Erin Valerie Hachey	Fredericton, NB
Carly Marie Hallihan	Renous, NB
Katie Lynn Hamill	Fredericton, NB
Kara Danielle Hannan	Bathurst, NB
Neal Thomas Hanson	Woodstock, NB
Dacia Rayline Harrison	Fredericton, NB
Adam Edward Hebert	Hampton, NB
Laura Mary Heffernan	Fredericton, NB
Natasha Marie Hickey (*distinction*)	Fredericton, NB
Brandon Robert Hicks	Saint John, NB
Delana Elizabeth Hockey	Kingston, ON
BreeAnne Veronica Hogan	Tignish, PE
Tyson Frederick Darren Hovey	Boiestown, NB
Taylor Danielle Campbell Hoyt	Lower Onslow, NS
Alanna Ellen Hutchinson	Kemptville, ON
Darren Andrew James	St. Stephen, NB
Douglas Allan Jamieson	Woodstock, NB
Ryan James Edward Jenkins	Miramichi, NB
Eric Johnson	Campbellton, NB
Bradley Emery Jerome Johnston	Florenceville-Bristol, NB
Kathleen Lisa Johnston (*distinction*)	Rockland, NB
Jessica Marie Lynn Jones	Moncton, NB
Sarah Yéli Mounira Kam (*distinction*)	Ouagadougou (Burkina Faso)
Sierra Marie Keary	Hartland, NB
Erin Marie Kelly (*distinction*)	Saint John, NB
Michelle Gail Kimball	Woodstock, NB
Lindsay Maria	Kingston Barrie, ON
Colleen Michele Kitts-Goguen (*distinction*)	Fredericton, NB
Stefan Andrew Koppert (*distinction*)	Fredericton, NB
Jasmine Ella Kranat	Fredericton, NB
Emma Elizabeth Lackie	Quispamsis, NB
Juan Manuel Lara	Quito, Ecuador
Danielle Michele LeBlanc (*distinction*)	Moncton, NB
Kaitlyn Lorraine Dorothy LeBlanc (*distinction*)	Minto, NB
Elizabeth Francine Leclerc (*distinction*)	Edmundston, NB
Alexandre Leduc	Verdun, QC
Jeremy Mario Leger	Bouctouche, NB

Marc-André Lévesque	Longueuil, QC
Marie-Pier Levesque	Val-D'Amour, NB
Kimberley Helen Libby	St. Stephen, NB
Erika Chantal Limkilde	Saint John, NB
Kimberly Kayla Littlefield	Miramichi, NB
Autumn Dawn Locke	McAdam, NB
Rebekah Carmalita Lockhart	Glassville, NB
Allyssa Patricia Loiselle (*distinction*)	Falmouth, NS
The Prize for Psychology in Fourth Year	
Victoria Ann Looker	Oromocto, NB
Cody Dylan Roger Lyons	Boiestown, NB
Andrew Grant MacDonald	Summerside, PE
Jessica Darby MacDonald	Moncton, NB
Laura Rose MacDonald	Tracy, NB
Meghan Elizabeth MacEachern (*distinction*)	Truro, NS
The Abdul Lodhi Prize for Highest Standing in Criminology and Criminal Justice	
Pamela Ashley MacKinnon	Fredericton, NB
Megan Ashley MacLeod (*distinction*)	Kensington, PE
Michele Katelyn MacLong	Quispamsis, NB
Jennifer Elizabeth MacNeil	Sydney, NS
Kayla Elizabeth MacQuarrie	Lakeville, NB
Abby Christina MacRae (*distinction*)	Blackville, NB
Jillian Amber Main	Tide Head, NB
Madison Valerie Makepeace	Gagetown, NB
Courtney Elizabeth Martin	Saint John, NB
Maria Lucia Martinez (*distinction*)	San Salvador, El Salvador
Alexandre Réjean Matte	Oromocto, NB
Sebastian Alfons Haddon Maynard	Barrie, ON
Elizabeth Susan McArthur	Tay Creek, NB
Emily Ann Marta McCarthy	Grand Falls, NB
Sean Charles McCullum (*distinction*)	Quispamsis, NB
Shelby-Lynn Amie McInnis	Kingston, ON
Crystal Rose McIntyre	Fredericton, NB
Tara Maxine McIntyre (*distinction*)	Escuminac, NB
Corey Mitchell McKinley	Woodstock, NB
Jacqueline Emily McKnight (*distinction*)	Lake George, NB
Kerri Lynn McLaughlin (*distinction*)	Aroostook, NB
Carly Dawn McLellan (*distinction*)	Saint John, NB
Erin Mae McLellan	Woodstock, NB
Emma Leigh McLeod	St. Stephen, NB
Robert William Ashton McMichael	Caledon, ON
Emily Anne McPhee	Fredericton, NB
Mihail Milchenko	Fredericton, NB

Thomas Rodger Miller	Fredericton, NB
Mary Madonna Rose Millier	Elsipogtog First Nation, NB
Jeremy Nathan Moar	Miramichi, NB
Jordan Patrick Gerald Moore (*distinction*)	Charlottetown, PE
Andrea Sarah Marie Moran	Miramichi, NB
Veronique Morin	Fredericton, NB
Robyn Emily Rose Murphy (*distinction*)	Murphy Cove, NS
Kathleen Audrey Nash (*distinction*)	Fredericton, NB
Taylor Isabel Newman	Fredericton, NB
Andrew David Nice	Saint John, NB
Caroline Yolande Nolin	Québec, QC
Laura Cathleen O'Brien (*distinction*)	Saint John, NB
Lori Kathleen O'Keefe (*distinction*)	Florenceville, NB
Natali Ortiz (*distinction*)	Quito, Ecuador
Katelin Marie Oulton	Fredericton, NB
Siyu Pan	ShenZhen, China
Jeffrey Allen Parkinson	Riverview, NB
Kathryn Anne Parks	Derby, NB
Amanda Mary Parlee	Tide Head, NB
Riley Marie Patles	Miramichi, NB
Dylan Thomas Pedersen	Woodstock, NB
Sara Patricia Pérez Padron	Maracaibo, Venezuela
Anthony David Peter-Paul	Pabineau First Nation, NB
Catherine Anne-Marie Pettie (*distinction*)	Burton, NB
Samantha Jean Phillips (*distinction*)	Fredericton, NB
Jara-Lynn F. Piels-Roi	Saint John, NB
Laurence Pigeon (*distinction*)	Chambly, QC
Sarah Meghan Podanovitch (*distinction*)	Fredericton, NB
Xavier Ponce	Quito, Ecuador
Jordyn Beth Pond (*distinction*)	Fredericton, NB
Holly Morgan Pugh	Fredericton, NB
Julia Ann Ramsay	Alberton, PE
Lynn Anne Pearl Reicker (*distinction*)	Kars, NB
Kelsey Elizabeth Reid	Fredericton, NB
Yilin Ren	Beijing, China
Alexandria Marie Dianne Rendell	Wabush, NL
Elisha Whitney Ritcey	Fredericton, NB
Stephanie Lynn Roach	Aroostook, NB
Jake Tomas Robinson	Fredericton, NB
Samantha Ashley Robinson	Wolfville, NS
Stephen Allan Ross	Fredericton, NB
Krystal-Anne Darleen Roussel (*distinction*)	Whitby, ON
Bailey Virginia Rushton	Moncton, NB
Courtney Ellen Russell	Miramichi, NB

Alexandria Marie Ryan	Oromocto, NB
Roche Timothy-Francis Sappier	Tobique First Nation, NB
Nadja Schlote (*distinction*)	Fredericton, NB
Daniel Douglas Schriver	Oromocto, NB
Dylan Sealy (*distinction*)	Bathurst, NB
Dustin Allen Gordon Shanks	Rothesay, NB
Brian Thomas Shepherd	Kingsclear, NB
Aaron Earl Smith	Woodstock, NB
Emily Nicole Smith	Scotch Settlement, NB
Emma Marie Smith	Woodstock, NB
Shay-Lynn Smith	Fredericton, NB
Jenna Maxine Snelgrove	Enfield, NS
Jaimie Anne Spriggs (*distinction*)	Fredericton, NB
Samantha Ann Steeves (*distinction*)	Bathurst, NB
Jenna Marie Stewart	Miramichi, NB
Kristen Candace Stewart	Priceville, NB
Christina Leanne Taylor	Esgenoopetitj First Nation, NB
Corey Mackenzie Thomas	Gesgapegiag, NB
Samantha Marie Tidd	Oromocto, NB
Jillian Ruth Trail Fahey	Fredericton, NB
Thomas Ovila Tremblay	Fredericton, NB
Joseph Jackson Tunney	Saint John, NB
St. Thomas University Journalism Award for the Greatest Contribution to Journalism	
Sarah Morgan Turcotte	Miramichi, NB
Lindsay Bryce Underhill	Miramichi, NB
Andrew Patrick Connell Vail	Saint John, NB
Alexandra Kelly Anderson Van Rijn (*distinction*)	Oromocto, NB
Carmen Vela (*distinction*)	Quito, Ecuador
The Prize for Communications in Fourth Year	
Megan Lindsay Verge (*distinction*)	Titusville, NB
James Reid Vickers	Upper Blackville, NB
Kristyn Marie Walchuck	Riverview, NB
Francesca Louise Wallace	Bocabec, NB
Drew Alexander Wanamaker	Coldbrook, NS
Yating Wang	Nanjing, China
Amy Louise Ward	Fredericton, NB
Shanda Marie White	Kennetcook, NS
Jessica Yvonne Williams	Kensington, PE
Schae Williamson-Maheu	Campbellton, NB
Tanner Elizabeth Wilson	Fredericton, NB
Courtney Dawn Winsor	St. John's, NL
Carter Leigh Wood (*distinction*)	Summerside, PE
Anne Gabrielle Wort	Dieppe, NB

Wenting Xu	Huai An, China
Gao Yan	Hunan, China
Tera Helen Tuinnaq Yarema	Rankin Inlet, NU
Munirah binte Mohamed Yusoff	Singapore, Asia
Robert Jordan Zandbeek	Edmonton, AB

With Honours in Anthropology

Calan Brian Stevenson	South Maitland, NS

With Honours in Criminology

Ashley Lee Smith	Sandy Cove, NS
Michelle Jane Spavold (*distinction*)	Bedford, NS
Laura Angela Steeves (*distinction*)	Salisbury, NB

With Honours in Economics

Ran Bi	Bejing, China
Rolando Jose Hernandez Gomez (*distinction*)	Granada, Nicaragua
The Prize for Economics in Fourth Year	

With Honours in English Language and Literature

Kerri-Leigh Jane Buckingham (*distinction*)	Penniac, NB
Sarah Beckwith Byrne (*distinction*)	Saint John, NB
The Bishop Hill Prize for English in Fourth Year	
Monica Anna Grasse (*distinction*)	Fredericton, NB
Dominique Denis Haché (*distinction*)	Miramichi, NB
Sharisse Melodie LeBrun (*distinction*)	Fredericton, NB
Peter J. McComb (*distinction*)	Sussex, NB
Rebecca Maria Faye Messer (*distinction*)	Fredericton, NB

With Honours in Great Books

Kyle Fraser Stairs	Fredericton, NB
Hannah Walsh	Bedford, NS

With Honours in History

Adrienne Janelle Arsenault (*distinction*)	Minto, NB
Emma Frances Davis (*distinction*)	St. Andrews, NB
The I.O.D.E. Prize for Highest Standing in Canadian History	
Adam John Clifford Mahoney (*distinction*)	Fredericton, NB
Michael Francis Maloney (*distinction*)	New Maryland, NB
Michael Donald McNeil	Renous, NB
Paul Nozicka (*distinction*)	Woodstock, NB
Denise Louise Steeves (*distinction*)	Dieppe, NB

With Honours in Interdisciplinary Studies

Elizabeth Frances Bamford (*distinction*) Fredericton, NB
Linda Marie Matthews (*distinction*) Fredericton, NB

With Honours in International Relations

Melissa Lynn Fitzherbert Red Rapids, NB
Winfield Poole Prize for Best Honours Thesis in Political Science

With Honours in Native Studies

Sarah Wadud Karam Fredericton, NB
Erika Gideon Marchand Gesgapegiag, QC
Shannon Scott (*distinction*) Fredericton, NB

With Honours in Philosophy

Anne Charlotte Ketterling Fredericton, NB

With Honours in Political Science

Alanna Dara MacDonald (distinction) Miramichi, NB
George J. Harrington Prize for Political Science in Fourth Year
Winfield Poole Prize for Best Honours Thesis in Political Science

With Honours in Psychology

Karen Elizabeth Louise Buckle (*distinction*) Stellarton, NS
The Ray and Lorain Irving Prize for Best Thesis in Psychology
Brittany Joann Harris (*distinction*) Woodstock, NB
The Dr. Helen Lyons Memorial Prize for Psychology Honours in Fourth Year
Kasey Andrea Lohnes (*distinction*) Pleasantville, NS
The Dr. Helen Lyons Memorial Prize for Psychology Honours in Fourth Year
Natasha Maria Veronica Mahoney Quispamsis, NB
Laura Ivy Prichard (*distinction*) Campbellton, NB
The Canadian Psychological Association Certificate of Excellence in Honours in Psychology
Michelle Louise Richard (*distinction*) Minto, NB
The Canadian Psychological Association Certificate of Excellence for Honours in Psychology
Maria Clara Santacruz (*distinction*) Quito, Ecuador
The Canadian Psychological Association Certificate of Excellence for Honours in Psychology

With Honours in Sociology

Paige Marie McCafferty (*distinction*)	Oromocto, NB
Karah Lane McDonald (*distinction*)	Cambridge-Narrows, NB
Vanessa Joy Noël (*distinction*)	Tide Head, NB
Hailey Leah Rheault (*distinction*)	Ripples, NB
Carissa Jean St. Amand (*distinction*)	Plaster Rock, NB

With Honours in Science and Technology Studies

Scott Peter Babin	Dieppe, NB
Krista Lee O'Reilly (*distinction*)	Fredericton, NB

The Science and Technology Studies Prize

With Honours in History and With Honours in Philosophy

Abigail Josselyn Herrington (*distinction*)	Saint John, NB

The Chuddy McCarthy Memorial Prize for History in Fourth Year

With Honours in English Language and Literature and With Honours in History

Justin Terrence LeClair (*distinction*)	Fredericton, NB

With Honours in Philosophy and With Honours in Spanish

Alexander James Loggie (*distinction*)	Miramichi, NB

Mark Adams Prize for Philosophy in Fourth Year

Certificate Of Honours Standing in Criminology

Jennifer Megan Hull	Fredericton, NB
Rubaina Singh	Amritsar, India

Certificate Of Honours Standing in Great Books

Lacey Ivena Texmo	Pictou, NS

Great Books Best Honours Thesis

Certificate Of Honours Standing in Interdisciplinary Studies

Molly Kate McGovern	Saint John, NB

Doctor of Laws, *honoris causa*

John Bragg

Doctor of Letters, *honoris causa*

Raymond Fraser

July 8, 2016 Graduates

Bachelor of Applied Arts

Michael Henri Bergeron (Criminal Justice)	Rothesay, NB
Jeffery Savoie (Criminal Justice)	Miramichi, NB

Bachelor of Arts

Alexandrea S. Cantwell	Fredericton, NB
Travis John Chessie	Yoho Lake, NB
Alexander Michael Corbett	Moncton, NB
Felicia Dawn Dedam	Miramichi, NB
Kristie Alexandra Devison	Fredericton, NB
Mary-Catherine Doucet	Bathurst, NB
Emily Rose Francis	Barrie, ON
Kelly Ann Gesner	Fredericton, NB
Elaine Julia Gillis (*distinction*)	Moncton, NB
Jonathan Mathieu Gionet	Bathurst, NB
Heidi Loretta Ann Girouard	Miramichi, NB
Chelsey Joy Gray	Amherst, NS
Emily Elizabeth Haggerty	Fredericton, NB
Amanda Joy Hatt	Fredericton, NB
Muhammad Ridzuan bin Idris	Singapore
Spencer James MacDonald	Stratford, PE
Vanessa Kathleen MacDonald Moran	Miramichi, NB
Kenya Marie Theodora Marcelline	Whitby, ON
Julie Marie McKenzie	Oromocto, NB
Allison Jean Muise	Woodstock, NB
Chenise Ashlee Norrad	Boiestown, NB
Shaina Morgan Peter-Paul	Eel River Bar, NB
Chantal Marie Poitras	Tracadie, NB
Maryann Elizabeth Rose	Estey's Bridge, NB
Carly Russell	Miramichi, NB
Rebecca Louise Salmon	Vancouver, BC
Cody William Silliker	Sillikers, NB
Zachary John Smart (*distinction*)	Moncton, NB
Taylor Mackenzie Snow	Moncton, NB
Chelsea Lynne Stafford	Fredericton, NB
Victoria Gabrielle Vienneau	Nackawic, NB
Jonathan Scott Wade	Bridgewater, NS
Jennifer Irene Wright	Nerepis, NB

With Honours in Interdisciplinary Studies

Zachary Steven Greer	Woodstock, NB

With Honours in Psychology and with Honours in Sociology

Alexander James McGregor (*distinction*)	Lincoln, NB

Certificate of Honours Standing in Science and Technology Studies

Amanda Doreen Walker	Wasaga Beach, ON

Certificate of Honours Standing in Sociology

Nicole Ann-Marie White	Upper Sackville, NS

Bachelor of Education

Alexa Akcakiryan, BA	Oromocto, NB
Jennifer Marie Atwin, BA	Kingsclear, NB
Haley Margaret Barton, BA	Chipman, NB
Emily Elizabeth Bass, BA	Grand Manan, NB
Adam Peter Bowering, BSc	Sussex, NB
William Jaccob David Bracewell, BA	Baltimore, Maryland
Brooke Anne Bulmer, BA	Hampton, NB
Steven Douglas Carson, BSc	Fredericton, NB
Heather Louise Christie, BA	McAdam, NB
Kayla Elizabeth Lynn Cobbett, BA	Rothesay, NB
Renée Marie Quilty Comeau, BA	Little Brook, NS
Hannah Kathlene Cook, BA	Grand Manan, NB
Amy Ellen Cormier, BA	Moncton, NB
Kathryn Monique Cosman, BA	Rexton, NB
Shawna Lynn Craig, BA	Saint John, NB
Dillon John Donahue, BA	St. Stephen, NB
Benjamin Phillip Dowling, BA	Manchester, United Kingdom
Anne Louise Dykeman, BSc	Quispamsis, NB
Nadia Marie-Jeanne El-Khoury, BAA	Fredericton, NB
Jason Kenneth McQuade Fitzpatrick, BBA	Fredericton, NB
Laura Elizabeth Fowler, BBA	Moncton, NB
Meghan Elizabeth Fox, BScKin	Fredericton, NB
Natalie Léah Gallant, BSc	Wellington, PE
Chelsey Margaret Patricia George, BA	Carbonear, NL
Bradley Joseph Hachey, BMus	Hampton, NB
Abigail Theresa Hallett, BA	Fredericton, NB
Taylor Heidi Hannay, BA	Main River, NB
Ashton Dawn Hare, BA	Miramichi, NB
Jodi Suzanne Marie Harrington, BA	Beaverdam, NB
Chantal Elizabeth Harris, BA	Rothesay, NB
John Leo Hatfield, BA	Yarmouth, NS
Katelynn Faith Hayward, BA	Fredericton, NB
Kathryn Mae Hicken, BSc	Montague, PE
Anna Clare Hocking, BA	Steinbach, MB
Sarah Elizabeth Holt, BRSS	Sussex, NB
Laura Patricia Hood, BA	Burton, NB
Johnathan Daniel Hossack, BA	New Maryland, NB
Jordan Allen Jeffery Hovey, BA	St. Stephen, NB
Cole Christopher Hyland, BA	Sunny Corner, NB
Christopher William Jorgensen, BA	Saint John, NB
Sarah-Dawn Kinsman, BA	Bathurst, NB

Melissa Marianne Lampe, BA	Loretto, ON
Melissa Julie Landry, BA	Campbellton, NB
Cassandra Elizabeth Long, BA	Oromocto, NB
Mark Gregory Lyons, BA	St. Stephen, NB
Emily Margaret MacInnis, BA	Bath, NB
Emily Elizabeth MacKinnon, BA	Summerside, PE
Chandler Jae MacLeod, BA	Miscouche, PE
Elisabeth Ivy Zhaleh Manouchehri, BMus, MMus	Ottawa, ON
Rachel Elise Matheson, BScHK	St. George, NB
Kathleen Susannah May McDonald, BA	Hanwell, NB
Rachelle Lynn McLean, BA	Wedgeport, NS
Lauren Elizabeth McNeil, BA	Glace Bay, NS
Kaitlynn Audra McNulty, BA	Richmond Hill, ON
Simone Elizabeth Palin, BA	Hartland, NB
Renée Maria Paradis, BA	Grand Falls, NB
Kaitlyn Parlee, BSc	Sussex, NB
Sarah Jordyn Patterson, BA	Fredericton, NB
Joleen Mae Paul, BA	Fredericton, NB
Nathan Geoffrey Peardon, BA	Montague, PE
Andrew Roy Perrin, BA	Riverview, NB
Kimberley Nicole Peterson, BA	Zealand, NB
Dyana Lynn Dawn Rayner, BRM	Lawrencetown, NS
Kathryn Erika Lynn Scott, BA	Woodstock, NB
Dylan Matthew Shaw, BA	Florenceville – Bristol, NB
David Mark Smith, BA	Fredericton, NB
Caley Dawn Steinert, BA	Emerson, MB
Kimberly Ann Stewart, BA	St. Stephen, NB
Thomas Alexander Stubbs, BA	Lunenburg, NS
Mary Catherine Theriault, BA	Rexton, NB
Noëmie Sylvie Treder, MLit	Meulan-en-Yvelines, France
Jenna Heather Walker, BA	Fredericton, NB
Dawn Marie Watters, BA, LLB	Truro, NS
Kimberly Anne Welles, BA	St. Andrews, NB
Chance William Raymond White, BA	Belfast, PE
Courtney Susan Wright, BA	Plaster Rock, NB