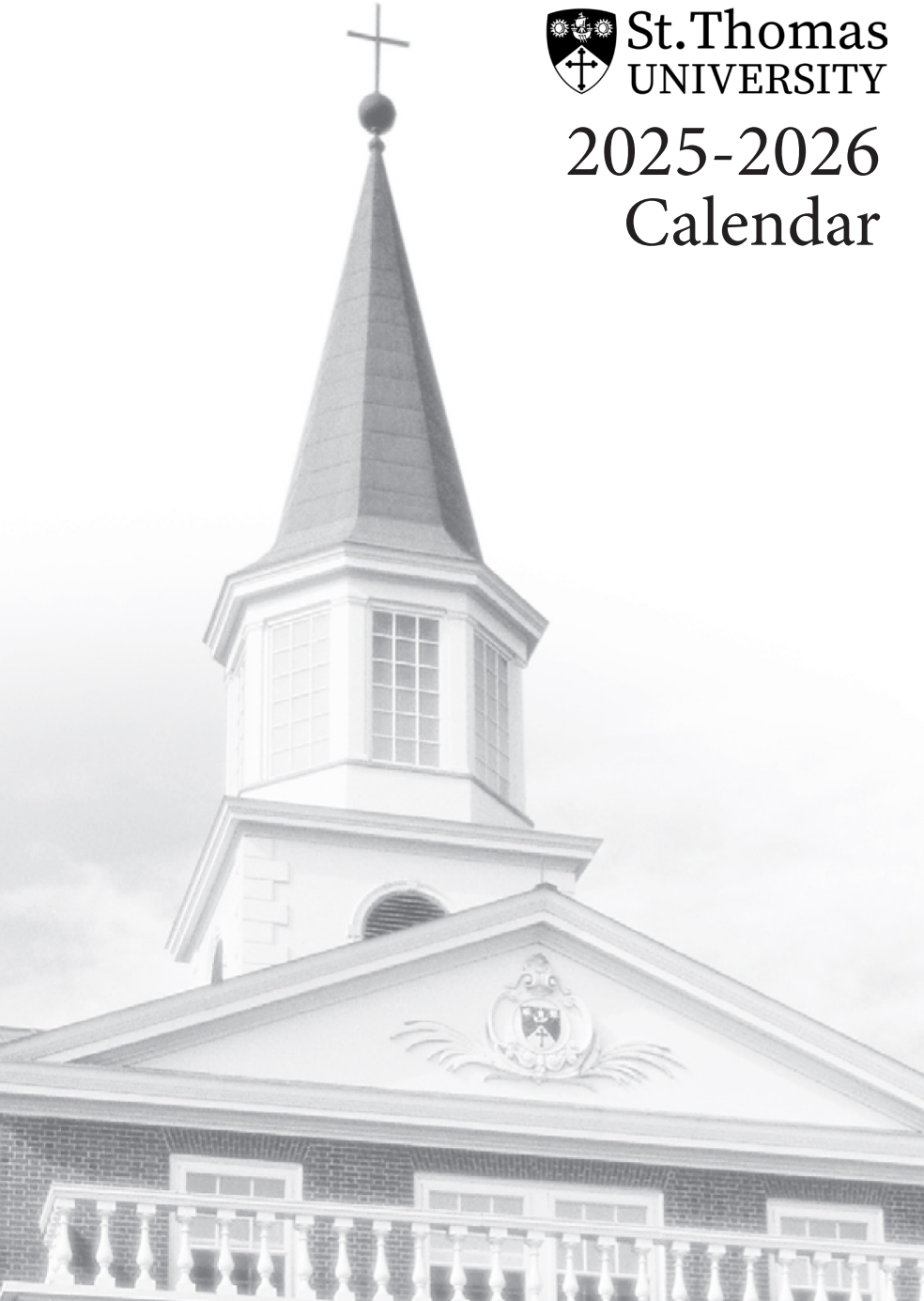
St. Thomas UNIVERSITY

ACADEMIC CALENDAR

2025-26

St. Thomas UNIVERSITY

2025-2026 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

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e-mail:	registrarsoffice@stu.ca

Admissions Office

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e-mail:	admissions@stu.ca

Residence Life Office

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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	2011-2023
Dr. Kim Fenwick (Acting)	2022-2023
Dr. M. Nauman Farooqi	2023-

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

Research Centres

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

Centre for Research on Youth At Risk
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.

Centre for Research with Vulnerable Women and Youth
The Centre for Research on Youth at Risk was established in 1998 and focuses 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

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.

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.

Academic Calendar 2025-2026

2025

May 5	Intersession begins
May 12	Baccalaureate Mass
May 13	Spring Convocation
May 19	Victoria Day - **University closed**
May 23	Early Intersession Ends
May 26	Later Intersession Beings
June 2	Later Intersession Begins
June 27	Later Intersession ends
June 30	Summer Session begins
July 1	Canada Day – **University closed**
July 4	Summer Convocation
August 4	New Brunswick Day - **University closed**
August 8	Summer Session ends
August 8	Last Day to Apply for November 1st, Early Degree Conferral
August 30	Welcome Week Starts
September 1	Labour Day - **University closed**
September 3	Classes begin
September 7	Opening Mass
September 12	Last day to confirm registration by arranging payment of fees
September 12	Last day to add Fall term and full-year courses
September 30	National Day for Truth and Reconciliation – **University closed**
October 10	Deadline to opt out of Health Plan
October 13	Thanksgiving Day - **University closed**
October 24	Last day to withdraw from first-semester courses without academic penalty
October 24	Last Day for partial refunds of first-semester fees
November 3	Early Degree Conferral - November Graduation In Absentia
November 7	Deadline to declare major
November 10	Fall Reading Week Begins – **No classes**
November 11	Remembrance Day – **University closed**
November 14	Fall Reading Week Ends– **No classes**
November 21	Last day to hold class tests in first semester
December 1	Application deadline for BEd Program
December 9	Last Day of classes for first semester
December 10	Reading Day **- No classes**
December 11	December Examination Period Starts
December 17	December Examination Period Ends
December 18	Make-up Exam Period
December 23	**University Closed** – Winter Break

2026

January 2	University Offices Open
January 6	Classes resume
January 16	Deadline for second semester payment
January 16	Last day to add Winter term courses
January 16	Last day to withdraw from full-year courses without academic penalty
January 30	Application deadline for MSW
February 16	NB Family Day – University closed
February 27	Last Day for partial refunds of second-semester fees
March 2	March Reading Week Begins- no classes
March 6	Early degree conferral - Graduation In Absentia
March 6	March Reading Week Ends- no classes
March 9	Last Day to Apply for May Graduation
March 9	Last day to withdraw from second-semester courses without academic penalty
March 13	Student Research & Ideas Fair
March 27	Last day to hold class tests in second semester
April 3	Good Friday – University Closed
April 6	Easter Monday – University Closed
April 13	Last Day of classes in second semester
April 14	Reading Day - no classes
April 15	April Examination Period Begins
April 22	April Examination Period Ends
April 23	Make-up Exam Period
April 30	Application deadline for BSW program
May 4	Intersession begins
May 18	Victoria Day - University closed
May 19	Baccalaureate Mass
May 20	Spring Convocation
May 29	Early Intersession Ends
June 1	Late Intersession Begins
June 26	Intersession Ends
June 29	Summer Session begins
July 1	Canada Day – University closed
July 3	Summer Convocation
July 17	Early Summer Session Ends
July 20	Late Summer Session Begins
August 3	New Brunswick Day - University closed
August 7	Summer Session ends
August 7	Deadline to apply for November Early Conferral

NOTE: Dates for the Education and Social Work schools may differ. Please consult with the appropriate school.

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: Admissions and Registration: Bachelor of Arts, Applied Arts, Certificate Programs

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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).

- Art 120 OR Visual Arts 120
- Biology 122
- Business Organization and Management 120
- Calculus 120
- Canadian Geography 120
- Canadian History 122
- Canadian Literature 120
- Chemistry 122
- Computer Science 120
- Communications 120 OR FI Techniques de-Communication 120
- Economics 120
- Essential Skills Pathway Program - Capstone
- Post-Intensive French 120 OR French 122
- French Immersion Lang Arts 120
- Geology 120
- Introduction to Environmental Science 120
- Introduction to Accounting 120
- Introductory Mi'kmaw 110
- Journalism 120 OR Broadcast Journalism 120
- Latin 120
- Law 120
- Mandarin 120
- Media Studies 120 OR Digital Productions 120
- Modern History 112
- Music 122 OR World Music 120
- Native Studies 120 OR Indigenous 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
- Psychology 120
- Sociology 120
- Spanish 120
- Statistics 120
- Theatre Arts 120 OR Dramatic Arts 120
- Women, Media and Culture 120 OR Gender, Media and Culture 120
- World Issues 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
- Art visuel 91411
- Astronomie 55411
- Biologie 53411
- Biologie 53421
- Chimie 52411
- Comptabilité 84411
- Droit 86411/45411
- Economie 44411
- Entrepreneuriat 83411
- Espagnol 23411 OR Espagnol 23421
- Études des médias 11411
- Géographie 41411
- Français 10421
- Histoire du Canada 42311
- Histoire 42411
- Intro au domaine judiciaire 06411B
- Intro. Sc. Informatique 87411 OR Intro. à la Programmation Informatique 02411E
- Institutions politiques, économiques et juridiques (IPEJ) 43411
- Le Monde Contemporain 42411
- Math 30311C
- Math 30411
- Math 30421
- Musique 92411 OR Création musicale 92421
- Peuples Wabanaki 48411A
- 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

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

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.

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

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 500 (Paper-based)
- IELTS 5.0
- CAEL 40, 50
- CEQ B2 First
- DET 90
- PTE 50-61

Students with the English language proficiency scores below are eligible to take five regular academic courses but may take integrated and assisted courses if they wish:

- TOEFL 88-89 (Internet-based)
- TOEFL 573 (Paper-based)
- IELTS 6.5
- CAEL 60
- CEQ C or higher (C1 Advanced or C2 Proficiency)
- DET 115
- PTE 61

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. Email: admissions@stu.ca, or 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. Applications are available online at stu.ca/applynow.

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.
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 to the Bachelor of Arts program for the fall term

St. Thomas University begins accepting applications from well-qualified candidates on July 1. Applications are processed on a continuous basis until August 31. 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 July, 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 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.

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 February 15, but applications will be considered until August 31. For early acceptance: high school applicants please read "Continuous Admissions Policy" above.
January admission	Application deadline is December 15
Intersession (May to June)	Application deadline is April 15
Summer admission	Application deadline is June 15

Notification of Admission

1. Candidates are notified of any supporting documents which may be missing through their applicant checklist.
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 Accessibility Services 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 are encouraged to apply for entrance scholarships. Candidates for entrance scholarships must submit the following:

1. the scholarship application form, available online at www.stu.ca/applynow
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;

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 Reservation
Once applicants have been accepted to St. Thomas, they are eligible to complete their residence reservation which must be completed by all students who wish to live in residence. Students must complete their reservation by April 15 in order to be guaranteed a room. In late April, students will be sent information via email on how to select their specific room which occurs in early May. After the room selection is completed, students will be asked to pay a $300 non-refundable residence confirmation fee to confirm their residence placement. This fee is an advance payment on residence fees.

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 submitted 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 21 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 24 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 24 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.

Practical Nurse: NBCC
Graduates of the New Brunswick Community College's two-year Practical Nurse 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 Applies Arts (Gerontology) 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, Bachelor of Social Work, and Master of Social Work programs are exempt from this policy.

Students who enter St. Thomas University having acquired, through work and/or study outside of a university, 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, available online at stu.ca/applynow
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 $55.00 ($40.00 for New Brunswick residents) application 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. Admission to Bachelor of Applied Arts in Gerontology for Practical Nurses

First-stage admission

Admission to the Bachelor of Applied Arts in Gerontology for Practical Nurses Degree program is in two stages. First-stage candidates will apply for admission to the New Brunswick Community College's Practical Nurse diploma program. Former graduates from the NBCC Practical Nurse program can proceed directly to Stage 2 admission and apply directly to St. Thomas University. All applicants must satisfy regular admission requirements for St. Thomas University Bachelor of Arts.

Second-stage admission

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

1. Successful completion of the New Brunswick Community College Practical Nurse Diploma Program.

2. A minimum cumulative grade point average of 2.7 (STU grade point scale) or 70% (NBCC grading system) on courses taken in the NBCC Diploma Program. In addition, students must meet the minimum grade point average of 2.7 or 70% on the following courses: Anatomy and Physiology, Introduction to Ethics, Healthcare in Canada, Special Topics in Mental Health, Elder Nursing Concepts, Foundations of Pathophysiology, Pathophysiology for Practical Nurses, Introduction to Pharmacology, and Abnormal Psychology.

Candidates for admission to the second stage of the Bachelor of Applied Arts in Gerontology for Practical Nurses will apply to the St. Thomas University's Admissions Office by February 15 of their second year at NBCC. Applicants for the January semester intake are encouraged to apply by November 15.

Successful completion of the first stage of the Bachelor of Applied Arts in Gerontology for Practical Nurses 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.

Application Procedures

Applications for second-stage admission to St. Thomas University will include:

1. Completed application form

2. Official NBCC transcript and, if applicable, official transcripts from other post-secondary institutions attended

3. Non-refundable $55.00 ($40.00 for New Brunswick residents) application fee

For further information, please contact the Admissions Office at (506) 452-0532 or email admissions@stu.ca.

Credit Transfer

A student registered in the St. Thomas University Bachelor of Applied Arts in Gerontology for Practical Nurses program who has successfully completed the didactic and clinical portions of the Practical Nurse Program administered by NBCC shall receive academic credit equal to a maximum of 50% (60 ch) of the credits towards the Bachelor of Applied Arts Gerontology and Practical Nurse degree.

F. 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 $55.00 ($40.00 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 31, but applications will be considered until August 31.

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 $55.00 ($40.00 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 31, but applications will be considered until August 31.

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.

G. 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	April to June
Summer Session	July to August

Registration for the academic year (September to April) takes place in the spring for continuing and returning students, and from April to August for new 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 academic advising.

1. Once you have selected your courses, register online using the web-based student access system (STU Self Service) 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.*

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, STU Self Service.
2. You will be encouraged to complete your course selections online as soon as you receive your registration email. For questions regarding course selection, students may contact admissions@stu.ca. You will be able to access your course schedule online as well.
3. 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 STU Self Service. 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

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

There may be circumstances where the student will be denied permission to retake a course. 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 Registrar'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: Programs: Bachelor of Arts, Applied Arts, Certificate Programs

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St. Thomas University offers bachelor degree programs in Arts, Applied Arts, Social Work, and Education, and a master's degree in Social Work. St. Thomas University awards degrees and 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
Economics
English
Sustainability and Environmental Studies
French
Gerontology
Great Books
History
Human Rights
Interdisciplinary Studies *(Areas include Fine Arts, Digital Media and Creative Arts, Social Enterprise and Nonprofit Management and Women's Studies and Gender Studies)*
International Relations
Journalism
Native Studies
Philosophy
Political Science
Psychology
Religious Studies
Sociology
Spanish and Latin American Studies

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 Media and Creative Arts
English
ESL
French
Great Books
History
Human Rights
Irish Studies
Italian
Japanese
Journalism
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
Law, Politics, and Society
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, 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 Sustainability and Environmental Studies and any other courses approved by Senate.
– Senate meeting November 16, 2006.

Sustainability and Environmental Studies
Mathematics
Natural Sciences (eg. Biology, Chemistry, Geology, Physics)

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 en-

tire 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 Media
Journalism
Economics
English
Sustainability and Environmental Studies
Fine Arts
French
Gerontology
Great Books
History
Human Rights
International Relations
Irish Studies
Italian
Japanese
Law, Politics, and Society
Maliseet
Mathematics
Mi'kmaq
Native Studies
Philosophy
Political Science
Psychology
Religious 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
Criminology
Economics
English
French
Great Books
History
Human Rights
Interdisciplinary Studies (*Areas include Environment and Society, Fine Arts, Digital Media and Creative Arts and Women's Studies and Gender Studies)*
International Relations
Native Studies
Philosophy
Political Science
Psychology
Religious Studies
Sociology
Spanish and Latin American Studies

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 completion 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 Gerontology for Practical Nurses

The Bachelor of Applied Arts in Gerontology for Practical Nurses is a collaborative program with the New Brunswick Community College that offers students a combination of training in practical nursing and liberal arts education in gerontology. With the region's aging population, skilled practical nurses who possess both technical and theoretical training in gerontology will be in demand for employment in a variety of settings. This could include hospitals, nursing homes, rehabilitation centers, community centers, home-support, and many non-traditional care settings.

The first two years of the program are offered at NBCC where students earn a diploma in Practical Nursing. The third and fourth years of the program are offered by St. Thomas, where advanced courses are linked to healthcare services such as health promotion for an aging population, mental health and aging, understanding dementia, critical approaches to long-term care, and death and dying in later life. Upon completion of the second stage of the program, students are awarded a Bachelor of Applied Arts in Gerontology for Practical Nurses.

Program Structure

Years 1 and 2 – New Brunswick Community College (60 credit hours)

Graduates of the NBCC Practical Nurse Diploma Program will need a minimum of 27 credit hours of academic subjects from the following list:

ANAT 1024: Anatomy and Physiology (6 ch)
ETHI 11058A: Ethical and Legal Framework in Health Care (3 ch)
HCSS 1038E: Healthcare in Canada (3ch)
MENT 1008B: Special Topics in Mental Health (3ch)
NCSI 1072: Elder Nursing Concepts (3ch)
PATH 1034: Foundations of Pathophysiology (3ch)
PATH 1036: Pathophysiology for Practical Nurses (3ch)
PHMC 1018: Introduction to Pharmacology (3ch)
PSYC 1071: Abnormal Psychology (3ch)

The remaining credit hours will be achieved through practical and occupation course content at NBCC.

Students have the option to complete the program at St. Thomas University on a part-time basis.

Years 3 and 4 – St. Thomas University (60 credit hours)

Graduates of the NBCC Practical Nurse Diploma Program will be required to take the following St. Thomas University courses.

Year 3 (required courses):

GERO 1013: Introduction to Gerontology I (3 ch)
GERO 1023: Introduction to Gerontology II (3 ch)
GERO 2673: Adult Development and Aging (3 ch)
GERO 2113/SOCI 2523: Sociology of Aging (3 ch)
GERO 3023: Aging and Health (3 ch)
6 additional credit hours of Gerontology electives
6 credit hours from the following Humanities subjects: English; Philosophy; Religious Studies; History; Human Rights; French Literature; Spanish Literature
3 credit hours from any Bachelor of Arts courses offered
Total credit hours for Year 3: 30

Year 4 (required courses):

GERO 3053: Qualitative Research Methods (3 ch)
GERO 4013: Seminar in Gerontology (3 ch)
GERO 4023: Advanced Seminar in Gerontology (3 ch)
9 additional credit hours of Gerontology electives
6 credit hours from the following Humanities subjects: English; Philosophy; Religious Studies; History; Human Rights; French Literature; Spanish Literature
6 credit hours from any Bachelor of Arts courses offered
Total credit hours for Year 4: 30

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 1003	Introduction to Human Rights
PHIL 3313	Philosophy of Human Rights
SOCI 2416	Inequality and Society
SOCI 2013	Research Design & Method
NATI 3903	Native Peoples and the Law: Theory
NATI 3913	Native Peoples and the Law: Practice

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 I
GERO 1023	Introduction to Gerontology II

2. *Required Core Courses*

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

3. *Elective Courses*

GERO-2273.	Death and Dying in Later Life
GERO-3033.	Aging and Spirituality
GERO-3043.	Recreation, Leisure and Aging
GERO-3073.	Narrative Gerontology
GERO-3093.	Images of Aging in Film
GERO-3103.	Special Topics
GERO-3123.	Counselling Older Adults
GERO-3213.	Older Adults as Learners
GERO-3153.	Health Promotion for an Aging Population
GERO-3223.	Family Ties and Aging
GERO-3233.	Mindfulness, Yoga & Contemplative Aging
GERO-3673.	Advanced Studies in Adult Development
GERO-3743.	Critical Approaches to Long-Term Care
GERO-4003.	Mental Health and Aging
GERO-4033.	Independent Study
GERO-4036.	Independent Study

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.

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: You must be eligible for level 5 teacher certification with the New Brunswick Department of Education. This will require a four-year undergraduate degree of 120 credit hours. Applications must have either 30 credit hours as a major in a teachable subject area, or 24 credit hours in one major teachable subject area and 18 credit hours in another teachable subject area. Teachable majors and minors are listed at Required Teachables. They are required for New Brunswick teacher certification

eligibility. Teachable subject areas may be found at https://www.stu.ca/education/required-teachables/

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 Process
Applications to the Bachelor of Education program are accepted online via the Admissions Office.

1. a completed application form for admission to the University;
2. a non-refundable application fee of $55 ($40 for New Brunswick Applicants);
3. 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;
4. three references 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 Guidelines for Referees.
5. 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 December 1, and that arrangements are made to have final transcripts of marks forwarded after graduation.
6. a current personal résumé which includes recent education, work and volunteer history.

International candidates should prepare to provide a WES evaluation of their post-secondary transcript(s) and may also be required to submit language proficiency test results..

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. Given the high number of applications received, the School of Education is not able to provide individual feedback to unsuccessful applicants. Should you wish to reapply, you are advised to strengthen your application in the areas of professional suitability and academic preparation, by giving particular attention to the requirements outlined on the School of Education website: https://www.stu.ca/admissions/bachelor-of-education/#guidelines .

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 of the calendar for the most up to date course offerings.
2. You will receive the Teacher Candidate Handbook upon acceptance. Please read carefully.

Note: Accepted candidates who have not already done so must submit a 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**

EDUC 5213	Indigenous Education & Reconciliation
EDUC 5123	Topics in Education: Preparation for Practice
EDUC 5903	Classroom Management
EDUC 5913	Assessment & Evaluation
EDUC 5963	School Law, Teacher Ethics, & Professional Conduct
EDUC 5973	Integrating Technology in the Classroom
EDUC 5993	Exceptional and 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	Art and Music Education for the Elementary Classroom Teacher
EDUC 5453	Physical, Health, and Wellness Education in the Elementary School
EDUC 5473	Science for Elementary Children
EDUC 5563	French Immersion Methods
EDUC 5583	Experiential Methods in Music Education
EDUC 5613	Methods in Elementary Social Studies Education
EDUC 5633	Methods in Teaching History at a Secondary Level
EDUC 5803	Secondary Physical Education
EDUC 5813	Secondary English Methods
EDUC 5833	Teaching Secondary Math and Science
EDUC 5843	Methods in Middle/Secondary Social Studies Education
EDUC 5863	Methods in Middle/Secondary Science Education
EDUC 5873	Teaching Middle Level and Secondary Math

3. *Electives*
   Students may choose electives to meet their required course load from the list of courses offered by the School of Education. 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 Teacher Candidate Handbook. This handbook is given to all BEd students at the beginning of the program.

** 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 Teacher Candidate Handbook. The field placement of teacher candidates is under the course title EDUC 5015 Field Placement. A failure in this course results in dismissal from the program. Field placements are offered twice a year, in November/December and March/April.

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
A deferred placement may be granted for medical reasons. 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 their 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 a deferred field placement be granted, the School of Education will attempt to arrange a placement at the earliest possible time, consistent with the teacher candidate's academic program and subject to the availability of appropriate settings. 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. ***Please note that there are additional costs associated with a deferral.***

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 *Teacher Candidate Handbook;*
- the teacher candidate fails to adhere to the attendance policy as outlined in the Teacher Candidate 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 fails to attend or 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-5213. Indigenous Education & Reconciliation
This course supports teacher candidates' understanding of Indigenous Education for the K-12 classroom, with a specific focus on reconciliation. Teacher candidates will gain understanding of the Truth and Reconciliation Commission (TRC), Residential Schools, and Indigenous perspectives and knowledges. Learners in this course will build their personal knowledge of issues and resources pertaining to Education for Reconciliation locally and nationally. The emphasis is on creating awareness, decolonizing curricular decisions, and creating actionable practices for the classroom.

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

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. Theories in Human Development and Classroom Learning
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, principles, and theories associated with inclusion and inclusionary practices in school contexts with respect to specific student groups. These include, but are not limited to, students with different exceptionalities and academic abilities, students who are gifted, language learners, and newcomers. Teacher candidates will gain a deeper understanding of school based structures and classroom-based practices that support the learning needs of a diverse student population. Opportunities to explore and create curriculum-based instructional supports and strategies for teaching all students will be provided.

Professional

EDUC-5963. School Law, Teacher Ethics and Professional Conduct
This course is an examination of the role of public schools and teachers in legal and professional contexts. Students explore, investigate, and analyze a range of legal and professional issues including the structure of public schooling and First Nations schools in Canada, the legal roles and responsibilities of teachers, students, and parents, and teacher professionalism. Specifically, teacher candidates demonstrate an understanding of the New Brunswick Education Act and Regulations, all current public school education policies of the New Brunswick Department of Education, district and school policies and rules, NBTA Code of Ethics, and the legal responsibilities of correlative New Brunswick legislation (e.g., Family Services Act, Human Rights Act). Students collaborate to research an2.1 d defend various viewpoints related to topics covered in the course and develop the skills and attributes necessary to become active members of the teaching profession.

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 supports the development of the pre-service teacher's knowledge of the language arts programme at the middle level. Teacher candidates will gain an understanding of the language arts, study evidence-based practices, and develop practical skills. A range of instructional strategies, methods, and modes for supporting literacy and language arts across the curriculum will be explored. This course provides a framework for beginning teachers to base logical reflective decisions concerning curriculum decisions, learning experiences, and assessment strategies appropriate for the middle level.

EDUC-5813. Secondary English Methods
This course provides pre-service teachers with methods and skills for teaching English at the secondary level. Topics in the course include designing and developing lesson plans and units of instruction, assessment and evaluation for the secondary English classroom, curriculum outcomes for secondary English, and contemporary multiliteracies. Through active engagement with current research and practice, course participants will work individually and collaboratively to develop effective practices for teaching English Language and literature at the secondary level.

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 the 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
This course focuses on current research, evidence, theories, and approaches to teaching language arts in elementary classrooms. Teacher candidates will gain a greater understanding of the processes involved in learning to read, the essential elements of reading instruction, and the pedagogical practices that support reading acquisition. In addition, teacher candidates will build competencies in the use of exemplary instructional practices to teach writing. Throughout the course, teacher candidates will design and prepare literacy-based lessons, resources, and materials for use in the teaching of language arts classes and across the curriculum.

EDUC-5433. Elementary School Math Methods
Methods in elementary mathematics is an introduction to the context and strategies of teaching math at the K-8 level in New Brunswick. Teacher candidates must recognize and employ the basic elements of teaching mathematics in the elementary division as well as understanding the four grade bands in math curricula. The emphasis is on content as well as on 'doing' mathematics. Teacher candidates are 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 of emphasis include pre-number concepts, numeration and place value, whole numbers-operations, number theory, and geometry.

EDUC-5443. Art and Music Education for the Elementary Classroom Teacher
This course will introduce two elements of the elementary major: Visual Art and Music. Existing curricula in these fields will be examined; students will be given opportunities to plan and present lessons that meaningfully integrate Visual 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. 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 the prevalent themes of social studies education and explores elementary school (K-5) social studies with a focus on geography, history, political science, and economics and the social aspects of health education. Through the study of instructional practices, teacher candidates will design meaningful, interdisciplinary learning experiences that develop students' competences in subject matter and foster critical skills needed to understand practical and ethical issues that face communities. The course intends to help teacher candidates articulate a conception of social studies education and its goals while exploring a variety of strategies that promote respect for diversity and foster democratic learning in the classroom.

Electives

EDUC-3023. Exploring Francophone Childrens Literature
This course, taught in French, is designed for both aspiring and practicing K-12 teachers. Students will explore the role of Francophone children's literature in shaping a child's personality and language development. Students will analyze a range of genres, including picture books, fairy tales, young adult novels, non-fiction, and poetry, highlighting their diversity and richness. The course examines how children's literature reflects Francophone values, cultural diversity, and contemporary issues. Through practical sessions, students will develop effective storytelling techniques, emphasizing reading aloud to foster a love of reading. By the end, students will understand the educational and recreational value of literature and be able to support the intellectual and emotional growth of young readers. Students should be comfortable completing all their assignments in French and actively participating in classroom discussions.

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 chosen 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-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-5493. Social Justice Literature K to 12
This course explores contemporary literature for the K-12 classroom, with a specific focus on social justice. Theories of reading as a means of understanding experience, such as literary empathy, will be studied and enacted. Learners in this course will build their personal repertoire of text recommendations for young people through applied reading and response activities. The emphasis is on developing theoretically informed reading habits, critical literacy, and actionable curriculum and instruction practices.

EDUC-5513. Teaching English As an Additional Language
This course examines constructs and pedagogical practices involved in teaching language learners in various second and additional language learning contexts/programs (ex. immersion, submersion, sheltered, intensive, revitalisation, and language minority contexts). Current approaches and concepts related to language teaching will be examined such as cross-linguistic transfer, comprehensible input, taskbased instruction, intercultural competencies, language complexity and differentiation, corrective feedback, learner identity, and proficiency. Teacher candidates will work on specific instructional and assessment strategies that support language comprehension and production in language and content-based classes.

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 several experiential methods of Music education. Musical expression will be actively explored through singing, playing instruments, moving, improvising, composing, conducting, and directed listening. Students will develop a basic Music literacy and learn how to sequence curricular material for teaching purposes. The potential of global or world music to teach Music in schools will be examined. Previous experience or training in Music is recommended but not required.

EDUC-5593. Climate Change Education: Awareness, Accountability, & Action
Climate change is one of the defining issues of our time. It is vitally important that the public education system, and teachers in particular, are positioned to educate and empower K-12 students to lead efforts for reversing climate change and its devastating impacts on the planet. The course aims to support and inspire teacher candidates to use innovative forms of climate change education to foster awareness, accountability and action in their classrooms, schools, and communities.

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 Teacher Candidate Handbook. All field placements will be conducted in the Province of New Brunswick

Education Plus (Education Institute)

EDUC-2003. Introduction to Education
This is a survey course for students who are interested in education and/or who wish to explore the profession as a potential career choice. The course provides students with opportunities to reflect on their motivations for becoming a teacher and explore potential pathways to professional teaching. Students have an opportunity to observe teachers at work in contemporary classrooms and make interdisciplinary connections between their undergraduate preparation and the professional practice of teaching. Students choose two of three focus areas-Literacy, French Second Language, or Numeracy-to support their preparation for a career in teaching. Please note: this course is not for credit towards the BEd program. Prereq: completed two-years of study.

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-6023. Exploring Francophone Children's Literature
This Education Institute course is intended for practicing K-12 teachers. It explores the role of Francophone children's literature in language development, identity formation, and cultural understanding. Students will analyze diverse genres, including picture books, fairy tales, young adult novels, non-fiction, and poetry, examining how they reflect Francophone values and contemporary issues. Practical sessions will focus on effective storytelling techniques, particularly reading aloud to foster a love of reading. Students will complete a research paper on the impact of children's literature on language acquisition and culture. They will also undertake a project, such as a critical book series analysis or a community literacy outreach initiative. A final project will challenge them to address real-world issues in their teaching context, using literature to support social justice, inclusion, or environmental awareness. All coursework and discussions will be conducted in French.

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. Prerequisites: 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 contentknowledge and a wider array of teaching strategies for the specific topics and units of interest to them. Emphasis will be placed on the development and implementation of a Balanced Mathematics program in elementary and middle level classrooms.

EDUC-6733. Teaching Elementary & 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 School of Social Work is committed to a politicized social work practice grounded in a structural approach. This fosters greater awareness of the broad and intersecting injustices caused by oppressive structures while preparing students to be effective and ethical practitioners.

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

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

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

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

A. Bachelor of Social Work Program

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

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

Practicums

The Bachelor of Social Work includes a minimum of 700 hours of field practice, as required by the Canadian Association for Social Work Education Standards for Accreditation. The first practicum commences during the Winter Semester of the third year (250 hours). The second

practicum occurs during the Winter Semester of the fourth year (450 hours) in a block format, four days a week.

Admission To Bachelor of Social Work (Four-Year BSW)

Prerequisites

1. A minimum of 60 credit hours in liberal arts with a minimum cumulative GPA of 3.0, or a minimum GPA of 3.0 on the most recent 30 credit hours.

1. A minimum grade of "B" in SCWK 2013 Introduction to Social Welfare and a minimum grade of "B" in SCWK 2023 Introduction to Social Work*.

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

2. 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.

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

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

Practicum Conditions

The BSW Program includes a minimum of 700 hours of field practice, as required by the Canadian Association for Social Work Education Standards for Accreditation. The first practicum commences during the Winter Semester of the 3rd year (250 hours). The second practicum occurs during the Winter Semester of 4th year (450 hours) in a block format, five days a week.

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

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

- Canadian Indigenous Peoples including First Nations, Métis, and Inuit.
- Visible minority persons other than Canadian Indigenous Peoples, who because of their colour are a visible minority in Canada.

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

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

Admission Criteria

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

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

Application Procedures

The deadline for applications is January 31. The application, including supporting documents, must be received by the Admissions Office on or before the January 31 deadline. The required application and documents include the following:

1. a completed general application form for admission found at stu.ca/ApplyNow
2. non-refundable application fee of $55 ($40 for applicants from New Brunswick)
3. personal statement in which you discuss your interest in becoming a social worker; experiences (personal, volunteer, professional, employment) that have influenced both your understanding of Social Work and your decision to apply; insights, knowledge, and skills that you have gained from these experiences and that have relevance to social work; and your professional/learning goals as well as any relevant vocational plans
4. a detailed résumé including volunteer and paid employment
5. two reference letters which assess your readiness for the Social Work profession; one academic and a second related to community experience, volunteer work, or paid employment.
6. official transcripts of marks from all post-secondary institutions you have attended. Please note, if you have a STU transcript, you will not need to submit it, as our Admissions Office has access to it.

B. Mi'kmaq/Wolastoqey Bachelor of Social Work Program (MWBSW)

The Mi'kmaq/Wolastoqey Bachelor of Social Work (MWBSW) program is offered by St. Thomas University in partnership with First Nation Communities.

The MWBSW 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.

Only Indigenous students are eligible.

Admission to the Mi'kmaq/Wolastoqey Bachelor of Social Work Program (MWBSW)

Admission Requirements

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

Application Process

Stage 1

The application deadline for the post-degree MWBSW program is January 31. The application, including supporting documents, must be received by the Admissions Office on or before the January 31 deadline. The required application and documents include the following:

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

2. personal statement in which you outline your reason(s) for applying to a professional program of social work studies, and identify your professional/learning goals and any relevant vocational plans. You are encouraged to refer to personal, volunteer, professional and/or employment experiences that have influenced your understanding of social work and your decision to apply. The Selection Committee advises applicants to include in their personal statements what they have learned from their experiences that has relevance for social work. You are also welcome to provide any other information that you believe will be relevant to the Social Work Department and the University in selecting candidates for the social work program.
3. detailed résumé on your education, work, and volunteer history.
4. two reference forms (from diverse sources such as academic, professional, personal) Reference forms for distribution to your referees can be found here: STU.ca/mwbsw.

Please refer your references to the MWBSW Reference Guideline (also on STU.ca/mwbsw) and advise them of the January 31 deadline for the program.

5. official transcripts from all post-secondary institutions you have attended. Please note, if you have a STU transcript, you will not need to submit it, as our Admissions Office has access to it.

*Please submit an online application for admission at STU.ca/apply. Click "Sign Up" and follow the instructions to sign-in to the online application portal. Once you are signed in, click "Start a New Application," followed by "Start Application" under the Post-Degree Program section. Select the Mi'kmaq/Wolastoqey Bachelor of Social Work program, your anticipated enrolment status (Full-time or Part-time) and the Fall (Sept- Apr) term. You will be prompted to pay the application fee at the end of the application. All other supplementary documents (personal statement, personal current résumé) can be emailed to the Admissions Office at admissions@stu.ca.

For further information, please see our MWBSW Application Instructions 2023-2026 on STU.ca/mwbsw. Please also refer to the Application checklist on your applicant portal (once your application for admission has been submitted) to make sure you haven't forgotten anything. As your documents are received by the Admissions Office, they will be marked as received on your checklist.

Stage 2
As part of the application process, all eligible candidates will be contacted to attend a group interview as part of the second level of screening.

All applicants will receive a letter indicating the status of their application. The letter will be mailed to the address entered on the online application form.

For further information, please contact:

Sandra Germain
MWBSW Program Coordinator
sgermain@nbnet.nb.ca or sgermain.listuguj@gmail.com

C. Master of Social Work

During the Master of Social Work program, students will have the opportunity to strengthen and deepen their knowledge and skills in their chosen area of practice so that they may respond more effectively to social issues at the personal, family, cultural, community, and socio-political levels.
Course objectives are congruent with the overall objectives of the program, and practice experience and applied elements form an integral part of each course. Specific skill development in each student's area of interest will take place in assignments and the field practicum and thesis options.
The MSW courses and field education aim to:

- foster the development of professional social workers who are knowledgeable, skilled, and committed to social justice

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

Admission to the Master of Social Work

Prerequisites

There are two entry points to the MSW Program.

BSW Entry – full-time, one-year professional graduate degree program offered to students with a first level social work degree from a university program accredited by the Canadian Association for Social Work Education (CASWE).

Applicants must satisfy the following minimum requirements:

1. A Bachelor of Social Work degree from a recognized university with a minimum GPA of 3.0 (on a 4.3 scale). Students in their final year of a BSW program are eligible to apply and may be given provisional acceptance pending completion of degree requirements by May 30 of the year of entry to the MSW program. Applicants who do not satisfy these minimum requirements are not considered further in the selection process.

2. A minimum of 1500 hours or one-year, full-time equivalent of social work-related work experience. This may be paid or volunteer work, but must not include field placement, practicums, co-op, or internship work. Experience must be clearly demonstrated through the submission of a curriculum vitae.

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

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

Admission Criteria

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

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

Non-BSW Entry – full-time, two-year graduate degree program offered to students with a complete undergraduate degree program (120 credit hours) from a recognized university and in the social sciences.

Applicants must satisfy the following minimum requirements:

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

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

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

3. Applicants must be able to demonstrate that they have a minimum of 1500 hours of one-year, full-time equivalent of social work-related work experience. This may be paid or volunteer work, but must not include field placement, practicums, co-op, or internship work. Experience must be clearly demonstrated through the submission of a curriculum vitae.

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

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

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

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

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

Application Procedures

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

- a completed general application form for admission to the program found at stu.ca/ApplyNow

- a non-refundable application fee of $100
- a personal statement. See the Guidelines for Personal Statement section below
- a detailed curriculum vitae outlining all relevant work, research, and volunteer experience for the past five years
- two completed reference forms that must be sent directly to the Admissions Office (admissions@stu.ca) by the referee. You can download the reference forms at stu.ca/admission-msw. If you are currently in university, or if you have been out of university for two years or less, submit one academic reference from a university instructor and one reference from a supervisor from your most recent paid employment. If you have been out of university for more than two years you may provide two references from employers, with one being from your most recent employer.
- official transcript. If you have a STU transcript you will not need to submit it as our Admissions Office has access to it.

Registration

Following acceptance to the program, MSW students must register for the program by the deadline specified in their letter of offer. Any student not registering by the registration deadline will be required to re-apply for admission. To register, follow the steps below.

1. Contact your assigned faculty advisor to discuss and review your program of study.

2. Obtain written approval of your program of study from your faculty advisor well in advance of registration.

Educational Equity Admissions Policy

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

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

- Canadian Indigenous Peoples including First Nations, Métis, and Inuit.
- Visible minority persons other than Canadian Indigenous Peoples, who because of their colour are a visible minority in Canada.
- Immigrants who are Permanent Residents and who do not record Canadian Citizenship by birth.
- Refugees that have been accepted for residence in Canada, and that left their country of origin because of persecution for belonging in a particular social, cultural, religious and/or

national group or for holding particular political beliefs.

- Persons with disabilities who consider themselves as disadvantaged by reason of any physical, mental, intellectual, sensory or learning impairment.
- 2SLGBTQ+ persons that self-identify as lesbian, gay, bisexual, transgender/transexual, two-spirited, queer or intersex.

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

Guidelines for Personal Statement

Your personal statement should be no more than 1,500 words, double-spaced, and in 12-point font. Please respond to the following:

A. Describe the experiences, skills, qualities, and/or personal identities (e.g., disability status, racialized identity, gender, ethnic identity, sexual orientation, etc.) that you bring that would be helpful in working with diverse populations.

B. Drawing from your work experience, indicate with examples what interests you about structural approaches to social work. How do you expect to learn and achieve your career goals within the context of the MSW program at St. Thomas University?

C. Indicate your current scholarly and professional interests and how the MSW program at St. Thomas University will help you achieve these. This information will be used to inform advance practicum and thesis options.

D. Clearly indicate whether you are applying to the thesis or advanced practicum option.

Master of Social Work Program Structure

BACHELOR OF SOCIAL WORK ENTRY

The Master of Social Work program is a full-time, one-year, professional-based graduate degree program offered to students with a first level Social Work degree from a university program accredited by the Canadian Association for Social Work Education (CASWE).

CASWE Standards for Accreditation recognizes a Bachelor of Social Work as providing students with knowledge and skills for generalist practice. CASWE distinguishes curriculum at the Master's level as providing provides knowledge and skills in research and scholarship, professional leadership, social work supervision, advanced practice and/or areas of specialization. The learning objectives for the MSW reflect an advanced level of knowledge and skills in selected major areas of social work practice.

The MSW at St. Thomas University focuses on advanced direct practice with a structural lens providing students with:

- advanced theory and practice skills in professional leadership and social work supervision
- advanced direct practice skills development

The program's objectives are consistent with the mission and social justice statements of St.

Thomas University and its School of Social Work. Courses are based on the application of structural social work theory which places major emphasis on understanding the structural roots of personal and social problems. The program prepares social workers to analyze and challenge sites of privilege, as well as to assist individuals and groups experiencing the effects of marginalization and oppression.

The program consists of thirty-three credit hours:

- eight three-credit hour courses
- option of completing either a thesis or an advanced field practicum for an additional nine credit hours.

Thesis Option - 9 credit hours

The Master thesis must demonstrate mastery of advanced social work practice located within the relevant literature. The thesis will be based on independent study and research which is of theoretical, historical, or empirical focus.

Advanced Practicum Option – 9 credit hours

The advanced field practicum requires the student to complete 450 hours of field practice experience where the focus is on specialized skills and knowledge in social work practice, as arranged by the School of Social Work.

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

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

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

Spring Semester
SCWK 6119 Field Education Seminar (Advanced Field Placement Option) (3 cr)
SCWK 6119 Advanced Field Placement (9 cr/450 hours)
SCWK 6129 Thesis (9 cr)

NON-BSW ENTRY

The Non-BSW entry is a full-time, two-year professional graduate degree program offered to students with a complete undergraduate degree program (120 credit hours) from a recognized university and in the social sciences.

CASWE distinguishes curriculum at the Master's level as providing provides knowledge and skills in research and scholarship, professional leadership, social work supervision, advanced practice and/or areas of specialization. The learning objectives for the MSW reflect an advanced level of knowledge and skills in selected major areas of social work practice.

The MSW at St. Thomas University focuses on advanced practice with a structural lens providing students with:

- advanced theory and practice skills in professional leadership and social work supervision
- advanced direct practice skills development

The program's objectives are consistent with the mission and social justice statements of St. Thomas University and its School of Social Work. Courses are based on the application of structural social work theory which places major emphasis on understanding the structural roots of personal and social problems. The program prepares social workers to analyze and challenge sites of privilege, as well as to assist individuals and groups experiencing the effects of marginalization and oppression.

Program Structure – Foundational Classroom and Field Instruction

The two-year MSW program is comprised of a foundational year of studies in social work (30 credit hours), followed by one year of advanced social work course work in the Master of Social Work program.
The 30-credit hours foundation year of studies includes the following curriculum:

Semester 1 – Fall Term
SCWK 5116 Generalist Social Work Practice Skills (6 cr)
SCWK 5036 Theory for Social Work Practice (6 cr)

Semester 2 – Winter Term
SCWK 5313 Social Policy in the Canadian Context (3 cr)
SCWK 5943 Social Work Values and Ethics (3 cr)
SCWK 5013 Group Work in Action (3 cr)

Semester 3 – Spring Semester
SCWK 5059 Field Instruction (9 cr/450 hours)

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

The program structure for the second year is the same as the one-year Master of Social Work.

D. School of Social Work Policies

Please see: https://stu.ca/socialwork/policies/ for all School of Social Work policies.

E. Social Work Courses

Social Work courses are only open to social work students admitted to the social work programs. Courses for the MWBSW are only available to MWBSW students. Courses for the MSW are only for MSW students.

SCWK-2013. Introduction to Social Welfare
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. (3 credit hours)

SCWK-2023. Introduction to Social Work
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. (3 credit hours)

SCWK-3053. Field Instruction I
This course will provide practical experience in the field, in an approved setting, three 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 a faculty liaison. Prerequisite: Available to BSW students only. (3 credit hours)

SCWK-3163. Addressing Diversity in Social Work Practice
Using critical, anti-oppressive, decolonizing, and Indigenous frameworks, this course analyzes structural social work practice in the context of diversity, recognizing social justice as being inextricably linked to social work. (3 credit hours)

SCWK-3253. Organizing Action With Diverse Groups
The pursuit of social justice is a core value of both social work education and social work practice. The purpose of this course is to teach students the historical context, the fundamental concepts, and the direct skills necessary for organizing and enacting social change efforts within diverse contexts and with diverse groups. Students will be exposed to various theories of social change, multiple modes of working for social change, and techniques for strategizing for maximum effectiveness in pursuing change efforts. Students will be expected to use their knowledge in an applied manner and will engage in hands on change efforts with diverse groups and in various diverse contexts. This course is a co-requisite of SCWK 3053: Field Instruction I. (3 credit hours)

SCWK-3283. Preparation for Prof. Social Work Practice
The purpose of this course is the development of personal and professional skills that prepare students for professional social work practice. This includes a focus in increasing self-awareness and mindfulnessas important knowledge for practice; an emphasis on developing skills for experiential learning; an orientation to the values and characteristics of a competent social work professional and social work practice; and the development of a beginning competency in generic crisis intervention theory and skills. (3 credit hours)

SCWK-3343. Social Policy in the Canadian Context
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. (3 credit hours)

SCWK-3503. Research Methods for Social Work
Research methods as explored in this course are an invaluable means to social transformation and, therefore, the imperative of working alongside oppressed groups and social movements as members or allies is stressed. (3 credit hours)

SCWK-3553. Generalist Social Work Practice Skills I
The overall purpose of this course is to assist students to strengthen both their theoretical foundation for social work practice and their ability to integrate into their personal and professional lives developing knowledge, skills, and values. This course will present some recent and critical developments in knowledge and theory along with a variety of theories that may enhance structural social practice if integrated appropriately. (3 credit hours)

SCWK-3613. Social Work and Human Development
This 3-credit hour course will provide an overview of many human development theories used in working with individuals of various age groups. Topics covered include the selection and application of developmental theories for social work practice with children, youth, middle-aged adults, older adults and people at the end of life. These populations will be further explored in relation to family dynamics, trauma, diversity, grief and loss. (3 credit hours)

SCWK-3903. Theory for Social Work Practice I
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 the central focus in the course. (3 credit hours)

SCWK-3943. Social Work Values & Ethics
Students will use a structural focus to critically examine the ethical issues and dilemmas across population groups of the social work profession as they relate to the development of a distinct theoretical knowledge-base, set of values, code of ethics, and approaches practice. The goals of this course involve students developing and demonstrating a critical understanding of ethics theory situated within a sociopolitical and cultural context; knowledge of common ethical issues in social work practice and ethical guidelines impacting on practice; application of this knowledge through assessment and ethical decision making skills; and self-awareness in relation to these issues. (3 credit hours)

SCWK-4013. Group Work Theory & Design
This is a laboratory course in which students will develop skills in group membership, leadership, and programme design. Practical group experiences and reflection activities are utilized to demonstrate theories of group dynamics and development, and to enhance group assessment and intervention skills. This course is only available to 4th year BSW students. (3 credit hours)

SCWK-4033. Ecosocial Work
This course provides an important opportunity for students to explore contemporary eco- realities in the context of social work and identify how ecosocial considerations can be incorporated into social work practice. Students are exposed to a variety of ecosocial work, Indigenous, anti-oppressive, structural, and other critical perspectives and the potential role these can play in social work with individuals, families, and groups, community engagement, policy development, and social change. (3 credit hours)

SCWK-4089. Field Instruction II
This is a mandatory course for all 4th year BSW students. The course provides a base for professional practice by introducing the values and ethics of the profession, and the theories

relevant to social work practice with individuals, groups, and communities. Knowledge drawn from the social sciences and other disciplines will be integrated with methods of intervention. Co-requisite with SCWK 4613: Field Integration Seminar. Note: This course is 9 credit hours. BSW students must have successfully completed all course work in the BSW program prior to commencing their direct practice placement.

SCWK-4533. Generalist Social Workpractice Skills II
This course is an introduction to the application of skills of helping individuals and families. The course will focus on understanding the stages of the professional helping process, practice ethics, and the acquisition of specific anti-oppressive clinical skills in communicating, assessing problems, planning, contracting, implementing change, and terminating the process. Also, the course will include skills for approaching practice situations that commonly arise in a variety of social work contexts. The course emphasizes the skills of writing social work records. (3 credit hours)

SCWK-4613. Field Integration Seminar
The Field Integration Seminar is taken in conjunction with the direct practice field placement. Students are expected to present and discuss practice experiences from their field placements, integrating knowledge from social work theory and practice. Students will participate in collaborative discussions related to professional and ethical issues, as well as practice situations emerging from placement settings. (3 credit hours)

SCWK-4723. Child Welfare
This course is designed to introduce students to the child welfare system in New Brunswick and Canada, and to examine the policies, procedures, and practices which have been developed to respond to the needs of children and adolescents. As such, another purpose of the course is to critique existing policies, procedures, and practices and to discuss ways in which the child welfare delivery system could be more responsive to the needs of children and their families. Alternative responses and innovative programmes will be examined and students will be challenged to be creative in developing ideas which would lead to evolving the child welfare system in the direction of better meeting children's needs. (3 credit hours)

SCWK-4783. Law and Social Work
This course is designed to familiarize social work students with the relationship between law and social work in selected areas. An overview of civil, criminal and family law will be provided with a focus on the Canadian Charter of Rights and Freedoms, the Indian Act, the Youth Criminal Justice Act, the New Brunswick Human Rights Act, the Family Services Act (S.N.B.) and the Mental Health Act (S.N.B.). The course also examines the role of social work in the administration of justice and introduces students to basic legal concepts useful for social work practice. (3 credit hours)

SCWK-4903. Theory for Social Work Practice II
This is a mandatory course for all post-degree BSW students. The course provides a base for professional practice by introducing the values and ethics of the profession, and theories relevant to social work practice with individuals, groups, and communities. Knowledge from the social sciences and other disciplines will be integrated with methods of intervention. Prerequisite: Theory for Social Work Practice I. (3 credit hours)

SCWK-5012. Field Instruction III (MWBSW Program)
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 in Action
This course is a group work course for students enrolled in the foundational year of the MSW degree program. It critically analyzes social work group-based practice through an anti-oppressive and structural lens, and students will develop skills in group membership, leadership, and being a reflective social worker. Practical group experiences and reflection activities are utilized to demonstrated theories of group dynamics and development, and to enhance group assessment, facilitation, and evaluation skills. (3 credit hours)

SCWK-5036. Theory of Social Work Practice I
This is a mandatory course for all students in the foundational year of the MSW degree program and for students in the MWBSW program. 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 programmes 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. (6 credit hours)

SCWK-5046. Theory for Social Work Practice II
This is a mandatory course for all MWBSW 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. (6 credit hours)

SCWK-5089. Field Instruction III
This is a mandatory course for all students in the foundational year of the MSW program. 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-5116. Generalist Social Work Practice Skills (MSW Foundational Year and MWBSW students)
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. (6 credits)

SCWK-5223. Organizing for Action with Diverse Groups (MWBSW)
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. (3 credits)

SCWK-5313. Social Policy in the Canadian Context (MSW Foundational Year and MWBSW students)
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-5713. Introduction to Research Methods in Social Work (Indigenous Focus) (MWBSW)
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-5733. Social Work and Aging (MWBSW)
An examination of present services to the aging population in New Brunswick, and elsewhere, including the analysis of knowledge and practice principles as developed in the field of gerontological practice.

SCWK-5763. Spirituality and Social Work (Indigenous Focus) (MWBSW)
This course explores the role of spirituality in social work, and to identify how the spiritual dimension can be incorporated into social work practice. Students are exposed to a discussion of the religious/spiritual dimensions of human behavior and the impact religion 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-5813. Indigenous Child Welfare (MWBSW)
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 programmes.

SCWK-5853. Mental Health Issues (MWBSW)
This course examines mental health issues encountered by the professional with an emphasis on practice and policy implications. Students have an opportunity to explore the context of practice from a historical perspective and to critically examine the current mental health delivery system in New Brunswick. The role of the professional and professional interventions will be examined.

SCWK-5863. Social Work and Addictions (MWBSW)
In this course students develop an understanding of the components of substance abuse as well as the addictive process. Topics will include the various mood-altering drugs, the components of early identification, assessment and treatment, harm reduction, and health promotion programs.

SCWK-5923. Trauma & Social Work Practice (MWBSW)
This course introduces social work practice with individuals, families, groups, and communities who are coping with the impact of trauma in their lives. The goals of this course involve students developing and demonstrating a critical understanding of trauma theory in its historical, political and social contexts; knowledge of practice approaches to trauma work; application of this knowledge through assessment and beginning intervention skills; self-awareness in relation to traumatic material. Exploration of trauma theory beyond the dominant individualized, westernized, and medical model will be emphasized in the course. Ethical issues and exploration of personal and professional values, as they pertain to trauma work, will be incorporated into class material.

SCWK-5943. Ethics in Social Work Practice (MSW Foundational Year)
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-6013. Advanced Theory for Direct Practice I
This course is an advanced theory and practice course for students enrolled in the MSW degree program. It critically analyzes social work practice including discourse, anti-oppressive and structural practice theories, and the nature of practice knowledge. The course also emphasizes the integration of theory and practice and an understanding of the structural contexts in which social work operates. (3 credit hours)

SCWK-6023. Advanced Theory for Direct Practice II
This course is an advanced theory and practice course for students enrolled in the MSW degree program. It critically analyzes social work practice including discourse, anti-oppressive and structural practice theories, and the nature of practice knowledge. The course also emphasizes the integration of theory and practice and an understanding of the structural contexts in which social work operates. Pre-requisites: SCWK 6013, Adv. Theory of Direct Practice I. (3 credit hours)

SCWK-6033. Advanced Theory for Social Administration
This course is designed to provide an in-depth and advanced understanding of organizational management in human services. We will review and critically analyze major theories of organizational change and administration including ethics and diversity, promoting positive organizational culture, program design and administration, funding and accountability, strategic management, change management, and the analysis of power and empowerment in supervisory positions. (3 credit hours)

SCWK-6043. Advanced Theory for Social Policy
This course is designed to provide an in-depth and advanced understanding of Canadian social policy including: ideological and economics factors influencing policy; key structures, policies and issues in Canadian social policy; and how social workers can effect policy change. We will examine various paradigms in social policy analysis, introduce basic concepts and theories, explore specific areas of contemporary policy and real world aspects of policy analysis and development as well as critically examine the structural intersectionality of social policy issues. (3 credit hours)

SCWK-6053. Research & Evaluation in Social Work (Qualitative)
This course prepares students to understand and critically use research in evaluating social work direct and indirect practice. In addition to critically reviewing the theoretical underpinnings of social work practice, there will be an emphasis on the integration of research and practice. Relevant qualitative methods for social work practice will be explored. (3 credit hours)

SCWK-6063. Research & Evaluation in Social Work II (Quantitative)
This course stresses the importance of evidence-based theory and practice approaches. It also builds on research knowledge and skills learned in prior research methods courses. The course draws on materials from social work practice and social work research principles to develop a professional practice evaluation methodology for social work practice. Prerequisite: SCWK SCWK6053 Research and Evaluation in Social Work I (3 credit hours)

SCWK-6093. Seminar for Research Proposals (MSW Thesis Students)
This course prepares students for undertaking a thesis. It is a student-led seminar series, providing students the opportunity to share ideas and support each other through the research process. The seminars will cover: Planning and writing your thesis; Research ideas and design; Literature searching and review; Choosing methods appropriate to your study; Applying for ethics approval; Knowledge transfer. (3 credit hours)

SCWK-6103. Field Integration Seminar
This course focuses on critical integration and transfer of knowledge, values, and skills derived from academic course work, experience, and within field placements. Students will be expected to identify, apply, critique, and evaluate social work practice methods and conceptual frameworks in a practice setting, using structured reflection and self-evaluation to understand their own practice in terms of ethics, values, policies, theoretical models, structural models, and agency expectations. Emphasis is placed on critical reflection and evidence informed advanced practice theory and skill development. (3 credit hours)

SCWK-6119. Advanced Field Placement
This course provides practical field experience working with individuals, groups, and/or communities at an advanced level, in an approved field placement setting, under agency and faculty supervision focusing on the integration of classroom and field learning. The Advanced Practicum provides Students with an opportunity to be placed in a social work field setting where they receive professional field instruction and supervision. The focus is on developing advanced knowledge and skills for direct practice with individuals, families and groups. (9 credit hours)

SCWK-6129. Thesis
The Master's thesis should demonstrate that the student has mastery of a particular field and is fully conversant with the relevant literature. The thesis is based on independent study and scholarly research which is of a theoretical, empirical or historical focus. The purpose of the thesis option is to build or test theory, explore an issue or concept, or address an aspect of social work history through a focused independent study.

ELECTIVES - MSW PROGRAM

SCWK-6073. Social Work in Health Care
This course introduces the multiple roles social workers play in health care delivery, and explores challenges faced by social workers in these settings. The course highlights a multidimensional approach to health, and describes the social determinants of health framework to link critical social work to health care. Legal and clinical issues social workers encounter within a complex and rapidly changing health care system will be explored. Students will have an opportunity to explore health care policies, as well as foundational clinical skills commonly used in hospitals, rehabilitation, family practice and long-term care. (3 credit hours)

SCWK-6083. Leadership & Supervision in Human Service Organizations
Most professional social workers must learn to practice within the framework of human service organizations. This course will provide students with knowledge and practical skills to assume leadership and management positions in public and nonprofit organizations. Students will learn how to develop and lead effective and ethical teams and organizations that value diversity and build the capacities of staff and service users. (3 credit hours)

SCWK-6113. Practice Teaching and Learning in Social Work
This course is aimed at MSW students who want to develop their knowledge and skills in supervising students on placement. It covers the key elements of adult education: andragogy (adult learning), experiential learning, paragogy (peer learning), and heutogogy (self-directed learning); practice teaching and learning; theory and practice of social work supervision; establishing learning contracts; ethics in supervision; organizational aspects of student placements; and, EDIA in practice teaching and learning. (3 credit hours)

SCWK-6193. Narrative Social Work:Theory and Application
This course introduces students to key elements of narrative theory and how these might be applied to both social work as a discipline and in social work practice. In three parts, the course covers narrative theory; the basics of narrative therapy; and, narrative in social work organizations and professional development. The course will build on students' experience of working in social work agencies through lectures, case studies, reflection, experiential exercises, and group work.

ELECTIVES - BSW PROGRAM

SCWK-3973. Introduction to Narrative and Narrative Analysis (SOC 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 interdisciplinary nature of narrative.

SCWK-4733. Social Work and Aging
An examination of present services to the aging population in New Brunswick, and elsewhere, including the analysis of knowledge and practice principles as developed in the field of gerontological practice.

SCWK-4763. Spirituality and Social Work
This course explores the role of spirituality in social work, and to identify how the spiritual dimension can be incorporated into social work practice. Students are exposed to a discussion of the religious/spiritual dimensions of human behavior and the impact religion 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-4843. Social Work With the Bereaved
This course familiarizes students with the impact that loss has on one's everyday life, to examine theoretically the concepts of grief and bereavement, and to be able to integrate those theories into social work practice. Loss at multiple levels will be explored; including loss experienced through ill health, breakup of relationships, life-changing events, and death. Grief counselling theories and skills will be integral components of the course.

SCWK-4853. Mental Health Issues and Professional Practice
This course examines mental health issues encountered by the professional with an emphasis on practice and policy implications. Students have an opportunity to explore the context of practice from a historical perspective and to critically examine the current mental health delivery system in New Brunswick. The role of the professional and professional interventions will be examined.

SCWK-4863. Social Work and Addictions
In this course students develop an understanding of the components of substance abuse as well as the addictive process. Topics will include the various mood-altering drugs, the components of early identification, assessment and treatment, harm reduction, and health promotion programs.

SCWK-4923. Trauma and Social Work Practice
This course introduces social work practice with individuals, families, groups, and communities who are coping with the impact of trauma in their lives. The goals of this course involve students developing and demonstrating a critical understanding of trauma theory in its historical, political and social contexts; knowledge of practice approaches to trauma

work; application of this knowledge through assessment and beginning intervention skills; self-awareness in relation to traumatic material. Exploration of trauma theory beyond the dominant individualized, westernized, and medical model will be emphasized in the course. Ethical issues and exploration of personal and professional values, as they pertain to trauma work, will be incorporated into class material.

SCWK-4963. Narrative for Social Workers

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.

Section Five: University Fees

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A. Academic Fees

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

1. Full-Time Students

a. Tuition Fees (*2024-2025 rates)

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

	Canadian	International
Arts	$8,611.00	$19,354.00
Education	$12,006.00	$24,52600
Bachelor of Social Work	$9,561.00	$19,599.00
Master of Social Work	$ 1,071.00 per three credit hour course	$ 2,190.00 per three credit hour course

Bachelor of Arts (Aviation Stream)

In the first year of the Bachelor of Arts (Aviation Stream), your tuition fee is St. Thomas University's full-time Bachelor of Arts tuition.

Once you start your flight training (usually in second year), your tuition fee is a blend of STU and MFC Training tuition, which covers all ground school and flight training, in addition to courses you take at St. Thomas University.

	Canadian	International
STU Portion	$6,458.00	$14,516.00
MFC Training	$31,598.00	$31,598.00
TOTAL	$38,056.00	$46,114.00

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: *2024-2025 rates
Single: $287.03
Family: $619.11

Dental Plan Fees: *2024-2025 rates
Single: $144.87
Family: $267.73

International Health Plan: $264.00 first semester; $200 in subsequent semesters if not covered by NB medicare.

Dental coverage is optional. Students who wish to opt out of either plan must submit a complete waiver form no later than October 15. 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.

$188.50 Students' Union fee

$33.00 Media fee

The Students' Union fee is not refundable and is payable on or before registration.

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 installment for those students who opt for the two-installment payment plan for tuition. **The deposit will be forfeited if the student withdraws from university at any time during the year.**

e. Special Fees (*2024-2025 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
Parking permit	$156.00
Facility Renewal Fee	$150.00; Part-time $15 per 3-credit hours
Technology Fee	$150.00; Part-time $15 per 3-credit hours
Student Health Centre Fee	$50.00
BEd Practicum Fee	$500.00
Journalism Fee	$250.00
Mental Health Fee	$100.00; $10 per 3-credit hours
Universal Bus pass fee	$160.00
Recreation and Wellness and Fee	$25.00

2. Part-Time Students

a. Tuition fees (*2024-2025 rates)

3 credit hour course	$ 864.00
6 credit hour course	$ 1,728.00
6 credit hour course (audit only)	$???
International Students	$ 1,755.00 per 3 credit hours

b. Student Union Fee

The Students' Union requires all part-time students to pay a fee of $31.40 per 3-credit hour 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 installment in September, or in two installments at the beginning of each term. At a minimum, the September payment should include 50% of the tuition fees plus the full student union fee. An administration fee ($20.00 in 2024-2025) is charged when tuition fees are paid in two installments.

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

2. 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. Dates and deadlines for refunds can be found here: https://www.stu.ca/registrar/dates-and-deadlines/

C. Residence Fees

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

1. Residence Fees

The fees for all university residences for the 2024-2025 academic year are as follows:

Holy Cross House	
Double room	$5,976
Single room (when available)	$9,055
Single room (ensuite)	$10,110
Harrington, Vanier	
Double room	$6,405
Single room	$9,524
Single Room (Ensuite)	$10,579

2. Meal Plans

7 Day All Access Plan with $100 Flex Dollars	$5,400
14 Meal Plan with $100 Flex Dollars	$5,200
10 Meal Plan with $100 Flex Dollars	$4,400

Please note that in Fall 2025, the 7 Day All Access Plan will be the only option for Residence Students.

Meal plans can be changed until October 15.

3. Confirmation Fee

A $300 non-refundable confirmation fee ($200 non-refundable for retunring residence students) will be due within 2 weeks of receiving a residence assignment. The payment secures the assignment in residence and is applied to second-semester residence fees. Failure to make the payment within the 2-week timeline, will result in the residence application being cancelled, and the room assigned to someone else.

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

4. 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: $50 per key
- House dues (in support of the activities of the house committee): $50 all houses. $25 for students moving in after the Christmas break.
- Mini Fridge Rental: 125.00 for a single room; $62.50 for a double room.

5. Schedule of Payment

At least 50% 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.

6. 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.

7. Withdrawal from Residence: Refund Policy

When you sign the Residence Agreement and accept a residence placement, you must adhere to the terms of the refund policy as outlined within your Residence Agreement. You may not rent the room out to anyone else.

Students who withdraw from residence but continue to live in Fredericton and attend university will be responsible for 100% of their residence charges. This applies to STU, UNB, and NBCC students living in any STU residence.

Residence students withdrawing from the university will be charged a percentage of their room charge as follows:

First Semester

Withdrawing by	Percentage Refunded
Sept. 30	50% of 1st semester cost
Oct. 31 2	5% of 1st semester cost

Students withdrawing from residence after October 31 will be responsible for 100% of 1st semesters' room charge.

Second Semester

Withdrawing by	Percentage Refunded
Jan. 31	50% of 2nd semester cost
Feb. 28	25% of 2nd semester cost

Students withdrawing from residence after February 28 will be responsible for 100% of 2nd semesters' room charge.

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 biological 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 biological anthropology with the exception of ANTH 2443 and the courses in forensic anthropology.

Courses at the intermediate level, numbered in the 2000 and 300 range, are intended for scond- and third-year 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 fourth-year students with a strong interest in anthropology are welcome. 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 Biological Anthropology
ANTH 1033	Introduction to Archaeology

Intermediate Level Courses

Social/Cultural Anthropology

ANTH 2513	Cultural Anthropology
ANTH 2523	Social Anthropology
ANTH 2533	Anthropology of Gender and Sexuality
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 2053	Europe
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 3906	The Art and Science of Anthropology

Archaeology

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

Biological Anthropology

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

Forensic Anthropology

ANTH 3443	Forensic Osteology and Archaeology
ANTH 4443	Applied Forensic Anthropology

Advanced and Honours Courses

ANTH 4003	Issues in Anthropology
ANTH 4013	Honours Seminar
ANTH 4023	Celtic Musics and Invented Traditions in Atlantic Canada
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 Biological Anthropology
- One archaeology course at the 2000 level
- ANTH 3906 The Art and Science of Anthropology
- 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 Biological Anthropology
- One archaeology course at the 2000 level
- ANTH 3906 The Art and Science of Anthropology
- 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 Biological Anthropology

Minor in Forensic Anthropology

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

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

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

Required courses:

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

Optional Courses:

ANTH 1023	Introduction to Biological Anthropology
ANTH 1033	Introduction to Archaeology
ANTH 2413	Human Biological Diversity
BIOL 1503	Principles of Biology: Part I (SEST)
BIOL 1513	Principles of Biology: Part II (SEST)
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 Biological 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-2053. Area Ethnography: Europe
This course introduces students to the anthropology of Europe, and Europe as an ethnographic area of study. The main goals of the course are to familiarize students with the current European cultural landscape in a historical context, to prepare them for future encounters with the region, and to provide analytical tools to process contemporary sociocultural phenomena affecting us all, but perhaps manifesting most in the contemporary societies of Europe (no prerequisites).

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. Anthropology of Gender and Sexuality (WSGS)
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-3083. Anthropology of Education
This course meets at the crossroads of education and anthropology. By using the concepts and disciplined modes of inquiry contributed by anthropology, we will examine key issues in education. This course focuses on the nature of the relationship between school systems and the broader societies of which they are a part. Prerequisite: ANTH 1013 or permission of the instructor.

ANTH-3253. Queer Anthropology (WSGS)
This course will introduce students to the changing disciplinary trends in the anthropological study of Queer. We will evaluate the use of 'Queer' as a theoretical and cultural concept and as a method in queer anthropology and explore the relationship between a queer anthropological perspective and other, often marginalized traditions in anthropology. Students will critically analyze what queer anthropological perspectives, methods, and forms of knowledge teach us about the practice/field of anthropology more broadly.

ANTH-3323. Hunter-Gatherers in the Modern World (SEST)
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: ANTH 1013.

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 (SEST)
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-3906. Art & Science of Anthropology
This course offers a comprehensive introduction to the major theoretical frameworks and methodological approaches used in anthropology. Students will explore the historical development of anthropological theory, from early evolutionism to contemporary critical perspectives, and will engage with key concepts such as cultural relativism, functionalism, structuralism, and postmodernism. The methodological component of the course emphasizes ethnographic research, including participant observation, interviewing techniques, and the ethical dimensions of fieldwork. Students will gain hands-on experience designing research projects and analyzing qualitative data. Through readings, aims to provide students with the tools necessary for conducting independent anthropological research and critically evaluating existing studies. Prerequisite ANTH 1013 Introduction to Cultural Anthropology

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 3906. 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 3906

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 3906.

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.

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

AQGB-EN1006. Aquinas - Introduction to Literature

In this course we study some of history's most influential writers. We read literature from a wide range of genres, periods, and national origins, including classical epics, medieval romances, Renaissance plays, and modern novels. Students develop their powers of literary analysis and interpretation, as well as their writing abilities. As a discussion-based class, we consider together how writers use imaginative literature to investigate and explore issues of perennial human concern, such as mortality, love, honour, truth, and beauty.

AQGB-PH1006. Intro to Philosophy

How do we know if something is true? How do we know that something is real? What is the best life for a human being? The study of philosophy is how thoughtful people have explored these questions for millennia. In this course, we examine some of the most influential philosophers in history. We study different philosophical approaches, schools of thought, literary modes of philosophy, and how they relate to one another. Through discussion-based

classes students also develop their capacities for reasoning and argumentation orally and in writing.

AQGB-PO1006. Intro to Political Science

In this course students study great works in the history of political thought to explore key questions at the centre of political life. What is justice? What gives a law its legitimacy? What kind of political system is best? We learn how political theorists have affected our political institutions, and how to analyze those institutions using the history of political thought. Through reading, writing, and class discussions, students develop an understanding of the fundamental concepts and essential problems with which politics is concerned.

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 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 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.

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

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

Communications and Public Policy Minor

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

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	
COPP 1013	Introduction to Communications
COPP 1023	Introduction to Policy Studies
Year 2	
COPP 2013	Fundamentals of Writing
COPP 2023	Public Engagement
COPP 2033	Professional Communications Toolkit
Year 3	
COPP 3013	Rhetoric: The Art of Persuasive Writing and Public Speaking
COPP 3023	Ethics and Social Responsibility
COPP 3033	Public Policy and the Media
COPP 3043	Business Communications and Marketing
COPP 3053	Social Media
COPP 3063	Special Topics
COPP 3073	Science Communications
Year 4	
COPP 4006	Senior Seminar: Case Studies in Communications and 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. Public Engagement (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. Professional Communications Toolkit
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: The Art of Persuasive Writing and Public Speaking
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-3053. Social Media
Social media within the communications environment is becoming the most important way organizations communicate with their publics. In this course we will consider social media platforms, theories of media communications, critical understandings of social media including ethics, as well as practical application of analytics and measurement of social media including search engine optimization, Google Analytics and social media management. This course provides a review of current and emerging digital media, with particular emphasis on social media and its impact on a variety of industry sectors such as marketing and advertising, government and public policy.

COPP-3063. Special Topics
This course consists of an in-depth analysis of a specific topic in communications and public policy. The course will be organized around the special interests of full time and visiting faculty. Topics could include: policy analysis, public management, organizational social media management, organizational communications, and social media and website design including search engine optimization, Google Analytics and basic back end social media training.

COPP-3073. Science Communications
This course examines how governments and citizens communicate about critical scientific issues, spanning health, nutrition and food safety, and climate change. We ask which science communications strategies are effective and why, and we will explore cases around the world where scientific knowledge has been central to crisis management or the development of new policies and standards. As part of these discussions, we touch on topics ranging from risk communication, misinformation, the effects of communications campaigns on changing public attitudes and behaviors the effects of media echo chambers on attitudes to science, populism and science, as well as social movements and 'undone' science. Prerequisites: COPP 1013 and COPP 1023.

COPP-4006. Senior Seminar: Case Studies in Communications and Public Policy
The capstone case study course will require students to survey scholarly literature on communications and public policy analysis (regarding policy development, design and implementation) and apply this research as they write two case studies that allows them to synthesize the issues encountered with their studies in Communications and Public Policy. Prerequisites: COPP 3013, COPP 3023, COPP 3033.

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

SEST-2043. Communicating Sustainability

The public sphere is filled with competing visions, agendas and styles of speaking about the critical social ecological issues facing our world such as climate change, ecosystem destruction and chemical pollution. This course examines how communication shapes our perceptions of sustainability issues; introduces various media platforms and public forums that are used for communicating about sustainability issues; analyzes the communicative strategies of various actors (scientists, corporate lobbyists, environmentalists, ordinary citizens) in trying to influence decision makers; and prepares students to participate in conversations and debates about sustainability issues in their communities. There is no prerequisite.

JOUR-3163. Journalism and Stories that Change the World

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.

Community Based Experiential Learning

CBEL-2003. Preparing for International Living and Work Experience
This course provides academic preparation for students who will be participating in an international work/study program. To ready themselves for living and working in another country, students read and respond to academic texts about their destination countries and discuss issues of cultural difference

CBEL-2013. 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 programmes. 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.

CBEL-2103. Experiential Learning in Indigenous Communities I
This course provides students registered in Walastakwey language courses the opportunity to participate in community-based and land-based experiential learning activities. These activities include harvesting traditional medicines and materials, visiting historical sites, engagirgwith elders or knowledge keepers and creation of a wide variety of Walastakwey arts. Students are provided with the historical, social and cultural contexts for the hands-on activities, as well as the appropriate lexicon in the Walastakwey language.

CBEL-2023. Foundations of Leadership (SEST 2033)
This course builds a foundation for understanding the field of leadership and how it can apply in the lives of students. Theories and models of leadership, including historical, contemporary, and critical, will be explored. The course promotes leadership as a process rather than a position. It has practical and community-based elements to develop leadership skills, style, and identity in community settings. Throughout the course students reflect on personal experiences and real-life examples through the lens of the theories covered in the course to develop their own leadership philosophy.

CBEL-3003. Experiential Community-Based Learning
This course applies theory and academic content to real-world experiences within the classroom, community, and the workplace. The course advances Course-Based Learning (CBL) outcomes that are specifically focused on transferable employability skills. Students participate in community-based internships and reflect on how their learning and skill development can be applied in other worksites and beyond the classroom.

CBEL-3023. Applied Leadership (SEST 3153)
Emphasis in this course is on the practice of leadership, development of leadership skills, and critical reflection on applied leadership. This course involves an applied leadership project in an organization of the student's choosing, during which they explore the roles, responsibilities and challenges involved in effective leadership. Class time includes group discussion of core concepts, reflections on the leadership project, and learning activities designed to develop leadership skills, including team-building strategies, conflict management, strategic

planning, change management, and inclusive leadership. Students assess their own leadership skills and style and complete a leadership portfolio. This is an ideal course for students in leadership roles on campus or in the community or aspiring to develop their leadership capacity.

CEBL-3103. Experiential Learning in Indigenous Communities

This course provides students registered in Walastakwey language courses the opportunity to participate in community-based and land-based experiential learning activities. These activities include harvesting traditional medicines and materials, visiting historical sites, engaging with elders or knowledge keepers and creation of a wide variety of Walastakwey arts. Students are orovided with the historical, social and cultural contexts for the hands-on activities, as well asin the Walastakwey language.

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, CRIM 2013, CRIM 2103, CRIM 2113, CRIM 2253, CRIM 3013, 3253, and CRIM 3103 or CRIM 4113, with a cumulative grade point average of 3.3, in Criminology courses.

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

Two 3 credit Criminology seminar courses at the 4000 level.

It is strongly advised that the Honours program is intended primarily for those students who plan to go to graduate school. Entrance to the Honours program is a two-stage process. Students must first complete CRIM 3253 Pre-Honours Workshop and its final assignment, a research proposal which outlines the student's planned Honours project or thesis. The second-stage is a formal application to the Chair of the Criminology and Criminal Justice Department which includes: a completed application form (available from the Department Chair), an academic transcript, a current resume, a cover letter, and a copy of the student's research proposal (normally completed in CRIM 3253). 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 3963	Hell and Damnation: Apocalypse Criminology
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 3203	Government and the Criminal Justice System
CRIM 3283	Crime Prevention
CRIM 3703	Toxic In/Justice: Green Criminology and Environmental Protest
CRIM 3953	Peacemaking Criminology and Restorative Justice
CRIM 4133	International and Comparative 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 3163	Perspectives on Missing Persons
CRIM 3223	Criminal Procedure
CRIM 3243	Advanced Criminal Law
CRIM 3503	Wrongful Conviction!
CRIM 4403	Feminist Legal Studies

Vulnerable Populations Studies

CRIM 2223	Youth Justice
CRIM 2263	Children and Youth at Risk

CRIM 2403	Criminalizing Women in Canada
CRIM 2503	Diversity, Crime & Justice in Canada
CRIM 2943	Victimologt
CRIM 3163	Perspectives on Missing Persons
CRIM 3803	Child and Youth Rights
CRIM 4143	Hate Crime
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 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
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 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-2403. Criminalizing Women in Canada (WSGS)
This course critically examines, using a feminist lens, how gender informs women's experiences with crime and the criminal justice system in Canada. Topics to be covered include: intersections of race, class and gender, regulating women, incarceration, dominant ideological constructions of the "female offenders," and recent popular culture representations of women and crime. Prerequisite: CRIM 1013 & CRIM 1023.

CRIM-2443. Human Skeletal Biology (ANTH)
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-2503. Diversity, Crime & Justice in Canada (WSGS)
This course examines the intersection of (in)equality, crime and social (in)justice in Canada through a criminology of difference and diversity. Through theoretical and practical material, the course explores how people experience crime and criminal (in)justice through multiple sites of diversity, such as age, ethnicity, race, sexual orientation, social class, religion, etc. Prerequisite: CRIM 1013 & CRIM 1023.

CRIM-2743. Social Protest in Canada (HMRT, WSGS)
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-2943. Victimology (WSGS)
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 2103.

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

CRIM-3203. 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 the roles and responsibilities of various government departments and agencies, non-government agencies, and community organizations affiliated directly and indirectly with the criminal justice system to gain a greater understanding of how to access resources and services for persons affected by the criminal justice system. This is a required course for students enrolled in the Bachelor of Applied Arts in Criminal Justice and is open to students in Criminology. Pre-requisities: CRIM 1013 and CRIM 1023.

CRIM-3223. Criminal 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 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. Students are expected to have completed (or be enrolled) in the prerequisite courses for the Honours program prior to taking the Pre-Honours Workshop. Entrance to the course is by permission of the instructor.

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 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 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 3703: Toxic In/Justice: Green Criminology and Environmental Protest (SEST)
This course is designed to study harms against the environment writ large, and actions designed to protest and protect against those harms. Topics include environmental pollution in nature, home and workplace;relevant law and policy; corporate crimesagainst humanity;and,environmental protest and justicemovements. Prerequisites: CRIM 1013 and CRIM 1023 or permission of the instructor.

CRIM-3803. Child and Youth Rights (HMRT)
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.

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 or 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-3963. Hell and Damnation: Apocalypse Criminology
This issue-based course investigates various crises affecting crime and justice in late modern capitalism, including climate change and the anthropocene, racism and environmental pollution, terrorism and the surveillance state, globalization and mass migration, the greed of the plutocratic and the growth of the precariat. These, and other concerns, are fostering global crisis and discontent with profound implications for both the practice and the study of deviance, crime and criminal justice. Pre-requisites: CRIM 1013, 1023, 2253, 3013.

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-4013. Honours Seminar
This course provides a collaborative work forum for students accepted into the Honours program. The course is comprised of a number of thesis related assignments that will guide students through the process of researching and writing their Honours thesis, including a peer presentation on their Honours research topic. This course will also allow students to explore some of the central themes and concepts in the discipline of criminology. Prerequisite: Formal acceptance into the Honours program.

CRIM-4113. 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 3273, or permission of the instructor.

CRIM-4403. Feminist Legal Studies (HMRT) (WSGS)
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 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
CRIM 3013	Contemporary Criminological Theory
CRIM 3203	Government and the Criminal Justice System

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; Human Rights; 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 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; Human Rights; French Literature; 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; Human Rights; 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
CRIM 3013	Contemporary Criminological Theory
CRIM 3203	Government and the Criminal Justice System

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; Human Rights; 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
PSYC 2643	Abnormal Psychology

3ch from:

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

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

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; Human Rights; 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
CRIM 3013	Contemporary Criminological Theory
CRIM 3203	Government and the Criminal Justice System

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; Human Rights; 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
PSYC 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; Human Rights; 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
CRIM 3013	Contemporary Criminological Theory
CRIM 3203	Government and the Criminal Justice System

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; Human Rights; French Literature; Spanish Literature.

Students will select an additional 3 credit hours from any Arts courses offered.
Total credit hours for Year 4: 30

Digital Media and Creative Arts

Minor

Students who would like to have an Interdisciplinary Minor in Digital Media and Creative Arts must complete 18 credit hours in DIGM courses and approved DIGM electives in other programs. This must include at least 9 credit hours in DIGM courses. The remainder can be made up of approved DIGM electives.

Major

The Interdisciplinary Major in Digital Media and Creative Arts (DIGM) is open to students enrolled in the Bachelor of Arts program. It is designed for students interested in studying digital media and engaging in creation in the digital arts. The Major will allow students to explore the relationship between digital media, the arts, and society. A major in DIGM consists of 36 credit hours (6 credit hours can be the 1000 level). The following two DIGM courses are mandatory for the Major:

DIGM 2013: Digital Media Creation
DIGM 2023: Digital Media Production

At least two of the following courses should also be completed as part of the Major:

DIGM 3013: Digital Photography
DIGM 3023: Documentary Film: Creation and Production
DIGM 3033: Podcasting
DIGM 3043: AI and the Creative Digital Arts

The remaining credits for the DIGM Major can be taken from two or more disciplines in the following list of approved electives:

Approved Electives*
*Other courses may be approved by program faculty advisors

ANTH 3693	Media Anthropology
COPP 1013	Introduction to Communications
COPP 2023	Public Engagement (POLS 2333)
COPP 3033	Public Policy and the Media (POLS 3213)
COPP 3043	Business Communications and Marketing
CRIM 3263	Crime and the Media
CRIM 3273	Crime in Popular Film
ENGL 1203	Introduction to Film Studies
ENGL 1233	Digital Literacy
ENGL 2113	Creative Writing: Skills
ENGL 2123	Creative Writing: Strategies
ENGL 2163	Envisioning Environmental End Times
ENGL 2253	e-lit: Digitally Born Literature
ENGL 2523	The Study of Drama: An Introduction

ENGL 2693	Reading Popular Culture
ENGL 3163	Queer Medias and Mediating Queer
ENGL 3213	Art Cinema
ENGL 3223	Auteur Cinema
ENGL 3233	Digital Projects and Digital Reading
ENGL 3243	Race and Media
ENGL 3483	Irish Film
SEST 3213	Media and Politics in Canada
FNAR 2113	Visual Art and Aesthetic Literacy
FNAR 2763	Film Production
FNAR 2963	Acting for Film and TV
FNAR 3613	Music in Film and TV
GERO 3093	Images of Aging in Film
GRBK 2206	Human Nature and Technology (HMRT 2216)
GRBK 3406	Philosophy and Art
HIST 1783	Screening History
HIST 3603	Disney and World History
HMRT 2216	Human Nature and Technology (GRBK 2206)
HMRT 3153	Popular Culture and Human Rights
HMRT 3203	Human Rights Advocacy through Social Media
JOUR 1113	Writing for Journalism
JOUR 2033	Community Journalism
JOUR 2063	Ethics and Investigative Journalism
JOUR 3023	Advanced Podcasting
JOUR 3153	Digital Journalism
JOUR 3163	Journalism and Stories that Change the World
JOUR 3173	Interviewing for Journalism
NATI 2703	Invented Traditions
NATI 3333	Colonial Cartography and Indigenous Nations
RELG 3583	Media and Ethics
SOCI 2323	Sociology for Cyborgs: The Social Organization of the Internet
SOCI 2513	Sociology of Communication
SOCI 3573	Sociology of Art and Culture

The Interdisciplinary Major in Digital Media and Creative Arts is housed in the Department of Journalism and Communications. Students who wish to pursue a BA in the Interdisciplinary Major in Digital Media and Creative Arts should consult with the Director of the program.

DIGM-2013. Digital Media Creation
This course introduces students to the creation of stories using videography, sound recording and platforms to showcase creative artistic works. Students are introduced to the creation opportunities in the campus digital studio and be trained on new technologies and equipment. The course is required for students planning to complete an Interdisciplinary Major in Digital Media and Creative Arts. No prerequisite.

DIGM-2023. Digital Media Production
This course introduces students to producing and editing video and audio stories. It follows the Digital Creation course, shifting from creation to production. The course introduces

students to the integration of social media in digital production. This is a required course for students planning to complete an Interdisciplinary Major in Digital Media and Creative Arts. Prerequisite DIGM 2013.

DIGM-3013. Digital Photography
This course explores the use of still photography in digital media production, and how true stories can be told through digital images. It gives students a background in the aesthetics of photography, explores theories of the image, and explores the ethical issues surrounding the manipulation of digital images. The course requires students to produce and edit digital images using a mix of digital photographic equipment and editing software. No prerequisite.

DIGM-3023. Documentary Film: Creation and Production
This course explores documentary film as a storytelling medium and how to create and produce documentaries. The course requires students to study influential films and produce and edit original documentary projects. It also introduces students to theories of documentary and the power of non-fiction storytelling. No prerequisite.

DIGM-3033. Podcasting
This course explores the creative art of podcasting and narrative storytelling with sound. Students will listen to podcasts and develop the technological skills to create and distribute podcasts. The course requires students to produce and edit their own podcasts using a mix of digital equipment and editing software, as well as learning and utilizing recording studio techniques. No prerequisite.

DIGM-3043. AI & Creative Digital Arts
This course introduces students to the theoretical, ethical and practical applications of artificial intelligence. As AI becomes a more prominent part of our everyday lives, its capacity as a digital media, creative and communicative tool will continue to grow. The course introduces students to the theories that have developed as AI technology has shifted from a science fiction construct to a reality. It also considers the ethical challenges this new technology poses. It offers students the opportunity to engage and use AI software in practical ways. No prerequisite.

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 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. ECON 1013 and ECON 1023 are general interst courses. These courses are a normal prerequisite for further studies in Economics.

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 1013	Introduction to Economics (Micro)
ECON 1023	Introduction to Economics (Macro)
ECON 2003	The Art and Science of Happiness
ECON 2173	Economic Geography
ECON 2203	Community Economic Development
ECON 2213	Contemporary Economic Issues
ECON 2223	Political Economy of Women: Selected Topics
ECON 2303	Gender in the Global South
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 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 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 1013 Introduction to Economics (Micro)
ECON 1023 Introduction to Economics (Macro)

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.

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

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

ECON-1023. Introduction to Economics (Macro)
This course analyzes the Canadian economy and how it works. It includes a discussion of output, unemployment, growth, money, international trade, and finance.

ECON-2003. The Art and Science of Happiness
This course explores happiness/well-being as a multi-dimensional concept that includes both economic factors such as income and wealth, as well as many non-economic factors such as family and social relations, physical and mental health, individual personality, political freedoms, ethical values, and spirituality. An emphasis is placed on the interactions and some dynamic links among these factors in determining total happiness. (The course does not require any prerequisite.)

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 (SEST) (HMRT) (COPP)
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 (SOCI 2643) (WSGS) (HMRT)
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. Gender in the Global South: A Political Economy Perspective (SOCI 2623) (HMRT 2233) (WSGS)
This course will critically examine the role of women in the global South. It will concentrate largely on the changes in these roles and their correspondence with the transition from traditional to new forms of economic organization, production, and power.

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 (SEST)
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 (SEST 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 (SEST 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 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). ENGL 1023: Introduction to the Study of Literature is a 3-credit-hour introductory English course. Now you may take ENGL 1023 with ENGL 1203 to fulfill the 6-credit-hours required at the first-year level for the English Minor, Major, or Honours program. Or, take the 6-credit-hour (full-year) ENGL 1016 English Literatures in Culture and History. Students cannot receive credit for both ENGL 1016 and ENGL 1023; take one or the other, but not both.

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

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

Seminars at the 4000-level are open only first to students who have been accepted into the Honours program. Honours Seminars are limited in enrolment and foreground active research, writing, and formal oral presentations. Normally, two seminars are offered each year. Majors with a GPA of 3.7 or higher may apply to enroll 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
- Honours in English
- Double Honours in English (with another discipline)
- Honours in English with a Concentration in Creative Writing

Minor

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

- Six credits at the first-year level, either ENGL 1016 English Literatures in History and Culture or ENGL 1023 Introduction to English and either ENGL 1203 Introduction to Film Studies or ENGL 1903 Reading and Responding to Indigenous Canadian Literature
- 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:

- Six credits at the first-year level, either ENGL 1016 English Literatures in History and Culture or ENGL 1023 Introduction to English and any either, ENGL 1203 Introduction to Film Studies or ENGL 1903 Reading and Responding to Indigenous Canadian Literature
- 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.

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 3.4 or higher.

To graduate with 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:

- Six credits at the first-year level, either ENGL 1016 English Literatures in History and Culture or ENGL 1023 Introduction to English and either ENGL 1203 Introduction to Film Studies or ENGL 1903 Reading and Responding to Indigenous Canadian Literature
- ENGL 2013 Research Methods in English
- ENGL 2803 Contemporary Theory I: Language and Literature
- 18 credit hours from courses in pre-1800 literature
- 15 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 3.4 or higher.

To graduate with Double Honours in English, a student must have completed 48 credit hours (including 30 credit hours at the 3000 level or above), maintained a GPA of at least 3.0 in English, and 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 3.4 or higher.

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

To graduate with Honours in English with a Concentration in Creative Writing, a student must have 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.

Introductory Courses

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.

ENGL-1023. Introduction to the Study of Literature
This course introduces students to the conventions of literary study. It offers reading strategies and techniques that permit the student to make sense of difficult or alien readings. At the same time, the ability to communicate understanding of literary texts through the conventions of scholarly essay writing is emphasized. Students will not only become effective readers and communicators in this course-they will come to appreciate some of the most important literary texts that the English language has produced.

ENGL-1203. Introduction to Film Studies
This course aims to familiarize students with the terminology and key concepts of Film Studies as an academic discipline. Through a survey of various styles and narrative traditions, students are introduced to the main critical approaches used to understand cinema, including genre studies and Auteur theory.The course also focuses on theinterpretation offilms as the expression of a nationalethos, and as a representation of gender and class, as well as racial, ethnic and cultural identities.While there is a historical dimension to the course, itdoesnot follow a strictly historical chronology in the presentation of films or issues. The course includes lectures,discussions and film screenings.

ENGL-1233. Digital Literacy I: Fundamentals
Students will learn, use, and critique digital productivity tools, multimedia and website development tools, and Web 2.0 tools, while they apply literary methodologies to broader issues and debates like cyber safety, digital privacy laws and ethics, the economic and social engineering implications of user-data, as well as modes of digital communication and collaboration. Familiarity with critical theories and historical trends will help students understand how social and political movements develop the form, genre, and style of digital platforms.

ENGL-1903. 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.

Intermediate Courses

ENGL-2013. Research Methods in English
This introduction to the discipline and practice of English teaches the student to prepare a research paper, practice close reading, and develop a grammatically correct, clear writing style. Students will learn to use literary databases and library resources; they will undertake a research project that helps provide a solid grounding in the methods and conventions of the discipline of English Literature. Prerequisite: ENGL 1016.

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-2163. Envisioning Environmental End-Times (SEST)
It may be impossible to represent the scale, timespan, and complexity of climate change. And yet, as a direct corollary, scientists and storytellers have made myriad attempts: avant-garde poetry, apocalyptic film, realist novels, abstract sculpture, and heat maps, among other forms. This course explores how these media experiments have tried and failed to represent the reality of environmental collapse, and considers the consequences for our understanding of language, truth, and the planet's very existence. (Post-1800.)

ENGL-2253. e-lit: Digitally Born Literature
Formal, in-depth study of electronic literature's antecedents and traditions, authors and works, theories and methodologies, scholarly approaches, and artistic practices. The course combines seminar and workshop methodologies so that participants gain the background needed to critique and interpret electronic literature with knowledge of its production. Open to all students with second year standing (24ch) regardless of Major. (Post-1800.)

ENGL- 2346. Introduction to Old English 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-2403. Reading and Responding to Indigenous Literatures
Students will engage with texts by Indigenous writers such as Thomas King, Richard Wagamese and Rita Joe, by writing both creative and analytical responses, which will be read and discussed in class. (Post-1800; Canadian/American) NB: Students who have received credit for ENGL 1903 may not also take ENGL 2403 for credit.

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-2546. The Literature of Classical Mythology
This course will introduce students to the literary sources of classical Greek and Roman mythology. It will also explore some of the post-classical reflexes of central myths. The course may include such texts as Hesiod's *Theogony*, Euripides' *Bacchae*, Sophocles' Theban plays, Ovid's *Metamorphoses* and *Heroides*, Apuleius' *Golden Ass*. (Pre-1800)

ENGL-2563. Science Fiction II: Themes
An exploration of central themes in science fiction from the New Wave of the 1960s to the present. Issues such as gender, the environment, technology, the alien, and others are the focus. (Post-1800.)

ENGL-2583. Women Writers I (WSGS)
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)
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. (Pre-1800)

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-2683. Literature and Catholicism II
An exploration of literature since 1800 which reflects Catholic beliefs, traditions, and perspectives in various ways. The course posits imagination as a means of cognition, the religious imagination, in particular, as a rich and fertile vehicle for understanding and experiencing the relationship between the human and the divine. Readings include works from a variety of genres and authors, such as Newman, Hopkins, Eliot, O'Connor, Merton, and de Chardin. (Post-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-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-2793. A Course of English Culture
This course surveys the portrayal of English Culture from Roman times to the present, but instead of a standard linear, clock-tick movement, we cover these epochs in asynchronous time.

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) (Pre-1800)

ENGL-2926. Human Nature and Technology (GRBK)
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: GRBK 2012 or permission of instructors.

ENGL-2XX3. 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. Visual Texts Workshop
We constantly encounter texts and images together, from advertisements, through graphic novels, to the "high-art" work of artists like Rene Magritte. However, the part of the brain that processes images is on the opposite side of that which process text, which means that they are always in a state of dynamic tension. In this creative writing course, students create and discuss work exploring that tension. Prerequisite: either ENGL 2113: Creative Writing Skills, or ENGL 2123: Creative Writing Strategies or permission of the instructor.

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-3163. Queer Medias and Mediating Queer (WSGS)
This course explores intersections between the terms queer and media: representations of queer(nes)s in contemporary media, theories about how sexual identity emerges through complex forms of social mediation, and how queer countercultures have mediated (or intervened into) forces of hetero-normativity. Media forms include public monuments, DIY zines, comic strips, indie films, television, AIDS education pamphlets, novels, poetry, theatre, as well as critical theory. (Post-1800)

ENGL-3213. Art Cinema
An introduction to the development, influence and major trends of art cinema in the 20th century. (Post-1800.)

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. (Post-1800.)

ENGL-3233. Digital Projects and Digital Reading
This course introduces the principles, tools, and primary readings for digital humanities work, including how to incorporate digital presentation and analysis into literary scholarship. Students learn how distant reading techniques, timeline creation, network analysis, topic modelling, and hypertext mark-up contribute to media and literary analysis. Students develop a multimodal digital project in collaboration with peers. The pre-requisite is ENGL 2013 Research Methods in English, consistent with all advanced courses in ENGL. (Post-1800.)

ENGL-3243. Race and Media
This course explores intersections between the terms "race" and "media": representations of race in the media throughout history; theories about how racial categories and identities emerge from performativity, occularcentrism, as well as complex forms of mediation and interpellation; the ethics of colourblind racial logics and white spectatorship; as well as the range of sonic, textual, and visual tools for countering forms of white supremacy. (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. (Post-1800.)

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 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. (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. Early 18th Century Literature
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-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. Later 18th Century Literature
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. Twentieth-Century 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 (GRBK)
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: GRBK 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 (GRBK)
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. 21st Century Necropolitics in the Age of Neoliberalism
An introduction to key thinkers of the 21st century whose thought has shaped humanist inquiry across a host of disciplines. We engage these thinkers in terms of the manner in which they have re-shaped our perceptions of, and ability to engage, power and authority. The pre-requisite is ENGL 2013 Research Methods in English, consistent with all advanced courses in ENGL. (Post-1800.)

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

ENGL-3923. Chaucer's Canterbury Tales
In this course we study one of medieval England's bestsellers, Geoffrey Chaucer's Canterbury Tales, in detail. The Tales respond to the social tumult and linguistic shifts of Chaucer's day with a colourful cast of characters who pushed English literature into the limelight of the European literary milieu. The Tales offers a truly panoramic view of medieval English society that raises issues of class, gender politics, race, political satire, sex, and social unrest. Over the semester your knowledge of medieval literature, The Canterbury Tales, and your skills in reading Middle English will develop. Open to all students beyond first year. (Pre-1800).

ENGL-3926. 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.

ENGL-3973. Introduction to Narrative and Narrative Analysis. (SCWK, SOCI, GERO, PSYCH)
Framed around three key approaches to narrative this course will provide students with the basis on which to develop their understanding of narrative and their skills in narrative analysis. The three approaches are: the narrative study of lives; the narrative analysis of texts; and, the analysis of narrative dynamics. Through these approaches students will be introduced to the work of key narrative thinkers. The course, in content and delivery, reflects the interdisciplinary nature of narrative. Post-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-4996. Honours Thesis
The supervised writing of an Honours thesis by an Honours student.

ENGL-4XX6. 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-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 3.4 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.

LATI-1013. Introduction to Latin I (ENGL 2143)
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 (ENGL 2153)
This course continues the introduction to classical Latin. Prerequisite: LATI 1013 with a minimum grade of C.

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

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.

Sustainability and Environmental Studies

Sustainability and Environmental Studies (SEST) offers a dynamic, interdisciplinary education designed for students passionate about creating a more sustainable and just world.

Grounded in critical thinking, social justice, and community engagement, Sustainability and Environmental Studies invites you to explore the complex relationships between human communities and the natural world.

Whether you're passionate about climate justice, sustainable development, food systems, or global environmental politics, Sustainability and Environmental Studies will equip you with the knowledge and skills for careers that drive real-world impact toward a more just, resilient and sustainable future.

Major in Sustainability and Environmental Studies

To major in Sustainability and Environmental Studies, students must successfully complete 36 credit hours, including:

27 credit hours of required courses:

SEST 1013	Understanding Environmental Problems
SEST 1023	Environmental Praxis: Making Change Happen
SEST 2023	Perspectives on Environment and Society
SEST 2113	Ecological Literacy
SEST 3013	Power, Politics, and the Planet OR SEST 3043: Canadian Environmental Law and Policy
SEST 3023	Environmental Praxis: From Theory to Activism
SEST 3113	Researching Sustainability
SEST 3143	Theories of Sustainability and Change
SEST 4003	Capstone Seminar

9 credit hours from the SEST electives listed here or from the list of cross-listed courses in other departments listed below the list of SEST electives.

2000-level (3 credit hours)

SEST 2043	Communicating Sustainability
SEST 2053	UN Sustainable Development Goals: Critical Perspectives
SEST 2123	Food and Society
SEST 2243	Health at Risk: Environmental Hazards
SEST 2263	Understanding Sustainability
SEST 2313	Energy and Society
SEST 2413	Climate Crisis: Society at a Crossroad

3000-4000 level (6 credit hours)

SEST 3053	Measuring What Matters: Sustainability Reporting
SEST 3133	Building Regenerative Food Systems

SEST 3243	Healthy Planet, Healthy People
SEST 3413	Climate Justice: Political Economy of Climate Change
SEST 3613	Pathways to Community Sustainability
SEST 4103	Work-Study Project (Independent Study)

Other Electives

**Courses with SEST in brackets are cross-listed courses.*

1000 level

BIOL 1503	Principles of Biology I (SEST)
BIOL 1513	Principles of Biology II (SEST)

2000 level

ANTH 2033	Indigenous Lifeways in Canada
CBEL 2023	Foundations of Leadership (SEST 2033)
COPP 2023	Public Engagement (POLS 2333)
CRIM 2743	Social Protest in Canada
ECON 2203	Community Economic Development (SEST)
ECON 2333	Ecological Economics (SEST)
ENGL 2163	Envisioning Environmental End- Times (SEST)
GRBK 2206	Nature, Science and Technology (SEST)
NATI 2203	First Nations Arts & Sciences
NATI 2233	Natural Resources & First Nations of the Maritimes
PHIL 2253	Ethics of Sustainability: Thinking, Acting Green (SEST)
PSYC 2443	Environmental Psychology (SEST)
SOCI 2213	Society & Ecology (SEST)
RELG 2133	Religions & Ecology (SEST)
RELG 2433	Christianity & Ecology

3000 level

ANTH 3323	Hunter-Gatherers in the Modern World (SEST)
ANTH 3723	Human Ecology (SEST)
BUSI 3023	Nonprofit Management (SEST 3033)
CBEL 3023	Applied Leadership (SEST 3153)
COPP 3023	Public Policy & the Media
CRIM 3703	Toxic In/Justice: Green Criminology (SEST)
ECON 3323	Environmental Economics (SEST 3333)
ECON 3333	Perspectives on Underdevelopment
FNAR 3406	Field Course in Art & Ecology (SEST)
HMRT 3233	Environment & Human Rights (SEST)
INTR 3003	Experiential Community-based Internship
JOUR 3333	Journalism & the Natural World
NATI 3203	Native Philosophy
NATI 3223	Native Environmental Ethics & Ecology
NATI 3703	Indigenous & Western Economics & the Idea of Development
NATI 3923	Territorial Claims
POLS 3103	Political Parties & Elections in Canada (SEST)
POLS 3123	The Canadian Constitution: Federalism (SEST)

POLS 3213	Media & Politics in Canada (SEST)
PSYC 3443	Psychology of Human-Nature Connections (SEST)
SOCI 3123	Social Movements, Activism, Change
SOCI 3293	Animals in Society
SOCI 3693	Discourse & Society

4000 Level

PSYC 4443	Seminar in Environmental Psychology (SEST)

Minor in Sustainability and Environmental Studies

The Minor in Sustainability and Environmental Studies consists of 18 credit hours distributed as follows:

Required course: SEST 1013 Understanding Environmental Problems (3 ch)
Three other SEST courses at the 1000-2000 level or higher (9 ch)
Two SEST courses at the 3000-4000 level (6 ch)

Honours in Sustainability and Environmental Studies

Students wishing to complete an Honours in Sustainability and Environmental Studies must maintain a GPA of 3.5 in SEST courses. The Honours option consists of 54 credit hours of study:

All the required courses for the Major (27 credit hours with 15 credit hours at the 3000-4000 level)

18 credit hours of approved SEST electives with 12 credit hours at the 3000-4000 level

3 credit hours Honours Workshop from this list

- INTR 4003 Interdisciplinary Honours Workshop OR approved substitute from another department (with permission)
- ECON 4533 Honours Research Project
- POLS 3913 Honours Thesis Proposal
- SOCI 4023 Honours Workshop
- HMRT 3603 Thesis Proposal

6 credit hours Honours Thesis: SEST 4016: Honours Thesis

Students completing an Honours in Sustainability and Environmental Studies must complete the Honours Workshop and a thesis proposal one year prior to graduation. The Honours program must be approved by the SEST Program Director and will be overseen by a committee consisting of a thesis supervisor and two other faculty members.

SEST-1013. Understanding Environmental Problems

Using the planetary boundaries framework, this course introduces students to how society's energy, food and economic systems are disrupting critical Earth systems such as climate, oceans, and biodiversity. We also consider how those social systems need to change to achieve sustainability.

SEST-1023. Environmental Praxis: Making Change Happen
Praxis means taking action for system change based on values of ecological and social justice. In this course, students learn about environmental activism and apply theories of social change by developing action strategies for local problems. This course may qualify for the experiential learning certificate. Prerequisite: SEST 1013.

SEST-2023. Perspectives on Environment and Society (HMRT 2243)
The way societies understand and interact with the natural world is shaped by the dominant beliefs, assumptions and values of those societies. In this course, students examine the dominant perspectives in industrial societies that give rise to environmental degradation, as well as alternative perspectives offered by Green, ecojustice, Global South, and Indigenous movements that have the potential to heal the Earth. Prerequisite: SEST 1013 or permission of the instructor.

SEST-2043. Communicating Sustainability (COPP)
This course examines how communication shapes public perceptions of environmental problems and solutions to them. Students analyze the communication strategies of various actors (scientists, corporate lobbyists, activists) as they try to influence how the public and decisionmakers understand these issues, and they learn to use various platforms to engage in public conversations about sustainability issues. There is no prerequisite.

SEST-2053. UN Sustainable Development Goals: Critical Perspectives
In 2015 the UN General Assembly approved the 2030 Agenda for Sustainable Development, a set of 17 goals to be met by 2030. These sustainable development goals (SDGs) recognize that human development depends on environmental integrity, social equality, and peace. This course explores the contested meanings of sustainable development, the origins and specific content of the SDGs and the world's progess toward achieving the 2030 Agenda.

SEST-2113. Ecological Literacy
What happens when we turn on the tap, flush the toilet, and flip the light switch? Where does our garbage go; what about local food security; what natural features shape our city? All water, food, energy and materials flow from ecosystems through human systems and back to ecosystems as waste. This field trip-based course introduces students to the ecological and energy flows of our daily lives and examines the implications of these flows for sustainability. This course may qualify for the Certificate in Experiential Learning and Community Engagement.

SEST-2123. Food and Society
Everyone eats, and by eating we are all connected to the global industrial food system which has the greatest cumulative environmental impact of any economic sector. This course takes a critical look at food systems and our relationship to them, including Indigenous and Global South perspectives, and movements for food sustainability, security, and sovereignty. Prerequisite: Must have completed 27 credit hours of coursework.

SEST-2243. Health at Risk: Environmental Hazards
Good health and wellbeing depend on clean air and water, nutritious food, functioning ecosystems, a stable climate, peace, and security. Conversely, pollution, climate change, ecological destruction, and conflict have devastating health impacts, especially for the most vulnerable populations. Using a public health framework. this course introduces the concept of ecological determinants of health and their intersection with social determinants of health. This course is open to all students with 27 credit hours of completed course work.

SEST-2263. Understanding Sustainability
This course introduces the concept of sustainability as encompassing three dimensions -ecological, socioeconomic, and personal. Students examine the origin of the concept, the various, often contradictory interpretations and debates around its meaning, and what strong sustainability looks like in practice.

SEST-2313. Energy and Society
This course focuses on the energy system that drives modern society, its various sources and technologies (fossil fuels, nuclear, renewables), and their environmental and economic impacts. Students examine what a sustainable energy system looks like, and the transition needed to achieve it. There is no prerequisite.

SEST-2413. Climate Crisis: Society at a Crossroad
In this course, students examine the processes and root causes of climate change, the impacts of the changing climate on ecological and social systems, the system changes necessary to avoid climate breakdown, and how those changes can come about. There is no prerequisite for this course.

SEST-3013. Power, Politics and the Planet (POLS)
Problems such as climate change, species extinctions and toxic chemical pollution are global and require the cooperation of many nations to solve. This course examines the mechanisms for multilateral cooperation on environmental problems, particularly through the United Nations, and the politics involved in getting agreement among nations with diverse and competing interests, including the dynamics of the power imbalances between Global North and Global South states.

SEST-3023. Environmental Praxis: Theory Meets Activism (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: Must have completed 27 credit hours of coursework.

SEST-3043. Canadian Environmental Law and Policy
To a great extent, the state of the natural environment in Canada depends on laws and policies adopted by municipal, provincial and federal governments. This course introduces students to these systems of government, the processes by which environmental laws and policies are developed, and the power relations that shape the outcomes. Topics include endangered species, toxic chemicals, plastics and global warming. Prerequisite: students must have completed 30 credit hours of courses before enrolling in this course.

SEST-3053. Measuring What Matters: Sustainability Reporting for Action
Many institutions and businesses are using sustainability report cards to measure their progress towards sustainability. They are graded on indicators such as greenhouse gas emissions, energy and water consumption, waste production, use of chemicals, and extent of green space. This course examines theories, principles and design of sustainability reporting frameworks, and the design and implementation of action plans based on report cards. Student projects will include connecting with STU's climate change action plan. The course may qualify for the Certificate in Experiential Learning and Community Engagement. There is no prerequisite.

SEST-3113. Researching Sustainability
This course introduces the idea of research for sustainability, the application of social science research methods to assist the transition to a sustainable society. Methods such as participatory action research, case studies, interviewing, surveys, and critical policy analysis are examined in the context of real research projects at the community, institutional and sectoral levels. Prerequisite: SEST 2263

SEST-3133. Building Regenerative Food Systems
Regenerative food systems improve the environment rather than degrade it, as industrial food systems do. This course introduces the knowledge systems, values and design principles on which regenerative food systems are based. Students apply their learning to real projects on campus and in the Fredericton area. This is an experiential learning course. Prerequisite: Must have completed 27 credit hours of university coursework.

SEST-3143. Theories of Sustainability and Change
This course examines the various theories that underpin the fields of environmental studies and sustainability studies. These include systems theories, eco-political theories such as ecological justice and ecofeminism, political ecology, sustainable materialism, and critical discourse theory. Prerequisite: ENVS 2023.

SEST-3243: Healthy Planet, Healthy People
The concept of Planetary Health recognizes the crucial links between human wellbeing and the health of Planet Earth. This course introduces students to the planetary health framework for health promotion and advocacy, a systems-based analysis of the environmental drivers of mental and physical illness, and the system changes that would result in healthy people and a healthy planet. Prerequisite: Must have completed 27 credit hours of courses

SEST-3413. Climate Justice: The Political Economy of Climate Change
The course examines how the dynamics of capitalism create both the conditions for climate change and the economic inequalities that result in those least responsible for climate change bearing the brunt of its impacts. There is no prerequisite for this course.

SEST-3613. Pathways to Community Sustainability
The transition to sustainable societies begins with communities where we live and make our living. This course examines how communities can provide basic services such as water, energy, food, waste management and mobility to all residents equitably and fairly while staying within the productive capacity of living ecosystems. Prerequisite: Must have completed 27 credit hours of university coursework.

SEST-4003. Capstone Seminar
This is a required course for the Major in Sustainability and Environmental Studies 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: SEST 3013 and SEST 3023 or permission of the instructor.

SEST-4103. Work-Study Project
This is a course in experiential learning for students in the final year of their Major in SEST. 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 Sustainability and Environmental Studies program.

Cross-Listed Courses

ANTH-3323. Hunter-Gatherers in the Modern World (SEST)
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-3723. Human Ecology (SEST)
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.

BIOL-1503. Principles of Biology I (SEST)
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-1513. Principles of Biology II (SEST)
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.

BUSI-3023. Nonprofit Management (SEST 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.

CBEL-2023. Foundations of Leadership (SEST 2033)
This course builds a foundation for understanding the field of leadership and how it can apply in the lives of students. Theories and models of leadership, including historical, contemporary, and critical, will be explored. The course promotes leadership as a process rather than a position. It has practical and community-based elements to develop leadership skills, style, and identity in community settings. Throughout the course students reflect on personal experiences and real-life examples through the lens of the theories covered in the course to develop their own leadership philosophy.

CBEL-3023. Applied Leadership (SEST 3153)
Emphasis in this course is on the practice of leadership, development of leadership skills, and critical reflection on applied leadership. This course involves an applied leadership project in an organization of the student's choosing, during which they explore the roles, responsibilities and challenges involved in effective leadership. Class time includes group discussion of core concepts, reflections on the leadership project, and learning activities designed to

develop leadership skills, including team-building strategies, conflict management, strategic planning, change management, and inclusive leadership. Students assess their own leadership skills and style and complete a leadership portfolio. This is an ideal course for students in leadership roles on campus or in the community or aspiring to develop their leadership capacity.

CRIM-3703. Toxic In/Justice: Green Criminology (SEST)
This course is designed to study harms against the environment writ large, and actions designed to protest and protect against those harms. Topics include environmental pollution in nature, home and workplace; relevant law and policy; corporate crimes against humanity; and, environmental protest and justice movements. Prerequisites: CRIM 1013 and CRIM 1023 or permission of the instructor.

ECON-2203. Community Economic Development (SEST)
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-2333. Ecological Economics (SEST)
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.

ECON-3323. Environmental Economics (SEST-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.

ENGL-2163. Envisioning Environmental End-Times (SEST)
It may be impossible to represent the scale, timespan, and complexity of climate change. And yet, as a direct corollary, scientists and storytellers have made myriad attempts: avant-garde poetry, apocalyptic film, realist novels, abstract sculpture, and heat maps, among other forms. This course explores how these media experiments have tried and failed to represent the reality of environmental collapse, and considers the consequences for our understanding of language, truth, and the planet's very existence. (Post-1800.)

FNAR-3406. Field Course in Art and Ecology (SEST)
In association with our six field trip locations, participants create artwork informed by existing field based, social, or relational art practices; merging media such as drawing, performance, printmaking, music, dance, and sculpture with a place, to develop artwork. A transition from a classroom-based instruction into an ecological environment, it is a method of experiential learning. Using social dislocation engendered by pandemic isolation as an entry point for thinking through the parameters of art, we will venture into wild and semi-wild places to create art and consider how people relate to each other through art that has an ecological grounding.

GRBK-2206. Nature, Science, and Technology (SEST)
What is humanity's relationship to nature? Are humans natural beings, or uniquely free? How does the scientific revolution change humanity's relationship to nature? Modern science and technology have undoubtedly made life easier, but have there been costs? By studying works of natural science-ancient and modern-philosophy, literature, and theology we will explore various historical perspectives on nature and consider the consequences - both good and bad - of our technologically mediated lives. Fulfills Group C Requirement.

HMRT-3233. Environment and Human Rights (SEST)
This course will explore the impact of climate change and environmental degradation on the realization of human rights, focusing on those in the economic, social, and cultural realm, including the right to a clean environment, clean air, water, food, and health. The long-term impact of climate change will also be examined in the context of trends in migration and human security. Prerequisite required: HMRT 1003.

PHIL-2253. The Ethics of Sustainability: Thinking, Acting Green (SEST)
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.

POLS-3103. Political Parties and Elections in Canada (SEST)
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-3123. The Canadian Constitution: Federalism (SEST)
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-3213. Media and Politics in Canada (COPP 3033, SEST)
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.

PSYCH-2443. Environmental Psychology (SEST)
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- 3443. Psychology of Human-Nature Connections (SEST)
This course focuses on examining human connection to nature. The course includes in-class and outdoor experiential learning components. Topics may include: the role of nature in relation to health and psychological well-being, social and community aspects of human-nature interaction, and a critical examination of natureoriented therapeutic approaches. Pre-requisites: PSYC 2023 (Intro to Research Methods)

PSYC-4443. Seminar: Environmental Psychology (SEST)
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 and 2023 or permission of the instructor.

RELG-2133. Religion and Ecology (SEST)
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.

SOCI-2213. Society and Ecology (SEST)
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.

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 Dr. Martín Kutnowski.

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-1061. Voice Technique I
This course is an in-depth exploration of voice technique. During the course, students will do exercises to develop their breathing, phonation, resonance, and articulation skills. Students will also examine the physiology of the voice and expand their awareness of how the voice works, vocal problems, and vocal care and health. In addition, students will perform songs from popular music styles such as musical theatre, rock, pop, and gospel for a public audience. All levels welcome. Prerequisites: FNAR 1023 or FNAR 1743.

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: FNAR 1023 or FNAR 1743 or permission of the Instructor.

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-1733. Introduction to Musical Theatre
Introduction to Musical Theatre is a primer for students who are curious about performing musical theatre and would like the opportunity to enhance their skills in a supportive environment. This course introduces students to the three core skills required of musical theatre performers: singing, acting, and dancing. The course stresses development through individual and group exercises in physical and emotional awareness, movement, scene study, character creation and voice technique. The class will culminate in a studio performance of standard pieces of the musical theatre repertoire. Pre-requisite: FNAR 1743: Music Literacy for Actors and Dancers (taken in the Fall).

FNAR-1743: Musical Literacy for Actors and Dancers
Music Literacy for Actors and Dancers is a course for the performer who has not yet developed a connection between his or her musical experience and standard aspects of musical performance, with a special focus on the acquisition of fluency reading the notated score and the development of effective study and practice habits. Music materials used in class or assigned for homework will be spoken, clapped, sung, and played. This course is a prerequisite of Introduction to Musical Theatre.

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
Tonal Music I is a hands-on study of the grammar of tonal music, with a particular focus on harmony and counterpoint. Assignments include harmonic exercises in choral and keyboard styles, species counterpoint, and frequent analyses of works from the music literature. Students are required to sing and/or play their assignments in class. Prerequisites: FNAR 1023, FNAR 1743, or permission by the instructor.

FNAR-2061. Voice Technique II
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. Prerequisites: FNAR 1061.

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-2134. 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-long course to be taken with Acting, Singing, Dancing I. First-year students welcome. Prerequisites: Instructor's consent. Co-requisites: FNAR 2153 (Acting, Singing, Dancing I).

FNAR-2151. 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 (WSGS)
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-2353. Modern Art & Its Precursors
What is modern art? What does modernity mean as a temporal distinction? With roots stretching back in time even as far as the inception of writing, why has modernity increasingly occupied all nations to some degree, fostering the art of today with its enduring resonance? To answer these questions, this course traces the culturally historical pathways that led to modern art. In combination with multi- media presentations, our readings of authoritative texts will situate modern art within art history and provide a vocabulary for building a critical understanding of the current cultural moment.

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-2703. Performance Foundations
Performance Foundations provides students with an academic and practical exploration of the fundamental theories, practices and elements of performance viewed through the lens of the mind, the body and the breath. Students will explore these fundamentals through the study and practical examination of current performance practices, analysis of text and the presentation of a performance.

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-3061. Voice Technique III
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. Prerequisites: FNAR 2061.

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-3134. 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 2134. 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-3333. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

FNAR-3343. Creative Book Art
This course explores creative bookbinding. Building on strengths from creative writing, journalism, printmaking and photography, this course focuses on how to build books. Part One: Participants experiment and create their own content using resources such as a darkroom and printmaking equipment. Creative approaches include digitally created or manipulated images, photosensitized materials, silkscreen, and lino-cut prints. Part Two: Once participants have selected their method, they bind their content into a handmade book.

FNAR-3353. Art After Modern Art
Spanning the past five decades, the course examines current art and the critical theory driving it. Art is now driven by biennales and art fairs which have created primary methods for its dispersal. This has generated a scenario where power, capital, and controversy have all

become aspects of art's consumption. Expensive art is being used for investment and stored in Freezones that are tax shelters for luxury goods. Finally, AI will have irreversible repercussions on the future of art. Pre-requisite: FNAR 1113 or permission of the instructor.

FNAR-3363. Art Curation and Criticism
What makes a group of artworks communicate with each other in ways which enhance their significance to us? This course is an introduction to art curation, its development, core issues, and current situation. Using work by artists sourced locally, students curate and install exhibitions for STU's Yellow Box Gallery, including designing an exhibition catalog and writing an introductory essay, producing a document that archives and situates the art in question. Prerequisite: FNAR 2353

FNAR-3406. Field Course in Art and Ecology (SEST)
In association with our six field trip locations, participants create artwork informed by existing field based, social, or relational art practices; merging media such as drawing, performance, printmaking, music, dance, and sculpture with a place, to develop artwork. A transition from a classroom-based instruction into an ecological environment, it is a method of experiential learning. Using social dislocation engendered by pandemic isolation as an entry point for thinking through the parameters of art, we will venture into wild and semi-wild places to create art and consider how people relate to each other through art that has an ecological grounding.

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.

FNAR-3703. Fundamentals of Theatre
This course provides students with the opportunity to gain holistic knowledge of a theatre production, encompassing all of the steps of creation, preparation, rehearsal and production through the lens of several different genres: Physical Theatre, Musical Theatre, Immersive Theatre, Collective Creation and more. Students will be required to approach theatrical text, not as a performer but as a producer and will explore the necessary academic, social and organizational skills needed to bring that text to life. (Maximum enrolment: 18)

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-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.

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-4134. 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 3134. 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).

FNAR-4703. Special Topics
The content of this course changes from year to year to reflect the special strengths of fac-

ulty and particular needs of students.

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.

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

It is recommended that students declare their subject Major to the Registrar's Office by the beginning of their second year. 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, FREN 3643, FREN 3653 and FREN 3663.

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 comprehension, basic oral expression, elementary reading, writing and grammar. A student who has successfully completed FREN 1026 may not subsequently enroll in FREN 1016 for credit.

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 comprehension. This course is not open to students who have graduated from a French or Francophone school. The department invites these students to register into a 2000-level French course. A student who has successfully completed FREN 1026 may not subsequently enroll in FREN 1016 for credit.

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 or Basic+ or Intermediate in French in high school. The aims of this course are listening comprehension, basic oral expression, elementary reading, writing and grammar. A student who has successfully completed FREN 1026 may not subsequently enroll in FREN 1016 for credit.

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 comprehension. This course is not open to students who have graduated from a French or Francophone school. The department invites these students to register into a 2000-level French course. A student who has successfully completed FREN 1026 may not subsequently enroll in FREN 1016 for credit.

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. Préalable : FREN 1026 ou la permission du professeur.

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
Révision et approfondissement des règles de base de la grammaire française : le nom, les déterminants, l'adjectif, les pronoms possessifs et démonstratifs, l'adverbe, les comparatifs et les superlatifs, les prépositions, les conjonctions, les mots indéfinis, la négation, l'interrogation, la voix passive, le discours indirect. Étude de la forme de la phrase, de la syntaxe et de la fonction des mots. 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 compétences orales et rédactionnelles. Ce cours vise à améliorer la maîtrise du français tant parlé qu'écrit. Cours préalable : FREN 2316 ou l'approbation du professeur.

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: 6 crédits obtenus au niveau 2000 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: 6 crédits obtenus au niveau 2000 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: 6 crédits obtenus au niveau 2000 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: 6 crédits obtenus au niveau 2000 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-3653. Civilisation francophone 5 : 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. Les étudiants ayant suivi FREN 3453 Le théâtre ne sont pas admissibles au cours. Students who have previously taken FREN 3453 are not eligible to take this course. Cours préalable: 6 crédits obtenus au niveau 2000 ou la permission du professeur.

FREN-3663 Civilisation francophone 6 : Lecture francophone 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 francophone, l'étudiant apprendra à approcher le texte littéraire de façon plus analytique. Les étudiants ayant suivi FREN 3443 ne sont pas admissibles au cours. Students who have previously taken FREN 3443 are not eligible to take this course. Cours préalable: 6 crédits obtenus au niveau 2000 ou la permission du professeur.

FREN-4243. Écrire la Grande Noirceur
Le second mandate de Maurice Duplessis (1945-1959) marque la prégnance des valeurs traditionnelles au Québec au lendemain de la Seconde Guerre mondiale, alors que de nombreuses voix contestataires revendiquent une ouverture du Québec sur le monde. L'arrivée au pouvoir du gouvernement de Jean Lesage en 1960 fait brusquement entrer la province dans la modernité. Ce cours sera l'occasion de faire un panorama historico-politique et d'analyser des œuvres d'auteurs et autrices canoniques de la période consacrée.

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-4203. Du Journal Au Roman de la Terre
À partir de la signature du traité de Paris (1763), reconnaissant l'autorité britannique en Amérique du Nord, la société canadienne-française et sa littérature ont forgé leur identité autour de trois valeurs fondatrices : langue, religion, patrie. De l'essor du nationalisme par le biais du journal peu après la Conquête aux derniers romans de la terre vers le milieu du XXe siècle, ce cours sert plusieurs objectifs : Il sera l'occasion de faire un panorama historico-politique de la période consacrée, de lire et d'analyser des oeuvres et des extraits d'oeuvres d'auteurs et d'autrices canoniques, et de sensibiliser l'étudiant(e) aux différentes formes littéraires pratiquées à cette époque. Cours préalable : FREN 2306 ou FREN 2113/2123 ou l'approbation du professeur.

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 36 credit hours of gerontology courses. These include the following introductory requirements (6 credit hours):

GERO-1013. Introduction to Gerontology
GERO-1023. Aging in Canada

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

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

Finally, students are required to complete 12 credit hours of the following electives:

GERO-2273. Death and Dying in Later Life
GERO-3033. Aging and Spirituality
GERO-3043. Recreation, Leisure and Aging
GERO-3073. Narrative Gerontology
GERO-3083. Gender, Sexuality and Aging (WSGS)
GERO-3093. Images of Aging in Film
GERO-3263. Understanding Dementia
GERO-3103. Special Topics
GERO-3123. Counselling Older Adults
GERO-3133. The Portrayal of Dementia in Film
GERO-3213. Older Adults as Learners
GERO-3153. Health Promotion for an Aging Population
GERO-3223. Family Ties and Aging
GERO-3233. Mindfulness, Yoga & Contemplative Aging
GERO-3673. Advanced Studies in Adult Development
GERO-3743. Critical Approaches to Long-Term Care
GERO-3973. Introduction to Narrative and Narrative Analysis (SCWK 3973)
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 lifespan. 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 course introduces students to the field of Gerontology. Taking a multidisciplinary approach, the course examines the study of aging from a social, psychological, and physical perspective. Topics to be studied include ageism, population aging, physical and psychological aspects of aging and gerontological theory.

GERO-1023. Aging in Canada
This course examines the experiences of growing older in Canada. This includes a review of Canada's healthcare, pension systems and other social structures and policies which directly impact older adults in Canadian society.

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

GERO-2273. Death and Dying in Later Life
This course considers aspects of death and dying and bereavement from an interdisciplinary perspective, examining both practical and theoretical issues that arise from the relationship between aging, death and dying. The course also examines the end-of-life care for older adults.

GERO-2403. Aging and Care (WSGS)
In this course we will learn from rich traditions of feminist scholarship about what care is and how we can better provide it to support people as they age (e.g. these traditions may include feminist political economy, care ethics, and the logic of care). This course will be delivered in both a lecture format addressing key perspectives on care as well as in a seminar style allowing for discussions about the material which may include readings, podcasts, webinars and videos. Students will learn to apply their new understandings to real world situations (e.g., through the evaluation of policy reviews and reports).

GERO-2673. Adult Development and Aging
This course adopts a biopsychosocial perspective to studying aging. Topics include theoretical models of development, research methods used to study adult development, health and prevention, basic cognitive function and the aging process, higher order cognitive functions, personality, mental health issues and treatment. These biopsychological functions are examined for how they impact older adults as they navigate their social worlds. Prerequisites: GERO 1013 OR GERO 1023 OR PSYC 1023.

GERO-2683. Social Isolation in Later Life
This course explores the dynamics of social isolation, loneliness, and social connection across the lifespan, with a particular focus on older adults. It examines the unique challenges they face in maintaining social ties, the psychological, emotional and health consequences of isolation and the benefits of connection. Additionally, recognizing that social isolation and connection are shaped by various factors, the course analyzes the influences of culture, technology, the built environment, economics, and social policy. Using an interdisciplinary approach, students will engage with contemporary research, assess intervention strategies, and develop practical solutions for fostering meaningful social connections. Prerequisites: GERO 1013 or 1023

GERO 3023. Aging and Health
Various aspects of aging and health are addressed in this course. Topics considered include: theories of biological aging; normal vs. pathological physical changes that accompany the aging process; various chronic conditions that affect quality of life in later life; the implications of physical aging for medication use and nutritional status among older adults; and the impact of an aging population on the provision of acute care, long-term care, and home care for older adults. Prerequisite: GERO 1013 and GERO 1023.

GERO-3033. Aging and Spirituality
This lecture-seminar course examines spirituality and its relationship to the process of aging, specifically the meaning of spirituality, the relevance of spirituality in the lived experience of aging and, practical and ethical issues arising from an explicit acknowledgement of human spirituality in gerontological research and practice.

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

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

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

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

GERO-3093. Images of Aging in Film (WSGS)
This course explores popular views of the elderly using motion pictures, specifically the impact of stereotypes on older people's expectations for later life. Students should be able to look at films more critically and identify images communicated through the media.

GERO-3103. Special Topics
Topic chosen by the Visiting Chair. No Prerequisites.

GERO-3123. Counseling Older Adults
This course examines evidence-based theoretical models and assessments used when counselling older adults. Emphasis is placed on the counselling techniques and interventions used to assist older adults in meeting unique challenges experienced in the later part of life. This course is relevant for those preparing for a career in social work or counselling. Prerequisites: GERO 1013 AND 1023 OR permission of the instructor. GERO 2673 recommended.

GERO-3133. Portrayal of Dementia in Film
The number of films that have featured dementia as a central plot, has significantly increased drawing more public attention to those living with the disease. However, film is a powerful medium in forming and influencing societal perceptions and attitudes towards people living with dementia. This seminar-lecture course explores the social construction of dementia in mainstream and nonmainstream fiction film. Students will critically analyse and discuss the common narratives of dementia portrayed in films and decipher whether these narratives reflect the realities of living with the disease. Students will also explore the underlying messages about aging and dementia in films and the possible societal implications of these messages

GERO-3153. Health Promotion for an Aging Population
This course explores ways to promote health and well-being for people as they age. This includes examining current research and public policy as it relates to supporting older adults to take control of and improve their overall health. In addition, evidence-based health promotion programs will be evaluated. Pre-Requisites: GERO 1013 or 1023; 3023 recommended.

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 (WSGS)
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. Mindfulness, Yoga & Contemplative Aging
There is growing interest in contemplative traditions in contemporary Canadian society that enhance the quality of life for older adults. This is largely motivated by the growing popularity of Eastern wisdom traditions such as mindfulness, yoga, and tai-chi, though contemplation is not limited to Eastern perspectives. This course examines a range of benefits of contemplative modalities for adults if all ages, exploring how these practices enable new relationships to aging, health, and happiness. Students learn basic yoga, mindfulness, and tai chi practices at an introductory level. Non-Eastern contemplative practices may also be explored

GERO-3263. Understanding Dementia
As the proportion of older people increases, so will the prevalence of dementia-related neurocognitive disorders in this population. This course will examine the various types of Dementia, how they are assessed and the evidence based practices used to enhance the lives of individuals with this disorder.

GERO-3673. Advanced Studies in Adult Development
This course is an in-depth study of the markers and challenges that occur during middle to late adulthood. Topics of study include: 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 2673.

GERO-3743. Critical Approaches to Long-Term Care
This seminar course draws upon ethnographic and critical gerontological approaches to examine the phenomenon of longterm care (LTC) and other models of care. The course pays particular attention to LTC in the Canadian context, longstanding and emergent issues surrounding long-term care, and older adults' lived experiences in LTC. The course looks at both theoretical and practical implications of LTC and its issues.

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 interdisciplinary 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 consists of a multidisciplinary lecture - seminar format. Selected topics in aging research and intervention are discussed, including those that highlight the positive potential of the aging experience, e.g., the potential for creativity, wisdom, and continued personal growth. The purpose of this course is to ensure that students have a comprehensive background in the field of aging. Prerequisites: GERO 1013, GERO 1023 and an additional 18 credit hours of courses.

GERO-4033. Independent Study
A course of independent study, under the supervision of a faculty member, which affords the student the opportunity to pursue an indepth study of an area of interest through special reading or research projects. Arrangements may be made by agreement with members of the Gerontology faculty, and approval of the Chair. Prerequisite: GERO 1013 AND GERO 1023.

GERO-4036. Independent Study
A course of independent study, under supervision of a faculty member, which affords the student the opportunity to pursue an indepth study of an area of interest through special reading or research projects. Arrangements may be made by agreement with members of the Gerontology faculty and approval of the Chair. Prerequisite: GERO 1013 AND GERO 1023.

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 GRBK 2006, one of 2106 or 2206, four of 3106, 3206, 3306, 3406, 3506 or 3606, 3706, 3706, 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 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 GRBK 3903 in 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 (GRBK 2006 and one other 2000 level course)
Third year:	12 credit hours in upper-level Great Books courses (GRBK 3106, 3206, 3306, 3406, 3506, 3606, 3706)
Fourth year:	12 credit hours in upper-level Great Books courses (GRBK 3106, 3206, 3306, 3406, 3506, 3606, 3706)

Great Books Courses Cross-listed in Other Departments

GRBK 2006	Quest for the Good Life is cross-listed with Political Science (3 credits only)
GRBK 3106	Love and Friendship is cross-listed with both English and Philosophy
GRBK 3306	Justice is cross-listed with Political Science (3 credits only)
GRBK 3506	Freedom is cross-listed with Political Science (3 credits only) and with ENGL 3903

Note:

GRBK 2206	Nature, Science, and Technology counts towards the Group C requirement|
GRBK 3406	Truth and Beauty counts towards the Group D requirement

GRBK-1006. Great Thinkers and Writers
This course explores how great books address perennial human questions about knowledge, nature, love, justice, and freedom. The course is team-taught by two faculty members and prioritizes conversation over lecture. Together we read a range of great books from the ancient world up to the present day, such as novels by writers like Jane Austen and Toni Morrison, classical works by Homer, Plato and Augustine, and influential works of political thought by Aristotle, Nietzsche and Hannah Arendt.

GRBK-2006. Quest for the Good Life (HMRT 2206)
What does it mean to live a good human life? What are the conditions for human happiness? Does human life have meaning? In this course we will study great books by writers like Homer, Augustine, and Virginia Woolf. With these texts as our guides, we will discuss fundamental human questions about love, family, fate, divinity, and self- knowledge. Our goal is both clear and elusive: we want to know how best to live.

GRBK-2103. Eros and Empire
Many works of Ancient Greek literature and philosophy can be understood as responses to The Peloponnesian War (431-405 BCE). The conflict between Athens and Sparta seemed to reveal important truths about the dangers of imperialism, the limits of human power, and the role of eros (desire) in politics. In this study abroad course, students will travel to Athens, and read Thucydides' History of the Peloponnesian War, alongside works by Plato and Aristophanes.

GRBK-2106. The Quest for the Good Life II
Building on the themes developed in GRBK 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: GRBK 2006, or permission of the instructors.

GRBK-2206. Nature, Science, and Technology (HMRT 2216)
What is humanity's relationship to nature? Are humans natural beings, or uniquely free? How does the scientific revolution change humanity's relationship to nature? Modern science and technology have undoubtedly made life easier, but have there been costs? By studying works of natural science-ancient and modern-philosophy, literature, and theology we will explore various historical perspectives on nature and consider the consequences - both good and bad - of our technologically mediated lives. Fulfills Group C Requirement.

GRBK-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*.

GRBK-3106. Love and Friendship
That love and friendship are essential to human flourishing is self-evidently true. As Aristotle said, no one would choose to live without friends (*philoi*) even if he had all the other goods (*Ethics*, 1155a5). For many of us, love and friendship are near constant preoccupations. But what *is* love? Is it a passion, an activity, a god? Is love rational? Does love make us selfish or selfless? And what do we owe to our friends? These are some of the questions we examine in this course.

GRBK-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*.

GRBK-3306. Justice (HMRT 3206) (POLS)
Justice is among the preeminent concerns of political and philosophical thought - probably because we care so deeply about it. We demand justice. We often react viscerally to perceived injustices. And yet, we disagree about justice a lot. We argue about what's fair, or what's right and wrong. In this course we'll read great works on justice from diverse periods and traditions. We study canonical political thinkers like Plato and Locke alongside contemporary novels and films.

GRBK-3406. Truth and Beauty
In this course we examine philosophy and art, truth and beauty. Are some works of art - poems or films - actually works of philosophy? Must philosophy use poetry or images to communicate truth? To answer these and other questions, we will study works by great thinkers like Nietzsche and Plato alongside works of fine art, music, and poetry. Students will be given the chance to reflect on the works studied with a creative project. Fulfills Group D requirement.

GRBK-3506. Freedom (HMRT 3216)
Freedom is the great theme of modernity. In politics, art, and philosophy, freedom is regularly held up as the highest human good. But what are the conditions that promote freedom, and are we really as free as we like to think? Are humans free by nature? Should freedom have limits? American novelists and Enlightenment philosophers have much to say on this subject. We put them in conversation with a diverse set of ancient and contemporary writers.

GRBK-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: GRBK 2006.

GRBK-3706. Shakespeare and Politics (ENGL)
While Shakespeare is best known as a playwright and poet, he was also one of the most astute and original political thinkers of the early modern period. Shakespeare's plays analyze the careers of monarchs, revolutions, gender politics, as well as the interplay between natural, divine, and positive law. This course examines Shakespeare's works alongside the works of other political thinkers to contextualize Shakespeare and to better understand his contribution to the history of political thought.

GRBK-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 GRBK 4906.

GRBK-4003. Independent Study
Students undertake an independent study of a text or set of texts under the direction of a member of the Great Books faculty and with the permission of the Program Director.

GRBK-4006. Independent Study
Students undertake an independent study of a text or set of texts under the direction of a member of the Great Books faculty and with the permission of the Program Director.

GRBK-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.

GRBK-4903. Honours Seminar
This seminar will be centred around intensive study of a particular text or thinker. The subject of the seminar will vary from year to year. The purpose of the course is to provide students with an introduction to advanced research methods, and to provide preparation for graduate-level study in the humanities. Enrolment is open to Great Books honours students, or other upper-year students with permission from the professor.

GRBK-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 supervisor. Upon completion, students will present and defend their thesis before their classmates and the Great Books faculty. Students must complete GRBK 3903 to be eligible for GRBK 4906.

GRBK-4913. Capstone Seminar
This seminar will normally focus on a single work of literature, philosophy, or political theory that has been extraordinarily influential. The subject of the seminar will vary from year to year. The purpose of the course is to provide students with an introduction to advanced research methods, and to provide preparation for graduate-level study in the humanities. Enrolment is open to Great Books honours students, or other upper-year students with permission from the professor.

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 critically studying the societies and peoples of the past, as well as 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 today, including the difficulty in saying what exactly "history" is or should be.

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 offer a world history curriculum that includes World History surveys and a range of courses that explore thematic and transnational histories on a global scale.

The History program may cause you to re-examine your worldview 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 all the answers, but we can help you learn how to ask and frame good questions. Whether you take one class with us or study to obtain 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

Any 18 credit hours of history courses suffice to constitute a minor in history. No more than nine (9) of these may be at the 1000 level.

Major in History

Each student considering a major in history must contact the department Chair to discuss their program of study.

Students majoring in history must include a minimum of 36 credit hours of history in their program of studies. These 36 credit hours must include:

1. Six (6) credit hours* of introductory History courses from among the following list of courses or equivalent:
HIST 1133. Precolonial Africa
HIST 1123. Introduction to Food in World History
HIST 1143. Modern Africa
HIST 1153. A History of Magic and Demons
HIST 1173. Cars in World History

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

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

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

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

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

Honours in History

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

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

1. The course requirements for the Major in history.

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

Course Numbering

- 1000-numbered courses serve as an introduction to the discipline of history and its practice at the university level, mainly with a focus on world or global history.
- 2000-numbered courses introduce students to the basic skills of historical research and how to construct historical arguments through written essays and other forms of communication. History 2003: Exploring History, focuses specifically on research methods and historiography, while other 2000-level courses focus on the history of a specific geographic area or topic.
- 3000-numbered courses introduce students to more advanced methods of historical investigation and focus on specific historical themes, often using a comparative or transnational approach.
- 4000-numbered courses designate research seminars and are taught at an advanced level of historical investigation, presentation, and criticism. Note: All 4000-level courses require the permission of the instructor.

HIST-1123. Introduction to Food in World History
This course explores how food was made, consumed, and understood in the past. What did food and eating mean to different people at different times, in different places? How did everyday foods, like sugar or potatoes, travel around the world? What impacts did human-made and natural disasters have on eating habits and food supplies, and how did the presence and absence of food influence people's behaviour? In this course, students learn to connect local and global interactions, past events, and the present through food. (formerly HIST 2123). Students who have taken HIST 2123 cannot take this course for credit.

HIST-1133. 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. (formerly HIST 2133). Students who have taken HIST 2133 cannot take this course for credit.

HIST-1143. 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 rule, and the assessment of the post-independence era. Subtopics include missionaries and explorers, occupation and forms of resistance, settler colonies versus non-settler colonies, nationalism and wars of 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. (formerly HIST 2143). Students who have taken HIST 2143 cannot take this course for credit.

HIST-1153. A History of Magic and Demons
What is "magic"? What are "demons"? How have constantly evolving beliefs about the supernatural impacted the course of human history (and vice versa)? This introductory survey explores how various cultures have sought to understand their world through appeal to supernatural forces—around the globe and throughout the ages.

HIST-1173. Cars in World History
Cars have shaped our world more than any other technology over the past century. Mass motorization created new opportunities for travel and consumption, changed the way people worked, transformed cities, and contributed to rising pollution and climate change. In this course we will explore the car's social, cultural, and environmental impacts on a global scale. (formerly HIST 3173). Students who took HIST 3173 cannot take this course for credit.

HIST-1413. Citizens and Citizenship in World History
This course will explore the history of citizenship on a global scale since about 1800. How have ideas and practices related to citizenship changed over time? How did new nation-states try to define citizenship? How did people try to secure recognition, rights, and human rights? How do themes of age, gender, race, class, and ethnicity relate to the question of citizenship in the modern era? These are a few of the questions and themes that the class will investigate by looking at some interesting case studies. (formerly HIST 3413) Students who have taken HIST 3413 cannot take this course for credit.

HIST-1763. 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 global spread of sports such as track and field, soccer, cricket, hockey, and baseball and the manner in which such sports were resisted or appropriated by communities throughout the world. Course content examines the political, social, and cultural significance of modern sport rather than the intricate details of individual athletes or teams. (formerly HIST 3763). Students who have taken HIST 3763 cannot take this course for credit.

HIST-1783. Screening History
Most of us get our most vivid impressions of history from images, video, and film. This course explores what's behind the screens we watch, so we can consider how visual media presents history in particular ways, and also how we can use visual media to analyze the past. You will get an introduction to some of the challenges and benefits of Screening History. (formerly HIST 3783) Students who have taken HIST 3783 cannot take this course for credit.

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 2013. World History to 1400
This 3-credit course is half of the world history survey. It gives an overview of world history events, issues, themes, and approaches until about 1400 of the Common Era (CE). It covers topics such as the origins of the universe (the Big Bang & Cosmic History), Paleolithic societies, the transition to agricultural societies, the rise of major states, empires and cultural traditions, the Silk Roads, and networks of cross-cultural interaction. NOTE: Students who have taken HIST 1013 or HIST 1006 cannot take this course for credit.

HIST 2023. World History Since 1400
This 3-credit course is part of the world history survey. It offers an overview of world history events, issues, themes, and approaches from roughly 1400 of the Common Era (CE) to the present. It covers topics such as the emergence of long-distance exploration, cross-cultural interaction, the early modern and modern worlds, the Columbian Exchange, industrialization, modern imperialism, world wars, networks, and globalization from circa 1400 onward. (formerly HIST 1023) This course counts toward the World History survey requirement for students pursuing a Major or Honours in History. NOTE: Students who have taken HIST 1023 or HIST 1006 cannot take this course for credit.

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 the societies we recognize today evolved from the rather different world of the late "Middle Ages." The course traces themes and topics such as religious belief, absolutist politics, interactions between majorities and minorities, the changing status of women, and Europe's place in an increasingly "global" setting.

HIST-2043. Modern Europe
Beginning with industrialization and a wave of revolutions that started in the late 1700s, this course traces the history of Europe to today. Who governed and whose labour made economies run? Who held power and who did not? While studying how Europeans interacted with each other and the world, students will analyse historical changes and explore issues of inclusion, exclusion and diversity. The course follows History 2033 chronologically but has no prerequisite.

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-2113. Famine and War in the Horn of Africa
This is a course on the history of Northeastern Africa, with a focus on Ethiopia, the most populous country in the region. Northeastern Africa, commonly known as the Horn of Africa, consists of Somalia, Djibouti, Eritrea, Ethiopia, and Sudan. Designed with history and non-history Majors in mind, the course will explore major landmark events in the history of this region from antiquity to the present.

HIST-2173. Modern East Asia
This course surveys the history of East Asia from ca. 1500 to the present. It examines the richness and complexity of societies in Japan, Korea and China, and East Asia's engagement in the making of the modern world.

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-2206. History of the Middle Ages
A survey of the imagined historical period between the fall of the classical Roman and 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-2233. Pirates, Piracy and World History
This course traces the history of pirates and piracy from pre-modern societies to the present day. Topics include piracy in the Greco-Roman world, the Barbary Coast, the South China Seas, the Caribbean, North America, and present-day Somalia.

HIST-2243. History of the Modern Middle East
This course provides an overview of the history of the Middle East in the modern period, from c. 1800 to the present day, though with references to earlier eras too.

HIST-2283. The Indian Ocean and the World
This lecture-based course explores the social, political, and economic history of the Indian Ocean world and Asia during the early modern period, spanning from c.1450 to about 1750. It will cover a variety of topics ranging from pre-colonial trade patterns to the succession of European empires and trading companies active in the Indian Ocean world and Asia from the turn of the sixteenth century onwards.

HIST-2433. Comparative History of North America
This course examines the historical evolution of North America from the 16th to the 20th centuries. Selected themes include connections and comparisons between Canada and the United States, issues of national identity formation, the evolving relationship between the two countries, as well as the significance of borderlands studies.

HIST-2453. History of the United Nations
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-2613. Colonial Latin America
This course surveys the history of Latin America from ca. 1450 to 1825, when most of the Americas came under Spanish and Portuguese control. It examines the myths and realities of conquest, ecological and disease impacts, the origins of the African slave trade, and social and cultural exchanges among indigenous, European, and African peoples. It also touches on colonial legacies such as structural racism, global economic inequalities, and environmental degradation that remain relevant today.

HIST-2623. Modern Latin America
This course surveys the history of Latin America from the early 1800s, when the Spanish and Portuguese colonies won their independence, to the present day. It focuses on how people have grappled with colonial legacies such as social and racial hierarchies, global economic inequality, and foreign domination. Major themes include the struggles of early nationhood, migration and urbanization, U. S. imperialism, social movements, revolutions, and human rights.

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, the course explores the historical dimensions of many of the most important issues facing Canada today, such as Truth and Reconciliation, anti-Black racism, Quebec nationalism, climate change, Western Alienation, and Canada-US relations.

HIST-3033. Gender in Early-Modern Europe (WSGS)
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-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-3103. Public History
Public History examines some efforts to tell about the past that is produced outside of conventional academic study. Our understanding of the past is often shaped by histories that are portrayed in film and TV, as presented by museums and tourism enterprises, shared as folk tales or community stories, and told through trade books on historical topics and in historical novels. This course will systematically explore some of the ways history is used in the public realm, and how the use of the past is put to work for entertainment, profit, shaping identity, and diverse political purposes. Prerequisites: 3 ch in History (HIST 2003 preferred)

HIST-3113. Modern and Revolutionary China
This is a survey of the final century of dynastic rule in China, until China's latest efforts to retrieve its status of world power. It examines 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.

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?

HIST-3133. Latin America Since 1945
This course will examine the political, social, and economic developments that have shaped Latin America since 1945. While paying attention to the continent's diversity, it will examine common themes such as the Cold War, revolutionary movements, military dictatorships, and U.S. foreign policy in the region. It will consider Latin America's relationship to the global economy, efforts to promote industrialization, and the underlying causes of poverty and inequality. Social themes will include mass migration, the drug trade, human rights, social movements, and the impacts of climate change.

HIST-3163. Gandhi, India and the World, c. 1850 to Present
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 India's borders. Studying Gandhi's life and legend will allow the class to investigate themes relating to nationalism, colonialism, pacifism, non-violence, environmentalism, alternative modernity and other topics or issues. The course will also explore Gandhi's fascinating legacy in postcolonial India and around the globe.

HIST-3203. The British Atlantic World
This course presents the Atlantic Ocean as a conduit facilitating the movement of people, goods, and ideas from approximately 1500-1800. Themes include the transatlantic slave trade, experiences of Indigenous travelers, indentured servants, and British colonists, as well as transatlantic fraternal orders.

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-3283. Archives, Knowledge, & Power
This experiential learning course introduces students to archives as repositories of knowledge, and to critiques of those institutions. Students learn how historians use archives with hands-on experience at the Provincial Archives of New Brunswick. They explore grassroots and digital projects that preserve knowledge and experiences not normally represented in official archives: queer archives, indigenous language and cultural recovery projects, oral history initiatives, archives assembled by human rights activists, etc.

HIST-3343. Europe Since 1945
In ruins and divided after the Second World War, Europe was a central theatre of Cold War conflict until 1989/90. This course traces social, political, cultural, and other developments during the Cold War and subsequent decades. Students use sources from the past to explore how Europeans saw themselves and others, and how these perceptions changed over time. They study conflict and stability, diversity and nationalism, imperialism and regional convergence, as well as Europeans' attempts to answer challenging questions about who they are and what role they should play in the world today.

HIST-3363. Germany: 1871-1945
In 1871, newly unified Germany looked forward to a future that seemed to promise greatness. By 1945, after two world wars and the repressive Third Reich, 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 the history of one of Europe's most important states. Using text and images from the past, they learn more about how Germans lived, as well as considering broader issues like nationalism, racism, imperialism, and conflict.

HIST-3373. The Germanies Since 1945
The defeat of Nazi Germany and disagreements among the victors led to the enforced division of Germany. By 1949, two separate German states had been founded, and they lasted for forty years as enemies during the Cold War. This course traces the history of Germany from the end of the Second World War to the present, covering not only division, but also reunification and Germany's role in Europe today. Students consider both "high-level" issues, such as international tensions, and the ground-level preoccupations of an increasingly diverse German population.

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 important events in world slave systems, changes in the practice of historical forms of slavery, similarities and differences between different slave systems, and an understanding of the historical background of modern-day slavery.

HIST-3393. Gender and Empire (WSGS)
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-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 co-incided 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-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 sanitation; colonial cartography and exploration; industrial development; nationalism; tourism; and environmentalism.

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-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-3593. Modern Empires
What is an empire? This course focuses on imperialism and empires from 1800 to the present. Using examples from a variety of historical empires across the world, we explore imperial societies, trade and exchange between peripheries and metropoles, imperial cultures, issues of race, gender and violence in imperial contexts. We also discuss the difficult beginnings and complex ends of empires, and their on-going legacies today.

HIST-3603. Disney and World History
Focusing primarily upon Disney's theme parks and films, this course explores issues of representation, selectivity, and appropriation, and a wide range of topics including colonialism, gender, race, class, urban utopias, educational initiatives, and Orientalism. The course examines one of the world's most powerful entertainment companies and - more generally - the complex, controversial, and contested relationship between history and entertainment.

HIST-3613. Gender & Power in Latin America (WSGS)
Latin American gender relations have often been shrouded in stereotypes about "macho men" and "exotic women." However, ordinary Latin Americans have defied stereotypes and challenged gender norms for centuries, and the continent is currently experiencing a powerful feminist revolution and explosion of LGBTQ organizing. This course traces the evolution of gender relations and gender identities in the continent, with a focus on the modern era.

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-3703. Symbols of Canada: Culture, Conflict & Commodification
Hockey. The beaver. The canoe. Poutine. This discussion-based course examines some of Canada's most recognizable and influential symbols. The course proceeds thematically and focuses on specific symbols to explore key themes such as national identity, appropriation of Indigenous culture, political conflict, and commodification. Questions addressed in the course include: Where do symbols come from? How have their meanings changed over time? How does their popularity prioritize some interests over others? How have such symbols been appropriated, resisted, and reclaimed? And, perhaps most importantly, how are Canadians shaped by this symbolic landscape?

HIST-3713. Making a Living in the United States
Making a Living in the United States examines the 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. Contemporary US History
This course explores some of the paradoxes of recent American history using such themes as power, race, gender, and identity. Sometimes we are presented with current events in the United States that baffle media and audiences alike. Yet with some careful historical contextualization we will begin to make sense of Contemporary US History. You will develop your own analyses of American history based on course materials and some guided research work.

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-3863. Tourism in World History
This course explores the global impact of modern tourism by focusing on a number of key questions: How, when, and why did tourism emerge? What motivates tourists to travel? Why do local communities embrace tourism? And how are the benefits and costs of this industry distributed? Planned case studies include: Beaches, Zoos, Theme Parks, Museums, Ecotourism, Shopping, Gambling, and Sex Tourism.

HIST-3873. Immigrants in Canada
This course examines the experiences of migrant groups in Canada from the early colonial period to the present day, as well as the public response to these new arrivals. The course also attempts to understand changing sentiments toward immigrants by charting the shifting relationships between ethnicity, nationality, race, class, gender, and political radicalism.

HIST-3883. Women and Gender in Modern Canada (WSGS)
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.

HIST-3943. Genocide in Twentieth-Century History
The twentieth century remains the most violent period in history. Its global ramifications notwithstanding, 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 Culture
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 socalled jihad or crusade conflicts from the Middle Ages to the present. Print, electronic, artistic, 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-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.

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-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 worldwide. 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.

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-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-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 conceptualizations which have informed their writing.

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.

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 Korea's political and economic prisoners of the Cold War.

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.

HIST-4606. Twentieth-Century Latin America
A study of political and social developments in Latin American republics during the twentieth century. Topics to be discussed will include the social revolutions and political leaders of this part of the Third World.

HIST-4826. Popular Culture and Settler Colonialism 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.

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.

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-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-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.

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.

Interdisciplinary Major in Humanities

Major

The Interdisciplinary Major in Humanities is intended primarily for individuals who have completed a diploma at the New Brunswick College of Craft and Design (NBCCD) and received sixty (60) transfer credit hours, allowing them to complete a BA by taking sixty (60) credit hours at St Thomas University, over a period of at least four (4) semesters. To meet the degree requirements, students must complete thirty-six (36) credit hours, including six (6) credit hours of required Humanities courses (HUMS) and thirty (30) credits of 2000 and 3000-level courses from a selection of offerings from the following Humanities disciplines: Communications, Digital Media and Creative Arts, English, Fine Arts, Great Books, History, Human Rights, Journalism, Native Studies, Philosophy, Religious Studies and Romance Languages. Students will also take an additional twenty-four (24) credit hours of electives, of which only nine (9) credits may be at the 1000 level.

The following structure is designed to allow students to complete the program in four (4) semesters. Students must choose a total of thirty-six (36) credit hours from the Course Listings below, under "Required Courses" (six (6) credit hours) and "Approved Elective Courses" (total of thirty (30) credit hours). The remaining twenty-four (24) credit hours are to be comprised of electives in other disciplines not listed below, of which a maximum of nine (9) credit hours may be at the 1000 level.

Required Courses

Six (6) credit hours as follows:

• First semester: HUMS 2003 – Humanities Writing & Research.
• Fourth semester: HUMS 3003 – Final project in Humanities

First and Second Semesters: Approved Elective Courses (Year 1)

A minimum of 15 credit hours of 2000-level approved elective courses as follows, with no more than six (6) credits in any single discipline.

Course Lising:
• Any 2000-level courses in Communications (COPP), Digital Media and Creative Arts (DIGM), Journalism (JOUR) and Religious Studies (RELG).
• Any 2000-level course in English (ENGL) except ENGL 2113, ENGL 2123, and ENGL 2926.
• Any 2000-level course in History (HIST) except HIST 2003.
• Any 2000-level course in Human Rights (HMRT) except HMRT 2033.

The following courses in Fine Arts:
• FNAR 2183 Ideas in Art
• FNAR 2333 History of Jazz
• FNAR 2353 Modern Art & Its Precursors

The following course in Great Books:

- GRBK 2006 Quest for the Good Life
- GRBK 2206 Nature, Science, and Technology
- GRBK 2306 War and Peace

The Following courses in Native Studies:

- NATI 2213 Native Literature
- NATI 2303 Science, Ethics and Native People
- NATI 2603 Roles of Native Women
- NATI 2703 Invented Traditions

The Following Courses in Philosophy:

- PHIL 2213 Introduction to Moral Philosophy
- PHIL 2263 The Art of Living: Ancient Greek Strategies for Happiness in the XXIst Century
- PHIL 2513 Introduction to Logic
- PHIL 2523 Introduction to Aesthetics
- PHIL 2533 Minds and Brains
- PHIL 2543 Moral Psychology

The Following courses in Romance Languages:

- ROML 2013 Introduction to Linguistics I
- ROML 2023 Introduction to Linguistics II

Third and Fourth Semesters: Approved Elective Courses (Year 2)

A minimum of fifteen (15) credit hours from 3000-level approved elective courses as follows, with no more than six (6) credits in any single discipline

Course Listing:

- Any 3000-level courses in Communications (COPP), Digital Media and Creative Arts (DIGM), Journalism (JOUR) and Religious Studies (RELG).
- Any 3000-level course in English (ENGL) if 2000-level prerequisites have been met.
- Any 3000-level course in Great Books (GRBK) if 2000-level prerequisites have been met.
- Any 3000-level course in History (HIST) except HIST 3553 and HIST 3983.
- Any 3000-level course in Native Studies (NATI) if 2000-level prerequisites have been met.

The Following courses in Fine Arts:

- FNAR 3013 Music and Meaning if 2000-level pre-requisites have been met
- FNAR 3406 Field Course in Art and Ecology
- FNAR 3613 Music in Film and TV

The Following Courses in Human Rights:

- HMRT 3033 Philosophy of Human Rights
- HMRT 3153 Popular Culture & Human Rights
- HMRT-3203 Human Rights Advocacy through Social Media
- HMRT 3543 Human Rights and Foreign Policy
- HMRT 3633 2SLGBTQQIA+ and Human Rights
- HMRT 3803 Human Rights of the Child and Seniors
- HMRT 3903 Business and Human Rights

The following courses in Philosophy:

- PHIL 3353 Human Nature, Society, Justice and Law II: Modern Secular Theories
- PHIL 3813 Introduction to Logic II (prerequisite 2513)

The following course in Romance Languages:

- ROML 3913 Contemporary Literary Analysis

HUMS-2003. Humanities Research and Writing

The goal of this course is to prepare students for upper-level study in humanities disciplines. It provides a survey of research methods common to the humanities with a view to identifying areas of interest from which students may choose a topic for their research project. Students will be introduced to a blend of both "extrinsic" methods (e.g. historical, material, social, identitarian, genre criticism) and "intrinsic" methods (e.g. logical, linguistic, close-reading, history of ideas, formal, phenomenological, hermeneutics). Students will also gain experience communicating their research findings in clear academic prose. Students will design and conduct their own research projects, culminating in the presentation of their findings and a final paper.

Human Rights

Major in Human Rights

To complete a Major in Human Rights, students must complete a minimum of 36 credit hours of human rights courses. The requirements for the Major include the following 9 credit hours:

HMRT-1003. Introduction to Human Rights
HMRT-2013 Research Methods
HMRT-4013. Capstone Seminar

In addition, students must complete at least 6 credit hours in each of the four subfields – Foundations, Law, Social Issues, and Practice.

a) Foundations

HMRT 2033. Human Rights in Theory and Practice
HMRT 2043. Non-Western Perspectives on Human Rights
HMRT 3033. Philosophy of Human Rights

b) Law

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 3543. Human Rights and Foreign Policy

c) Societal Issues

HMRT 2023. Human Rights and Literature
HMRT 2113. Exploring Disability
HMRT 3153. Popular Culture and Human Rights
HMRT 3233. Environment and Human Rights
HMRT 3633. 2SLGBTQQIA+ and Human Rights
HMRT 3803. Human Rights of the Child and Seniors
HMRT 3903. Business and Human Rights

d) Practice

HMRT 3073. Human Rights Internship
HMRT 3133. Human Rights Advocacy, Activism, and Social Justice
HMRT 3203. Human Rights Advocacy through Social Media
HMRT 3503. Moot Court

Students should consult with the Chair of the Human Rights Department to ensure that their program meets all requirements.

Minor in Human Rights

The Minor in Human Rights requires the 3 credit hour introductory course and 15 additional credit hours in Human Rights.

Honours in Human Rights

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

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

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

HMRT 1003	Introduction to Human Rights
HMRT 2013	Research Methods
HMRT 2033	Human Rights in Theory and Practice
HMRT 3033	Philosophy of Human Rights
HMRT 3113	The Rights Revolution in Canada
HMRT 3013	Discrimination and the Law in Canada
HMRT 3123	International Human Rights
HMRT 3063	Genocide, War Crimes, and Crimes Against Humanity
HMRT 3133	Human Rights Advocacy, Activism and Social Justice
HMRT 3603	Thesis Proposal
HMRT 4013	Capstone Seminar
HMRT 4063	Honours Thesis

Students must also complete a minimum of 18 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 2043	Non-Western Perspectives on Human Rights
HMRT 3073	Human Rights Internship
HMRT 3133	Human Rights Advocacy, Activism and Social Justice
HMRT 3153	Popular Culture and Human Rights
HMRT 3203	Human Rights Advocacy through Social Media
HMRT 3233	Environment and Human Rights
HMRT 3503	Moot Court
HMRT 3543	Human Rights and Foreign Policy
HMRT 3633	2SLGBTQQIA+ and Human Rights
HMRT 3803	Human Rights of the Child and Seniors
HMRT 3903	Business and Human Rights
HMRT 4023	Independent Study
HMRT 4043	Special Topics in Human Rights

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

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-2113. Exploring Disability
This course introduces disability studies through a human rights framework and a multidisciplinary lens. The course begins by exploring the history and social constructions of disability. We will examine ableism and ageism in society and how invisible and physical disabilities, including mental health and neurodiversity intersect with our culture and institutions. Ultimately, this course will challenge cultural representations of disability in society by reframing disability as an issue of oppression, access, inclusion, and equality. Prerequisite: HMRT 1003.

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 (GRBK 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 (GRBK 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. Gender in the Global South: A Political Economy Perspective (ECON 2303)
This course will critically examine the role of women in the global South. It will concentrate largely on the changes in these roles and their correspondence with the transition from traditional to new forms of economic organization, production, and power.

HMRT-2243. Perspectives on Environment and Society (SEST 2023)
Social systems are constructed on a set of dominant beliefs, assumptions and values that are largely unexamined but shape the way societies perceive and interact with the natural world. In this course, students examine the dominant perspectives that give rise to environmental degradation, as well as alternative paradigms offered by Green, eco-justice, Global South, sustainability, and Indigenous movements. Students also engage with political, economic and cultural theories of environmental change. Prerequisite: SEST 1013 or permission of the instructor.

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

HMRT-2263. Contemporary Moral Philosophy (PHIL 2233)
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. Prerequisite: Take any 1000-level PHIL course or permission of 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-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 (PHIL 3313)
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. Prerequisite: HMRT 1003: Introduction to Human Rights.

HMRT-3073. Human Rights Internship
This course exposes students to the practice of human rights by completing a supervised internship with a local community partner organization. Students are required to complete short weekly reports and a detailed final report that encourages them to reflect on the relationship between that experience and their formal human rights studies. Instructor's consent is required to register for this course. Students should request registration as soon as possible once registration opens for the academic year. New registrations cannot be accepted once the course has officially commenced. Prerequisite: HMRT 1003: Introduction to Human Rights.

HMRT-3113. The Rights Revolution in Canada
This course primarily examines the impact of the Canadian Charter of Rights and Freedoms. After an introductory discussion of the Bill of Rights and the development of the Charter, instruction focuses on a number of Supreme Court decisions interpreting the meaning of the Charter's provisions. Prerequisite: HMRT 1003: Introduction to Human Rights

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. Prerequisite: HMRT 1003.

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

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

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 are examined through several case studies. Recommended preparation: HMRT 1003: Introduction to Human Rights.

HMRT-3206. Justice (GRBK 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: GRBK 2006, or permission of the instructors.

HMRT-3213. Power, Politics and the Planet (SEST 3013)
Problems such as climate change, species extinctions and toxic chemical pollution are global and require the cooperation of many nations to solve. This course examines the mechanisms for multilateral cooperation on environmental problems, particularly through the United Nations, and the politics involved in getting agreement among nations with diverse and competing interests, including the dynamics of the power imbalances between Global North and Global South states.

HMRT-3216. Freedom (GRBK 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: GRBK 2006.

HMRT-3223. Environmental Praxis: Theory Meets Activism (SEST 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: Must have completed 27 credit hours of coursework.

HMRT-3233. Environment and Human Rights (SEST)
This course will explore the impact of climate change and environmental degradation on the realization of human rights, focusing on those in the economic, social, and cultural realm, including the right to a clean environment, clean air, water, food, and health. The long-term impact of climate change will also be examined in the context of trends in migration and human security. Prerequisite required: HMRT 1003.

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-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 19th and 20th 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-3603. Thesis Proposal
The purpose of this course is to guide students interested in writing an honours thesis through their initial research process. Students will develop a research question and/or hypothesis, examine their methodology, conduct a literature review and prepare a substantial annotated bibliography. Classes are held throughout the term to assess progress towards the completion of the final proposal. A completed thesis proposal is required to move on in the honours program.

HMRT-3633. 2SLGBTQQIA+ and Human Rights (WSGS)
This course explores socially constructed customs and structures of society that enable legal regulation of gender identity and human sexuality through the history, policies and norms that shape government action. Basic theories of gender and sexuality studies are explored before critically examining the same theories in practice through case studies. This course explores other identity issues such as race, age, disability, and class intertwine with gender and sexuality identities, and how experiences and identities shape the ways in which people resist inequality and lobby for change.

HMRT-3803. Human Rights of the Child and Seniors
This course examines the legal human rights structures in Canada and internationally, as they apply to children, adolescents, and seniors in unique and rapidly evolving ways. The primary focus is 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, welfare law, and other areas are surveyed.

HMRT-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.

HMRT-3823. Native Peoples and the Canadian Form of Racism (NATI)
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 margin al 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.

HMRT-3903. Business and Human Rights
This course examines the social responsibility of corporations through a business and human rights lens. Students 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-3933. Treaties and International Law (NATI)
The goal of this course is to familiarize the student with international legal norms and instruments as they relate to indigenous peoples, including Indians in Canada. Treaties between Indigenous nations and European empires/settler nation-states are nation-to-nation agreements, and thus, international law, which will be discussed and analyzed. Various United Nations instruments will be studied. As well, this course will look at the history and law of various locations outside Canada such as: Africa, India, Australia, New Zealand, the United States of America, Norway, central and south America and southeast Asia. This course is designed as an upper year survey course.

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
Under the direction of a member or members of the Department and with the permission of the Chair, students explore a topic related to human rights. The course is limited to students with a proven academic record. Prerequisite: HMRT 1003.

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 Endowed Chair in Human Rights.

HMRT-4063. Honours Thesis
This course is the written component of the honours program and is an extended research paper on a topic written under the supervision of a thesis director. Students must have completed HMRT 3603, Thesis Proposal, with a minimum grade of B to take HMRT 4063. Upon completion, the thesis is defended in front of the student's thesis committee as well as invited members of the human rights faculty.

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 Re-organization (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.

Interdisciplinary Studies

For information on the Interdisciplinary Studies Program, please contact the Coordinator of Interdisciplinary Studies at id@stu.ca

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 Studies 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 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 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 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-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.

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 Studies 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 Humanities 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 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 1203	Introduction to Film Studies
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	Colonial Latin America
HIST 2623	Modern Latin America
HIST 3613	Gender and Power in Latin America
HIST 4606	20th Century Latin America
SPAN 4213	Mexico Online! I
SPAN 4223	Mexico Online! II
SPAN 4813	Spanish-American Literature: Colonial to Modern
SPAN 4823	Spanish-American Literature: Modernism to Present

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

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 other departments, including Criminology, Human Rights, and History.

Honours

Students wishing to complete the Honours program in IREL will satisfy the requirements for the Major and complete the following courses:

IREL-4013	Honours Thesis in International Relations
POLS-3903	Introduction to Quantitative Research Methods in Political Science
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	Topics in 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 five 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. Topics in 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-3543. The Reemergence of China
This course provides a comprehensive overview of the political, economic and security issues related to the rise of China as an emerging superpower in the modern world. The course examines China's domestic economic, social and security policies and issues connected to human rights. The course examines how China's domestic considerations affect its international relations and vice versa. The course analyzes China's relations with its neighbours in the Asia Pacific and its increasingly difficult relationship with the United States. It also examines Canada's evolving interactions with China. The key question considered in the course is how does China's rise affect the organization and nature of the organizing structures that govern the world in the 21st century? Pre-requisites: POLS 2613 or POLS 2623 or permission of the instructor.

POLS-3553. The Global Politics of Israel-Palestine
This course reviews the modern history and politics of the Israel-Palestine conflict. It pays particular attention to the events leading up to and following the Israel-Palestine conflict of 2023 and the effects of that struggle on numerous areas of international relations, including the impact on international human rights law, the Western world's political influence in the world, and the global hegemonic role of the United States. The course also considers Canada's response to the conflict and the domestic and international implications. Prerequisites POLS 2613, 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 sometimes 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.

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-3363. Latin American Politics & Government
This course offers a comparative introduction to Latin American politics, with a particular focus on the themes of democracy, state-building, and political institutions. It examines the way in which past authoritarian regimes continue to influence democratic progress in Latin America, as well as the other challenges that contemporary regimes face from factors such as state capacity, corruption, inequality, and violence. In this way, the course emphasizes the ways in which Latin America has pushed us to rethink theories based on the European experience and to redefine our understanding of democracy. Pre-requisites: At least 6 credit hours in Political Science or permission of the instructor.

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

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.

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.

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.

Other Courses

Below is a list of classes offered in other departments that can be counted as Advanced International Relations and/or Area Studies. This is not an exhaustive list and does not include courses from the University of New Brunswick that may also qualify. All of these courses will not be offered every year. Before including one of these classes as part of your International Relations program, please confirm and get permission to use the course from the Director of the IR program.

CRIM 3643-Terrorism: An Introduction
ECON 2303-Gender in the Global South
SEST 3143- Theories of Sustainability and Change
ECON 3153-Political Economy II
ECON 3333-Perspective on Underdevelopment
ECON 3343-Banking and International Finance
ENGL 3433-World Literature in English: West Indies and Africa
ENGL 3443-World Literature in English: India
SEST 3013- Power, Politics and the Planet (POLS)
HIST 3113- Modern and Revolutionary China
HIST 3123- Student Movements in East Asia
HIST 3163-Gandhi, India and the World
HIST 3203-The British Atlantic World
HIST 3343-Europe Since 1945
HIST 3373- The Germanies Since 1945
HIST 3373-Slavery in World History
HIST 3603-Disney and World History
HIST 3613-Gender and Power in Latin America
HIST 3643-Race and Racism in Modern History
HIST 3743-Contemporary US History
HIST 3943-Genocide in World History
HMRT 3063-Genocide, War Crimes and Crimes Against Humanity
HMRT 3123-International Human Rights (note that this course can be taken in place of PS 3503 but a student cannot take both courses and have them counted separately in the program)
HMRT 3213-Environment and Society III
HMRT 3543-Human Rights and Foreign Policy
NATI 3703-Indigenous and Western Economics and the Idea of Development
NATI 3713-Are Aboriginal People Human? Human and Aboriginal Rights
NATI 3923-Territorial Claims: Theory and Practice
NATI 3933-Treaties and International Law (HMRT)
SOCI 3223-Globalization and Gender

The University of New Brunswick offers courses that may be counted towards the Advanced International Relations and 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.

Journalism

The Major in Journalism 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.

Major

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

Minor

Students who would like to have a Minor in Journalism must complete 18 credit hours in JOUR courses.

JOUR-1113. Writing for Journalism
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 Journalism.

JOUR-1023. Introduction to 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-2013. Reporting for Journalism
This course will introduce students to multi-media storytelling and the collection of video, still photographs and sound, and how all these elements can be used in storytelling. The course will introduce students to the technology used in the collection of material and editing software used to create stories.

JOUR-2033. Community Journalism
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-2063. Ethics and Investigative Journalism
This course will introduce students to the freedoms and responsibilities of journalists in Canada. Topics include press freedom and the Canadian Charter of Rights and Freedoms, publication bans, defamation, confidentiality of sources, investigative reporting and the law. Students will be introduced to the fundamentals of court reporting.

JOUR-3023. Advanced 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. Prerequisite: JOUR 2123 or permission of professor

JOUR-3033. Advanced Writing for Journalism
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-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. Prerequisite: JOUR 2123 or permission of professor

JOUR-3163. Journalism and Stories that Change the World (COPP)
This course explores how the new media and social media are contributing to political and social change around the world.

JOUR-3173. Interviewing for Journalism
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-3333. Special Topics in Journalism and Media
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

JOUR-3703: Commentary Journalism and Public Opinion
Students in this course will explore theoretical issues in journalistic commentary and learn fundamental skills related to the writing or production of print and spoken word editorials. In the process, the course will focus on examples of journalistic commentaries of the past century that have shaped and directed public opinion, the power that drives political, social, and cultural change. Classes will include lectures, group projects, and one-on-one skills development with the professor. Prerequisites: JOUR 1113, or COPP 2013, or by permission of instructor.

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.

Law, Politics, and Society

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

Major

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

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

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

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

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

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

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

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

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

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

Minor

The minor program consists of 18 credit hours completed according to the following requirements:

1) LAPS 1003 Intro to Law, Politics, and Society
2) *One other 1000-level course in the LAPS program list*
3) 6 credit hours from this list:
CRIM 2123 Criminal Law
HMRT 3063 Genocide, War Crimes, and Crimes Against Humanity
NATI 3903 Native Peoples and the Law: Theory
POLS 2103 Canadian Constitutional Politics

4) 6 credit hours from the following list:
CRIM 2253 Crime and Society in Historical Perspective
HMRT 3033 Philosophy of Human Rights
SOCI 2416 Inequality in Society (WSGS)
POLS 3503 Human Rights and International Relations

Note that in the case of both the major and minor in Law, Politics, and Society, many senior level courses have prerequisites that student must satisfy. Accordingly, students should plan their programs carefully.

Course List
LAPS 1003 Introduction to Law, Politics and Society

Other 1000-level courses:
CRIM 1013 Introduction to Criminology
CRIM 1023 Introduction to Criminal Justice
HMRT 1003 Introduction to Human Rights
POLS 1013 Topics in Law, Power, and Politics
POLS 1103 Canadian Government

Category I: Law and Politics Courses
These courses focus on the institutional features of law, law-making, and legal enforcement.

CRIM 2123 Criminal Law
CRIM 2233 Police and the Canadian Community
CRIM 4133 International and Comparative Criminal Justice
CRIM 3143 Charter Rights and Criminal Justice
CRIM 3223 Criminal Procedure
CRIM 3243 Advanced Criminal Law
CRIM 3503 Wrongful Conviction!
HIST 2453 History of the United Nations
HIST 3163 Gandhi, India and the World, c. 1850 to Present (PEAC)
HIST 3943 Genocide in Twentieth-Century History
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 3506	Moot Court
NATI 3903	Native Peoples and the Law: Theory
NATI 3923	Territorial Claims: Theory and Practice
NATI 3933	Treaties and International Law (HMRT)
POLS 2103	Canadian Constitutional Politics
POLS 3123	The Canadian Constitution: Federalism (SEST 3123)
POLS 3133	The Canadian Constitution: The Charter of Rights and Freedoms
POLS 3306	U.S. Government and Politics
POLS 3343	Law, Politics, and the Judicial Process in Canada

Category II: Law and Society Courses

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

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

LAPS-1003. Intro to Law, Politics, and Society

This course will introduce students to the relationships between law, politics, and Canadian society. Students will examine types of law, the judicial system, the legal profession, and the institutional, social, and cultural contexts in which laws are made and enforced. The course

will engage students in debates about citizen rights, the policy-making role of courts, Aboriginal peoples and the law, public opinion and the legislative process, media and the law, and other topical issues.

LAPS-3003. 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.

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 Mathematics. Students work closely with a faculty member on a project involving independent research. Approval must be given by the by Director.

NOTE: Not all courses listed are 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 Peoples and the Law: Theory

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 3333 Colonial Cartography and Indigenous Nations
NATI 3633 Maliseet/Passamaquoddy History
NATI 3643 Mi'kmaq History
NATI 3943 Métis Issues
NATI 4623 First Nations' Historiographies: Theory

Advanced Course on Law and Regulation

NATI 3713 Are Aboriginal People Human? 'Human' and 'Aboriginal' Rights
NATI 3913 Native Peoples and the Law: Practice
NATI 3923 Territorial Claims: Theory and Practice
NATI 3933 Treaties 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. The course will examine precontact history; the influences of colonialism and primitive accumulation/capitalism in the postcontact era; and contemporary issues - while emphasizing a historical and materialist perspective.

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 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
What is accepted as scientific bases for existing pronouncements about Native peoples - made by educators, psychologists, anthropologists, sociologists, and others - generally fail to pass even minimal analytic, ethical, and philosophical requirements for constituting valid findings. Regrettably, few people realize this: most importantly, Native Peoples themselves are agents of programs & policies supposedly based upon such research. This course will give students an introduction to the technical requirements needed to identify, as such, incorrect, racist, pseudo-scientific mischaracterizations of Native Peoples; in addition, they will learn the basics of conducting proper research themselves.

NATI-2603. Roles of Native Women (WSGS)
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-2703. Invented Traditions
This course takes an analytical look at the invention of pseudo-traditions with a focus on indigenous nations in the context of a worldwide historical problem. Colonial and invader/settler powers destroy, romanticize, omit, distort, and replace indigenous traditions with hoaxes catering to the agendas of colonial/capitalist development. Often, these invented traditions destroy communal spirituality, beliefs, and lifeways, and replace them with "new age" individualist metaphysical beliefs. Case studies include the Scottish kilt, the "medicine wheel" originally based on the eugenic "colours of man," animism, invented oral traditions, bloodlines, "Chief and Council," and cuisine that is installed as a "cultural trait." The course explores the problems of "pan-Indianism," where traditions and ceremony from a specific indigenous nation is expanded into the traditional custom of all indigenous nations, including passing off another indigenous nation's lifeways as a the "traditional government" of another indigenous nation.

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-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-3333. Colonial Cartography & Indigenous Nations
An analytical look at indigenous geographies / cartographies and European colonial cartography of the Americas and the world. Thematic topics include mapping techniques, materialist rationale behind the mapping of the world, and the abstract changes to the indigenous landscapes by European settler cartographers with the physical consequences of those changes. The course will conclude with an analysis of academic cartography and how scholars generalize / conceptualize indigenous geographies.

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 Peoples and the Law: Theory
An analytical overview of the development of European bodies of law during the creation and rise of capitalism, as it began in Europe and continued to the creation of the 1876 Indian Act – a legal history of the legal-political relationship between Native peoples and Europeans. This course will especially focus on the 1823 Johnson v. M'Intosh decision, which

gave white Christian empires and their successors the right to take automatic possession of Indigenous territory on "discovery" of the land – The Doctrine of Discovery. The differences between Common Law and Civil Law will be analyzed. The course will conclude with a brief overview of the 1888 St. Catharines Milling and Lumber Co v. R decision in Canada.

NATI-3913. Native Peoples and the Law: Practice
An analysis of court decisions affecting questions of the status of Native peoples, Aboriginal rights, family law, treaty rights (as incorporated into settler nation-state laws), and social relations in Canada and the United States, including the Constitution Act, 1982. After a brief look at the 1876 Indian Act, the course will examine how the Act changed and evolved over time, in particular with the inclusion of the Inuit and with Bill C-31 on the status of women. Court cases from the 1888 St. Catharines Milling and Lumber Co v. 10 R. decision onward through the landmark Marshall decision (1999) will be analyzed and discussed.

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

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

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-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. First Nations' Historiographies: Theory
This course examines First Nations' historiography in historical periods in Canada and compare standard accounts with facts and perspectives that have been kept out of mainstream sources. Students will be expected to research a particular topic within the context of Indigenous history, identify what has been left out, and explicate why this is likely the case. The contributions of archaeology, cartography, oral history, and ethnohistory will be considered along with the issues of context, perspective and ethics, in researching and writing First Nations' history. Prerequisite: NATI 1006.

NATI-4633. First Nations' Historiographies: Practice
This course follows NATI 4623 and focuses the materialist Indigenous histories in Canada. Students will continue with their historiographic paper topic in NATI 4623 to incorporate historical research. 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, while formulating a publishable-worthy paper. 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 programmes, particularly those of the Hawaiians, Maoris, Navajos, Mohawks, Okanagans, and Inuit. Fluency in Maliseet or Mi'kmaq is not required.

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-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-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-4213. Morphology in the Target Language I
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-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-requisites are NATI 4223 Phonology in the Target Language I.

NATI-4253. Advanced Maliseet/Passamaquoddy I
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-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.

NATI-4273. Morphology in Target Language II
This course is intended for students in an intensive language learning program, but fluent speakers of the language could also take it to assist them in teaching the language. As a follow--up to NATI 4213 Morphology in the Target Language I it will focus on more complex aspects of the internal structure of words and study the conversational uses of the complex forms. Pre--requisites: NATI 4213 Morphology in the Target Language I or by permission.

NATI-4293. Advanced Maliseet/ Passamaquoddy 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.

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 contemporary documents, including children's literature and curriculum materials. Particular attention will be paid to content, orthographies, grammatical changes, and historical and contemporary uses for the texts. Students will also gain experience writing essays in the language. Prerequisite: NATI 3103. Conversational Mi'kmaq, or NATI 3113 Conversational Maliseet/Passamaquoddy, or the equivalent, or 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 1003	Introduction to Human Rights
POLS 3503	Human Rights in International Relations and Foreign Policy
RELG 3473	Native American Religions
RELG 3483	Mi'kmaq and Maliseet Religions
SOCI 2013	Research Design & Method
SOCI 2023	Understanding 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 What is Philosophy? (Historical Introduction 1)
   PHIL 1023 What is Philosophy? (Historical Introduction 2)
   PHIL 1033 Atheism: An Introduction to Philosophy
   PHIL 1043 Free Will: An Introduction to Philosophy
   PHIL 1053 Myth and Reason: and Introduction to Philosophy
   PHIL 1063 Life and Death: An Introduction to Philosophy
   PHIL 1073 Robot & Animal Ethics: An Introduction to Philosophy

** A maximum of six (6) credit hours at the first-year level can be used to satisfy the Honours or Major requirements; any additional credit hours at the first-year level may satisfy only other degree requirements.*

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-Modernity and the Rise and Fall of Scholasticism (RELG 2153)
PHIL 2153 Rationalism
PHIL 2163 Empiricism

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 3583 Phenomenology
   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 What is Philosophy? (Historical Introduction 1)
   PHIL 1023 What is Philosophy? (Historical Introduction 2)
   PHIL 1033 Atheism: An Introduction to Philosophy
   PHIL 1043 Free Will: An Introduction to Philosophy
   PHIL 1053 Myth and Reason: and Introduction to Philosophy
   PHIL 1063 Life and Death: An Introduction to Philosophy
   PHIL 1073 Robot & Animal Ethics: An Introduction to Philosophy

** A maximum of six (6) credit hours at the first-year level can be used to satisfy the Honours or Major requirements; any additional credit hours at the first-year level may satisfy only other degree requirements.*

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-Modernity and the Rise and Fall of Scholasticism (RELG 2153)

PHIL 2153 Rationalism
PHIL 2163 Empiricism

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 3583 Phenomenology
   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. What is Philosophy? (Historical Introduction 1)
To do philosophy is to reflect critically on our underlying beliefs (e.g., about reality, knowledge, freedom, responsibility) and to modify whatever doesn't stand up to scrutiny. Whether we realize it or not, the very way we think is shaped by past thinkers -- which is why studying philosophy's history is a crucial part of doing philosophy. In this course, we will focus on Ancient and Medieval thinkers as we strive to evaluate our views critically. This course has no prerequisite.

PHIL-1023. What is Philosophy? (Historical Introduction 2)
To do philosophy is to reflect critically on our underlying beliefs (e.g., about reality, knowledge, freedom, responsibility) and to modify whatever doesn't stand up to scrutiny. Whether we realize it or not, the very way we think is shaped by past thinkers -- which is why studying philosophy's history is a crucial part of doing philosophy. In this course, we will focus on Modern and Contemporary thinkers as we strive to evaluate our views critically. This course has no prerequisite.

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.

PHIL-1073. Robot & Animal Ethics: An Introduction to Philosophy
Should we have sex with robots? Is it okay to use a robot prostitute? Can we force them to serve us or use them in warfare? And what about animals-do they have rights? Should we eat them, experiment on them or stick them in zoos? These are some of the fascinating and strangely important questions to be addressed in this course. We will learn how to do philosophy by thinking about the social, psychological and ethical implications of our relationships with these two very different kinds of creatures.

II. History of Philosophy

PHIL-2113. Ancient Philosophy I: The Fundamental Structures of Reality
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 1000-level PHIL course, or permission of the instructor.

PHIL-2123. Ancient Philosophy II: Discovering the Inner Workings of Nature
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 1000-level PHIL course, 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: Either PHIL 1013 or 1023 or 1053 or 2263 or permission of the instructor.

PHIL-2143. Medieval Philosophy: Pre-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: Either PHIL 1013 or 1023 or 1053 or 2263 or permission of the instructor.

PHIL-2153. Rationalism
A study of the 17th and 18th century rationalist philosophers. Prerequisites: Any 1000-level PHIL course, or permission of the instructor.

PHIL-2163. Empiricism
A study of the 17th and 18th century British empiricists. Prerequisites: Any 1000-level PHIL course, or permission of the instructor.

III. Moral Philosophy

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

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. Prerequisites: Any 1000-level PHIL course, or permission of the instructor.

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 (SEST, HMRT 3233)
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 (HMRT 3033)
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 1003, 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 investigate and critically assess some of the most influential attempts in the history of philosophy to respond to art and artistic expression. Readings include selections from a variety of philosophers such as Plato, Aristotle, Kant, Hegel, Heidegger, and Benjamin. Prerequisites: None.

PHIL-2273. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

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: GRBK 2006 or GRBK 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: GRBK 2006 or GRBK 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 (*Theaetetus, 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. Prerequisites: Any 1000-level PHIL course, or permission of the instructor.

PHIL-3553. Augustine's Confessions
This course provides an in-depth analysis of Augustine's Christian philosophy through a close reading of his most widely read work, the *Confessions*. The course focuses on themes like the relation between addiction and free will, the invention of the concept of selfhood, truth as an integration of universality and particularity, the problems that friendship creates for self knowledge, and the Christian take-over of Platonism and Stoicism. Prerequisites: Either PHIL 1013 or 1023 or 1053 or 2263 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: Either PHIL 1013 or 1023 or 1053 or 2263 or permission of the instructor.

PHIL-3583. Phenomenology
A lecture course introducing students to phenomenology, a late 19th century and early 20th century mode of philosophical inquiry that has played a major role in informing and shaping much contemporary philosophy. The primary focus of the course will be the work of Edmund Husserl (1859-1938), though other thinkers will likely be discussed. Prerequisites: Any 1000-level PHIL course, 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. Prerequisites: Any 1000-level PHIL course, or permission of the instructor.

PHIL-3643. Kierkegaard and Nietzsche : Philosophy of Personal Identity
In this course, we will engage and critically assess the views of the two leading figures in 19th century existentialism, Søren Kierkegaard and Friedrich Nietzsche, focusing in particular on their analyses of "personal identity", i.e., what it means to be a self. Prerequisites: Any 1000-level PHIL course, 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: Either PHIL 3543 or 3583 or 3763, 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 1000-level PHIL course, 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 1000-level PHIL course, or permission of the 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 1000-level PHIL course, 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: Either PHIL 3543 OR 3583, or permission of the instructor

PHIL-3813. Introduction to Logic II (MATH 3813)
A survey of intermediate topics in formal 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. 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 or LAPS 1003, 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, 3503, 3513, 3523, 3533, 3543, 3553, 3603, 3613, 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 any POLS course at the introductory level or LAPS 1003, and 15 additional credit hours from at least two different fields of Political Science.

Honours in Political Science

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

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

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

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

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. Public Engagement (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' personalities, 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-3363. Latin American Politics & Government
This course offers a comparative introduction to Latin American politics, with a particular focus on the themes of democracy, state-building, and political institutions. It examines the way in which past authoritarian regimes continue to influence democratic progress in Latin America, as well as the other challenges that contemporary regimes face from factors such as state capacity, corruption, inequality, and violence. In this way, the course emphasizes the ways in which Latin America has pushed us to rethink theories based on the European experience and to redefine our understanding of democracy. Pre-requisites: At least 6 credit hours in Political Science 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. Topics in 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, 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 (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, POLS 1603, 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-3543. The Reemergence of China
This course provides a comprehensive overview of the political, economic and security issues related to the rise of China as an emerging superpower in the modern world. The course examines China's domestic economic, social and security policies and issues connected to human rights. The course examines how China's domestic considerations affect its international relations and vice versa. The course analyzes China's relations with its neighbours in the Asia Pacific and its increasingly difficult relationship with the United States. It also examines Canada's evolving interactions with China. The key question considered in the course is how does China's rise affect the organization and nature of the organizing structures that govern the world in the 21st century? Pre-requisites: POLS 2613 or POLS 2623 or permission of the instructor.

POLS-3553. The Global Politics of Israel-Palestine
This course reviews the modern history and politics of the Israel-Palestine conflict. It pays particular attention to the events leading up to and following the Israel-Palestine conflict of 2023 and the effects of that struggle on numerous areas of international relations, including the impact on international human rights law, the Western world's political influence in the world, and the global hegemonic role of the United States. The course also considers Canada's response to the conflict and the domestic and international implications. Prerequisites: POLS 2613 and 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
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 3033)
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
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 com-

munity. 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.

Special Topics

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.

POLS-3353. Special Topics
The content of this course changes from year to year to reflect the special strengths of faculty and particular needs of students.

Honours

POLS-3903. Introduction to Quantitative Research Methods In Political Science
An introduction to quantitative research methods and descriptive statistics as applied to the study of political phenomena. In addition to covering basic statistical principles, the course focuses on key issues related to research design, sampling and case selection, measurement and operationalization, data collection and analysis, and the communication and interpretation of results. Pre-requisites: At least 9 credit hours in Political Science or permission of the instructor.

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-4003/4013. 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

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
   2193 Introduction to Cognitive Neuroscience
   3113 Hearing
   3123 Visual Perception
   3153 Advanced Biological Bases of Psychology
   3173 Memory and the Brain
   3423 Motivation and Emotion
   4173 Seminar in Neuropsychology
   4193 Seminar in Cognitive Psychology

   CLINICAL Division:

   2253 Psychology of Personal Growth
   2643 Abnormal Psychology (CRIM 2643)
   2653 Abnormal Child Psychology

3223 Health Psychology
3613 Models of Psychotherapy with Adults
3813 Psychological Testing and Assessment
4433 Seminar in Women and Mental Health (WSGS)
4453 Seminar in Stress and Health
4513 Seminar in Popular Psychology

DEVELOPMENTAL Division:
2613 Physical and Emotional Development
2623 Cognitive and Social Development
3623 Adolescent Development
3733 Developmental Psycholinguistics
4623 Seminar in Developmental Psychology

LEARNING & COGNITION Division:
2213 Principles of Learning
2263 Cognitive Psychology
3213 Behaviour Modification
3273 Human Memory
4213 Seminar in Behaviour Management
4243 Seminar in Behaviour Psychology
4263 Seminar in Cognitive Psychology

SOCIAL & PERSONALITY Division:
2183 Human Sexuality
2313 Personality Psychology
2413 Social Psychology (CRIM 2413)
2443 Environmental Psychology
3183 Sexuality and Diversity (WSGS)
3413 Advanced Social Psychology
3443 Psychology of Human-Nature Connection (SEST)
3533 Introduction to Industrial and Organizational Psychology
4183 Seminar in Sexuality (WSGS)
4313 Seminar in Personality
4323 Seminar in Romantic Relationships
4423 Seminar in Social Psychology
4443 Seminar in Environmental Psychology

4. The remaining credits can be taken from any of the courses 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. Completion of an Honours degree and Honours thesis is an important part of preparation for graduate study in Psychology. In addition to meeting the general criteria of the University for an Honours degree, students

who wish to take the Honours BA 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, human development, social psychology, social cognition, clinical psychology, personality, quantitative and qualitative methods, and psychometrics.

1. Admission to Honours

Admission to the honours program is competitive. Students who wish to complete an Honours degree in Psychology normally apply to the Department Chair by March 15 of the academic year before they intend to complete their Honours thesis. At this time, students apply, in writing, describing their preferred area of study for the Honours thesis project. Usually, students accepted to the Psychology Honours program will have a cumulative GPA of 3.9 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 3.9 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 Psyc 2013 and Psyc 2023 (or their equivalents; typically completed in 2nd year), with a minimum grade of B;
c) completion of Psyc 3933 and Psyc 3943 (or their equivalents; typically completed in 3rd year), with a minimum grade of A-;
d) No grade less than B- in second year courses and above
e) indication of interest in pursuing a research-based graduate degree, or a career involving research skills, following graduation from St. Thomas University;
f) indication that two or more full-time faculty members in the Psychology Department have expressed interest in supervising the student in a thesis project.
g) In addition, previous research experience will be considered an asset.

Important: Students are not typically accepted into the Honours program until the end of their third year. However, 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 Prospective Honours Students

i. Initial interview with full-time faculty members (in the Fall term or early in the Winter term of the academic year before the student intends to complete their honours thesis).
ii. Application to the Chair of Psychology by March 15th of the academic year before the student intends to complete their Honours thesis, expressing interest in the

Honours program. This application should include: a) a letter describing your reasons for pursuing an Honours degree, your general areas of interest, and an indication of which two (or more) full-time faculty members in the Psychology Department have expressed interest in supervising you in a thesis project, and an unofficial copy of your transcript, b) a CV or resume, and c) your email address and/or a summer contact address.

iii. Notification of acceptance into the Honours Program will occur in the late Spring or early Summer of the year you applied to the program (typically 3rd year). 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: Some graduate programs require students to write the GRE (General and/or subject test). It is recommended that students begin looking into potential graduate programs in the summer before their last academic year to determine if GRE test scores are required to apply.

3. Thesis

Students admitted to the Honours program are required to complete an Honours Thesis. An Honours Thesis is an independent research project undertaken in collaboration with a Faculty Member in the Psychology Department who serves as Thesis Supervisor. Typically, Thesis Supervisors are full-time faculty members. The topic for the Honours Thesis is developed in consultation with the Thesis Supervisor, and the research may employ quantitative and/or qualitative methods. Honours students are required to orally present their completed thesis in the Departmental Thesis colloquium. This 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 3.9 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 is on vision, but non-visual perception such as hearing and multi-sensory integration are also discussed. Topics may include the perception of objects, colour, space, scenes, and motion, as well as factors affecting perception such as attention and learning. Topics can be selected to meet the interests of the class.

PSYC-2153. Biological Psychology
This course provides a general introduction to the biology of the nervous system, and to the relationship between the nervous system and behaviour. Topics covered may include basic neuroscience, disorders of the nervous system, and selected core topics from biological psychology, such as sleep, memory, autonomic function, sensory systems, consciousness, and motor function.

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-2193. Introduction to Cognitive Neuroscience
This course introduces students to the exciting field of cognitive neuroscience, the study of the relationship between the brain and cognitive processes. Topics covered will include the basics of brain function and neuroimaging, and a variety of topics such as the neural bases of memory, decision-making, attention, language, executive function, consciousness, and disorders of those processes. Prerequisites: PSYC 1013 and 1023.

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-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 (SEST)
This course will provide an introduction to the broad area of environmental psychology. In addition to covering the psychology of climate change, action, and sustainability, this course will survey such topics as the built and natural environments, environmental perception and cognition, personality and the environment, personal space and crowding, place attachment, as well as residential and urban environmental psychology.

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)
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 psychological 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-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 explores ways of generating knowledge in psychology through the interpretation of talk and text. Whereas much research in psychology is rooted in quantitative methods (e.g., involving statistics), this course explores ways of developing knowledge using qualitative methods (e.g., involving interviews or focus groups). Through this course,

students will gain 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. Prerequisite: Psyc 2023 or permission of the instructor.

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 examines the many facets of visual perception. The purpose is to expand upon some of the topics covered in Sensation and Perception with an emphasis on key theoretical approaches and empirical studies. Topics may include vision for perception, action, and social interactions. Prerequisites: PSYC 2023 and one of the following: 2113, 2123, or permission of the instructor.

PSYC-3153. Advanced Biological Psychology
This course examines the nervous system in greater detail than 2153. Examining discoveries from cutting-edge research will be a major focus of the course. Topics covered may vary from term to term, and may include selected topics from biological psychology, such as consciousness, memory, sensation and perception, brain repair and augmentation, brain reading, and evolution of the brain. Prerequisite: PSYC 2153.

PSYC-3173. Memory and the Brain
This course will examine the neural systems underlying memory. Topics covered will include the basic underlying biology, the relationship between biological memory systems and cognitive memory processes, techniques used to study memory systems, and disorders of memory. Neuropsychological case studies and neuroimaging studies will be used to help explain and illuminate general principles. Prerequisites: PSYC 2263 and either 2153 or 2193 (NB: Introduction to Cognitive Neuroscience). Alternative prerequisites may be accepted with the advance permission of the instructor.

PSYC-3183. Sexuality and Diversity (WSGS)
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-3443. Psychology of Human-Nature Connection (SEST)
This course focuses on examining human connection to nature. The course includes in-class and outdoor experiential learning components. Topics may include: the role of nature in relation to health and psychological well-being, social and community aspects of human-nature interaction, and a critical examination of natureoriented therapeutic approaches. Pre-requisites: PSYC 2023 (Intro to Research Methods)

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-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: GERO 2673.

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 development, 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-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 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-4173. Seminar in Neuropsychology
This course examines the effects of brain damage on behaviour, with a focus on cognition. Students will examine case studies from the research literature to identify relationships between brain function and behaviour, based on deficits and alterations to behaviour produced by brain damage. Major topics may include the effects of brain damage on memory, perception, decision-making, attention, language, and consciousness. This course will be of particular interest to students considering graduate or professional study in psychology, neuroscience, and allied fields. Prerequisites: PSYC 2013, 2263, one of either 2153 or 2193 (NB: Introduction to Cognitive Neuroscience) and one of 3153, 3273, 3173 (NB: Memory and the Brain), or permission of the instructor.

PSYC-4183. Seminar in Sexuality (WSGS)
This seminar focuses on advanced exploration of the area of human sexuality. The course will critically examine scholarly constructions and representations of sexuality via class discussions and presentations of research in the field of sexuality. Possible topics include sexual identities, sexual pleasure, constructions of sexuality knowledge, and media and sexuality. Prerequisites: PSYC 2023 and 2183, or permission of the instructor.

PSYC-4193. Seminar in Cognitive Neuroscience
This course explores advanced topics and research in cognitive neuroscience. Topics covered may include the neural basis of memory, decision-making, attention, language, executive function, consciousness, and disorders of those processes. Open and unanswered questions in cognitive neuroscience will be explored. This course will also help prepare students considering graduate and/or professional study in psychology, neuroscience, or biomedical fields for future studies. Prerequisites: PSYC 2013, 2263, one of either 2153 or 2193 (NB: Introduction to Cognitive Neuroscience) and one of 3153, 3273, 3173 (NB: Memory and the Brain), or permission of the instructor.

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-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-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-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 (WSGS)
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 (SEST)
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 and 2023 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-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-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-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-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) 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
RELG 4023 Scope and Methods

Students contemplating a Major in Religious Studies will select their courses in consultation with a member of the Department. Students must declare their Major to the Registrar's 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 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 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 (SEST)
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-2203. Health, Healing and Religion
In many cultures, healers are religious specialists who understand illness and health as processes closely related to spiritual and ethical matters. This course is a collaborative inquiry into health, sickness, and healing as religious activity in a range of communities. Examples of loci of those communities are Hindu North Indian, Kalahari Kung, Navaho, Palestinean of the first fifty years of the common era, and mainstream North American.

RELG-2233. Women and Religion (WSGS)
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-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 (WSGS)
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-3233. LGBTQ2S+ with/out Religion(s) (WSGS)
This course explores how queer sexual identities and religious identities dynamically and diversely intersect each other. Multi-religious in scope, this course examines how transgender as well as LGB people continue to question, resist, leave, identify with, or even struggle to reform religion(s) and adapt their spiritualities. This course takes into account historical and contemporary religious trends that align both with heterosexist negativity as well as affirmative support for queer sexual diversities.

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-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-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-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-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. Religions of Tibet, 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 (WSGS)
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-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-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-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 & Method (NATI) (WSGS)
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. 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

Students wishing to complete a Minor Programme in Italian must complete at least 18 credit hours in Italian selected from the first, second or third year offerings and maintain an overall average of B in those 18 credit hours.

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 (ENGL 2143)
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 (ENGL 2153)
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.

Social Entrepreneurship and Nonprofit Management

The Interdisciplinary Major with a focus in Social Entrepreneurship and Nonprofit Management (SENP) is open to students enrolled in the Bachelor of Arts program. It connects the university's social and environmental values and liberal arts offerings with the theory and practical skills needed to create, develop, or participate in a social enterprise or a nonprofit organization post-graduation.

Major

It consists of 36 credit hours, of which 30 credit hours must be above the introductory level. A summary of the requirements for the major in Social Entrepreneurship and Nonprofit Management is the successful completion of BUSI 1003, 1013, 2033, 2043, 3023, 3043, 3053 and 15-credit hours of electives from the approved list below.

Required first-year courses (6 credit hours):
BUSI 1003 Introduction to Social Enterprise
BUSI 1013 Contemporary Case Studies in Social Enterprise

Required upper-level courses (15 credit hours):
BUSI 2033 Building the Social Enterprise
BUSI 2043 Marketing for the Social Enterprise
BUSI 3023 Nonprofit Management (SEST-3033)
BUSI 3043 Finance and Fundraising for Social Enterprises
BUSI 3053 Social Enterprise Work-Study Placement

Electives (15 credit hours):
The remaining 15-credit hours must be selected from the list of approved electives listed below:
BUSI 3013 Personal Financial Planning
BUSI 3033 Labour Relations and Collective Bargaining
ECON 2153 Political Economy I
ECON 2203 Community Economic Development (SEST) (HMRT) (COPP)
ECON 2223 Political Economy of Women: Selected Topics (SOCI) (WSGS) (HMRT)
ECON 2333 Ecological Economics
ECON 2403 Economics of Poverty
ECON 3153 Political Economy II
ECON 3333 Perspectives on Underdevelopment
ECON 3443 New Brunswick Economy
SEST 2023 Perspectives on Environment and Society
SEST 2123 Food and Society
SEST 3013 Power, Politics and the Planet
SEST 3053 Measuring What Matters: Sustainability Reporting for Action
HMRT 3133 Human Rights Advocacy, Activism and Social Justice
HMRT 3903 Business and Human Rights
PHIL 2253 The Ethics of Sustainability: Thinking, Acting Green (SEST) (HMRT)

SOCI 2416 Inequality in Society (WSGS)
SOCI 3133 Sociology of Work and Leisure

Minor

Students wishing to pursue an interdisciplinary minor in Social Entrepreneurship and Nonprofit Management are required to take 18 credit hours of courses in the subject, including BUSI 1003, 1013, and 2033.

Course Offerings

BUSI-1003. Introduction to Social Enterprise
This course provides an interdisciplinary introduction to social enterprise through historical and contemporary perspectives. It delves into the origins, principles, and practices of social enterprises. The course highlights the interconnectedness between social, economic, and environmental factors, and examines the impact of social enterprises on local communities and broader society. By critically examining case studies and engaging with relevant readings, students develop an understanding of the diverse strategies employed by social enterprises to address societal challenges and promote sustainable development.

BUSI-1013. Contemporary Case Studies in Social Enterprise
This course explores a range of social enterprises and their approaches to tackling various contemporary social issues, such as inequality, healthcare, equitable trade, and environmental sustainability. Students explore the underlying nature of these problems, the specific hurdles faced by affected communities, the strategies employed by social enterprises to tackle these challenges, and the degree of success they have achieved. Students develop an understanding of the diverse array of social enterprise initiatives and the social concerns they aim to address.

BUSI-2033. Building the Social Enterprise
This course provides students with the practical skills for designing a social enterprise of their own in the contemporary political economic context. Students address the challenges of articulating a coherent vision and mission of the social enterprise. This will include designing a strategy, which addresses financial viability, funding, organizational structure, marketing, democratic governance, and conflicts between social mission and business logic.

BUSI-2043. Marketing for the Social Enterprise
The success of any social enterprise or nonprofit organization hinges on the pivotal role of marketing. Marketing serves to establish and manage relationships among people and to pool resources for tackling societal and environmental challenges. This course delivers conceptual and practical knowledge of marketing, spanning the domains of visionary thinking, strategic planning, tactical execution, and tool utilization. It explores a range of key topics, including gaining insights into customer behavior, devising innovative products and services, establishing impactful brands, mastering sales techniques, navigating distribution channels, and employing various communication strategies.

BUSI-3023. Nonprofit Management (SEST-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-3043. Finance and Fundraising for Social Enterprises
Social enterprises must raise the financial resources necessary for the fulfillment of their mission. They have to know how to effectively communicate the relevance and urgency of their needs to donors/investors and demonstrate their capacity to deliver their promises. In this course, students learn about the best practices for social enterprise fundraising. Students learn how to design cases for support, assess different information management systems, identify prospective donors, nurture relationships with existing donors/investors, deploy tools for fundraising, and access different kinds of funding. By the end of the course, students will be well prepared to partake in existing fundraising initiatives and/or undertake projects of their own in the social enterprise world.

BUSI-3053. Social Enterprise Work-Study Placement
The Social Enterprise Work-Study Placement offers students an opportunity to bridge classroom learning with real-world experience in the field of social enterprise. This hands-on experiential learning placement provides students with the chance to apply the knowledge gained in their studies to practical scenarios within existing social enterprises. Students collaborate with social enterprises that are addressing complex societal issues, thereby gaining insight into the operational challenges and opportunities that arise in mission-driven cases. Students participate in various aspects of social enterprise operations, such as strategy development, impact measurement, marketing, and financial planning.

Social Work

Bachelor of Social Work 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/Wolastoqey Bachelor of Social Work (MWBSW) students only, with the exception of electives which may be available to other MWBSW 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-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 interdisciplinary 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

SOCI 1006: Introduction to Sociology AND SOCI 2013: Research Design & Methods OR SOCI 2023: Understanding Statistics and 9 credit hours in any sociology courses.

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 & Methods
SOCI 2023 Understanding Statistics
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 & Methods
SOCI 2023 Understanding Statistics
SOCI 2033 Classical Sociological Theory
SOCI 3023 Contemporary Sociological Theory
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, SOCI 2023, SOCI 2033 and SOCI 3023
- Last digits represent number of credit hours for the course
- Students who do not have the number of credit hours in sociology required for senior courses, may be admitted at the discretion of the instructor.

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 & Methods (NATI) (WSGS)

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. Understanding Statistics (NATI)

Statistics are used and misused by social scientists, policy makers, and the media to describe the social world. Sociologists use statistics to understand social inequality and examine relations of power. In this course you examine the use and meaning of statistics in sociology, social policy and popular media to increase your ability to differentiate dodgy statistics from valid evidence. Note: To fulfill requirements for the Minor, Major or Honours in sociology, students may take this course or any other statistics course.

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-2103. Canadian Society

Drawing from C. Wright Mills' sociological imagination, this course builds on the foundations established in Introduction to Sociology, using Canada as its contextual field. This course explores the historical and contemporary events and movements that have shaped Canadian institutions, power structures, and ideologies. Topic may include settler colonialism, Indigeneity, national identities, and symbols, extractivism, multiculturalism, immigration, and inequality. Prerequisite: SOCI 1006.

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 (SEST)
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-2223. Sociology of Time
Time has always been an integral dimension of sociological research and is closely linked to the sociology of work and leisure. Time as a socially constructed concept that guides our daily lives has increasingly become a specialized area of sociological research. This course introduces students to sociological and multidisciplinary research and analysis that investigates the concept of time and time use in multiple facets of our daily lives.

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-2373. Sociology of Social Services
This course examines the role of social services, including social work, non-governmental organizations, and private charitable organizations, in contemporary Canada. As we consider limiting the social role of police and economic change creates increasing needs, social services professionals are poised to take on increased responsibility in community crisis prevention and intervention. In this course, we bring a critical perspective to the historical and contemporary roles of social services organizations in Canada and consider what it means to 'help' in the context of social inequalities. Prerequisite: SOCI 1006 or permission of the instructor.

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, Racism & Colonialism
This course explores the conceptual, theoretical, and methodological understandings most relevant to the sociological study of "race," racialization, racism, and colonialism. We give particular attention to critical decolonial thinking on race. We examine the process of racialization, through which "being white" becomes the normative standard of "just being human." We contextualize how the creation of whiteness as an identity-based entitlement has led to social division and oppression. We draw on the experiences of diverse groups of Black, Indigenous, and other People of Colour (BIPoC) in Canadian and global contexts. We begin with the premise that BIPoC share a common history in terms of dispossession, discrimination, and oppression, but also pursue a range of different struggles and dreams in relation to their lands and nation-states. We explore racialization of bodies in contemporary culture to probe a series of assumptions and theories about race, racism, and colonialism in both academic and popular thought.

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, HMRT 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. Gender in the Global South: A Political Economy Perspective (ECON 2303) (WSGS)
This course will critically examine the role of women in the global South. It will concentrate largely on the changes in these roles and their correspondence with the transition from traditional to new forms of economic organization, production, and power.

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 (WSGS)
This course explores health from a sociological perspective. The course focuses on the social determinants of health, inequalities in health and illness, health care provision, and the social construction of health and health practices.

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-2743. 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-3043. Qualitative Research Methods
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. Particular 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, Social Activism & Social Change
This course explores conceptual, theoretical and methodological understandings of social movements and activism as an organized way of effecting social change. It also examines a series of historical and contemporary case studies within Canadian and global contexts. Students analyze social movements or activism for social change in their local and/or global communities.

SOCI-3133. Sociology of Work and Leisure
It was expected that by the 21st century our lives would be filled primarily with leisure activities, but this is not the case. This course studies from pre-industrial to contemporary times the interplay between production and consumption, work and leisure, paid and unpaid work. It is concerned with how our work occupations shape our class positions and leisure pursuits, the gendered division of labour, and the ability to live the 'good life'.

SOCI-3173. Women and Education (WSGS)
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 (WSGS)
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.

SOCI-3243. Sociology of Men and Masculinities (WSGS)
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 people of all genders. 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.

SOCI-3293. Animals & Society
In Sociology we study human society. Humans, however, have always lived in relation to other non-human animals, and these relations and these animals have in fact been central to human society. In this course we will re-think what we mean by 'human society,' by showing how integral animals have always been to what we take to be 'human society.'

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.

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 (WSGS)
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.

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-3663. Queer Sociology (WSGS)
This course explores the social construction of queerness in heteronormative societies. Students apply sociological concepts and theories to the study of queer identities, communities, and sexual practices. They examine social and political responses to queerness, and the ways in which these responses shape the lives of queer people.

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 (WSGS)
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.

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 interdisciplinary 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 advissor. When completed, the thesis is read and graded by this thesis committee. To pass the thesis 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

It is recommended that students declare their subject Major to the Registrar's Office by the beginning of their second year. 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. In addition, students are required to attend a one-hour compulsory monitor session per week.

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. In addition, students are required to attend a three-hour compulsory monitor session 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. In addition, students are required to attend a three-hour compulsory monitor session per week.

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 4153. Franco's Dictatorship: Culture and Texts in Spain
The year 1939 marked the end of the Spanish Civil War and the beginning of Francisco Franco's 36-year dictatorship. During this period, Spanish authors faced censorship and oppression as they were strictly controlled by the government. As a result, students will study: a.) the historico-political and cultural aspects of the Spanish Civil War and post war Spain; b.) read and analyze post war Spanish novels and examine their political resistance; c.) become aware of the overt censorship authors were confronted with; and d.) trace the literary movements such as *tremendismo*, Objectivism, Social Realism, and the New Novel. All the lectures and discussions are conducted in the target language.

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 Minor, Major, and Honours program in Women's Studies and Gender Studies (WSGS).

To complete any of these programs, students need to take WSGS 2016: Introduction to Women's Studies and Gender Studies as this is a foundational course for the program.

Note, as an interdisciplinary program, not all courses are offered every year. Students are encouraged to consult the WSGS Program Coordinator to see a complete list of course offerings in a given year. The Program Coordinator will happily work with students to help them develop their specific program of study.

Minor in Women's Studies and Gender Studies

A minor in Women's Studies and Gender Studies requires the completion of WSGS 2016: Introduction to Women's Studies and Gender Studies and an additional 12 credit hours for a total of 18 credit hours. The additional 12-credit hours must be in two different fields from the cross-listed courses identified by WSGS in the list of online options and below.

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 in two different fields. Six credit hours of the 36 credit hours are earned through the successful completion of WSGS 2016: Introduction to Women's Studies and Gender Studies and remaining courses can be selected from the cross-listed courses identified in this section of the calendar and online designated as WSGS in course offerings.

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 WSGS 2016: Introduction to Women's Studies and Gender Studies and an additional 6 credit hours must be in theory or methods. These courses could include an Honours thesis seminar or workshop of 3 or 6 credit hours. An Honours thesis, valued at 6 credit hours, is also required. The details of your program should be worked out with the WSGS Program Coordinator in your third year of study.

WSGS-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.

WSGS-3013. Women's Studies and Gender Studies Research Methods
This is a foundational course in Women's Studies and 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. Anthropology of Gender and Sexuality (WSGS)
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-3253. Queer Anthropology (WSGS)
This course will introduce students to the changing disciplinary trends in the anthropological study of Queer. We will evaluate the use of 'Queer' as a theoretical and cultural concept and as a method in queer anthropology and explore the relationship between a queer anthropological perspective and other, often marginalized traditions in anthropology. Students will critically analyze what queer anthropological perspectives, methods, and forms of knowledge teach us about the practice/field of anthropology more broadly.

CRIM-2403. Criminalizing Women in Canada (WSGS)
This course critically examines, using a feminist lens, how gender informs women's experiences with crime and the criminal justice system in Canada. Topics to be covered include: intersections of race, class and gender, regulating women, incarceration, dominant ideological constructions of the female offenders, and recent popular culture representations of women and crime. Prerequisite: CRIM 1013 & CRIM 1023

CRIM-2503. Diversity, Crime & Justice in Canada (WSGS)
This course examines the intersection of (in)equality, crime and social (in)justice in Canada through a criminology of difference and diversity. Through theoretical and practical material, the course explores how people experience crime and criminal (in)justice through multiple sites of diversity, such as age, ethnicity, race, sexual orientation, social class, religion, etc. Prerequisite: CRIM 1013 & CRIM 1023

CRIM-2743. Social Protest in Canada (HMRT) (WSGS)
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-2943. Victimology (WSGS)
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 1023.

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

CRIM-4403. Feminist Legal Studies (HMRT) (WSGS)
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. Gender in the Global South: A Political Economy Perspective (HMRT 2233) (SOCI 2623) (WSGS)
This course will critically examine the role of women in the global South. It will concentrate largely on the changes in these roles and their correspondence with the transition from traditional to new forms of economic organization, production, and power.

ECON-2223. The Political Economy of Women (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.

ENGL-2583. Women Writers I (WSGS)
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)
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-3163. Queer Medias and Mediating Queer (WSGS)
This course explores intersections between the terms queer and media: representations of queer(nes)s in contemporary media, theories about how sexual identity emerges through complex forms of social mediation, and how queer countercultures have mediated (or intervened into) forces of hetero-normativity. Media forms include public monuments, DIY zines, comic strips, indie films, television, AIDS education pamphlets, novels, poetry, theatre, as well as critical theory. (Post-1800)

FNAR-2263. Images of Women in Art (WSGS)
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."

GERO-2113. The Sociology of Aging (SOCI-2523) (HMRT) (RELG) (PSYC) (WSGS)
This course explores cultural and social-structural determinants ofaging through sociological theory. Students critically examine the social construction of old age as a social status through perceptions, descriptions, discussions and interactions with others, and how these relations are 'negotiated' by the older people themselves. Other topics include ageism and how various social institutions influence the experience of aging. Prerequisite: GERO 1013 OR GERO 1023, OR permission from the instructor.

GERO-2403. Aging and Care
In this course we will learn from rich traditions of feminist scholarship about what care is and how we can better provide it to support people as they age (e.g. these traditions may include feminist political economy, care ethics, and the logic of care). This course will be delivered in both a lecture format addressing key perspectives on care as well as in a seminar style allowing for discussions about the material which may include readings, podcasts, webinars and videos. Students will learn to apply their new understandings to real world situations (e.g., through the evaluation of policy reviews and reports).

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

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

GERO-3223. Family Ties and Aging (WSGS)
This course examines a variety of issues regarding aging and the family. It considers historical and demographic trends as well as theoretical frameworks in family gerontology. The course covers a number of relationships including those of couples, siblings, and grandparents and grandchildren. It also looks at late-life transitions such as retirement, widowhood, and divorce, that affect family structures and relationships. Prerequisite: GERO 1013 OR GERO 1023 OR permission from instructor.

HIST-3033. Gender in Early-Modern Europe (WSGS)
Europe's early modern period (c. 1450-1800) was a time of political tumult, religious conflict, and seismic shifts in centuries-old institutions. The resulting social changes were profound; new roles emerged for men and women as new questions were asked and new norms evolved. This course takes a thematic approach to the changing lives of men and women, examining the role of gender in both the major events and the everyday realities of the period.

HIST-3393. Gender and Empire (WSGS)
This course explores the place of gender in the construction and preservation of empires through such topics as constructions of difference, motherhood and domesticity; civilizing missions and tourism; and contestations of power. This course operates from the premise that empires are never static: subjects in different imperial contexts, in various cases, resisted, thwarted, or reconfirmed colonial regimes.

HIST-3613: Gender and Power in Latin American History (WSGS)
Latin American gender relations have often been shrouded in stereotypes about macho men and exotic women. However, ordinary Latin Americans have defied stereotypes and challenged gender norms for centuries, and the continent is currently experiencing a powerful feminist revolution and explosion of LGBTQ organizing. This course traces the evolution of gender relations and gender identities in the continent, with a focus on the modern era.

HIST-3883. Women and Gender in Modern Canada (WSGS)
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.

HMRT-3633. 2SLGBTQQIA+ and Human Rights (WSGS)
This course explores socially constructed customs and structures of society that enable legal regulation of gender identity and human sexuality through the history, policies and norms that shape government action. Basic theories of gender and sexuality studies are explored before critically examining the same theories in practice through case studies. This course explores other identity issues such as race, age, disability, and class intertwine with gender and sexuality identities, and how experiences and identities shape the ways in which people resist inequality and lobby for change.

NATI-2603. Roles of Native Women (WSGS)
This course examines 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. We 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.

PSYC-3183. Sexuality and Diversity (WSGS)
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 (WSGS)
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-4323. Seminar in Romantic Relationships (WSGS)
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-4433. Seminar in Women and Mental Health (WSGS)
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.

RELG-2233. Women and Religion (WSGS)
The course examines i) women in history and in modern times respond to socio-cultural restrictions and their attempts to create spiritual and social alternatives, ii) how notions of asceticism and sexuality are utilized as liberating and prescriptive modes. It examines feminist critiques to classical, medieval, and current texts and thinkers. We closely look at the assumptions that guide both classical texts and modern critiques.

RELG-2293. Religion and Sexuality (WSGS)
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-3233. LGBTQ2S+ with/out Religion(s) (WSGS)
This course explores how queer sexual identities and religious identities dynamically and diversely intersect each other. Multi-religious in scope, this course examines how transgender as well as LGB people continue to question, resist, leave, identify with, or even struggle to reform religion(s) and adapt their spiritualities. This course takes into account historical and contemporary religious trends that align both with heterosexist negativity as well as affirmative support for queer sexual diversities.

RELG-3653. Women and Christianity (WSGS)
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.

SOCI-2013. Research Design & Method (NATI) (WSGS)
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-2313. Deviance (WSGS) (CRIM)
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-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, 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 (WSGS)
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 (WSGS)
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-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-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. 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-2653. Sociology of Health (WSGS)
This course explores health from a sociological perspective. The course focuses on the social determinants of health, inequalities in health and illness, health care provision, and the social construction of health and health practices.

SOCI-3173. The Sociology of Women and Education (WSGS)
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 (WSGS)
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.

SOCI-3243. Sociology of Men and Masculinities (WSGS)
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-3553. Sociology of the Body (WSGS)
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-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-3663. Queer Sociology (WSGS)
This course explores the social construction of queerness in heteronormative societies. Students apply sociological concepts and theories to the study of queer identities, communities, and sexual practices. They examine social and political responses to queerness, and the ways in which these responses shape the lives of queer people.

SOCI-3913. Sociology of Disease (WSGS)
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.

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 appropriate Dean.

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 & Research)'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 appropriate dean 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 appropriate dean 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 appropriate dean. Notice of dismissal from a course must be in writing.

Repeating Courses

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

There may be circumstances where the student will be denied permission to retake a course. The student's appeal of this decision is to the Senate Committee on Admissions and Academic Standing (see H. Appeal Procedures).

B. Evaluation and Grading

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. Those values can only be altered in exceptional circumstances and with the consent of at least 75% of the class. When planning course evaluations, the professor should ensure students will receive at least one graded assessment prior to the date on which students can drop courses without academic penalty as outlined in the academic calendar. 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.

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. When planning course evaluations, the professor should ensure students will receive at least one graded assessment prior to the date on which students can drop courses without academic penalty as outlined in the academic calendar. 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+ A A–	4.3 4.0 3.7	(Exceptionally) excellent Excellent (Nearly) 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.
B+ B B–	3.3 3.0 2.7	(Very) good Good (Fairly) good	Demonstrating considerable knowledge of subject matter, concepts, techniques, as well as considerable ability to analyze, criticize, and articulate; performance in an assignment or course which can be called "well done."
C+ C C–	2.3 2.0 1.7	(Better than) adequate Adequate, satisfactory (Barely) 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.
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 Misconduct - Excerpt)

Preamble

St. Thomas University has two Codes of Student Conduct — one covers academic affairs and the other non-academic issues. You can find the policy on non-academic misconduct at **www.stu.ca/student_policies**. The purpose of these Codes is to express community standards of honesty, respect for persons and property, and responsible use of freedom. The Codes reflect the University's mission and identity, and exist to guide conduct, safeguarding, and promoting the University's educational activity. Each student is responsible for reading and reviewing both Codes of Student Conduct, and for understanding the responsibilities they assumed by enrolling in the University.

St. Thomas University students are held responsible for their conduct at all times. Any student who engages in *academic* or *non-academic* misconduct shall be subject to disciplinary action by appropriate officers of the University.

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

Plagiarism is "to use another person's ideas or expressions in your writing [or any other format or medium] without acknowledging the source" (*The Modern Language Association Handbook for Writers of Research Papers*, J. Gibaldi, 1999, p. 30).

Some examples of plagiarism are:

1. Presenting another person's ideas, words, or other intellectual property, including material found on the Internet, as one's own.
2. Using passages from printed articles and books or online sources such as Wikipedia without providing full bibliographical information. For online sources, bibliographical information includes the title, author and URL of the webpage.
3. Writing an essay or report, or producing an assignment in any format or medium, or a portion thereof, for someone else to submit as their own work.
4. Submitting an essay, report, or assignment when a major portion has been previously submitted or is being submitted for another course at St. Thomas or any other university without the express permission of both instructors.
5. Submitting work that is expected to be the student's yet, was contracted and/or obtained from another person or entity.
6. Using texts generated by Artificial Intelligence (AI) software such as ChatGPT without 1) the express permission of the instructor and 2) without full citation. For AI-generated texts, the citation should explicitly indicate the use of the software, the date of usage and the URL (example. "Text generated by ChatGPT, OpenAI, March 7, 2023, https://chat.openai.com/chat")

A student who is in doubt as to what constitutes plagiarism should discuss the matter with the professor concerned *before* submitting the assignment or sharing the material with others.

2. 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. This includes any image of a quiz, examination or any other assignment photographed or captured from a computer screen and circulated by any means including social media.
4. Discussing with another student tests or examination questions that have been obtained by improper means.
5. Either writing a test or examination for another student or having another student write a test or examination. This includes any such action performed through electronic devices used as part of a remote course delivery.
6. Either using answers provided by another student or providing answers to another student.
7. Copying by any means answers from another student during examinations or tests.

3. Misuse or Misrepresentation of Course Content

University courses often deal with challenging material that can be fully understood and appreciated only within the context of a respectful and rigorous academic discourse. When taken out of a proper academic context, such material might be misinterpreted and trigger misguided reactions emerging from a misunderstanding of the dialectical functions and conceptual goals of scholarly debate.

For this reason, students are not allowed to record and/or circulate any course material produced by an instructor, other students or other course participants and disseminate this information through any means, including social media, to peers or the general public without the instructor's explicit permission. This includes any audio or video recording of a lecture, or any image of a PowerPoint slide photographed in class or captured from a computer screen, and circulated by any means, including social media. Audio and/or video recordings of classes are to be used for course purposes only.

Students who use any recording and transcribing software (e.g., Glean) approved or provided by Accessibility Services as an accommodation and have signed the "Recording Agreement for use of note-taking software Glean" or other software are subject to these regulations. They may not circulate through any means any material captured and/or transcribed by Glean or other approved software.

The content provided in class or online by instructors is subject to copyright and cannot be shared without the explicit permission of the instructor. Other copyright owners may include other faculty members who have taught other sections of the course, textbook publishers, multimedia vendor etc.

Procedures in Cases of Cheating, Plagiarism, or Misuse/Misrepresentation of Course Content

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 Mis conduct 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.

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 Dean 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 7D.

G. Scholarship Renewal 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 24 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 24 credit hours during their exchange program year of study are not eligible for renewal of their scholarships. *Note: The annual grade point average is calculated on the total number of credit hours taken during the academic year, not the best 24 credit hours.*

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 24 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 24 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.

H. Student Accessibility Services Policy

From our Mission…

We are united in the belief that people 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 oneself 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 Manager 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 appriopriate Dean 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
Students have an obligation to inform their post-secondary institution of the need for accommodation. As students are entitled to privacy, there is no requirement to disclose the specific disability to the education provider. The provider may require students to provide a letter from a medical professional outlining the student's functional impairments or capabilities and the type of accommodation required, but it is unnecessary for the letter to include a diagnosis of the disability.

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.

I. University Policies

Please see STU.ca for complete list of University Policies.

Section Eight: Scholarships, Awards, 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 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 nonsemestered schools) on Grade 12 academic subjects.

Other factors considered include:

- a reference letter from a teacher, principal or guidance counsellor

In addition to the academic selection criteria, the following criteria are considered in awarding some entrance scholarships:

- leadership qualities
- extracurricular activities
- financial status

2. Application Procedure

Candidates for full-time admission to the BA program at St. Thomas University who maintain an admission average of 80% or higher must submit a completed scholarship application to the Admissions Office to be considered for all entrance scholarships. Application materials

submitted to the Admissions Office will also be reviewed by the Entrance Scholarship Selection Committee.

3. Application Deadline

The application deadline for all entrance 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.

4. Renewal Criteria

Students may hold a renewable scholarship for a maximum of four academic years (September to April).

Recipients of renewable scholarships must maintain the required annual grade point average (see individual scholarship descriptions) on a minimum of 24 credit hours of course work taken during the academic year (September to April). Note: the annual grade point average is calculated on the total number of credit hours taken during the academic year, not the best 24 credit hours.

Please note that the normal full-time course load is 30 credit hours per academic year to complete the 120 credit hour degree program in four years. Students who choose to take fewer than 30 credit hours per year will have to make up the shortfall in credit hours in a subsequent term (e.g., Intersession/Summer session, course overload in a later year, or extension of the degree beyond four years). Scholarship students are responsible for all costs associated with any courses taken outside of the normal academic year (September to April) or beyond four years.

Recipients of a St. Thomas Renewable Entrance Scholarship who are not eligible for renewal of this award may apply in writing to the Registrar's Office for renewal in any subsequent year in which they obtain a minimum annual grade point average of 3.7 on a minimum of 24 credit hours of course work taken during the academic year (September to April). *Note: the annual grade point average is calculated on the total number of credit hours taken during the academic year, not the best 24 credit hours.*

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 bursary applications is March 1st. To apply, complete the Scholarship and Bursary Application Forms on your applicant portal. Note that additional application materials may be required.

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 and has an admission average of 80% or higher.
Funding: Generously funded by the Estate of Alma Joyce.

Arthur L. Irving Family Foundation Scholarships
Value: Full tuition. Renewable over four years.
Number:Three
Criteria: Awarded annually to top-ranking students entering first year. Selection will be based on academic excellence, with attention given to leadership qualities. In order to renew this scholarship, students must maintain a minimum annual grade point average of 3.7. For further information on renewal criteria, see Section 4, Renewal Criteria.
Funding: Generously funded by the Arthur L. Irving Family Foundation and Irving Oil Limited in honour and recognition of the 13th President of St. Thomas University, Dawn Russell, for her dedication and service.

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: $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 Canadian Federation of University Women Fredericton.

Chancellor's International Scholarship
Value: Full International Tuition
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. For further information on renewal criteria, see Section 4. Renewal Criteria.

Chancellor's Scholarship
Value: Full tuition and a single room and board. In order to receive the room and board portion of the scholarship, recipients must live in residence.
Number: 1
Criteria: Awarded annually to a student of outstanding academic ability and achievement entering first year. Selection will be based on academic excellence, with attention given to qualities of leadership and versatility. Students must maintain a minimum annual average of 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

CIBC Scholarship
Value: $1500
Number: 1
Criteria:Awarded to an entering student with a high school admission average of 80% or higher. To renew this scholarship, students must maintain a minimum grade point average of 3.7 on 24 credit hours. For further information on renewal criteria, see Section 4. Renewal Criteria.
Funding: Generously funded by CIBC.

Claire M. Elhatton Scholarship
Value: $1,750
Number: 2
Criteria: Awarded annually to students from the Miramichi-Bathurst area enrolling full time with an admission average of 80% or higher.

Dalton Camp Scholarship
Value: Full tuition and renewable
Number: 1
Criteria: Awarded annually to top-ranking students entering first year. Preference will be given to students who indicate an interest in Journalism. Students must maintain a minimum annual average of 3.7 for renewal. For further information on renewal criteria, see Section 4, Renewal Criteria.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

Dawn Russell Scholarship
Value: Full tuition. Renewable over four years
Number: Varies
Criteria: Awarded annually to top-ranking students entering first year. Students must maintain a minimum annual grade point average of 3.7 Academic excellence will be the sole basis of selection. For further information on renewal criteria, see Section 4. Renewal Criteria
Funding: Generously funded by John Bragg in honour of Dawn Russell, an alumna of St. Thomas who became President of the University in 2011.

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. 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. To be eligible for the renewable portion of the award, students must achieve a minimum annual grade point average of 3.3. For further information on renewal criteria, see Section 4. Renewal Criteria.
Funding: Generously funded by Mrs. Verna McCarthy in memory of Eugene T. McCarthy

Evelyn Sweezey Scholarship
Value: $4,500 renewable
Number: 1
Criteria: Awarded annually to top-ranking students entering first year. Academic excellence will be the sole basis of selection. Students must maintain a minimum annual average of 3.5. For further information on renewal criteria, see Section 4. Renewal Criteria.

Francis M. McLaughlin Scholarship
Value: Full tuition plus $500 book allowance.
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. For further information on renewal criteria, see Section 4. Renewal Criteria.

Frank McKenna Scholarship
Value: Full tuition and renewable
Number: 1
Criteria: Awarded annually to top-ranking students entering first year. Academic excellence will be the sole basis of selection. Students must maintain a minimum annual average of 3.5 for renewal. For further information on renewal criteria, see Section 4. Renewal Criteria.

Gene Hayes Scholarship
Value: $2,000
Number: 5
Criteria: Awarded annually to students enrolling full time with an entering 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.

Harrison McCain Scholars Bursary
Value: $4,000 renewable
Number: up to 3
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 have a minimum annual GPA of 2.0 after first year, 3.0 after second year, and 3.3 after third year.
Funding: Generously funded by the Harrison McCain Foundation.

Irene Mulroney Entrance Scholarship
Value: $2,000
Number: 4
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.

J.D. Irving Limited Entrance Scholarship (non-renewable)
Value: Up to full tuition (non-renewable)
Number: minimum of 1
Criteria: Awarded annually to a student graduating from a New Brunswick high school. Selection is based on academic excellence with attention given to leadership demonstrated through extracurricular involvement and volunteer experiences. This is a one-time award.
Funding: Generously funded by J.D. Irving, Limited

J.D. Irving Limited Entrance Scholarship (renewable)
Value: Up to full tuition (renewable)
Number: minimum of 1
Criteria: Awarded annually to a student graduating from a New Brunswick high school. Selection is based on academic excellence with attention given to leadership demonstrated through extracurricular involvement and volunteer experiences. Students must maintain a 3.7 GPA on 24 credit hours in subsequent years in order to maintain this renewable scholarship.
Funding: Generously funded by J.D. Irving, Limited

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.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

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. Selection is based on academic achievement.
Funding: Generously funded by the family of Mrs. Mary T. Morris, a 36-year resident of Fredericton noted for her many community volunteering activities. She is remembered as a loving mother and grandmother by her husband, son, and daughter (STU'00).

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.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

Msgr. George W. Martin Scholarship
Value: Full tuition and a double room and board. 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. 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. Students must maintain a minimum annual average of 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

President's International Scholarship
Value: Varies up to a maximum of full tuition 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 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

President's Scholarship
Value: Full tuition and renewable
Number: Varies
Criteria: Awarded annually to top-ranking students entering first year. Students must maintain a minimum annual average of 3.7 for renewal. For further information on renewal criteria, see Section 4. Renewal Criteria.

Ray and Lorain Irving Scholarship
Value: $1,000
Number: 1
Criteria: Awarded annually to a student graduating from James M. Hill Memorial High School with an admissions average of 80% or higher.
Generously funded by Greg Irving, the son of Lorain and Ray Irving.

Rev. Raymond Hawkes Scholarship
Value: $1,000 per annum and renewable
Number: 1
Criteria: Awarded annually to a student enrolling full time from one of the Miramichi-area high schools with an admission average of 80% or higher. Selection criteria will also include character and leadership skills. Students must maintain a minimum annual average of 3.3 for renewal. 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 his parents, Robert and Mary, and brother, Raymond Donovan.

Sisters of Charity of Saint John Scholarship
Value: $1,500 renewable
Number: 1
Criteria: Awarded annually to an entering student enrolling full-time, with a minimum admission average of 80%, who is a graduate of a New Brunswick high school. Preference will be given to students in financial need. For further information on renewal criteria, see the Academic Calendar, Section 4. Renewal Criteria.
Funding:Generously funded by the Sisters of Charity of the Immaculate Conception
About the Sisters of Charity of the Immaculate Conception
From their beginnings, the Sisters of Charity of the Immaculate Conception have responded to the needs of society's most vulnerable and marginalized. Since 1854, when four Sisters travelled from New York to Saint John to care for children orphaned as a result of a cholera epidemic, they have ministered in education, health care, and social services. The Sisters' continue to respond to the issues of today, especially in social justice, truth and reconciliation, and the environment.

St. Thomas Entrance Scholarship (non-renewable)
Value: $500 (minimum)
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final adission average of 80% or higher.

St. Thomas Renewable Achievement Scholarship
Value: : $500 or $1,000
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final admission average between 80% and 89% (applicants with admission averages of 80% to 84.4% will receive $500; applicants with admission averages of 84.5% to 89.4% will receive $1,000) and renewable for three additional years with a minimum annual grade point average of 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

St. Thomas Renewable Scholars Scholarship
Value: $2,000
Number: Varies
Criteria: Awarded annually to applicants with a first-semester or final admission average of 90% or higher. This award is renewable for three additional years at $1,000 per year with a minimum annual grade point average of 3.7. For further information on renewal criteria, see Section 4. Renewal Criteria.

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: This scholarship is open to students with a minimum admission average of 80% who have taken leadership roles in their high schools and communities either through extracurricular activities, volunteerism, or demonstrated commitment to the benefit of others. To be eligible for the renewable portion of the award, students must achieve a minimum annual grade point average of 3.3. For further information on renewal criteria, see Section 4. Renewal Criteria.

St. Thomas University Scholarship (Renewable)
Value: up to $20,000
Number: Varies
Criteria: Awarded annually to selected entering students with an admission average of 80% or higher and is renewable for three additional academic years with a minimum annual grade point average of 3.7 on a minimum of 24 credit hours of coursework taken during the academic year (September to April).

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.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

Anne-Marie Eagles Memorial Award
Value: $2,000 (amount may vary)
Number: 1
Criteria: Awarded to a student with a cumulative GPA of 3.5 or higher who is entering the Bachelor of Education program. As part of the student's application, a letter emphasizing the student's volunteer and community work, how they have overcome adversity, their reasons for pursuing a Bachelor of Education degree, and their commitment to the well-being of others must be included. Preference will be given to a student from a greater Fredericton, NB-area high school.
Funding: Generously funded by family and friends of Anne-Marie Eagles.

John McAloon Scholar-Bursary
Value: $2500
Number: 1
Criteria: Awarded annually to an entering New Brunswick student enrolled full-time at St. Thomas with demonstrated financial need. The student must have a high school graduating average of 75%. This award is non-renewable.
Funding: Generously funded by alumnus John McAloon.

Lawrence Durling Athletic Award
Value: $1,000
Number: 1
Criteria: Awarded annually to an entering student who will be an AUS or ACAA athlete, based on an admission average of 80% or higher and financial need. The scholarship honours Lawrence Durling, a former Vice-President (Finance and Administration) of St. Thomas University, and a supporter of varsity athletics.
Funding: Generously funded by Lawrence Durling and friends.

Leadership Bursary for Indigenous Students
Value:Varies
Number: Multiple
Criteria: Awarded annually to a minimum of two Indigenous students entering first year with an admission average of 80% or higher and demonstrated financial need. Preference will be given to students who have expressed an interest in pursuing a career in law or social work.
Funding: Generously funded by an anonymous donation.

LeRoy Washburn Memorial Award
Value: $500 (amount may vary)
Number: 1
Criteria: Awarded annually to a student graduating from a New Brunswick high school with an admission average of 80% or higher and who will be an AUS or ACAA athlete. This scholarship honours LeRoy Washburn, who served as Athletics Director at St. Thomas University from 1969 to 1999. LeRoy, was an advocate for sports and its role in youth development.
Funding: Generously funded by family and friends of the late LeRoy Washburn.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

Michael Eagles Academic & Athletic Excellence Award
Value: $500 (amount may vary)
Number: 1
Criteria: Awarded annually to a full-time entering student who is a graduate of Sussex Regional High School, who has demonstrated high academic achievement (as determined by the Admissions Office), and who will become a member of a varsity athletic team at St. Thomas. Preference will be given to students who have demonstrated an ongoing commitment to volunteerism and/or philanthropy in their community.
Funding: Generously funded by Michael Eagles.

Msgr. Joseph D. Woods Memorial Award
Value: $1,000
Number: 3
Criteria: Awarded annually to a student who has achieved a minimum admission average of 80%, with demonstrated financial need. Preference will be given to students from the Miramichi, New Brunswick area.
Funding: Generously funded by Msgr. Joseph D. Woods.

Thomas Family Scholar Bursary
Value: $2000
Number: 1
Criteria: Awarded annually to a student enrolling full-time with a minimum admission average of 80% who is a graduate of a New Brunswick high school. Preference will be given to students in financial need.
Funding: Generously funded by the Thomas Family

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.

Douglas Young Scholar Bursary
Value: $3,000
Number: Multiple
Criteria:Awarded annually to entering student(s) from New Brunswick, with a minimum admission average of 75%, a commitment to community and extra-curricular activities, and demonstrated financial need.
Funding: Generously funded by donations from Canadian National Railway and the friends and family of Douglas Young.

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 renewable
Number: up to 3
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 have a minimum annual GPA of 2.0 after first year, 3.0 after second year, and 3.3 after third year.
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.

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 third or fourth year of study.
Funding: Generously funded by Dr. Heather and Mr. George Richmond Q.C.

James Alvin Keenan Memorial Bursary
Value: $3,500
Number: 1
Criteria: Awarded annually to a student entering the Bachelor of Education Program and based on 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: 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.

Joyce Family Entrance Bursary
Value: $1,000
Number: Varies
Criteria: Awarded annually to an entering full-time student from outside of New Brunswick who is a Canadian citizen or permanent resident. Preference will be given to students who have left high school no more than eight years prior to attending St. Thomas University and who are attending university for the first time.
Funding: Generously funded by The Joyce Family Foundation.

Joyce Family Entrance Bursary (NB Students)
Value: $1,000
Number: Varies
Criteria: Awarded annually to an entering full-time student from New Brunswick who is a Canadian citizen or permanent resident. Preference will be given to students who have left high school no more than eight years prior to attending St. Thomas University and who are attending university for the first time.
Funding: Generously funded by The Joyce Family Foundation.

Laurie Boucher Athletics Bursary
Value: $1000
Number: 2
Criteria:Awarded annually to an entering student graduating from high school with demonstrated financial need and who will be an AUS or ACAA athlete.
Funding: Generously funded by Laurie Boucher.

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: 4
Criteria: Awarded annually to an entering student, preferably a 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 their qualifications and eligibility.
Funding: Generously funded by donations from alumni, faculty, staff and friends of St. Thomas University.

Milton and Patricia Bassen Bursary
Value: $500 (Minimum)
Number: 3
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

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 students, alumni and friends of the School of Education at St. Thomas University.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

Vance Toner Memorial Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to an incoming full-time student in good academic standing, graduating from the Anglophone-East School District in the Moncton area with 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 May 15. 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

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: $2,000
Number: 1
Criteria: : Awarded annually in January to a female full-time student from New Brunswick who was admitted to the University as an adult learner and who has successfully completed the first year (a minimum of 30 credit hours) of the BA Program. Selection is based on academic achievement.
Funding: Generously funded by the Canadian Federation of University Women Fredericton.

CFUW Fredericton Scholarship
Value: $2,000
Number: 1
Criteria: Awarded annually in January to a female full-time student from the province of New Brunswick in the second or third year of an undergraduate degree program. Selection will be on the basis of academic achievement (GPA).
Funding: Generously funded by the Canadian Federation of University Women Fredericton.

Chinese Cultural Association of New Brunswick Scholarship
Value: $2,000
Number: 1
Criteria: Awarded annually to a returning full-time student with an annual GPA of 3.3 or higher who has demonstrated a commitment to multicultural activities.
Funding: Generously funded by the Chinese Cultural Association of New Brunswick.

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: 2
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.

CTV Atlantic 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. Preference will be given to a student who is a member of a visible minority or Indigenous 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 CTV Atlantic.

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 from 1984-91 and 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. Gloria Paul Memorial Scholarship
Value: $2,000
Number: 1
Criteria: Awarded annually to a third or fourth student majoring in Environmental Studies with a 3.5 GPA or higher. Preference will be given to a student who has in interest in or whose studies focus on the environmental impact of military, weapons and war.
Funding: Generously funded by the estate of Dr. Gloria Paul.

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 Service Club Tommies Scholarship
Value: $1,500
Number: 1
Criteria: To be awarded annually to a student-athlete who has a minimum 3.5 G.P.A. (Academic All Canadian, National Scholar or Dean's List standing) entering second, third, or fourth year. The recipient will be selected on the basis of demonstrated perseverance and commitment to their studies, athletic pursuits, and community outreach.
Funding: Annually funded by the Fredericton Epsilon Y's Service Club.

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 among the four public universities - University of New Brunswick, Universite de Moncton, St. Thomas University, and Mount Allison University. Each university annually offers 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, as well as 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.

Joan McFarland Scholarship in Political Economy
Value: $3,000
Number: 1
Criteria: Awarded annually to a student entering their fourth year who has achieved the highest GPA in Political Economy courses taken. Preference will be given to women, trans and non-binary students. Further preference will be given to students who are not already in receipt of a major scholarship.

Juergen Doerr History Scholarship
Value: $1,500
Number: 1
Criteria: : Awarded annually to a second, third or fourth-year student majoring in history. The recipient must have maintained an annual grade point average of 3.3 or higher. Selection will be based on academic achievement.
Funding: Generously funded by Uta Doerr.

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.

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.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

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 Digest Foundation of Canada.

Rev. A. L. McFadden Scholarships
Value: $1,000
Number: 2
Criteria: Awarded annually on the basis of academic achievement.
Funding: The Father A. L. McFadden Scholarship Fund initiated by former students of Father McFadden.

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 C.S.C. Scholarship
Value: Varies
Number: 1
Criteria: : Awarded annually on the basis of academic achievement to returning students enrolled in Arts and Social Work. This scholarship honours the memory of Father Waugh, a member of the Holy Cross Fathers who taught Philosophy at St. Thomas University from 1964-1986.
Funding: Generously funded by the Holy Cross Fathers.

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 extracurricular 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.

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 Athletic Financial Awards (AFA)
Value: Varies to a maximum of full-tuition and compulsory fees.
Number: Varies
Criteria: Awarded annually to full-time students who participate in a STU varsity team that competes in the Atlantic University Sport (AUS) or in the Atlantic Collegiate Athletic Association (ACAA) conference. Student-athletes must meet the qualification criteria set by the applicable conference and the University.

The Ethnographer Scholarship
Value: $500
Number: 1
Criteria: Awarded annually to a student majoring or honouring in Anthropology who has achieved a cumulative grade point average of 3.5 or higher.
Funding: Generously funded by St. Thomas Alumnus Nathaniel Hunt.

Awards

Alessi and Giddens Rugby Award
Value: $500
Number: 1
Criteria: Awarded to a third, fourth or fifth-year female student who has demonstrated athletic and leadership abilities in the sport of Rugby. The student must also have a minimum annual GPA of 3.3. Consideration will be given to students with demonstrated financial need. Preference will be given to students from outside of New Brunswick.

Brad Naugler & Stephanie Kohlruss Award
Value: $500
Number: 1
Criteria: Awarded annually to a returning student enrolled as a major in English, Philosophy or Religious Studies. The student must be in good academic standing. Preference given to a student who has demonstrated an ongoing commitment to volunteerism and/or philanthropy in their community.

Brian Carty Memorial Award
Value: $1,000
Number: 2
Criteria: : Awarded annually to a Social Work student with high academic achievement having completed their first year. The student must embody the values of the Social Work Program, values Brian demonstrated throughout his life: openness, respect, collegiality, mutuality, accountability and reconciliation. Priority will be given to a student from New Brunswick.
Funding:Generously funded by the friends, colleagues and family of Brian Carty.
Application Process:Students are to complete and submit a Scholarship Application form to the Registrar's Office by May 15.

CFUW F'ton 80th Anniversary Adult Learner Scholarship
Value: $1,000
Number: 1
Criteria: Awarded annually to a current, part-time, female adult learner with demonstrated financial need. The student must be a permanent resident or Canadian citizen.
Funding: Generously funded by the Canadian Federation of University Women Fredericton Chapter (CFUW) in honour of their 80th Anniversary.

Connie Munroe Award
Value: $750
Number: 2
Criteria: Awarded annually to a current full-time student with demonstrated financial need. The student must be in good academic standing.
Funding: Generously funded by alumnus Connie Munroe, 2007.

Dwight Dickinson Basketball Award
Value: $1,000
Number: 1
Criteria: Awarded to a student with 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: $200
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.

Heidi (Park) Lafford Award
Value: $4,000
Number: 1
Criteria: This award will be offered to a returning member of the Women's basketball team who demonstrates work ethic and leadership both on and off the court. Preference given to a student in financial need. The recipient will be in good academic standing and contribute to the broader STU community. Special consideration will be given to applicants studying the Humanities or Social Sciences.
Funding: Generously funded by the family of Heidi (Park) Lafford.

Jim Asher Memorial Award
Value: $500
Number: 1
Criteria: Awarded annually to a third-year student. The student must have a demonstrated interest in, and passion for, the study of philosophy.
Funding:Generously funded by Jane Asher.

Kay Robinson Award
Value: $1,000
Number: 4
Criteria: Awarded annually to a full-time student in their third or fourth 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 higher 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.

Paul and Casey Lordon Award
Value: $5000
Number: 1
Criteria: Awarded annually to a returning student who aspires to contribute to their community and to Canada, but must surmount hardship, including, but not limited to, physical, mental or socio-economic hardship. The student must provide the community goals they hope to achieve.
Funding: Generously funded by Donna Lordon, family and friends of Casey and Paul Lordon.

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.

Special Project Fund - Political Science
Value: $300
Number: 1
Criteria: This fund is available to students undertaking extracurricular activities that further their education and experience in areas related to Political Science such as community activism, attendance at educational conferences, or development of projects related to their education. Students must apply in writing to the Chair of the Political Science Department stating what they are applying to fund, how much support they are asking for, and other sources of funding they have applied to or received. The application must also include a statement of how the proposed project will further their education in Political Science or how it is connected to Political Science.
Funding: Generously funded by Kevin Malone.

Ted Daigle Memorial Drama Award
Value: $750
Number: 2
Criteria: Awarded annually to a full-time student in their second, third, or fourth year or in the B.Ed. program. Selection is based on academic achievement.
Funding: Generously funded by friends and family in memory of Ted Daigle.

Ted Daigle Memorial French Award
Value: $750
Number: 2
Criteria: Awarded annually to a full-time student in their second, third, or fourth year majoring in French. Selection is based on academic achievement.
Funding: Generously funded by friends and family in memory of Ted Daigle.

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 (USport) or National Scholar (CCAA) in the prior year. Further preference is given to students from the Saint John area and/or those who have demonstrated an ability to overcome adversity.
Funding: Funded anonymously.

The Brian Bawn Memorial Award
Value: $1,000
Number: 1
Criteria: Awarded annually to a female basketball student in good academic standing in 3rd,4th or 5th year. The student must embody the values of a well-rounded team player who encourages her teammates with a positive attitude. She has demonstrated leadership qualities and is an asset to her team.
Funding: Generously funded by the friends and family of Brian Bawn.

Thomas Stephen McCann Memorial Award
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.

Please check the renewal criteria for each scholarship/bursary/award, requirements in 4. Renewal Criteria at the beginning of this section, and your letter of award.

Tim Shaw History and Foreign Languages Award
Value: $500
Number: 1
Criteria: Awarded to a 3rd or 4th year student who exemplifies enthusiasm for history and languages through courses, class participation, or extracurricular activities. Preference given to a student who is not already a major scholarship recipient. This award recognizes Tim Shaw '64, a graduate of St. Thomas University when it was located in Chatham, and celebrates his life-long passion for history, cultures, and languages.
Funding: Generously funded by the family of Tim Shaw

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.

Alyssia Paul Memorial Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a New Brunswick, Indigenous student in their 2, 3 or 4th year, on the basis of financial need. Preference given to a student from Kingsclear First Nation.

Barry Burgess Memorial Bursary
Value: $500
Number: 4
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: 2
Criteria: Awarded to an upper-year 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.

Dr. Mary Louise McCarthy-Brandt Bursary
Value: $500
Number: 1
Criteria: Awarded annually to a current full-time black student with demonstrated financial need.
Funding: Generously funded by the Black Lives Matter Fredericton Chapter.

Faculty Fund Bursaries
Value: Varies
Number: Varies
Criteria: Awarded annually to students in good academic standing, based on financial need, and for those who 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: $1,000
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.

Fredericton Community Foundation Bursary
Value: $4,000
Number: 1
Criteria: Awarded annually, based on financial need, to a student in second, third, or fourth year who is a graduate of Harvey High School, Stanley High School, Oromocto High School, Fredericton High School, Leo Hayes High School, or Ecole Ste-Anne.
Funding: Generously funded by the Fredericton Community Foundation.

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.

GRBK 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.

Hatchette-Nicholas Bursaries for Indigenous Students
Value: $500 (Minimum)
Number: Varies
Criteria: Criteria: Awarded annually to Indigenous students with demonstrated financial need.
Application Process: Students must complete and submit a Bursary Application form to the Registrar's Office by October 31.

Irish Canadian Cultural Association of NB Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to a full-time returning student in good academic standing with an Interdisciplinary Minor (Irish Studies) who has demonstrated financial need. In the absence of an eligible applicant minoring in Irish Studies, students in good academic standing 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.

Joyce Family Bursary
Value: $1,000
Number: Varies
Criteria: Awarded annually to a current full-time student from outside of New Brunswick who is a Canadian citizen or permanent resident. The student must be in good academic standing and preference will be given to students who completed high school no more than eight years prior to the first year of attendance at St. Thomas University and who are attending university for the first time.
Funding: Generously funded by The Joyce Family Foundation.

Joyce Family Bursary (NB Students)
Value: $1,000
Number: Varies
Criteria: Awarded annually to a current full-time student from New Brunswick who is a Canadian citizen or permanent resident. The student must be in good academic standing and preference will be given to students who completed high school no more than eight years prior to their first year at St. Thomas University and who are attending university for the first time.
Funding: Generously funded by The Joyce Family Foundation.

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.

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 returning 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.

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.

R. Michael Bardsley Memorial Bursary
Value: $1,000
Number: 1
Criteria: Awarded annually to a third- or fourth- year student with demonstrated financial need who is majoring in Economics.
Funding: Generously funded by Grit McCreath and friends of R. Michael Bardsley.

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.

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.

Sister Elizabeth Legere Emergency Fund
Value: Approximately (on average) $500, but amounts may vary depending on individual circumstances.
Number: Multiple
Criteria: These funds are available to all students who require emergency funding. The determination of an emergency and the awarding of funds will be decided by at least two members of the Sister Elizabeth Legere Emergency Fund Committee. Emergency funds will be granted for immediate requirements, in cases of demonstrated need, and which are of an urgent nature. Information on these funds may be obtained from Student Services, Registrar's Office, Financial Services, Wabanaki Centre, and/or Campus Ministry.
Funding: Generously funded by the Sisters of Charity of the Immaculate Conception

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 criterion.
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 4th year
Awarded to a student graduating with a Major or Honours in Anthropology who has achieved the highest academic standing in Anthropology courses in that academic year.

Michael Nicholas Prize in Anthropology in 4th Year
Awarded to a graduating student with a Major or Honours in Anthropology, who has the highest GPA in all Anthropology classes taken in the course of the program. Funded by Graydon and Beth Nicholas in memory of their son Michael.($500)

CRIMINOLOGY AND CRIMINAL JUSTICE

Abdul Lodhi Prize for Highest Standing
Awarded to the graduating student with the highest accumulated GPA in all criminology courses.

Sara Burns Memorial Prize in Criminology
The Sara Burns Prize will be awarded to the Criminology & Criminal Justice student in third year with the highest GPA in Criminology & Criminal Justice courses. Generously funded by the Sara Burns Foundation in memory of Sara Burns, St. Thomas alumna and Fredericton City police officer, who was killed in the line of duty on August 10, 2018. The prize is a testament to Officer Burns' passion for continuing education. ($250)

ECONOMICS

Joan McFarland 2nd Year Prize in Political Economy
Awarded annually to a student entering their second year who has achieved at least a B+ in Political Economy I (Econ 2153) and/or Political Economy II (Econ 3153). Preference will be given to women, trans, and non-binary students. Further preference will be given to students who are not already in receipt of a major scholarship.($1,000)

Joan McFarland 3rd Year Prize in Political Economy
Awarded annually to a student entering their third year who has achieved at least a B+ in Political Economy I (Econ 2153) and/or Political Economy II (Econ 3153). Preference will be given to women, trans, and non-binary students. Further preference will be given to students who are not already in receipt of a major scholarship. ($1,000)

Prize for Economics in Fourth Year
Awarded to a fourth-year student with the highest accumulated GPA in all economics courses.

Prize for Economics in Second Year
Awarded to a second-year student with the highest accumulated GPA in all economics courses.

Prize for Economics in Third Year
Awarded to a third-year student with the highest accumulated GPA in all economics courses.

ENGLISH LANGUAGE AND LITERATURE

Bishop Hill Prize for English in Fourth Year
Awarded to a student graduating with a Major or Honours in English courses who has achieved the highest grade-point average in English courses at the 3000-level or above that academic year. ($100)

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)

Dr. Lissa Beauchamp Memorial Prize for English Research
Awarded to a student majoring or honouring in English who submits the best research paper. ($250)

Edwin Flaherty Prize for English in Second Year
Awarded to a student in the second year of study who has achieved the highest grade-point average in 2000-level English courses in that academic year. ($100)

Prize in English in First Year
Awarded to a student in the first year of study who has achieved the highest grade-point average in 1000-level English courses. ($100)

Prize in English in Third Year
Awarded to a student in the third year of study who has achieved the highest grade-point average in English courses at the 3000-level or above in that academic year. ($100)

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

Fine Arts Prize for Musical Theatre
Awarded to a graduating student majoring in Fine Arts for their contribution in Musical Theatre. ($100)

Fine Arts Prize for Visual Arts
Awarded to a graduating student majoring in Fine Arts for their contribution in Visual Arts. ($100)

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 First Year
Awarded to a first-year student on the basis of excellent performance in French language courses. ($300)

GERONTOLOGY

Dr. Gary Irwin-Kenyon Graduation Prize in Gerontology
Awarded to graduating student with a Major in Gerontology with a minimum GPA of 3.0 in required Gerontology courses. The student will have demonstrated community service with/for older adults and involvement in research related to older adults.

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 Fourth Year
Awarded annually to the fourth-year student with the highest average in a minimum of six (6) full-year History courses. If the student has taken more than 6 full-year courses, all History course marks will be used in the average.

David Lister Myles Prize in History
Awarded annually to a 3rd or 4th year student majoring or honouring in History based on achieving excellence in material history, experiential learning, or public history. Generously funded by the family and friends of David Lister Myles, a noted material historian, restoration expert, and preservationist. ($250)

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 Third 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)

Rusty Bittermann World History Prize
Awarded annually to a first or second-year student who demonstrates dedication and academic excellence in at least six credit hours of world history courses, including the first-year world history survey courses (HIST 1006 or HIST 1013 and HIST 1023), and intends to obtain a Major or Honours in History. ($250)

Senator John Connolly Prize for History in Third 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 used in the average.

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, KC Endowment Fund. ($200)

James & Judith DiPaolo Moot Court Graduating Prize
Awarded to a graduating student who excelled in and made a significant contribution to the Moot Court program. ($150)

IRISH STUDIES

The Very Rev. Lynn McFadden Prize
To be awarded to the student with the highest grade (minimum of A) in IRSH 2183, Irish Language and Culture II. (200)

JOURNALISM AND COMMUNICATIONS

Christine Morris Prize
Awarded to a graduating student(s) with a major in Journalism based on the highest cumulative GPA and the highest GPA in Journalism courses. (2 x $250)

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)

Frank McKenna Prize
Awarded to a graduating student(s) with a major in Communications and Public Policy based on the highest cumulative GPA and the highest GPA in Communications and Public Policy courses. (2 x $250)

NATIVE STUDIES

Native Studies Prize for Best Honours Thesis
Awarded to a fourth-year student with the best honours thesis in the Native Studies program.($100)

Native Studies Prize for Graduating Student
Awarded to a graduating student with a Major or Honours in Native Studies, based on the highest GPA in all Native Studies courses.($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 First Year
Awarded to a first-year student for outstanding achievement in all philosophy courses.

Prize for Philosophy in Second Year
Awarded to a second-year student for outstanding achievement in all philosophy courses.

Prize for Philosophy in Third Year
Awarded to a third-year student for outstanding achievement in all philosophy courses.

POLITICAL SCIENCE

Best Honours Thesis in International Relations
Awarded to the student who writes the best honours thesis in the International Relations program. Generously funded by the Political Science Department. ($300)

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. (3 X $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)

Juergen Doer 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)

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)

Patrick Malcolmson Prize 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)

William Vaughn Prize-Best Essay in International Relations
Awarded to a student in 3rd or 4th year classes on the basis of outstanding performance on an international relations paper.($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

Prize for Psychology in First Year
Awarded on the basis of outstanding performance by a first-year psychology student.

Prize for Psychology in Fourth Year
Awarded on the basis of outstanding performance by a fourth-year psychology student.

Prize for Psychology in Second Year
Awarded on the basis of outstanding performance by a second-year psychology student.

Prize for Psychology in Third Year
Awarded on the basis of outstanding performance by a third-year psychology student.

PSYCH Dept Award for Outstanding Performance in Honours
Awarded on the basis of outstanding academic performance by an honours student in psychology. ($500)

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 Fourth Year
Awarded on the basis of noteworthy performance by a graduating religious studies student.

Father Arnold Toner Prize for Mature Student in First 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)

SOCIAL WORK

Fay Nagler Levine Memorial Prize
Awarded on the basis of outstanding performance by a graduating social work student. Generously funded by the Fay Nagler Levine Endowment. ($500)

Viola Jean Sappier-Van Dijk Memorial Prize
Awarded annually to a graduating Maliseet or Mi'kmaq Social Work student. Special consideration given to a student who has demonstrated an interest in advancing the rights of women, especially Indigenous women($500).

SOCIOLOGY

Prize for Sociology in Fourth Year
Awarded on the basis of outstanding performance by a fourth year Sociology student. Generously funded by the Department of Sociology. ($100)

Prize for Sociology in the Second Year
Awarded on the basis of outstanding performance by a second year Sociology student. Generously funded by the Department of Sociology. ($50)

Prize for Sociology in Third Year
Awarded on the basis of outstanding performance by a third year Sociology student. Generously funded by the Department of Sociology. ($75)

SPANISH

Don Quixote Prize
Awarded to the student who has obtained the highest grade in the Don Quixote course (when offered).

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.

SUSTAINABILITY AND ENVIRONMENTAL STUDIES

Dr. Gloria Paul Memorial Graduating Prize
Awarded to the student with the highest average in all required SEST courses: SEST 1013, 2023, 3013, 3023 and 4003. ($250)

Prize for Sustainability and Environmental Studies in First Year
Awarded to the student in first year with the highest grade in SEST 1013.

Prize for Sustainability and Environmental Studies in Second Year
Awarded to the student with the highest average in SEST 1013 and SEST 2023 or SEST 2113.

Prize for Sustainability and Environmental Studies in Third Year
Awarded to the student with the highest average in SEST 1013, SEST 2023 and SEST 3013 or 3023.

WOMEN'S STUDIES AND GENDER STUDIES

Prize for Women's Studies & Gender Studies in Third Year
Awarded on the basis of outstanding performance by a third-year Women's Studies and Gender Studies student. ($100)

Prize for Women's Studies and Gender Studies in 4th Year
Awarded on the basis of outstanding performance by a graduating Women's Studies and Gender Studies student. Generously funded by the Women's Studies and Gender Studies Program. ($100)

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. Christian Riesbeck, B.Soc.Sc, STB, MDiv – Founding Member
M. Nauman Farooqi, BSc, MBA, PhD - President and Vice-Chancellor
Kim Fenwick, BSc, MA, PhD – Vice-President (Academic and Research)

Appointed
Stacey Couturier, BA, BEd, CPHR
Ellen C. Desmond, BA, LLB, MSW, LLM, KC
Nicole Deveau, BA (Hons), MPA
David Ferguson, BA - Chair
Marlene Floyd, BA
Krista Han, CPA, CA, FEA
Brent Henry, CPA, CA
Daniel McCarthy, BComm, FCPA, DComm
Sister Mary Beth McCurdy, BA, BTh, MA
Brian Murray, BA, BEd, MEd
Graydon Nicholas, BSc, LLB, MSW – Chancellor
Daniel Stevenson, BBA, LLB, LLM (Tax)
Vaughn Sturgeon, BA, CMA, CPA
Stephanie Underhill Tomilson, BA, BEd, MEd
Stephen Ward, BA, MA, PhD

Faculty
Michael Dawson, BA, MA, PhD
Marcea Ingersoll, BA, BED, MEd, PhD
Dev Gupta, BA, MA, MA, PhD

Alumni
Melissa Wah, BA
Brianna Workman, BA (Hons), MPM

Students
Kate Haché
Jonah Simon

Observers
Jeffrey Carleton, Assistant to the President (Communications)
James Culligan, BBA, CPA, CGA (Vice-President, Finance and Administration)
Jodi Misheal, BA, BEd (Vice-President, Advancement and Alumni Relations)
Ellie Namit (President, Students' Union)

Administration

President and Vice-Chancellor	M. Nauman Farooqi, BSc, MBA, PhD
Executive Assistant to the President	Valerie Jackson, BA
Vice-President (Academic and Research)	Kim Fenwick, BSc, MA, PhD
Vice-President (Finance and Administration)	James Culligan, BBA, CPA, CGA
Vice-President (Advancement)	Jodi Misheal, BA, BEd
Associate Vice-President (Enrolment Management)	Ryan Sullivan, BA
Associate Vice-President (Research)	Peter Toner, BA, PhD
Dean of Social Sciences	Susan Machum, BA, MA, PhD
Dean of Humanities	André Loiselle, BA, MA, PhD
Admissions	Michelle Wright, BA - Director
Advancement	Dionne Izzard, BA, BPR - Director
Athletics	Meaghan Donahue Wies, BA, MBA - Director
Campus Ministry	Rev. Peter Melanson, BA - Chaplain Claire Morrison, BSc, MSc, BEd - Campus Minister
Communications	Jeffrey Carleton, BA MA - Assistant to the President (Communications) Ashlen Albright, BA - Director
Experiential Learning and Career Development	Esme Newling, BSc, MSc - Director
Facilities Management	Philip Cliff - Director
Financial Services	Reginald J. Gallant, BBA, CPA, CA - Comptroller
Housing & Community Standards	Cory Flynn, BA, BEd, MEd - Director
Human Resources	Jenilyn Bruette, BBA, CPHR - Director
Indigenous Initiatives	Sonja Perley, BA, BSW, MEd - Director
Information Technology Services	TBD - Director
Institutional Research	Chris Teeter, BA, PhD - Director
Recruitment	Cristi Flood, BA, MA - Director
Registrar's Office	Maureen Barnes, BA, BEd, MA - Registrar Kate Crawford, BA - Director of Special Projets and Associate Registrar
Student Success & Retention	Angela Finlayson, BA, MBA - Director

Senate

Chair	Dr. Nauman Farooqi
Secretary	Ms. Maureen Barnes, Registrar
Vice-President (Academic and Research)	Dr. Kim Fenwick
Associate Vice–President (Research)	Dr. Peter Toner
Dean of Social Sciences	Dr. Susan Machum
Dean of Humanities	Dr. André Loiselle
President UNB or Delegate	Dr. Carmen Poulin or Dr. Peter Thompson

Department Chairs and Program Directors

Anthropology	Dr. Csilla Dallos
Criminology and Criminal Justice	Dr. Dawne Clarke
Economics	Dr. Satyadev Gupta
English	Dr. Matte Robinson
Fine Arts	Dr. Martin Kutnowski
Gerontology	Dr. Linda Caissie
Great Books	Dr. Matt Dinan
History	Dr. Brad Cross
Human Rights	Dr. Christina Szurlej
Journalism	Dr. Jamie Gillies
Native Studies	Dr. André Loiselle (Acting)
Philosophy	Dr. Matthew Robinson
Political Science	Dr. Shaun Narine
Psychology	Dr. Sandra Thomson
Religious Studies	Dr. Dawne Clarke (Acting)
Romance Languages	Dr. Mary Lou Babineau-Rosada
School of Education	Dr. Grant Williams
School of Social Work	Dr. Marilyn Dupré
Sociology	Dr. Mary Lou Babineau-Rosada (Acting)
Board Members (Faculty)	Dr. Mike Dawson
	Dr. Marcea Ingersoll
	Dr. Dev Gupta

Full-Time Faculty Representative	Dr. Janice Harvey
Part-Time Faculty Representative	Prof. Cristi Flood
Board Member (External)	Ms. Melissa Wah
FAUST President	Dr. Robin Vose
Alumni	Dr. Angela Wisniewski
Student Representatives	Ellie Namit (STUSU President)
	Ana Lucía Pavón (STUSU VP Education)
	Maleah Jayne Welton (Student Senator)

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

Bittermann, Rusty, BA (University College of Cape Breton), MA, PhD (UNB)
History

Coates, John F., BA (Ottawa), MSW (Wilfrid Laurier), PhD (Toronto)
Social Work

Hale, Sylvia M., BSc (Bath), MA (York), PhD (UBC)
Sociology

Hunt, Russell A., BA, MA (Wayne State), PhD (Northwestern)
English Language and Literature

Irwin-Kenyon, Gary, BComm (Loyola), MA (Concordia), PhD (UBC)
Gerontology

Kennedy, Judith, BA, MA, BLitt (Oxon)
English Language and Literature

Malcolmson, Patrick N., BEd, MA (Alberta), PhD (Toronto)
Political Science

McKim, Elizabeth, BA (UNBSJ), MA (Concordia), PhD (York)
English Language and Literature

Moore, Roger, BA (Bristol), MA, PhD (Toronto)
3M National Teaching Fellow
AAU Distinguished Teacher
Miembro colaborador, Institución Gran Duque de Alba (Ávila)
Spanish, Romance Languages

Randall, William, AB (Harvard), MDiv (Toronto), ThM (Princeton Seminary), EdD (Toronto)
Gerontology

Rhinelander, Anthony L.H., AB (Yale), BA, MA (Cambridge), MA, PhD (Columbia)
History

Tremblay, M. Anthony, BA (St. FX), MA (Victoria), PhD (UNB)
English Language and Literature

van den Hoonaard, Deborah K, BA, MLS (SUNY Albany), MA (UNB), PhD (Loyola)
Gerontology

Vipond, Douglas, BA (Winnipeg), MA, PhD (York)
Psychology

Full Time Faculty

Allain, Kristi, BA (Trent), MA (Queen's), PhD (Trent)
Professor (2014), Sociology and Canada Research Chair in Physical Culture and Social Life

Aspinall, Mary, BA, MA (Regina), PhD (UNB)
Assistant Professor (2022), Criminology and Criminal Justice

Audoux, Amy, BA/BEd (UNB), MEd (Ottawa)
Lecturer (2023), School of Education

Babineau, Mary Louise, BA (Queen's), MA, PhD (Arizona State)
Associate Professor (2004), Spanish,

Baldwin, Clive, MA Education (Cambridge), MA Social Work, Cert. of Qualification in Social Work (University of Leicester), PhD (University of Sheffield)
Professor (2011), Social Work

Bancroft, Tyler, BA, MSc, PhD (Wilfrid Laurier)
Associate Professor (2016), Psychology

Banerjee, Albert, BA (UBC), MA (Simon Fraser), PhD (York)
Associate Professor (2019), Research Chair in Community Health and Aging

Bateman, Thomas, BA, MA (Calgary), PhD (Alberta)
Professor (2003), Political Science

Bossé, Don, Jazz Studies (Berklee College of Music), BA and BEd (STU), MMus in Conducting (Memorial)
Lecturer (2023), School of Education

Boudreau, Michael, BA (Mount Allison), MA, PhD (Queen's)
Professor (2004), Criminology and Criminal Justice

Bourgoin, Renée, BA, BEd (UNB), MEd (UVIC), PhD (UNB)
Associate Professor (2019), School of Education

Caissie, Linda, BA, MA (UNB), PhD (Waterloo)
Associate Professor (2005) and Chair, Gerontology, and coordinator, Women & Gender Studies

Çalışkan, Gül, BA (Gazi, Ankara), MA (METU, Ankara), PhD (York)
Professor (2013), Sociology

Cammaert, Jenni, BA, BSW, MSW, PhD (University of Windsor)
Associate Professor (2017), School of Social Work

Carder, Sara, BA, BSW (Norwich City College), MA (Roehampton), PhD (East Anglia)
Assistant Professor (2024), Social Work

Chow, Doris, BSocSci, MPhil (Hong Kong), PhD (Massachusetts, Boston)
Assistant Professor (2022), Psychology

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, (Acting) Chair, Religious Studies and Coordinator, Interdisciplinary Studies

Claybourn, Marvin, BA, PhD (UNB), LPsych (NB)
Associate Professor (2003), Psychology

Cross, Bradley, BA, MA (Guelph), PhD (Cincinnati)
Professor (1999) and Chair, History

Dallos, Csilla, BA, MA (Toronto), PhD (McGill)
Professor (2005) and Chair, Anthropology

Dawson, Michael, BA (UBC), MA, PhD (Queen's)
Professor (2004), History

Defraeye, Julien, Licence (Strasbourg), Master (Haute-Alsace), MA, PhD (Waterloo)
Assistant Professor (2019), French

Desroches, Dennis, BMus., BA (Wilfrid Laurier), MA (Guelph), PhD (McMaster)
Associate Professor (2004), English Language and Literature

Dinan, Matthew, BA (STU), MA, PhD (Baylor)
Associate Professor (2014) and Director, Great Books

DiPaolo, Amanda, BA (STU), MA, PhD (Syracuse)
Professor (2014) 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)
Associate Professor (2013) and Director, School of Social Work

Durkee-Lloyd, Janet, BA (Hons.) (Acadia), Certificate in Gerontology (Mount St-Vincent), MA (Acadia), PhD (Unviersity of Wales)
Associate Professor (2019) Gerontology

Dylan, Arielle, BA, MA, MSW, PhD (Toronto)
Professor (2010), School of Social Work

Edelman, Valerya, BSW (UBC), MSW (UVIC)
Assistant Professor (2023), 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 (Laval)
Professor (2002), French

Fredericks, Erin, BA (Hons.) (STU), PhD (Dalhousie)
Associate Professor (2013), and (Acting) Chair, Sociology

Furlotte, Charles, BA (Mount Allison), MSW (Carleton), PhD (Candidate) (McMaster)
Assistant Professor (2019), Social Work

Gebrekidan, Fikru, BA (SUNY at Buffalo), MA (Ohio), PhD (Michigan State)
Professor (2003), History

George, Michael, BA (York), MA (Wilfrid Laurier), MA, PhD (Ottawa and St. Paul)
Associate Professor (1988), Religious Studies

Gilbert-Walsh, James, BA (Saint Louis), MA, PhD (Toronto)
Professor (2001), Philosophy

Gillies, Jamie, BA (Victoria), MA, PhD (UBC)
Professor (2013) and Chair, Journalism and Communications

Gupta, Satyadev, BA (Gujarat), MA (Delhi), MA, PhD (McMaster)
Professor (1985), Economics

Greason, MIchelle, BA, BSW (STU); PhD (UNB)
Associate Professor (2020), School of Social Work

Harvey, Janice , BEd (UNB), MPhil (UNB), PhD (UNB)
Assistant Professor (2023) and Coordinator, Sustainability and Environmental Studies

Hayes, Matthew F., BA, MA (Carleton), PhD (York)
Professor (2009), Sociology and Canada Research Chair in Global and Transnational Studies

Higgins, Nancy, BA (St. FX), MA, PhD (Simon Fraser)
Professor (1999), Psychology

Ingersoll, Marcea, BA (STU), BEd, MEd, PhD (Queen's)
Professor (2015) School of Education

Jehn, Anthony, BA, MA (Guelph), PhD (Western)
Assistant Professor (2022), Sociology

Korotkov, David, BA (Brock), MSc, PhD (MUN)
Professor (2004), Psychology

Kutnowski, Martin, Profesorado de Piano (Conservatorio de Música Manuel de Falla, Buenos Aires), MA (Queens College, New York), PhD (City University of New York)
Professor (2005) and Director, Fine Arts

Klein, Andrew, BA, MA (Saskatchewan), PhD (Notre Dame)
Associate Professor (2018) English Language and Literature

Lafrance, Michelle, BSc (St. FX), MA (York), PhD (UNB)
Professor (2003), Psychology

Lee, Philip, BA, MA (Dalhousie)
Professor (2001), Journalism and Communications, Aquinas

Lévesque, Léo-James, BEd (Moncton), MEd (UNB)
Assistant Professor and Field Placement Coordinator (2016), School of Education

Levick, Laura, BA (Queen's), MPhil (Oxford), PhD (Queen's)
Associate Professor (2019), Political Science

Loiselle, André, BA (UQAM), MA, PhD (UBC)
Professor (2018), English , Dean of Humanities and (Acting) Chair, Native Studies

Lowery, Brennan, BA (Rhodes College), Masters of Resource Mgmt (Simon Fraser), PhD (Memorial)
Assistant Professor (2025), Business Studies

Machum, Susan, BA (Hons.) (STU), MA (Dalhousie), PhD (Edinburgh)
Professor (2001), Sociology and Dean of Social Sciences

Mbarga, Christian, BEd (Laurentian), MA (U of Bielefeld, Germany), PhD (John Hopkins U)
Professor (2003), French, and (Acting) Chair of Romance Languages

McCormick, Christopher, BA (Acadia), MA (Queen's), PhD (York)
Professor (1997), Criminology and Criminal Justice

Mitchell, Lisa Alice, BMus (Capilano), BEd (UBC), MEd (UVic), PhD (Queen's)
Associate Professor (2019), School of Education

Moore, Andrew, BA (STU), MA, PhD (Western)
Professor (2011), Great Books, Aquinas

Murphy, Shannonbrooke, BA (Hons), (Toronto) LLM (National University of Ireland Galway), PhD (Middlesex)
Associate Professor (2019), Human Rights. and Director, Atlantic Human Rights Centre

Narine, Shaun, BA, MA (Alberta), PhD (Toronto)
Professor (2002), and Chair, Political Science , and Subject Coordinator, International Relations

O'Regan, Karla, BA (STU), MA, JD (Toronto), LLM (Dalhousie), PhD (LSE)
Professor (2003), Criminology and Criminal Justice

Perunovic, Mihailo, BA (York), PhD (Waterloo)
Associate Professor (2007), Psychology

Porter, Gemma, BA (Carleton), BEd (Trent), MEd, PhD (Saskatchewan)
Assistant Professor (2022) School of Education

Ranger, Jean-Philippe, BA (Laval), MA (Ottawa), PhD (Ottawa & Paris IV-Sorbonne)
Associate Professor (2009), Philosophy

Reid, Susan, BASc (Guelph), MA, PhD (Toronto)
Professor (1997), Criminology and Criminal Justice

Robert, Karen, BA (Queen's), MA, PhD (Michigan)
Associate Professor (2000), History

Robinson, Matthew, BA (King's), MA (Dalhousie), PhD (Boston College)
Associate Professor (2012) and Chair, Philosophy

Robinson, Matte, BA (STU), MA, PhD (UNB)
Associate Professor (2012) and Chair, English Language and Literature

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 Cert. in Advanced Women's Studies, (Hawaii Mãnoa)
Associate Professor (2006), Criminology and Criminal Justice

Schutz, Andrea, BA (Brock), MA, PhD (Toronto)
Professor (1996), English Language and Literature

Secord, Andrew, BA, MA (UNB), DPhil (Sussex)
Professor (1995), Economics and coordinator, Business Studies

Simon, Derek, BA (St. FX), MA, PhD (Ottawa and St. Paul)
Associate Professor (2004), Religious Studies and Subject Coordinator, Catholic Studies

Smith, Tanya, BSc (UNB), BA (UNB), BSW (STU), MSW (Dalhousie)
Assistant Professor (2023), School of Social Work

Solati, Fariba, BBA (Ferdowsi), MA, PhD, (Manitoba)
Associate Professor (2016), and (Acting) Chair, Economics

Stapleford, Scott, BA (Brock), MA (McMaster), PhD (Western)
Professor (2008), Philosophy

Stelzl, Monika, BA (UNB), MA, PhD (Western)
Professor (2006), Psychology

Szurlej, Christina, BA (Winnipeg), MA (Essex), PhD (Middlesex)
Associate Professor (2015), and Chair, Human Rights

Terzioska, Jasmina, BA (Purdue), MA (Loyola University-Chicago), PhD (Cincinnati)
Associate Professor (2010), Spanish

Thomson, Sandra, BSc, PhD (McMaster)
Associate Professor (2014), and Chair, Psychology

Thornsteinson, Katherine, BA (UofT), MA (UofM), MA (Cornell), PhD (Cornell)
Associate Professor (2019), English Language and Literature

Toner, Peter, BA (STU), PhD (Australian National University)
Associate Professor (2004), Anthropology, and Associate Vice-President (Research)

Torrie, Julia S., BA (Western), MA, PhD (Harvard)
Professor (2002), History

Vannier, Sarah, BA (Concordia), PhD (UNB)
Associate Professor (2018), Psychology

Vose, Robin, BA (McGill), MA (Toronto), MMS, PhD (Notre Dame)
Professor (2004), History

Walhain, Luc, Licence Degree (Mons-Hainaut), MA (London), PhD (Bowling Green)
Associate Professor (2005), 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

Wisniewski, Angela E., BA (STU), MA, PhD (UNB)
Associate Professor (2017), Journalism and Communications

Wolstenholme, Colleen, BFA (NSCAD), MFA (SUNY New Paltz), PhD Visual Art (York)
Associate Professor (2019), Fine Arts

Wood, Shaunda, RN, BSc, BEd (Dalhousie), MA, PhD (Ottawa)
Associate Professor (2004), School of Education

Regular Appointments

Allen, Ella
Lecturer, English Language and Literature

Barry, Conor
Assistant Professor, Political Science

Bourque, Wendy
Lecturer, Psychology

Brooks, Toni
Lecturer, Native Studies (St. Mary's)

Clifford, James
Lecturer, Criminology and Criminal Justice

Critchley, Ken
Lecturer, Business Studies

Duffet-Weeks, Heather
Lecturer, School of Social Work

Fleming, Michael
Assistant Professor, Sociology, Criminology and Criminal Justice

Forrestall, William
Lecturer, Fine Arts - Visual Arts

Gardner, Neil
Lecturer, Humanities (Elsipogtog)

Glynn, Tracy
Assistant Professor, Sustainability and Environmental Studies, School of Social Work

Gunn, Carla
Lecturer, Psychology

Gupta, Sarita
Lecturer, Math

Hall, Alan
Lecturer, Aquinas, Great Books

Hanson, Merri-Lee
Lecturer, Social Work

Hersey, Corinne
Lecturer, Sociology

Huskins, Bonnie
Assistant Professor, History

Landry, Mark
Lecturer, Native Studies

Langmaid, Wilfred
Lecturer, Biology

MacLean, Heather-Anne
Lecturer, Journalism and Communications

Masciulli, Joseph
Associate Professor, Political Science

McCoy, Robert
Lecturer, Sociology

McGeachy, Janet
Lecturer, School of Social Work

McHardie, Daniel
Lecturer, Journalism and Communications

McLaughlin, Moira
Assistant Professor, Anthropology

Muise, John
Lecturer, English Language and Literature, Journalism and Communications

Mullin, Janet
Assistant Professor, History

Nishijima, Michiko
Lecturer, Japanese

Nolan, Lorraine
Lecturer, Irish Studies

Paul, Joleen
Lecturer, Native Studies (St. Mary's)

Parks, Scott
Lecturer, School of Education

Philpot, Duncan
Assistant Professor, Criminology and Criminal Justice

Pidwysocky, Stephen
Assistant Professor, Criminology and Criminal Justice

Randall, Hilary
Lecturer, Psychology

Rawlinson, Ed
Lecturer, Sociology

Ross, Lisa Ann
Lecturer, English Language and Literature and Fine Arts

Sainz, Haydee
Assistant Professor, Spanish
Sanford, Stephanie
Lecturer, Criminology and Criminal Justice, Sociology
Sawler, Trevor
Associate Professor, English Language and Literature

Smith, Leslie
Assistant Professor, English

Temelini, Mark
Assistant Professor, Italian

Titus, Andrew
Lecturer, English Language and Literature

Tunney, Mark
Lecturer, Journalism and Communications

Van den Broeck, Chris
Lecturer, ESL Program

Votour, Bradley
Lecturer, Anthropology and University Studies

Weeks, Murray
Lecturer, School of Social Work

Weeks, Peter
Associate Professor, Sociology

Wilkie, Rodger
Assistant Professor, Aquinas, Great Books, English

Woodworth, Megan
Assistant Professor, English

Endowed Chairs

Endowed Chair in Native Studies
Hon. Graydon Nicholas

Aquinas Chair in Interdisciplinary Studies

The Dalton K. Camp Endowment in Journalism

Endowed Chair in Human Rights
Dr. Shannonbrooke Murphy

Chair of Studies in Catholic Theology

Endowed Chair in Criminology

Visiting Chair in Gerontology

Faculty Awards

Dr. John McKendy Memorial Teaching Award for Full-Time Faculty
2024 – Dr. Karla O'Regan
2023 – Dr. Erin Fredericks
2022 – Dr. Sarah Vannier
2021 – Dr. Andrew Moore
2020 – Dr. Jamie Gillies
2019 – Dr. Monika Stelzl
2018 – Dr. Grant Williams
2017 – Dr. Amanda DiPaolo
2016 – Dr. Karen Robert
2015 – Dr. Sara MacDonald

2014 – Dr. Martin Kutnowski
2013 – Dr. Michelle Lafrance
2012 – Dr. Brad Cross
2011 – Dr. Russ Hunt
2010 – Dr. Mary Louise Babineau
2009 – Dr. John McKendy
2008 – Dr. Rusty Bittermann
2007 – Dr. Christine Cornell
2006 – Dr. Kim Fenwick
2005 – Dr. Ian Fraser
2004 – Dr. Omar Basabe
2003 – Dr. Sheila Andrew
2002 – Dr. Barry Craig
2001 – Dr. Dev Gupta and Dr. Andrea Schutz
2000 – Dr. Patrick Malcolmson
1999 – Dr. Sylvia Hale
1998 – Prof. Brian Ouellette
1997 – Dr. Elizabeth McKim
1996 – Dr. Roger Moore

University Scholarship Award
2024 – Dr. Jamie Gillies
2023 – Dr. Kristi Allain
2022 – Dr. Clive Baldwin
2020 – Dr. Matthew Hayes
2019 – Dr. Christian Mbarga
2018 – Dr. Carey Watt
2017 – Dr. Matte Robinson
2016 – Dr. Michelle Lafrance
2015 – Dr. Julia Torrie

University Service Award
2024 – Dr. Mary Lou Babineau-Rosada
2023 – Dr. Karla O'Regan
2022 – Dr. Dawn Morgan
2021– Dr. Karen Robert
2020– Dr. Dawne Clarke
2019 – Dr. Sharon Murray
2018 – Dr. Patrick Malcolmson
2017 – Dr. Erin Fredericks
2016 – Dr. Susan Reid
2015 – Dr. Sue McKenzie-Mohr

Special Merit Award for Outstanding Research
2014 – Dr. Cecilia Francis
2013 – Dr. Rusty Bittermann
2011 – Dr. Tony Tremblay
2010 – Dr. Michael Dawson
2009 – Dr. Rusty Bittermann
2008 – Dr. William Randall

2007 – Dr. Barry Craig and Dr. Stewart Donovan
2006 – Prof. Philip Lee
2005 – Prof. Brian Ouellette
2004 – Prof. John Coates
2003 – Dr. Essam Safty
2002 – Dr. Jeannette Gaudet and Dr. Ian Nicholson
2001 – Dr. Rosemary Clews
2000 – Prof. John Jennings and Dr. Sylvia Hale
1999 – Dr. Juergen Doerr
1998 – Dr. Satya Dev Gupta
1997 – Dr. Gayle MacDonald and Dr. Patrick Malcolmson
1996 – Dr. Roger Moore and Dr. Thomas Parkhill
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. Noël 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
2024 – Dr. Tracy Glynn
2023 – Dr. Janice Harvey
2022 – Prof. Gaila Friars
2021– Prof. Cristi Flood
2020 – Dr. Mark Temelini
2019 – Dr. Janet Durkee-Lloyd
2018 – Dr. Bonnie Huskins
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 2023-24

Kensea Aaron	Camrose, AB
Mehdi Abbasi	Fredericton, NB
Eyan Agnew	Moncton, NB
Karin Akulov	Moncton, NB
Lauren Allen	Fredericton, NB
Ariel Alleyne	Hampton, NB
Kensy Alonso	Copan Ruinas, HN
Maria Alvear	Quito, EC
Guilherme Eduardo Alves Damiani	Catanduva, BR
Alyssa Anderson	Saint John, NB
Mikayla Annis	Burtts Corner, NB
Taylor Armstrong	Saint John, NB
Juliette Arsenault	Sherbrooke, QC
Yamile Asbun	Island View, NB
Nicole Ashfield	Kanata, ON
Donya Atbaeitabari	Fredericton, NB
Jasmin Atkinson	Glenholme, NS
Jenna Augustine	Miramichi, NB
Alejandra Baca	Quito, EC
Gauri Balagopal	Chennai, IN
Camila Baquerizo Bayona	Guayaquil, EC
Isabella Baralt Sanchez	Quebec, QC
Abby Bartlett	Ludlow, NB
Grace Beaulieu	Eddington, ME, US
Georgia Berube	Fredericton, NB
Anna Luiza Biasi Janostiac	Sao Paulo, BR
Melissa Binedell	Fredericton, NB
Emma Bisgaard	Thornhill, ON
Frey Blake-Pijogge	Happy Valley-Goose Bay, NL
Thomas Blizzard	Fredericton, NB
Charlotte Boultinghouse	Oak Park, IL, US
Megan Bowen	Hanwell, NB
Chloe Box	Lincoln, NB
Aspen Boyer-Belanger	Fredericton, NB
Madelyn Boyle	Fredericton, NB
Kiersten Bragdon	Pokiok, NB
James Brennan	Winnipeg, MB
Sarah Brewer	Fredericton, NB
Genevieve Brideau	Fredericton, NB
Mackenzie Briggs	Miramichi, NB
Allison Bristow	Fredericton, NB
Jessica Brown	Fort Mcmurray, AB
Timothy Bu	Nackawic, NB
Ahmik Burneo	Guayaquil, EC
Keegan Burns	New Maryland, NB
Sarah Busson	Saint John, NB

Julian Camacho	Guayaquil, EC
Connor Campbell	Woodman's Point, NB
Ana Canarte	Guayaquil, EC
Ada Carr	Shilo, MB
Melissa Carrier	Killarney Road, NB
Olivia Carroll	Miramichi, NB
Sadie Carter	Riverview, NB
Kyla Carter	Lower Coverdale, NB
Winter Case	Willow Grove, NB
Kaitlyn Chappelle	Waterville-Sunbury, NB
Cayla Chesser	Saint John, NB
Song Cho	Nepean, ON
Samuel Choiniere	Saint-Jean-Sur-Richelieu, QC
Annie Christensen	Aroostook, NB
Grace Christie	Yellowknife, NT
Andrew Clark	Fredericton, NB
Anna Clarke	Sussex, NB
Bailey Clarkson	Tay Creek, NB
Gavin Clow	Fredericton, NB
Edyn Clowater	Penniac, NB
Rochelle Clutchey	Moncton, NB
Jesse Coffin	Grand Bay-Westfield, NB
David Coish	Sackville, NB
Emilee Collins	New Maryland, NB
Angel Collrin	New Maryland, NB
Chloe Colpitts	Salisbury, NB
Amber Connolly	Miramichi, NB
Charlotte Connors	Fredericton, NB
Jenna Corbett	Debert, NS
Lauren Corlett	Miramichi, NB
Ashley Cormier	Upper Kingsclear, NB
Gabrielle Cormier	Moncton, NB
Em Coulton	Fredericton, NB
Maelie Couture	Riviere-Verte, NB
Emma Craib	Woodstock, NB
Sadie Creary	Clifton Royal, NB
Beatrix Culligan	Fredericton, NB
Erin Cunningham	Fredericton, NB
Grace Cunningham	Bocabec, NB
Karlie Curtis	Fredericton, NB
Darian Curtis	Plaster Rock, NB
Leo Czank	Uigg, PE
Cloee Daigle	Saint-Louis, NB
Nicole Dale	Orangeville, ON
Amber Daley	Regina, SK
Stanley Daley	Miramichi, NB
Ayla Davidson	Fredericton, NB
Bhreagh Davies	Moncton, NB

Elize Davila	Diego Martin, TT
Alexandra Dawson	Fredericton, NB
Nicolas De L'eveille	Oromocto, NB
Kayden Degen	Oromocto, NB
Katherine Del Salto	Guayaquil, EC
Shelena Densmore	Hanwell, NB
Hailey Derrah	L'etete, NB
Emma Despres	Moncton, NB
Tory Desroche	Moncton, NB
Angelica Desroches	Lake George, NB
Catherine Dewolfe	Fredericton, NB
Seiku Diakite	Oshawa, ON
William Dickeson	Douglas, NB
Elly Dobson	Summerside, PE
Chloe Doiron	Upper Kingsclear, NB
Daryan Dort	Saint John, NB
Sebastien Doucet	Fredericton, NB
Rachel Doucet	Fredericton, NB
Jessica Doucette	Vanessa, ON
Tori Doucette	Tignish, PE
Emma Doucette	Yarmouth, NS
Danoucha Duguay Hunter	Fredericton, NB
Amy Dvernichuk	Regina, SK
Rebecca Dykeman	Woodstock, NB
Thanaisri Ellamaran	Kuala Lumpur, MY
Erin Elliott	Porters Lake, NS
Makayla English	Royal Road, NB
Nathan Fall	North Rustico, PE
Marc Faubert	Moncton, NB
Enzo Ferland	Oromocto, NB
Raphael Fiset	Calgary, AB
Eugenia Flores Rodriguez	Leon, MX
Marcia Floyd	Hampton, NB
Benjamin Ford	Moncton, NB
Bryanna Forest	Oromocto, NB
Molly Fortin	Saint Anne de Madawaska, NB
Shantell Foster	Montego Bay, JM
Lance Francis	Elsipogotg, NB
Todd Fraser	Fredericton, NB
Kaylyn Fullarton	Keswick, NB
Stephanie Gagnon	South Branch, NB
Taylor Galbraith	Oromocto, NB
Sydney Gallibois	Fredericton, NB
Lee Gauvin	Moncton, NB
Zachary Girard	Upper Kingsclear, NB
Sarah Girerd	Cessy, FR
Charley Goldrich	Amherst, NS
Camila Gomez Miranda	Lima, PE

Gabriel Gonzales-Moser	Upper Queensbury, NB
Maya Gonzalez	Saint John, NB
Kasey Goodine	New Maryland, NB
Justin Goodine	Douglas, NB
Emma Gould	Quispamsis, NB
Marion Govednik	Lake Balboa, CA, US
Clark Gowan	Dufferin Charlotte Co, NB
Katherine Gower	Rothesay, NB
Lindsay Graham	Nackawic, NB
Meghan Greer	Rothesay, NB
Chloe Gregan	Hardwicke, NB
Brooke Grothe	Beaverdam, NB
Carla Guibovich Olazo	Lima, PE
Gabriela Guimaraes Figueiredo	Lincoln, NB
Kate Hache	Chelmsford, NB
MacKenzie Halas Moulton	Targettville, NB
Emma-Leigh Hallett	Durham Bridge, NB
Thomas Hamilton	Saint John, NB
Kaitlyn Hamming	Quispamsis, NB
Delaney Hancock	Peterborough, ON
Charles Hanscomb	Fredericton, NB
Sunaa Hansen	Fredericton, NB
Michaela Hansen	New Maryland, NB
Lauren Hayes	Quispamsis, NB
Isabella Hebert	Sackville, NB
Kayla Hermitage	Riverview, NB
Ana Hernandez	Tegucigalpa, HN
Khanh Hoang	Hanoi, VN
Carlie Hogan	Fredericton, NB
Kiran Hollmann Prichard	Lund, BC
Rylee Hopkins	Upper Salmon Creek, NB
Jenica Horsman	Moncton, NB
Libby Howatt	Charlottetown, PE
Renee Humphrey	Fredericton, NB
Jade Humphrey	Conquerall Bank, NS
Ryan Hunter	Astle, NB
Chandler Hurlburt	Hampton, NB
Charlee Irving	St. Andrews, NB
Dominique Jean	Temperance Vale, NB
Alyssa Jeffrey	Sussex, NB
Chloe Jenkins	New Denmark, NB
Alexandra Brooke Johnson	Bayside, NB
Rachel Jones	Riverview, NB
Jessica Jones	Moncton, NB
Rebecca Jones	Charters Settlement, NB
Sarah Kasprzak	Windsor, NS
Gursimran Kaur	Amritsar, India
Kimberly Kilpatrick	Oromocto, NB

Patricia Kincaid	Fredericton, NB
Ben King	Rothesay, NB
Monica Landry	Campbellton, NB
Josee Landry	Dieppe, NB
Jasmin LaPointe	Bathurst, NB
Catherine LaPrairie	Ottawa, ON
Lulu Larade	Fredericton, NB
Kaden Lavallee	Oromocto, NB
Aliya Lavigne	Gaspereau Forks, NB
Nadia Lavoie	St. Isidore, AB
Jazmyne Lebel	Quispamsis, NB
Arabella Leblanc	Colpitts Settlement, NB
Jacob LeBlanc	Fredericton, NB
Paige Leblanc	New Maryland, NB
Colby Leblanc	Fredericton, NB
Ashley LeBreton	New Maryland, NB
Danielle Legere	Fredericton, NB
Emily Liu	Fredericton, NB
Samantha Longstaff	Williamstown, NB
Rika Lundbohm	Fredericton, NB
Brandon Lutes	Saint John NB
Emily Maber	Quispamsis, NB
Carly MacDonald	River Glade, NB
Kira MacDonald	Douglas, NB
Cameron MacDonald	Hanwell, NB
Lillian MacFarlane	Antigonish, NS
Natalie MacKay	Salmon River, NS
Emma MacKenzie	Sydney, NS
Cadence MacKinnon	Fredericton, NB
Ashley MacLean	Saint John, NB
MacKenzie MacLeod	Fredericton, NB
Lauren MacLeod	Fredericton, NB
Rebecca MacMullin	Glace Bay, NS
Alyssa MacNeill	Murray Harbour, PE
Connor Mallaley	Lorne, NB
Ryan Martin	Bras D'or, NS
Estefania Martinez Sierra	Tegucigalpa, HN
Nicole Mason	Lincoln, NB
Carmen Matheson	Murray Harbour, PE
Abigail Mattinson	Amherst, NS
Jonas May	Clarenville, NL
Warren McArthur	South Bar, NS
Sean McConnell	Fredericton, NB
Jonathan McDonald	Fredericton, NB
Austin McFawn	Fredericton, NB
Paige McGowan	Saint John, NB
Elizabeth McIntosh	Fredericton, NB
Jazmyne McLaughlin	Fredericton, NB

Kiah McLenaghan	Rusagonis, NB
Zoey McNamara	Moncton, NB
Phoenyx McNeil- Brown	Hampton, NB
Cierra Meredith	Bowmanville, ON
Jane Metcalfe	Conception Bay South, NL
Kate Milbury	Valley, NS
Erin Moore	Rothesay, NB
Daniel Morrison	Moncton, NB
Avery Morton	Keswick Ridge, NB
Kyla Munn	Fredericton, NB
Tallas Munro	Saint John, NB
Ella Murphy	Fredericton, NB
Jenna Murphy	Middle Sackville, NS
Abigail Murray	Bath, NB
Henry Nadeau	Glenburn, ME, US
Elizabeth Namit	Fredericton, NB
Allison Nearing	Minto, NB
Rachel Neville	Fredericton, NB
Reese Nickerson	Saint John, NB
Lucy Nobes Lee	Fredericton, NB
Ash Noble	Simonds, NB
Quintina Northrup	Oromocto, NB
Mallory Nowlan	Sunny Corner, NB
Meaghan O'Neill	Ashton, ON
Nathan Onions	Tilley, NB
Maria Mercedes Ortiz San Andres	Guayaquil, EC
Joshua Osborne	Hampton, NB
Carmen Ozgo	Toronto, ON
Isabella Pacheco Rosales	San Pedro Sula, HN
Kristel Paredes	Quito, EC
Valeria Paredes	Daule, EC
Laura Patino	Bogota, CO
Jessica Patterson	Nackawic, NB
Ana Pavon	Tegucigalpa, HN
Clara Pedroso	Niteroi, BR
Ekaterina Pelowich	Stouffville, ON
Emma Peters	Fredericton, NB
Alec Pinch	Kentville, NS
Arianna Pineda	Tegucigalpa, HN
Camille Plante	Dieppe, NB
Indigo Poirier	Fredericton, NB
Jenna Polchies	Woodstock, NB
Emma Porter	Fredericton, NB
Mariia Poznakhovska	Sussex, NB
Carla Prodan	Florenceville-Bristol, NB
Kathleen Quinlan	St. John's, NL
Thomas Ramsey	Truro, NS
Nicholas Reis	Maple Ridge, BC

Monica Riccio	Cobourg, ON
Jenny Richard	Wellington, PE
Emma Richard	Moncton, NB
Jade Robbins	Arcadia, NS
Christopher Roddis	Minto, NB
Reece Ronan	West Paradise, NS
Madison Roy	Moncton, NB
Sebastian Rubi	Tegucigalpa, HN
Claudia Ruiz	Hialeah, FL, US
Shamy Iliza Rukokora	Kicukiro, RW
Alex Ryan	Moncton, NB
Callie Ryan	Fredericton, NB
Ben Salmon	Fredericton, NB
Fernanda Sanchez	Ticuantepe, NI
Itamar Santos Filho	Petrolina, BR
Miriam Schriefers	Abbotsford, BC
Hillarie Schriver	Newbridge, NB
Avery Scott	Miramichi, NB
Rachel Simms	Fredericton, NB
Anna-Leah Simon	Elsipogtog First Nation, NB
Elisa Simon	Saint John, NB
Nicholas Smith	Fredericton, NB
Lauren Smith	Camden, NS
Grace Smith	Dartmouth, NS
Sydney Smith	Hanwell, NB
Olivia Snyder	Quispamsis, NB
Valeria Solis Villafuerte	Guayquil, EC
Holly Soucoup	Fredericton, NB
Gabrielle Sparks	Brunswick, ME, US
Mary-Louise Spinney	Fredericton, NB
Katie Squires	Burton, NB
Hannah Staples	Riverview, NB
Grace Steeves	Fredericton, NB
Caitlyn Steeves	Hampton, NB
Colby Steeves	Hanwell, NB
Mia Stewart	Stratford, PE
Olivia Stock	Waterdown, ON
Emily Storey	Geary, NB
Julia Strang	Canmore, AB
Zander Strickland	Oromocto, NB
Lauren Sturgeon	Noonan, NB
Aurora Sutton	Miramichi, NB
Ameri Suzuki	Chiba, JP
Katelyn Taber	Plumweseep, NB
Emma Tait	Fredericton, NB
Sarah Tapley	Mazerolle Settlement, NB
Yen Phuong Thai	Hanoi, VN
Vanessa Thompson	Riverview, NB

Milda Titford	Fredericton, NB
Andrew Touchbourne	Salt Springs, NB
Jessi Tunn	Fredericton, NB
Miriam Udoh	Calabar, NG
Sammy Vail	Glassville, NB
Kellyan Vallee Laforest	Waterloo, QC
Mees Van Nouhuys	Heemstede, NL
Amelia Van Wart	Fredericton, NB
Olivia VanWyck	Fredericton, NB
Sarah Veniot	Fredericton, NB
Nicole Vera Giler	Guayaquil, EC
Brooke Vesentin	Quispamsis, NB
Keira Vnuk	Quispamsis, NB
Ariel Waller	Fredericton, NB
Emily Waterhouse	Royal Road, NB
Malea Jayne Welton	New Annan, PE
Avery White	Richibucto Road, NB
Emily Whitty	Lunenburg, NS
Benjamin Wilkins	St. John's, NL
Kyra Wilson	Qualicum Beach, BC
Norah Wilson	Sackville, NB
Jack Wilson	Miramichi, NB
Sophie Winters	Moncton, NB
Chloe Wright	California Settlment, NB
Kayla Wright	New Maryland, NB
Chloe York	Shelburne, VT, US
Kristina Yurchenko	Fredericton, NB
Amy Zaionz	Quispamsis, NB
Andrea Zuasnabar Landa	Lima, PE

May 14, 2023 Graduates

Bachelor of Applied Arts

Lorry Jane Morales Binayat (Criminal Justice)	Oak Point, NB
Ty William Paul Buckley (Criminal Justice) (*distinction*)	Miramichi, NB
Cloee Victoria Daigle (Criminal Justice)	Saint-Louis de Kent, NB
Maria Kearney Gogan (Criminal Justice)	Saint John, NB
Victoria Ruby Smith (Gerontology)	Fredericton, NB

Bachelor of Social Work

Jean-Vincent Joseph Albert, BA	Campbellton, NB
Mikayla Adele Annis, BA (*distinction*)	Fredericton, NB
Fay Nagler Levine Memorial Prize in Social Work	
Samantha-Joline Blum	Nackawic, NB
Allison Grace Bristow, BA (*distinction*)	Fredericton, NB
Emma Rose Buchanan	Fredericton, NB
Sara Lynn Burden (*distinction*)	Oromocto, NB

Andrew James Clark (*distinction*)	Fredericton, NB
Emma Rebecca Connors	Fredericton, NB
Erin Eileen Cunningham (*distinction*)	Fredericton, NB
Bhreagh Elizabeth Davies, BA (*distinction*)	Moncton, NB
Tory Felicia Ann Desroche, BA (*distinction*)	Moncton, NB
Seiku Diakite, BA (*distinction*)	Kumasi, Ghana
Shantell Shannon Foster (*distinction*)	Montego Bay, Jamaica
Rylee Sabryn Hopkins, BA (*distinction*)	Chipman, NB
Samantha Faith Longstaff, BA (*distinction*)	Centreville, NB
Ashley Lynn MacLean, BA (*distinction*)	Saint John, NB
MacKenzie May MacLeod, BA (*distinction*)	Winnipeg, MB
Kayleb Christopher Paul-Novak, BA (*distinction*)	Fredericton, NB
Jenny Lynn Richard (*distinction*)	Mont-Carmel, PE
Jade Elizabeth Robbins (*distinction*)	Yarmouth, NS
Hillarie Elizabeth Marie Schriver, BA (*distinction*)	Woodstock, NB
Rachel Marie Simms (*distinction*)	Fredericton, NB
Noah Gerald Smith	Charters Settlement, NB
Holly Rachael Soucoup (*distinction*)	Moncton, NB
Katie Lee Squires, BA (*distinction*)	Burton, NB
Grace Olivia Steeves (*distinction*)	Miramichi, NB
Julia Bernadette Hardaker Strang, BA (*distinction*)	Orangeville, ON
Kyra Paige Wilson, BA (*distinction*)	Qualicum Beach, BC

Bachelor of Arts

Pablo Nicolas Abarca	Santiago, Region Metropolitana Chile
Mehdi Abbasi (*distinction*)	Fredericton, NB
Shirley Elisabeth Andow (*distinction*)	Fredericton, NB
Aryka Rayne Arsenault	Moncton, NB
Madelyn Kyah Jill Arsenault	Charlottetown, PE
Jenna Grace Augustine (*distinction*)	Miramichi, NB
Kastriot Axhami	Fredericton, NB
Naomi Joy Aziz	Mississauga, ON
Sarah Emma Bailey	Riverview, NB
Madison Elaine Ball (*distinction*)	Truro, NS
Lewis James Barnfather	Peterborough, ON
Abby Rebecca Bartlett (*distinction*)	Ludlow, NB
Grace Ann Chamberlain Beaulieu (*distinction*)	Eddington, ME
Certificate in Experiential Learning and Community Engagement	
Colby Allan Beers (*distinction*)	Moncton, NB
Miles Atticus Bergquist	Brunswick, ME
Certificate in Digital and Media Literacy	
Anna Luiza Biasi Janostiac (*distinction*)	São Paulo, Brazil
Silvie Atia Binsai	Nairobi, Kenya
Certificate in Experiential Learning and Community Engagement	
Allya Randi Bishop	Fredericton, NB
Gabrielle Catherine Bishop	Islandview, NB
Chloe Leith Joan Box (*distinction*)	Lincoln, NB
Aspen Marie Boyer-Belanger (*distinction*)	Fredericton, NB

Tanisha Ruth Branch	Bathurst, NB
Emily Elizabeth Bryenton	Miramichi, NB
Mckenna Leigha Burrell	Woodstock, NB
Andrew Donald Burris	Upper Musquodoboit, NS
Daniel Alain Calvo	Tegucigalpa, Honduras
Certificate in Experiential Learning and Community Engagement	
Abigail Lauren Cameron	Fredericton, NB
Ana Sofia Cañarte (*distinction*)	Bogota, Columbia
Jackie Leverne Carr	Beaver Dam, NB
Mélissa Emma Carrier (*distinction*)	Fredericton, NB
Briana Kathleen Alice Carver	Windsor, NS
Cayla Megan Chesser (*distinction*)	Saint John, NB
Song Cho (*distinction*)	Gwangju, South Korea
Bailey Leeanne Clarkson	Tay Creek, NB
Certificate in Experiential Learning and Community Engagement	
Jayson Clarence Clingan-Sappier	Tobique First Nation, NB
Allison Angelina Rosalie Clow	Kingston, PE
Angel Mary Collrin (*distinction*)	New Maryland, NB
Certificate in Experiential Learning and Community Engagement	
Certificate in Digital and Media Literacy	
Frank McKenna Prize in Communications and Public Policy	
Talia Velena Corkum	Dartmouth, NS
Lauren Elizabeth Corlett (*distinction*)	Miramichi, NB
Ashley Nicole Cormier (*distinction*)	Fredericton, NB
Certificate in Experiential Learning and Community Engagement	
Cass Kem Adele Costello	Campbellton, NB
Emma Jane Creamer	Quispamsis, NB
Lee-Ann Lina Cyr-Lebel	Grand Falls, NB
John Garan Davies	Fredericton, NB
Stevie-Rae Madison Demerchant (*distinction*)	Woodstock, NB
Angelica Leanne DesRoches (*distinction*)	Nackawic, NB
Certificate in Experiential Learning and Community Engagement	
Jonathan Alan DesRoches	Hampton, NB
Certificate in Experiential Learning and Community Engagement	
Chloé Renée Doiron (*distinction*)	Fredericton, NB
Mackayla Deborah Dunnett	Moncton, NB
Wissal Elbokhari	Fredericton, NB
Lauren Marie Erb	Fredericton, NB
Brandon Jerry Ferguson-Johnson	Campbellton, NB
Christine Laura Marie Ferris	Grand Falls, NB
Drake Andrew Ferris	Fredericton, NB
Sheryl Ashley Ferris	Perth Andover, NB
Nathaniel Edmund Fetter	Fredericton, NB
Congregation of Notre Dame Prize for Fourth Year	
Troy Fillmore-Sanipass	Mundleville, NB
Kaitlynn Rose Flaherty	Miramichi, NB
Benjamin Nicholson Ford	Moncton, NB
Isabelle Marie Ford Dyment	Wellington, PE

Brigitta Mary Jane Francis (*distinction*)	Saint-Gregoire, NB
Cameron Donald Fury	Moncton, NB
Taylor-Ann Alena Galbraith	Oromocto, NB
Hannah Michelle Grace Gaudet	Moncton, NB
Hillary Claire Gillies	Petitcodiac, NB
Maria Kearney Gogan	Saint John, NB
Camila Fernanda Gomez Miranda (*distinction*)	Lima, Peru
Joleen Kendra Good-Turple (*distinction*)	Riverview, NB
Maxwell Ronald Goodine	Fredericton, NB
Zoe Marie Clair Gotell	Georgetown, PE
Emma Katherine Gould	Quispamsis, NB
Katherine Anne Gower (distinction)	Rothesay, NB
Certificate in Digital and Media Literacy	
Lindsay Joy Diana Graham (*distinction*)	Fredericton, NB
Alexa Grace Grant (*distinction*)	Upper Kingsclear, NB
Sage Menzies Grant	Harvey Station, NB
Christian Barrett Granter	Fredericton, NB
Mary Kathleen Rose Gray	Bathurst, NB
Denver Elizabeth Gregan	Oromocto, NB
Giuliana Grillo de Lambarri (*distinction*)	Lima, Peru
Certificate in Experiential Learning and Community Engagement	
Certificate in Digital and Media Literacy	
The Christine Morris Prize in Journalism	
George Harrington Prize for Political Science	
Naomi Veronica Elizabeth Gullison	St. Stephen, NB
Hannah June Hachey	Fredericton, NB
Tashina Marie Cree Hachey (*distinction*)	Elsipogtog First Nations, NB
Brayden Patrick Haley	Harvey, NB
Alexis Shalee Hall	Sydney, NS
Emma-Leigh Suzanne Hallett	Fredericton, NB
Lauren Alicia Hayes (*distinction*)	Quispamsis, NB
Jenna Clarissa Henry	Woodstock, NB
Kayla Margaret Hermitage (*distinction*)	Moncton, NB
Certificate in Experiential Learning and Community Engagement	
Khánh Linh Hoàng (*distinction*)	Hanoi, Vietnam
Certificate in Experiential Learning and Community Engagement	
Laura Elaine Horsley	Fredericton, NB
Ryley Sandra Irene Horton	Calgary, AB
Julia Elizabeth Hudson	Fredericton, NB
Renee Amber Humphrey (*distinction*)	Fredericton, NB
Alyssa Luise Ivany (*distinction*)	Dieppe, NB
Certificate in Experiential Learning and Community Engagement	
Michael Nicholas Prize in Anthropology	
Carolyn Madison Grace Jardine	Cape Breton, NS
Brock Kenneth Johnson	Fredericton, NB
Joan Veronica Johnstone	Sunny Corner, NB
Jessica Ellen Nadine Jones (*distinction*)	Moncton, NB
Sarah Kasprzak (*distinction*)	Windsor, NS

Kendra Dawn Kilpatrick (*distinction*) Quispamsis, NB
Certificate in Experiential Learning and Community Engagement
Kyleigh Emma Roberta King (*distinction*) Oromocto, NB
Monica Debra-Ann Landry Campbellton, NB
Certificate in Experiential Learning and Community Engagement
Lia Marie Rosalie Lane Hampton, NB
Tiffany Margaret Ann Lavigne (*distinction*) Saint John, NB
Amanda Lynn Lavoie Fredericton, NB
Prize for Women's Studies and Gender Studies in the Fourth Year
Emily Grace Lawson Fredericton, NB
Arabella Faith LeBlanc (*distinction*) Salisbury, NB
Dr. Gloria Paul Graduating Prize in Environment and Society
Luc Alexandre LeBlanc (*distinction*) Fredericton, NB
Danielle Yvonne Legere (*distinction*) Fredericton, NB
Danielle Lucie Levesque Drummond, NB
Maude Emilie Levesque Memramcook, NB
Naomi Denisse Lopez Reyes (*distinction*) Tegucigalpa, Honduras
Certificate in Experiential Learning and Community Engagement
Kelsey Donna Muriel Lowe Quispamsis, NB
Rika Elise Lundbohm (*distinction*) Fredericton, NB
Erin Frances Lunn McAdam, NB
Brandon Christopher Lutes (*distinction*) Saint John, NB
Certificate in Digital and Media Literacy
Melanie June Lyle Sydney, NS
Emily Ann Maber (*distinction*) Quispamsis, NB
Robyn Elizabeth MacCara Oromocto, NB
Kaylee Dawn MacCullam Miramichi, NB
Carly Jane Anne MacDonald (*distinction*) Salisbury, NB
Kira Jordyn MacDonald (*distinction*) Douglas, NB
Madison Lorraine MacGregor Truro, NS
Ryan Laughlin MacKinnon Fredericton, NB
Alyssa Donna Barbara MacNeill (*distinction*) Murray Harbour, PE
Grayson Hunter MacPherson Charlottetown, PE
Sean Aaron McConnell Fredericton, NB
Austin Wilson McFawn (*distinction*) Fredericton, NB
Paige Madison McGowan (*distinction*) Maces Bay, NB
Colton Thomas McKay Miramichi, NB
Brianna Naomi McLaughlin Grand Falls, NB
Jazmyne Maria Monet McLaughlin (*distinction*) Fredericton, NB
Certificate in Experiential Learning and Community Engagement
Kiah Mackenzie McLenaghan (*distinction*) Rusagonis, NB
Certificate in Experiential Learning and Community Engagement
Shelby Shyanne Menzies Fredericton, NB
Cierra Hannah Aline Meredith (*distinction*) Bowmanville, ON
Kate Emily Nicole Milbury (*distinction*) Truro, NS
Sydney Elizabeth Morehouse Fredericton, NB
Domenica Lissette Moreira Solorzano Guayaquil, Guayas
Avery June Morton (*distinction*) Keswick Ridge, NB

Naomi Philippa Mpagi (*distinction*) Upper Caverhill, NB
Victoria Catherine Grace Murray Moncton, NB
Lindsay Coleen Mutch Lyttleton, NB
Quintina Chelsea-Leoda Northrup (*distinction*) Oromocto, NB
Native Studies Graduating Prize
Meaghan Anna Nouwens Quispamsis, NB
Timothy Jude O'Hara (*distinction*) Saint John, NB
Benson Osalumhense Osajie Dundalk, ON
Ryan Nicholas George Oram Saint John, NB
Jessica Harmony Patrick Rossville, NB
Tyrese Bradley Paul Fredericton, NB
Certificate in Experiential Learning and Community Engagement
Jared Daniel Peabody Fredericton, NB
Ekaterina Marie Pelowich (*distinction*) Stouffville, ON
Logan Maurice Perley Tobique First Nations, NB
Hayden Olivia Pierce Fredericton, NB
Selena Rae Proctor Sussex Corner, NB
Regan Mary Pye Gagetown, NB
Amber Jade Rae (*distinction*) Halifax, NS
Certificate in Experiential Learning and Community Engagement
Dr. Gary Irwin-Kenyon Graduating Prize in Gerontology
Milagros Giuliana Reyes Canales Lima, Peru
Luis Felipe Riveros Fredericton, NB
Amber Kyla Roberts Campbellton, NB
Madison Sierra Robichaud Noel Shediac, NB
Christopher James Roddis (*distinction*) Minto, NB
Shannon Sarah Lillian Roy Bathurst, NB
Sebastian Rubi Romero (*distinction*) Tegucigalpa, Honduras
Certificate in Experiential Learning and Community Engagement
Brandon Rajeev Salick Fredericton, NB
Certificate in Experiential Learning and Community Engagement
Certificate in Digital and Media Literacy
Domenica Sanchez Guayaquil, Ecuador
Certificate in Experiential Learning and Community Engagement
Theoryn Biel Adrian Saulis Woodstock, NB
Brittany Elizabeth Saunders Fredericton, NB
Ashley Louise Myhre Scott Fredericton, NB
Brianna Haley Scott Oromocto, NB
Bianca Lynn Maranda Sherwood Sussex, NB
Caterina Soria Vitré, Ille et Villaine
Gabrielle LaDean Sparks (*distinction*) West Bath, ME
Molly Anne Spidell Moncton, NB
Benjamin Marcus Stairs Fredericton, NB
Hannah Jill Staples (*distinction*) Riverview, NB
Marguerite Michaud Prize for French Canadian Literature
Céline Hilde Juliëtte Sterckel Moncton, NB
Certificate in Experiential Learning and Community Engagement
Ryan Andrew Thomas Stoddard Saint John, NB

Danika Patricia Strong-Roy — Bathurst, NB
Shelbie Diane Tansley — Nackawic, NB
Certificate in Experiential Learning and Community Engagement
Britney Alyssa Tardiff — Fredericton, NB
Wade Denis Thibault — Miramichi, NB
Aidan Douglas Toole — Hanwell, NB
Brilliant Tran — Florenceville-Bristol, NB
Chelsey Ann Underhill — Fredericton, NB
Meghan Catherine Urquhart — Miramichi, NB
Certificate in Experiential Learning and Community Engagement
Zachary Bernard Vautour — Fredericton, NB
Victoria Velasquez Lopez — Tegucigalpa, Honduras
Jeremy Brian Veno — Fredericton, NB
Ashley Marie Vicars (*distinction*) — Saint John, NB
Keira Lynne Vnuk (*distinction*) — Quispamsis, NB
Certificate in Experiential Learning and Community Engagement
Abdul Lodhi Prize for Highest Standing
Ariel Anastasia Maple Waller (*distinction*) — Hamilton, ON
Alan Mason Prize in 4th Year
Allison Victoria White — Rothesay, NB
Emily Meghan Drysdale Whitty (*distinction*) — Lunenburg, NS
Jasmine Mae Wilcox — Grand Manan, NB
Sophie Alex Ann Wilkes — Rusagonis, NB
Jessica Lucretia Wilson — Fredericton, NB
Chloe Daigle Wylie — Quispamsis, NB
Chloe Jennett York (*distinction*) — Shelburne, VT
Certificate in Experiential Learning and Community Engagement
Cassandra Zeppetini-Emard (*distinction*) — Saint-Jerome, QC
Andrea Nicole Zuasnabar Landa (*distinction*) — Lima, Peru
Certificate in Experiential Learning and Community Engagement

With Honours in Economics
Liam George McCann — Cultus Lake, BC

With Honours in English Language and Literature
Elize Marisol Davila (*distinction*) — Diego Martin, Trinidad and Tobago
Certificate in Experiential Learning and Community Engagement
Dr. Lissa Beauchamp Memorial Prize for English Research
Emma Laura Despres (*distinction*) — Moncton, NB
Marley Elaine Durling (*distinction*) — Canterbury, NB
Griffin Burton Empey — Grand Bay-Westfield, NB
Todd Matthew Fraser (*distinction*) — Deepdale, NS
Grace Lilian Joy Halferty — Fredericton, NB
Rachel Lynne Jones (*distinction*) — Riverview, NB
Certificate in Experiential Learning and Community Engagement
David Velensky Prize in Creative Writing
Anne Liu (*distinction*) — Fredericton, NB
Sarah Markie McElroy (*distinction*) — Woodstock, NB

Olivia Ruth Potter — Saint John, NB
Ryley Brianna Roach — Petitcodiac, NB
Lauren May Wood (*distinction*) — Fredericton, NB

With Honours in Great Books

Maya Chase Gonzalez (*distinction*) — Saint John, NB
Great Books Best Honours Thesis

With Honours in History

Keegan Patrick Burns (*distinction*) — New Maryland, NB
Chuddy McCarthy Memorial Prize in Fourth Year
Anna Jane Poore — Falmouth, ME
Daniel Koan Walker-Titus (*distinction*) — Fredericton, NB

With Honours in Human Rights

Erin Margaret Elliott (*distinction*) — Dartmouth, NS
Craig J. Carleton QC Essay Prize in Human Rights

With Honours in Interdisciplinary Studies

Gauri Balagopal (distinction) — Trivandrum, India
Certificate in Experiential Learning and Community Engagement
Certificate in Digital and Media Literacy
Joan McFarland Prize in Political Economy
Gabriela Guimarães Figueiredo (*distinction*) — Salvador, Brazil
Frank McKenna Prize in Communications and Public Policy
Marta Traba Prize
Valeria Esther Solís Villafuerte (*distinction*) — Guayaquil, Ecuador
Certificate in Experiential Learning and Community Engagement
Certificate in Digital and Media Literacy

With Honours in International Relations

Ahmik André Burneo Guerrero (*distinction*) — Guayaquil, Ecuador
Certificate in Experiential Learning and Community Engagement
Certificate in Digital and Media Literacy
Dr. Rick Myers Prize for Best Essay in Political Philosophy
Estefania Gabriela Martinez Sierra (*distinction*) — Tegucigalpa, Honduras
Certificate in Experiential Learning and Community Engagement
Certificate in Digital and Media Literacy
Prize for Economics in Fourth Year
Maria Mercedes Ortiz San Andres (*distinction*) — Guayaquil, Ecuador
Prize for Best Honours Thesis in International Relations

With Honours in Native Studies

Bailey Amanda Sappier — Fredericton, NB
Certificate in Experiential Learning and Community Engagement
Best Honours Thesis in Native Studies

With Honours in Philosophy

Ramona Antoinette Chambers — Fredericton, NB
Astrid Hinojosa (*distinction*) — Surrey, BC
Catherine Linda Rose La Prairie (*distinction*) — Ottawa, ON
Mark Adams Prize for Philosophy in Fourth Year

With Honours in Political Science

Charles Gabriel Hanscomb (*distinction*) — Fredericton, NB
Certificate in Experiential Learning and Community Engagement
Louis Robichaud Prize for Best Essay in Canadian Politics

With Honours in Psychology

Lauren Alexis Allen (*distinction*) — Penniac, NB
Serena Shirin Bunin (*distinction*) — Fredericton, NB
Rachel Lynne Doucet (*distinction*) — Fredericton, NB
Ray and Lorain Irving Prize for Best Thesis
Molly Maria Fortin (*distinction*) — Saint Anne de Madawaska, NB
Laura Emily George (*distinction*) — Mount Denson, NS
Fine Arts Prize for Musical Theatre
Psych Department Award for Outstanding Performance in Honours
Prize for Psychology in Fourth Year
Benjamin Graham King (*distinction*) — Rothesay, NB
The Canadian Psychological Association Certificate of Excellence for Honours in Psychology
Claudia Ruiz Valdes (*distinction*) — Hialeah Gardens, FL
The Canadian Psychological Association Certificate of Excellence for Honours in Psychology

With Honours in Sociology

Indigo Komiwonuhke Poirier (*distinction*) — Bilijk (Kingsclear), NB
Prize for Sociology in Fourth Year

With Honours in English Language and Literature and With Honours in Great Books

Rebecca Lynn Dykeman (*distinction*) — Woodstock, NB
Bishop Hill Prize for English in Fourth Year
Prize for Highest Standing Major in Great Books

With Honours in English Language and Literature and With Honours in History

Emma Elizabeth Wilkes — Rusagonis, NB
Kristina Yurchenko (*distinction*) — Samara, Russia
Robert Clayton Casto Prize for Poetry

Certificate of Honours Standing in Criminology

Clark William Gowan — Dufferin Charlotte Co, NB
Hélène Marjorie Noddin — St. Stephen, NB

Certificate of Honours Standing in History

Kelsey Lysia James — Sisson Brook, NB

Certificate of Honours Standing in Psychology

Lily Dawn Derbyshire	Fredericton, NB

Doctor of Letters, *honoris causa*

Marcel LeBrun

July 5, 2024 Graduates

Bachelor of Applied Arts

Josee Alyssa Martin (Criminal Justice)	Baie Sainte Anne, NB
Cassidy Ann Savoie (Criminal Justice)	Miramichi, NB

Bachelor of Arts

Isabella Alessandra del Valle Baralt Sánchez (*distinction*)	Isla de Margarita, Venezuela
Certificate of Experiential Learning and Community Engagement	
Aurelie Boisson	Fredericton, NB
Taylor Elaine Brown	Fredericton, NB
Ana Beatriz Araujo Cordeiro	Recife, Pernambuco, Brazil
Paige Heidi Corporon	Yarmouth, NS
Madison Mackenzie Fawn Currie (*distinction*)	Nackawic, NB
Fine Arts Prize in Chamber Music	
Seth Patrick Doiron	Moncton, NB
Nicholas Robert Green	Grand Bay-Westfield, NB
Certificate of Experiential Learning and Community Engagement	
Certificate in Digital and Media Literacy	
Carla Nicole Guibovich Olazo (*distinction*)	Lima, Peru
Certificate of Experiential Learning and Community Engagement	
Gayo Jumapili Isaya	Kigoma, Tanzania
Robyn Elizabeth MacPhail	Rothesay, NB
Nathan Jamie McGinty	Inverness, Scotland
William Bradley Robinson	Miramichi, NB
Certificate of Experiential Learning and Community Engagement	
Darian Daryl Joseph Trevors	Miramichi, NB
Gabrielle Amanda Vezina	Fredericton, NB

With Honours in History

Daniel Andres Salas	Guayaquil, Guayas

With Honours in Psychology

Brandon Peter Bernard Hart (*distinction*)	Fredericton, NB
The Canadian Psychological Association Certificate of Excellence for Honours in Psychology	

Bachelor of Education

Mandy Leeann Armstrong-Singer, BA	Middleton, NS
Erin Bailey Grey Arsenault, BA	Innisfil, ON

Mathieu Audet-Léger, BA	Fredericton, NB
Megan Sara Bach, BScKin	Grand Falls, NB
Brooke Janet Barrieau, BA	Millerton, NB
Andrea Kathryn Bell, BA	Miramichi, NB
Tamara Darlene Bilensky, BA	Fredericton, NB
Charly Anne Bonga, BSc	Saint John, NB
Marc Toni Bougharios, BA	Toronto, ON
Edward James Braden, BSc, MSc	Ottawa, ON
Aislynn Skye Byers, BA	Dundalk, ON
Mikayla Ann Cairns, BA	Lake George, NB
Cailey Monique Caron, BA	Grand Falls, NB
Jessica Pearle Carver, BA	Windsor, NS
William Gregory Cole, BA	Turtle Creek, NB
Brittany Marcie Comeau, BA	Yarmouth, NS
Morgan Shelby Rita Comeau, BA	Miramichi, NB
Nigel Stanley Cornelius, BA	Cambridge, NS
Jennifer Anne Cotnam, BA, MA	Monkland, ON
Margaret Janet Cronin, BA	Halifax, NS
Jacey Laura Dane, BA	Fredericton, NB
Allison Patti-Lynn Davis, BA	Picadilly, NB
Mallory Monique Davis, BA	St. Stephen, NB
Edward Beronilla Dimayacyac, BSc	Fredericton, NB
Alyssa Jane Marie Duplisea, BA	Hampton, NB
Kaleigh Laura Flinn, BA	Fredericton, NB
Gillian Elizabeth Forrest, BA	Miramichi, NB
Rianna Elizabeth French, BSc	St. John's, NL
Emma Ann Galbraith, BA	Oxford, NS
Alexandra Grace Gallant, BA	Moncton, NB
Meredith Margaret Gallinger, BA	Ottawa, ON
Jayme Lee Glaspy, BSc	Rothesay, NB
Molly Kathleen Goguen, BA	Miramichi, NB
Kirsten Paige Gorman, BSc	Fredericton, NB
Alyssa Yvette Gould, BA	Moncton, NB
Cole James Healey, BScKin	Saint John, NB
Madison Marcella Hiscock, BA	Fredericton, NB
Tanner Lee Hogue, BBA	Hubbards, NS
Jayme Victoria Humphrey, BA	Fredericton, NB
Abbey Elizabeth Hunter, BA	Florenceville-Bristol, NB
Logan David Johnson, BBA	Canterbury, NB
Timothy Jeremiah Johnston, BA	Saint John, NB
Keaghan Joseph Daniel Keddy, BA	Saint John, NB
Rebecca Ann Keezer, BA	Fredericton, NB
Kelsey Nicole Kennedy, BA	Quispamsis, NB
Halie Marie Kilpatrick, BA	Grand Bay-Westfield, NB
Mackenzie Kevin King, BRSS	Burtts Corner, NB
Zachery Stephen Knodell, BA	Rothesay, NB
Jacob Vincent Lane, BA	Saint John, NB
Chanté Suanne Laverlot, BA	Cape Town, South Africa

Taylor Lynn Legacy, BA	St. Stephen, NB
Emily Morgan Lockhart, BBA	Quispamsis, NB
Joshua Larry Lohnes, BBA	Amherst, NS
Kennedy Grace Longaphie, BA, MA	Riverview, NB
Matthew Derek MacBeth, BA	Hillsborough, NB
Olivia Rose Mann, BA	Campbellton, NB
Chloe Dawn McCollum, BFA	Clarendon, NB
Frances Clare McCurdy, BComm	St. Andrews, NB
Caitlyn Rose McEwing, BA	Woodstock, NB
Alicia Elizabeth McGraw, BSc	Miramichi, NB
Hayden Grace McManaman, BA	Moncton, NB
Holly Marie Mercer, BSc	St. Edward, PE
Hannah Elizabeth Mercier, BA	Kingston, NB
Madeleine Frances Morassut, BA	Burlington, ON
Megan Leigh Morehouse, BA	Fredericton, NB
Brendan Ancel Gunness Murphy, BA	Fredericton, NB
Taylor Drew Nancekievill, BA	Hartland, NB
Anika Maria Nastasiuk, BSc	Boom Road, NB
Kristen Taylor Nixon, BSc	Durham, ON
Cassidy Morgan Paré, BA	Oromocto, NB
Courtney Ann Pettigrew, BASc	Bathurst, NB
Mackenzie Elizabeth Prudencio, BA	Fredericton, NB
Laura Anne Quigley, BSc	Minto, NB
Emily Margaret Reagon, BA	Fredericton, NB
Evan Charles Scott Robichaud, BA	Fredericton, NB
Dominic Giovanni Rocca, BSc	Saint John, NB
Sydney Graci-Rose Ryan, BScKin	Maugerville, NB
Harrison James Scarbro, BA	Nackawic, NB
Allison Rae Schurman, BA	Oromocto, NB
Shelby Breana Scott, BN	Clifton, NB
Abby Nicole Sensabaugh, BPhil	Airdrie, AB
Sydney Ann Shelley, BA	Fredericton, NB
Maddison Elizabeth Grace Shrum, BA	Eastern Passage, NS
Cassandra Heather Dawn Stewart, BA	Fredericton, NB
Michelle Dawn Sullivan, BA	Quispamsis, NB
Kayla Jade Toussaint, BA	Moncton, NB
Mackenzie Audrey Tuddenham, BA	St. Stephen, NB
Ryan Peter Mac Donald van der Zanden, BESc, BSc	Saint John, NB
Amanda Marie Vandepol, BSocSc	Verona, ON
Colin Jesse Daniel Waters, BA	Fredericton, NB
Ian Thomas Warren Watters, BA	Miramichi, NB
Matthew W. Weir, BA	Nipawin, SK
Victoria Lynda Nadine Whaley, BSc	Upper Kingsclear, NB
Madeline Rose Whynot, BA	Halifax, NS
Briar Elizabeth Windsor, BA	Calgary, AB
Joseph William Buck Woytiuk, BBA	Saint John, NB

Master of Social Work

Katherine Amie Astle, BA, BSW	Fredericton, NB
Laura Ann Baxter, BSW	Fredericton, NB
Monnah Lynn Green, BA, BSW, MA	Lincoln, NB
Lacie Jade Hardy, BA, BSW	Fredericton, NB
Lauren Elizabeth Harris, BA, BSW	Newburg, NB
Hayley Morgan Hillier, BSW	Mount Pearl, NL
Holly Victoria Inniss, BA, BSW	Saint John, NB
Evan Douglas Kierstead, BA, BSW	Saint John, NB
Bianca Sue Kovacs, BA, BSW	Penniac, NB
Brandy-Leigh Parr, BA, BSW	Fredericton, NB
Emilee-Ann Paul, BA, BSW	Sitansisk First Nation, NB
Delilah Marie Pelkey, BA, BSW	Woodstock, NB
Angus Lynn Richardson, BSc, BSW	St. Stephen, NB
Jenna Elizabeth Sorensen, BSc, BSW	Montague, PE
Cassandra Suzanne Swift, BA, BSW	Minto, NB
Shelby Anna Thompson, BA, BSW	Fredericton, NB
Ashley Allison Weagle, BA, BSW	Oromocto, NB
Katherine Mae White, BA, BSW, MEd	Fredericton, NB

Doctor of Letters, *honoris causa*

Madhu Verma